

Class of 2021

Diploma Programme

Student and Parent Handbook



Dear Families,

LIS is delighted to have this opportunity of welcoming you to the Diploma Programme guide. The IB Diploma and Diploma Courses programmes were first established at LIS in 2005 and since then our students have graduated with diplomas and courses that have enabled them to access university and college undergraduate courses around the world. We are committed to maintaining a respectful and rigorous learning environment. It is important for students and their families to know at the outset that the IB Diploma and the IB Diploma Courses programmes are academically challenging qualifications that are achieved with a growth mindset, effort, perseverance and commitment.

LIS has an experienced IB Diploma teaching team who are dedicated to supporting our learners as they strive to achieve individual excellence. These educators are joined by a leadership team, including the Secondary Principal, the Secondary Deputy Principal, the Diploma Coordinator, the CAS Coordinator, the Extended Essay Coordinator, TOK Coordinator the Year 12 and 13 advisors and the Upper Secondary Counsellor to provide support for all learners.

The purpose of this booklet is to provide you with the information necessary for making informed and realistic subject choices, but it should be noted that because of timetable constraints, it may not always be possible to meet all students' preferences. We advise students to make choices that reflect their passions and interests. Ultimately, each student will be guided through the process based on their own strengths and a best fit approach.

In addition to the academic subjects, you will learn about the three Core components of the programme: the Extended Essay (EE), Creativity, Activity and Service (CAS) and Theory of Knowledge (TOK). The EE helps students to develop the necessary research skills required at university whilst the TOK course is designed to develop a coherent approach to learning which transcends and unifies the various academic areas. CAS challenges students to become more balanced and caring individuals who can make a real difference to their community.

Also contained in this guide are details about the LIS Diploma, and the IB Diploma Courses programmes, the latter being a useful alternative to the full Diploma. You will also read about the requirements for admission into the Diploma Years.

We trust and hope that you will find this guide useful and informative. If you have any queries about the content, or questions about the programmes, please feel free to contact me at school or by writing to rbradford@lisluanda.com.

Regards,

Rene Bradford
IB Diploma Coordinator

IB DIPLOMA PROGRAMME SUBJECT CHOICES

IB Diploma candidates choose 6 subjects to study over two years according to the following requirements:

- One subject must be selected from each of the IB subject groups 1 to 5 indicated in the Diploma Programme model shown on the title page.
- The only exception is group 2 as a student may choose a second language in group 1 instead of a group 2 language. Successful completion of two group 1 courses can lead to the award of a bilingual diploma.
- As a sixth subject, the student may either select an Arts subject or a second subject from Groups 1-4.
- Three subjects are chosen at higher level (HL) and three at standard level (SL). The number of hours for HL is 240 and for SL it is 150. The assessment components for each course also vary.
- Admission to all classes will follow the LIS Entry to year 12 requirements shown below.
- All students must study English and another language either from group 1 or 2.
- A second language selected from Group 1 may replace a Group 2 subject.
- Students have the option of studying a Group 1 Literature course not offered by the school (known as a School Supported Self-Taught course) by special arrangement with the IB and LIS. For example, a student may be a native speaker of Italian but because we do not offer this as a course, they can pursue this as a self-taught option. This requires motivation, independence and commitment. It should also be noted that parents are responsible for an external tutor to support their child through a School Supported Self Taught course. LIS will be responsible for all IB administration

Not all subjects and combinations listed below may be available. Final course offerings depend on the number of students that sign up for a subject as well as scheduling and staffing constraints.

Year 12 Entry Requirements to IB Diploma Programme:

Students from MYP schools are expected to have:

- Gained a minimum of 36 points in the MYP (including their Personal Project)
- Gained an MYP level 5 for the subjects that will be taken at Higher Level

Students from non-MYP schools are expected to have:

- Reached the equivalent of an average MYP grade of 4
- Gained the equivalent of level 5 for subjects that will be taken at Higher Level - this will be carefully reviewed by the Diploma team.

Year 12 Entry Requirements to Diploma Courses:

Students must take a minimum of five subjects including: two languages, maths and two other subjects.

Students from MYP schools are expected to have:

- Achieved a level four in the subjects they choose to study

Students from non-MYP schools are expected to have:

- Reached the standard required for level four in the subjects they choose to study

GROUP 1: Studies in Language & Literature

Language & Literature: English and Portuguese

Language and Literature is a course designed for students who have experience using the target language in an academic context. Texts, both literary and non-literary, are studied according to form, content, purpose and audience as well as the social, historical and cultural context in which they were created.

LIS offers the Language & Literature course in **English** and in **Portuguese**.

Difference between higher and standard level

All students study the same three parts of the course over 2 years. HL students are expected to read and view more texts (literary and non-literary) than SL students. In assessments HL students have tasks that tend to be more complex or longer than SL tasks.

Course content

The course will be divided into three parts which will allow students to explore different aspects of language and of literature:

- *Readers, writers and texts* aims to introduce students to the notion and purpose of literature and the ways in which texts can be read, interpreted and responded to.
- *Time and space* draws attention to the fact that texts are not isolated entities, but are connected to space and time.
- *Intertextuality: connecting texts* focuses on the connections between and among diverse texts, traditions, creators and ideas.

Each part of the course is accompanied by six questions, linked to the course concepts, that provide a guide to the learning in each part of the course.

HL students will have to read 6 literary works:

- at least two written originally in the target language by authors on the reading list;
- at least two works in translation by authors on the reading list;
- two can be chosen freely.

There should be a minimum of two literary works for each of the parts of the course. Works should be selected to cover three major literary genres, three periods and three places.

SL students will have to read 4 literary works:

- at least one written originally in the target language by an author on the reading list;
- at least one work in translation by an author on the reading list;
- two can be chosen freely.

There should be a minimum of one literary works for each of the parts of the course. Works should be selected to cover two major literary genres, two periods and two places.

Assessment details

External Assessment

Paper 1: Commentary

Paper 2: Essay

Internal Assessment :

Individual Oral Presentation + journal

** New courses in Group 1 start in August 2019, with the first examinations taking place in May 2021.*

Prerequisites and special requirements

Students must have an initial proficiency in the target language to be successful in this course as determined by the school and the language teachers.

Who should choose this course?

The language background of the students enrolling on this course is likely to vary considerably – from monolingual students to students with more complex language profiles. This course is appropriate for students planning to study Communication, History, Humanities, Law, Literature, Marketing, Media, Politics, Social Sciences at university.

Reference:

International Baccalaureate website, [Language A: Literature curriculum review and Language A: Language and literature curriculum review](#), 2017.

GROUP 2: Language Acquisition

AB INITIO (STANDARD LEVEL ONLY) - FOR BEGINNERS - SPANISH AND PORTUGUESE

(THE OFFERING OF PORTUGUESE AB INITIO WILL BE SUBJECT TO STUDENT INTEREST AND STUDENT NUMBERS)

The main focus of the Language *ab initio* course is on the acquisition of language required for purposes and situations usual in everyday social interaction (communication through the use of language). This course aims to develop a variety of linguistic skills, and a basic awareness of the

culture through the use of the target language. Language *ab initio* courses develop students' linguistic abilities through the development of receptive, productive and interactive skills. Language learning takes place in a variety of ways and through a range of different media.

IB Language *ab initio* courses aim for students to learn to:

- understand and use the language in a range of contexts for a variety of purposes;
- use the language to communicate with other people;
- develop skills in listening, speaking, writing and reading;
- use the language to interact with, and appreciate another culture.

Course content

The course is organized around five prescribed themes:

- identities
- experiences
- human ingenuity
- social organization
- sharing the planet.

Because a structured learning environment is crucial for the success of beginning language learners, the language *ab initio* syllabus prescribes four topics for each of the five prescribed themes. Thus, in total there are 20 topics that must be addressed in this course. These themes and topics are studied through three areas of study:

1. Language
 - the four primary language skills (listening, speaking, reading, writing)
 - grammatical structures
 - vocabulary
2. Texts (personal, professional and mass media texts)
3. Cultural awareness – exploring aspects of the culture related to the language studied

Assessment details

External Assessment:

Paper 1: Productive skills

Paper 2: Receptive skills

Internal Assessment:

A conversation with the teacher, based on a visual stimulus and at least one additional course theme. Oral assessments are recorded, assessed by the teacher and sent to an IB examiner for moderation.

Prerequisites and special requirements

Given the intense nature of Language *ab initio* courses, students will need to demonstrate good language learning skills. They will have had limited exposure to the language previous to taking the class.

Who should choose this course?

Language *ab initio* is appropriate for students with none to less than two years of experience in the target language.

International Baccalaureate Organization, *Diploma Programme Language ab initio guide – First assessment 2020*. Cardiff, United Kingdom: International Baccalaureate Organization, February 2018.

Group 2: Language Acquisition

HIGHER LEVEL AND STANDARD LEVEL INTERMEDIATE ENGLISH, SPANISH AND PORTUGUESE

The focus of Language B is for intermediate to advanced language acquisition and to build intercultural understanding. Language B is intended for students with approximately 2-5 years of previous experience in the target language. Students are given the opportunity to reach a high degree of competence in a language, including the study of literature at the higher level.

Difference between higher and standard level

At both levels of language B (SL and HL), students learn to communicate in the target language in familiar and unfamiliar contexts. They describe situations, narrate events, make comparisons, explain problems, and state and support their personal opinions on a variety of topics relating to course content. The study of two literary works originally written in the target language is required only at language B HL. The distinction between language B SL and HL can also be seen in the level of competency the student is expected to develop in the receptive, productive and interactive skills.

Course content

At both higher level and standard level, a successful language B student should not only learn and assimilate basic language structures but should also be able to use the language in a range of situations and purposes for which and in which the language is used.

Students expand the range of their communication skills by understanding and producing a wide variety of oral and written texts for audiences, contexts and purposes associated with academic and personal interests. For the development of receptive skills, language B students must study authentic texts that explore the culture(s) of the target language. **In addition, the study of two literary works is required at HL.**

Five prescribed themes are common to the syllabuses of language B. The themes are:

- identities
- experiences
- human ingenuity
- social organization
- sharing the planet

The five prescribed themes must all be addressed equally in the language B course.

Assessment details

External Assessment: Written Component

Paper 1: Productive Skills

Paper 2: Receptive Skills

Internal Assessment: Oral Component

Individual Oral Assessment

HL: a conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus.

SL: a conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme.

Oral assessments are recorded and assessed by the teacher, then sent to the IB for moderation.

Prerequisites and special requirements

Given the intense nature of Language B courses, students will need to demonstrate good language learning skills. For standard level 2-3 years and for higher level 4-5 years of previous study in the language is the norm. Students should also interact regularly with native speakers of the language to build their language skills. The final decision on the appropriateness of the course and level of study are made by the relevant teacher together with the DP Coordinator.

Who should choose this course?

The higher level course is particularly useful for students intending to study the language for a future career or for university study. Language B standard level may also be appropriate for students who have had social exposure to the language, are quick with languages and used to interacting with people speaking in the language of that country.

Reference:

International Baccalaureate, [Diploma Programme Language B Guide](#), published in February 2018.

GROUP 3: Individuals and Societies

ECONOMICS HIGHER LEVEL AND STANDARD LEVEL

The study of economics is essentially about dealing with scarcity, resource allocation and the methods and processes by which choices are made in the satisfaction of human wants. As a social science, economics uses scientific methodologies that include quantitative and qualitative elements. The IB Diploma Programme economics course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting

countries, governments and societies. These economic theories are not to be studied in a vacuum—rather, they are to be applied to real-world issues.

Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability. The ethical dimensions involved in the application of economic theories and policies permeate throughout the economics course as students are required to consider and reflect on human end-goals and values.

The economics course encourages students to develop international perspectives, fosters a concern for global issues, and raises students' awareness of their own responsibilities at a local, national and international level. The course also seeks to develop values and attitudes that will enable students to achieve a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interdependent world.

Difference between higher and standard level

All units consist of HL and SL topics. In most cases, HL units are an extension of common themes. However, there is a greater degree of mathematical analysis of economic theory in the HL components.

Course content

There are 4 broad themes in the Economics curriculum:

Year 12

1. Microeconomics
2. Macroeconomics

Year 13

3. International economics
4. Development economics

Assessment details

External Assessment:

- Paper 1: Extended response questions
Paper 2: Data response questions
Paper 3 (HL only): Problem solving using math

Internal Assessment:

Students complete a portfolio of 3 commentaries based on current economics news

Pre-requisites and special requirements

If your grade in humanities in year 11 less than a 5, it will not be feasible for you to choose IBDP Higher Level Economics.

Who should choose this course?

DP Economics is an academically rigorous program which demands a range of skills from Mathematics to essay writing, along with regular work and commitment. Once you do that it can also be very rewarding both in terms of higher grades and an understanding of the world around you.

Reference:

International Baccalaureate, Diploma Programme Economics Guide November 2010. Geneva, Switzerland: International Baccalaureate, 2011.

GROUP 3: Individuals and Societies

GEOGRAPHY HIGHER LEVEL AND STANDARD LEVEL

Geography is about the real world, the interactions between individuals, communities and the physical environment. It examines the processes and the response involved, and evaluates management strategies of the resulting changes. Geography helps us recognise and understand the intriguing similarities and the differences we see around us every day.

Difference between higher and standard level

While the depth of study is similar, the standard level syllabus is not as broad. Students will study the core theme and an additional two optional themes. Standard level students are expected to cover the same skills as higher-level students.

Course content

Part one Geographic themes: Oceans and coastal margins, Geophysical hazards, Food and health, Urban environments

Part two Geographical perspectives - global change: changing population, climate- vulnerability and resilience, resource consumption and scarcity

Part three (HL only) Geographical perspectives - global interactions: power, places and networks, human development and diversity, global risks and resilience

Assessment details.

External Assessment:

Paper 1: Two (SL) and three (HL) extended questions on Geographic themes, 35%

Paper 2: Short and extended responses, 35%

Paper 3: Two essay questions (HL only).

Internal Assessment:

Field study written report.

Prerequisites and special requirements

A strong interest in the world around us is the only prerequisite.

Who should choose this course?

Geography is a great foundation for those interested in studying subjects as diverse as International Relations, World Development, Environmental Studies, Geology, Oceanography or

City Planning. Geographers work for governments, environmental agencies, charities and NGOs; there are geographers on top of mountains, on reefs, in rivers, on volcanoes, in refugee camps, in rainforests, in the Antarctic and under the ocean. This is the course for you if you are interested in understanding our contemporary and future world.

Reference

International Baccalaureate Organization, Diploma Programme Geography Guide. Cardiff, United Kingdom: International Baccalaureate Organization, 2015

GROUP 3: Individuals and Societies

HISTORY HIGHER LEVEL AND STANDARD LEVEL - AFRICAN OPTION

The aim of the IB History Course is to involve students in an exciting engagement with the past. It is focused around 6 key historical concepts; change, causation, perspective, consequence, continuity and significance. As an exploratory subject it fosters a sense of inquiry, and as an interpretative discipline allows for the opportunity for engagement with multiple perspectives. It is hoped that by developing an understanding of the past, students will have a deeper understanding of the nature of the world today. It involves the study of a variety of types of history, including political, economic, social and cultural. An emphasis is placed on encouraging students to think as historians and on the development of skills such as critical thinking.

Difference between higher and standard level

SL and HL students study a common core, focused on Rights and Protests, Authoritarian States and Independence Movements. In addition, HL students will undertake an in-depth study focused on Africa. SL students are released from class while HL topics are studied but are required to attend all classes while SL topics are taught. SL students take 2 examinations, while HL students take 3. All students complete an Internal Assessment.

Course content

SL and HL students will study: Rights and Protests, with case studies on the USA and South Africa, Authoritarian States, focusing on Hitler, Castro, Kenyatta and Nyerere and Independence Movements, exploring African and Asian examples, such as Gandhi and Ho Chi Minh. HL students will also study: Nationalist and Independence Movements in 20th Century Africa, Developments in South Africa 1800-1994 and Post independence politics in Africa to 2005.

Assessment details

External Assessment:

Paper 1: Questions on 4 different sources

Paper 2: Two essay questions

Paper 3 (HL only): Three essay questions

Internal Assessment:

Internal Assessment is a piece of original research of 2,200 words in length.

Prerequisites and special requirements

Although IB History is an intensive reading and writing course, it is open to both first and second language English speakers.

Who should choose this course?

Anyone who is interested in the past and how it affects the world today. Its emphasis on critical thinking skills and the ability to develop analytical arguments makes it an important subject for all walks of life especially if you are planning to study Journalism, Government or Law, International Relations, Development and Political Science.

Reference:

International Baccalaureate, Diploma Programme History Guide November 2013. Geneva, Switzerland: International Baccalaureate, 2013

GROUP 3 or Group 4: Individuals and Societies or Science

ENVIRONMENTAL SYSTEMS AND SOCIETIES STANDARD LEVEL ONLY

This course can be taken as either a group 3 or group 4 option

The ESS course is designed to give students an understanding of the close relationships between the natural environment, the demand for resources to advance human development and the associated issues that societies are faced with. Students are encouraged throughout the course to develop a strong sense of self in terms of analysis and evaluation of the scientific, ethical and socio-political aspects of the global environment. Students are expected to be able to link concepts from different units and to take a systems approach in the analysis of environmental issues. Students need good analytical and writing skills.

Course Content

There are 8 topic areas in the course. These are:

- Topic 1 – Foundations of Environmental Systems & Societies
- Topic 2 – Ecosystems and Ecology
- Topic 3 – Biodiversity and Conservation
- Topic 4 – Water and Aquatic Food Productions Systems & Societies
- Topic 5 – Soil Systems and Terrestrial Food Production Systems and Societies
- Topic 6 – Atmospheric Systems & Societies
- Topic 7 – Climate change & Energy Production
- Topic 8 – Human Systems and Resource Use

Assessment Details

Standard Level Course Only

External Assessment:

Paper 1: Case Study

Paper 2: Short answers & Essays

Internal Assessment

One long-term investigation

Prerequisites and Special Requirements

None. A good general knowledge of current social, political and environmental issues around the world is a great asset. An interest in the natural world, especially wildlife and wild places is a useful addition for all students. All students need to be able to analyse and evaluate written texts and to write well.

This subject is complementary to Economics and Geography DP courses.

Who should choose this course?

Students with an active interest in environmental and social issues. Students planning careers in development, international aid or other social development fields.

Who should not choose this course?

Students needing 2 sciences to pursue careers in medicine, engineering etc.

Reference: International Baccalaureate, [Diploma Programme Environmental Systems and Societies Guide](#). Cardiff, United Kingdom: International Baccalaureate, 2012.

GROUP 4: Sciences

BIOLOGY HIGHER LEVEL AND STANDARD LEVEL

Biology is the scientific study of the interactions that take place within and between living organisms and their chemical and physical environments. IB Biology in comparison to other IB science courses requires a larger amount of knowledge and statistical analysis to be learned. Students should not think this is a 'math easy' option. The emphasis, however, is for students to acquire the relevant knowledge to gain a broad understanding of the key principles of biological systems. The major themes emphasized throughout IB Biology include, the relationships between *Structure and Function*, *Universality versus Diversity*, *Equilibrium within Systems* and *Evolution*. All IB science courses have a strong emphasis on experimentation and the scientific method as a way of gaining knowledge and understanding.

Difference between higher and standard Level

The main differences between Higher Level (HL) and Standard Level (SL) Biology have to do with the time spent in study and the depth to which material must be learned.

Course Content

Core Topics for SL and HL	Hours	Additional Topics for HL (AHL)	Hours
1: Cell biology	15	7: Nucleic Acids	9
2: Molecular biology	21	8: Metabolism, cell respiration and photosynthesis	14 11
3: Genetics	15	9: Plant biology	13
4: Ecology	12	10: Genetics and evolution	8
5: Evolution and biodiversity	12	11: Animal physiology	16
6: Human physiology	20		
Extended Study (Options):		Extended Study (Options):	
D: Human physiology	15	D: Human physiology	25
Practical Work	40	Practical Work	60
Minimum Teaching Hours	150	Minimum Teaching Hours	240

Assessment details

External Assessments:

Paper 1: multiple-choice questions.

Paper 2: short-answer and extended-response questions that may involve explanations, calculations, analysis or evaluation.

Paper 3: data-based, short-answer, and extended response questions on the core and the option studied.

Internal Assessment:

One long-term investigation. SL and HL students are marked against the same assessment criteria.

Prerequisites and Special Requirements

A good background in 10th and 11th year Biology, Chemistry, Physics and Mathematics is recommended for IB Biology. HL candidates should have earned a grade of 5 or better in their previous science course.

Who should choose this course?

HL Biology is recommended for students who wish to study biological sciences at university including medicine, nursing, pharmacy, biotechnology, genetic engineering, agriculture, forestry, conservation and environmental protection. SL Biology is recommended for students who may not plan to specialize in sciences at university but who enjoy the challenges of learning about the living world and the way we need to interact with it responsibly in our daily lives and business.

Who should not choose this course?

IB Biology should not be considered an easy science option. It involves a lot of writing, reading, complicated vocabulary, biochemistry, abstract concepts and mathematics (statistical analysis).

Reference: International Baccalaureate, Diploma Programme Biology Guide. Cardiff, United Kingdom: International Baccalaureate, 2013.

GROUP 4: Sciences

CHEMISTRY HIGHER LEVEL AND STANDARD LEVEL

In IB Chemistry, the theoretical study of chemistry is combined with the acquisition of practical, investigational, and communication technology skills. The moral, ethical, social, economic and environmental implications of using science and technology are also considered.

Difference between higher and standard Level

The skills and activities are common to students at both SL and HL; however, students at HL are required to study some topics in greater depth. SL students participate in 40 hours of practical work; 60 hours of practical work is required for HL students.

Course Content

Students study the topics shown below. One topic is also chosen from Biochemistry, Medicinal Chemistry, Materials, and Energy according to class interest.

SL and HL students study:

Topic 1: Stoichiometric relationships
Topic 2: Atomic structure
Topic 3: Periodicity
Topic 4: Bonding
Topic 5: Energetics
Topic 6: Kinetics
Topic 7: Equilibrium
Topic 8: Acids and bases
Topic 9: Oxidation and reduction
Topic 10: Organic chemistry
Topic 11: Measurement and data processing

HL students study:

Topic 12: Atomic structure
Topic 13: Periodicity
Topic 14: Bonding
Topic 15: Energetics
Topic 16: Kinetics
Topic 17: Equilibrium
Topic 18: Acids and bases
Topic 19: Oxidation and reduction
Topic 20: Organic chemistry
Topic 21: Measurement and Analysis

Assessment Details

External Assessments:

Paper 1: multiple-choice questions.

Paper 2: short-answer and extended-response questions that may involve explanations, calculations, analysis or evaluation.

Paper 3: data-based, short-answer, and extended response questions on the core and the option studied.

Internal Assessment:

One long-term investigation. SL and HL students are marked against the same assessment criteria.

Prerequisites and Special Requirements

A pass score in MYP Chemistry is recommended in order to enrol in SL Chemistry. A 5 or higher in MYP Chemistry is recommended in order to be able to enrol in the HL course. Concurrent enrollment in either HL Mathematics course or SL Mathematics Analysis and Approaches is recommended for students. See full letter [HERE](#) with additional requirements regarding Maths.

Who should choose this course?

IB Chemistry is recommended for students who plan to study science-related subjects such as medicine, biological science or environmental science at university. Those who wish to pursue a career in engineering are also recommended to study IB Chemistry. Students who have enjoyed studying introductory chemistry or those who wish to have a better understanding of the physical world may also want to choose IB Chemistry as their Group 4 science.

Reference: International Baccalaureate, Diploma Programme Chemistry Guide. Cardiff, United Kingdom: International Baccalaureate, 2013.

GROUP 4: Sciences

***New course**

DESIGN AND TECHNOLOGY HIGHER LEVEL AND STANDARD LEVEL

(THE OFFERING OF THIS COURSE WILL BE SUBJECT TO STUDENT INTEREST AND STUDENT NUMBERS)

Design is the link between innovation and creativity. Students will explore the possibilities of what can be created to solve a design problem through prototyping, experimentation and adaptation. It is human-centred and focuses on the needs, wants and limitations of the end user. The Diploma programme helps the student achieve a high level of design literacy by enabling them to develop critical thinking and design skills, which they can apply in a practical context.

Difference between higher and standard Level

Design technology students at standard level (SL) and higher level (HL) undertake core topics, and have four common assessment criteria used for their internal assessment (IA). While the skills and activities of design technology are common to both SL and HL, students at the HL are required to study additional topics and two additional assessment criteria for the internal assessment. The distinction between SL and HL is one of breadth and depth.

Course Content

Core topics:

1. Human factors and ergonomics
2. Resource management and sustainable production.
3. Modelling
4. Final production
5. Innovation and design
6. Classic design

Additional HL topic:

1. User-centred design
2. Sustainability
3. Innovation and markets
4. Commercial production

Assessment Details

External Assessments:

Paper 1: multiple-choice questions.

Paper 2: short-answer and extended-response questions that may involve explanations, calculations, analysis or evaluation.

Paper 3: data-based, short-answer, and extended response questions on the core and the option studied.

Internal Assessment:

Design project based on personal interest.

Who should choose this course?

The diploma is accepted for university entrance in many countries, and is a great preparation for careers in areas such as engineering, construction, manufacturing, architecture, product design, interior design, design and education and many more.

GROUP 4: Sciences

PHYSICS HIGHER LEVEL AND STANDARD LEVEL

The Diploma Programme physics course allows students to develop practical skills and experimental techniques and to apply mathematics to solve problems in Physics. Students gain an intuition into the behavior of common physical systems such as air conditioners, car engines, cellphones and many others. Physics also allows students to develop interpersonal skills, and information and communication technology skills, which are essential in modern scientific endeavor and are important life-enhancing, transferable skills.

Difference between higher and standard Level

Students at HL are required to study some topics in greater depth, to study additional topics and to study extension material of a more demanding nature than in the common options. The distinction between SL and HL is one of breadth and depth.

Course Content

- 8 Core topics (SL & HL): Measurement and uncertainties; Mechanics, Thermal physics; Waves; Electricity and magnetism; Circular motion and gravitation; Atomic, nuclear and particle physics; Energy production
- 4 Additional topics (HL): Wave phenomena; Fields; Electromagnetic Induction; Quantum and nuclear physics
- 4 Options: (HL & SL): Relativity; Engineering Physics; Imaging; Astrophysics

Assessment Details

External Assessments:

Paper 1: multiple-choice questions.

Paper 2: short-answer and extended-response questions that may involve explanations, calculations, analysis or evaluation.

Paper 3: data-based, short-answer, and extended response questions on the core and the option studied.

Internal Assessment:

One long-term investigation. SL and HL students are marked against the same assessment criteria.

Prerequisites and Special Requirements

A passing score in MYP physics (or similar level science course) will enable any student to study DP Physics at the Standard Level. Higher Level candidates should have a 5 or better for Criterion A in MYP Physics . (or similar level science course). Please see letter [HERE](#) explaining further details about prerequisites.

Who should choose this course?

- You are curious about the physical world around you.
- You enjoy exploring the way things work.
- You like to take things apart, look inside and play with physical objects.
- You are interested in a career in Engineering, Physics, or another technical field.

Students who are taking Math Studies may not take this course and those who are not confident manipulating algebraic equations will find the course very challenging and must discuss the option with teacher.

Reference: International Baccalaureate, [Diploma Programme Physics Guide](#). Cardiff, United Kingdom: International Baccalaureate, 2012.

GROUP 4: Sciences

**New course*

SPORTS EXERCISE AND HEALTH SCIENCE HIGHER LEVEL AND STANDARD LEVEL **(THE OFFERING OF THIS COURSE WILL BE SUBJECT TO STUDENT INTEREST AND STUDENT NUMBERS)**

Sports, exercise and health science (SEHS) is an experimental science that combines academic study with the acquisition of practical and investigative skills. It is an applied science course within group 4, with aspects of biological and physical science being studied in the specific context of sports, exercise and health. The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sports, exercise and health. Students will cover a range of core and option topics, and carry out practical (experimental) investigations in both laboratory and field settings. This will provide an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyse human performance. Where relevant, the course will address issues of international dimension and ethics by considering sports, exercise and health relative to the individual and in a global context.

Difference between higher and standard Level

Standard level (SL) and higher level (HL) students undertake a common core syllabus, a common internal assessment (IA) and have some overlapping elements in the options studied. While the skills and activities of group 4 science subjects are common to students at both SL and HL, students at HL are required to study additional higher level material as well as HL topics within the options. The distinction between SL and HL is one of breadth and depth.

Course content

Core

There are six compulsory topics in the core

1. Anatomy
2. Exercise physiology
3. Energy systems
4. Movement analysis
5. Skill in sports
6. Measurement and evaluation of human performance

Additional higher level topics

1. Further anatomy
2. The endocrine system

3. Fatigue
4. Friction and drag
5. Skill acquisition and analysis
6. Genetics and athletic performance
7. Exercise and immunity

Options

There are four options. Students are required to study any two,

- A. Optimizing physiological performance
- B. Psychology of sports
- C. Physical activity and health
- D. Nutrition for sports, exercise and health

Assessment details

External Assessments:

Paper 1: multiple-choice questions.

Paper 2: short-answer and extended-response questions that may involve explanations, calculations, analysis or evaluation.

Paper 3: data-based, short-answer, and extended response questions on the core and the option studied.

Internal Assessment:

One long-term investigation. SL and HL students are marked against the same assessment criteria.

Who should choose this course?

Sports, Exercise and Health Science is recommended for students who enjoy science, who want to learn more about sport, exercise and health and who want to complete some work via practical (experimental) investigations in both laboratory and field settings. The course would also appeal to students who are interested in a career in a sport related field, or health-related field, such as an physiotherapy, exercise physiologist, sport and exercise psychologist, sports therapist or sports administrator.

Reference: International Baccalaureate, Diploma Programme Sports, exercise and health sciences Guide. Cardiff, United Kingdom: International Baccalaureate, 2016

GROUP 5: MATHEMATICS - Please read [THIS](#) letter to understand how a student's Mathematics choice has an impact on their other courses.

MATHEMATICS: APPLICATIONS AND INTERPRETATIONS HIGHER LEVEL AND STANDARD LEVEL

These courses are appropriate for students who are interested in developing their mathematics for describing our world and solving practical problems. They will also be interested in harnessing

the power of technology alongside exploring mathematical models. Students who take Mathematics: Applications and interpretation will be those who enjoy mathematics best when seen in a practical context.

Difference between higher and standard Level

All students will complete 120 hours of SL content and 30 hours of investigation, inquiry and problem-solving activities including completing the internal assessment. HL students will complete a further 90 hours. The additional time allows the HL course to offer a deeper study of each topic, more complex applications of each topic, and additional content related to each topic.

Course Content

- Topic 1: Number and algebra
- Topic 2: Functions
- Topic 3: Geometry and trigonometry
- Topic 4: Statistics and probability
- Topic 5: Calculus

Assessment Details

External Assessment:

Technology is required for all papers

Paper 1: Short-response questions

Paper 2: Extended-response questions

Paper 3 (HL only): Two extended problem solving questions

Internal Assessment:

Students write a single report that explores a mathematical topic of their choice.

Prerequisites and Special Requirements

See [THIS](#) link (same as above)

Who should choose this course?

This subject is aimed at students who will go on to study subjects such as social sciences, natural sciences, statistics, business, some economics, psychology, and design, for example.

Reference:

International Baccalaureate, [Diploma Programme Mathematics: Curriculum Review- summary report to teachers](#). Cardiff, United Kingdom: International Baccalaureate, April 2017.

International Baccalaureate, [Diploma Programme Mathematics: Curriculum Review-final report to schools](#). Cardiff, United Kingdom: International Baccalaureate, May 2018.

GROUP 5: MATHEMATICS

MATHEMATICS: ANALYSIS AND APPROACHES HIGHER LEVEL AND STANDARD LEVEL

These courses are appropriate for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will also be fascinated by exploring real and abstract applications of these ideas, with and without the use of technology. Students who take Mathematics: Analysis and approaches will be those who enjoy the thrill of mathematical problem solving and generalization.

Difference between higher and standard Level

All students will complete 120 hours of SL content and 30 hours of investigation, inquiry and problem-solving activities including completing the internal assessment. HL students will complete a further 90 hours. The additional time allows the HL course to offer a deeper study of each topic, more complex analyses of and approaches to each topic, and additional content related to each topic.

Course Content

- Topic 1: Number and algebra
- Topic 2: Functions
- Topic 3: Geometry and trigonometry
- Topic 4: Statistics and probability
- Topic 5: Calculus

The HL course offers a deeper study of each topic, more complex applications of each topic, and additional content related to each topic.

Assessment Details

External Assessment:

Paper 1: No technology required - Short-response questions

Paper 2: Technology required - Extended-response questions

Paper 3 (HL only): Technology required - Two extended problem solving questions

Internal Assessment:

Students write a single report that explores a mathematical topic of their choice.

Prerequisites and Special Requirements

See [THIS](#) link (same as above)

Who should choose this course?

This subject is aimed at students who will go on to study subjects with substantial mathematics content such as mathematics itself, engineering, physical sciences, or economics for example.

Reference:

International Baccalaureate, Diploma Programme Mathematics: Curriculum Review- summary report to teachers. Cardiff, United Kingdom: International Baccalaureate, April 2017.

International Baccalaureate, Diploma Programme Mathematics: Curriculum Review-final report to schools. Cardiff, United Kingdom: International Baccalaureate, May 2018.

GROUP 6: Arts

THEATRE HIGHER LEVEL AND STANDARD LEVEL

The theatre syllabus consists of three equal, interrelated areas for SL and HL: theatre in context (exploring theatre in a variety of contexts and understanding how these contexts inform practice), theatre processes (understanding and engaging in the processes of transforming ideas into action) and presenting theatre (developing and applying theatre production, presentation and performance skills, working both independently and collaboratively). These core areas are central to the programme. Students are required to approach these areas from the perspectives of each of the following specialist theatre roles: creator, designer, director and performer.

Difference between higher and standard level: HL allows for greater breadth and depth in the teaching and learning through an additional assessment task that requires HL students to understand and appreciate the relationship between theory and practice in order to create a solo theatre piece.

Course content

The Diploma Programme theatre course is student-centered and places student explorations at the heart of a holistic learning experience. Students focus on the techniques and methods of making theatre, and present these discoveries in a variety of ways, through performance, presentations, demonstrations and written expression. The course encourages students to research, not only using traditional academic methods, but also practically, through the body. Students learn through problem-solving and inquiry. They communicate their learning through action, staging, project planning, workshops, presentations, physical demonstrations, oral, visual and written expression

Assessment details

External assessment

1. Solo theatre piece (HL only) - Students research a theatre theorist they have not previously studied, identify an aspect(s) of their theory and create and present a solo theatre piece (4–8 minutes) based on this aspect(s) of theory.
2. Director's notebook (SL and HL) - Students choose a published play text they have not previously studied and develop ideas regarding how it could be staged for an audience.
3. Research presentation (SL and HL) - Students plan and deliver an individual presentation (15

minutes maximum) to their peers in which they outline and physically demonstrate their research into a convention of a theatre tradition they have not previously studied.

Internal assessment:

1. Collaborative project (SL and HL) - Students collaboratively create and present an original piece of theatre (lasting 13–15 minutes) for and to a specified target audience, created from a starting point of their choice.

Prerequisites and special requirements

The work of the course is approachable from multiple perspectives and previous drama experience is not a prerequisite. However, the MYP discipline of drama provides a solid foundation for the Diploma Programme theatre course.

Who should choose this course?

The course exemplifies the IB learner profile. Students who are willing to contribute their passion, creativity, divergent thinking, intellectual rigour, open-mindedness, curiosity and willingness to express themselves will excel in this course.

Reference: IB DP Theatre Guide, Cardiff, United Kingdom: International Baccalaureate, 2014.

GROUP 6: Arts

VISUAL ARTS HIGHER LEVEL AND STANDARD LEVEL

The visual arts core syllabus at SL and HL consists of three equal and interrelated areas: communicating visual arts (making artwork that is influenced by personal and cultural contexts), visual arts in context (becoming informed and critical observers and makers of visual culture and media) and visual arts methods (developing skills, techniques and processes in order to communicate concepts and ideas). Students are required to understand the relationship between these areas and how each area informs and impacts their work in visual arts.

Difference between Higher and Standard Level

There are additional assessment requirements at HL that allow for breadth and greater depth in the teaching and learning. The assessment tasks require HL students to reflect on how their own work has been influenced by exposure to other artists and for them to experiment in greater depth with additional art-making media, techniques and forms. HL students are encouraged to produce a larger body of resolved works and to demonstrate a deeper consideration of how their resolved works communicate with a potential viewer.

Course Content

The visual arts course is student-centred and places student exploration at the heart of a holistic learning experience. Students have a free choice to identify, select and explore artists, artworks, cultural contexts, and media and forms for study which interest and excite them. They also have

freedom to present their studies in a variety of creative ways, including presentations, demonstrations and exhibitions. Through this course students should learn not only about visual arts from a variety of cultural contexts, but also about the importance of making their own practical work with integrity, informed by theory and research, with an awareness of the impact their work and ideas may have on the world. Communication is essential to the visual arts and students should experience and reflect on the processes of communicating their work.

Assessment Details

External assessment:

1. Comparative study (SL and HL) - Students analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts.
2. Process portfolio (SL and HL) - Students submit carefully selected materials that evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course.

Internal assessment :

1. Exhibition (SL and HL) - Students submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication.

Prerequisites and Special Requirements

Although the visual arts course requires no formal prior learning, the IB Middle Years Programme (MYP) arts subject area provides a valuable grounding that students might find beneficial.

Who should choose this course?

The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts. Organization, self-management and independent study skills are important, as well as higher-order thinking skills, such as analysis and synthesis.

Who should not choose this course?

This is not an 'easy option' course and is extremely time consuming. Students need to be open to having their own creative and cultural expectations and boundaries challenged.

Reference: International Baccalaureate, [Diploma Programme Visual Arts Guide](#). Cardiff, United Kingdom: International Baccalaureate, 2014. Updated 2017.

GROUP 6: ARTS

MUSIC HIGHER LEVEL AND STANDARD LEVEL

Music functions as a means of personal and communal identity and expression, and embodies the social and cultural values of individuals and communities. This scenario invites exciting exploration and sensitive study.

A vibrant musical education fosters curiosity and openness to both familiar and unfamiliar musical worlds. Through such a study of music we learn to hear relationships of pitch in sound, pattern in rhythm and unfolding sonic structures. Through participating in the study of music we are able to explore the similarities, differences and links in music from within our own culture and that of others across time. Informed and active musical engagement allows us to explore and discover relationships between lived human experience and specific sound combinations and technologies, thus informing us more fully of the world around us, and the nature of humanity.

Distinction Between Higher and Standard Level

External Assessment - Both standard level (SL) and higher level (HL) music students are required to study musical perception. All students therefore submit a musical links investigation and also respond to a listening examination paper.

Internal Assessment - SL students in music are required to choose one of three options: creating, solo performing or group performing. HL students in music are required to present both creating and solo performing.

Course Content

Musical Perception I: Study of Prescribed Works - Two pieces of prescribed music are studied at HL, and a choice of one of the two prescribed works is studied at SL. These prescribed pieces represent key features from two different times, places and/or musical cultures. All students are required to analyse and examine the prescribed work(s). HL students are further required to investigate significant musical links by comparing and/or contrasting two prescribed works.

Musical Perception II: Musical Links Investigation - This part of the syllabus is compulsory for both HL and SL students. Through the self-directed study of pieces from different musical cultures, students explore, analyse and examine the significant musical connections between two or more pieces of music from two distinct and contrasting cultures. Students investigate musical links by developing depth of analysis and argument in demonstrating similarities and differences between selected pieces of music. Students are strongly encouraged to use primary and secondary sources to support arguments while focusing on the musical elements and using the subject specific terminology effectively.

□

Creating - While HL students are required to complete three pieces of coursework, SL students are required to complete two pieces of coursework. During this study students should aim to develop creative skills through exploration, control and development of musical elements. Creativity demands self-discipline and focus on the part of students as they shape and assemble the musical elements to express a particular mood, character or other intended meaning. This can be done

through composing, music technology composing, arranging, improvising and composing by choosing two exercises from seven western arts music stylistic techniques exercises.

Performing - This part of the syllabus is compulsory for both HL and SL students. During this study students should aim to develop performance skills through solo or group music making. Performance demands self-discipline, collaboration, self-reflection and focus on the part of students as they develop a high-level artistry. While SL students are required to submit a recording of the total 15 minute-performance time selected from solo and/or group public performances, HL students are required to submit a recording of the total 20 minute-performance time selected from mainly solo public performances.

Assessment Details

External assessment:

1. Listening paper (SL 2 hours and HL 2 hours 30 minutes) - The listening paper examination is based on Musical Perception I: Study of Prescribed Works and world music. SL students are required to answer four comparative analysis questions while HL students are required to answer five comparative analysis and compare/contrast questions.
2. Musical Perception II: Musical Links Investigation (SL and HL) - Students submit a media script of no more than 2,000 words.

Internal assessment:

While HL students must fulfill 1 and 2, SL students are required to choose one of three options:

1. Creating (SL and HL)
2. Solo performing (SL and HL)
3. Group performing (SL only)

Prerequisites and Special Requirements

The Diploma Programme music course is designed to offer students the opportunity to build on prior experience in music while encouraging a broad approach to the subject and developing new skills, techniques and ideas. While prior music experience is not mandatory at SL, it is recommended. At HL it is very strongly recommended.

Who should choose this course?

The Diploma Programme music course provides an appropriate foundation for further study in music at university level or in music career pathways. It also provides an enriching and valuable course of study for students who may pursue other careers. This course also provides all students with the opportunity to engage in the world of music as lifelong participants.

THE CORE: EXTENDED ESSAY

The extended essay is an in-depth study of a focused topic normally chosen from one of a student's six subjects for the IB Diploma. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. It is an opportunity for students to engage in personal research in a topic of their choice under the guidance of a supervisor.

It's important to know that the EE

- is compulsory for all Diploma Programme students.
- is externally assessed.
- combined with TOK, contributes up to 3 bonus points towards the IB Diploma.
- is presented as a formal piece of scholarship containing no more than 4000 words.
- requires approximately 40 hours of work by students.

Student Responsibilities

- choose a topic that fits into one of the student's current subjects. (students may choose other subjects by agreement with the Diploma Coordinator)
- observe the regulations relating to the extended essay.
- meet deadlines.
- acknowledge all sources of information and ideas in an approved academic manner.

Supervisor Responsibilities

- provide students with advice and guidance.
- encourage and support the student.
- discuss the choice of topic with the student and help to formulate a well-focused research question.
- ensure the research questions adheres to appropriate legal and ethical standards.
- Be familiar with the regulations of the EE and give a copy of the subject-specific criteria to the student.
- monitors student progress to offer guidance and ensure it's the student's own work.
- read and comment on one completed draft only of the extended essay (but does not edit the draft).
- reads the final version to confirm its authenticity.
- submits a predicted grade.
- completes the supervisor's report.

Bibliography

"Extended Essay Guide: first exams 2013." [Online Curriculum Center](http://occ.ibo.org/). Aug. 2013: 1-183. International Baccalaureate. 26 Feb. 2014.
<<http://occ.ibo.org/>>

THE CORE: THEORY OF KNOWLEDGE

TOK is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It is a core element which all Diploma Programme students undertake and to which all schools are required to devote at least 100 hours of class time.

The TOK course examines how we know what we claim to know. It does this by encouraging students to analyse **knowledge claims** and explore **knowledge questions**. A knowledge claim is the assertion that "I/we know X" or "I/we know how to Y", or a statement about knowledge; a knowledge question is an open question about knowledge.

The **aims** of the TOK course are for students to:

1. make connections between a critical approach to the construction of knowledge, the academic disciplines and the wider world.
2. develop an awareness of how individuals and communities construct knowledge and how this is critically examined.
3. develop an interest in the diversity and richness of cultural perspectives and an awareness of personal and ideological assumptions.
4. critically reflect on their own beliefs and assumptions, leading to more thoughtful, responsible and purposeful lives.
5. understand that knowledge brings responsibility which leads to commitment and action.

Responsibilities of the student

Successful completion of TOK is a requirement for the award of both the LIS diploma of graduation and the IB diploma.

Year 12 students are required to:

- ✓ Complete a 1600 word practice essay on a choice of titles, as prescribed by their TOK teacher.
- ✓ Complete a practice presentation of up to ten minutes on a knowledge issue of their choice.
- ✓ Participate actively in class discussions.

Year 13 students are required to:

- ✓ Complete a 1600 word essay on one of six titles, as prescribed by the IB, worth 67% of the final mark
- ✓ Complete a presentation of up to ten minutes on a knowledge issue of their choice, worth 33% of the final mark.
- ✓ Participate actively in class discussions

Bibliography

"TOK Guide: first exams 2013." Online Curriculum Center. Aug. 2013: 1-183. International Baccalaureate. 26 Feb. 2014.
<<http://occ.ibo.org/>>

THE CORE: CREATIVITY, ACTIVITY AND SERVICE

CAS is at the core of the DP - aiming to strengthen and extend personal and interpersonal learning. It is a personal journey to further develop skills, dispositions and understandings. There are three strands to the programme:

- **Creativity** - exploring and extending the 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.

Connected to our LIS Mission & Values, CAS enables students to demonstrate and further develop their attributes of the learner profile. It is about experiential learning, designed to extend and involve students in new roles. The emphasis is on learning by doing real tasks that have real consequences and recording meaningful reflections on these experiences over time. Each student will create personalized experiences where they can explore their interests, passions, perspectives and values.

Student Responsibilities:

- Completion one sustained project.
- Balance the three strands as much as possible.
- Engagement throughout the 2 years of the programme.
- Successful completion of CAS as a requirement for the IB Diploma and LIS Diploma.
- Maintaining regular communication with supervisor(s).
- Undertaking three interviews with their homeroom advisor.
- Thorough documentation of all CAS experiences through reflections and evidence of participation, and attainment of the 7 learning outcomes.

“Creativity, activity, service guide: For students graduating in 2017 and after.” [Online Curriculum Center](http://occ.ibo.org/). International Baccalaureate. March. 2015. <<http://occ.ibo.org/>>

STUDENT SUPPORT AND GUIDANCE

An important part of study at LIS is the tutorial guidance and support delivered by our experienced team. All students are assigned a homeroom mentor who, along with the Diploma Coordinator, is responsible for ensuring that their students are making the best possible progress in the programme.

Mentors also act as an important link with parents whose role we see as vital to the success of the students. Regular meetings are held to discuss issues and plan an effective program of studies. Academic counseling as well as social and emotional support is provided by our Secondary Counsellors, Ms Kristen Rosenfield and Mr Scott Langston. In addition, students are guided through the university admissions process including an overview of entry requirements and application procedures for higher education in the UK, USA, Canada and other destinations. Learning Support Teachers, Ms Aileen Worrall and Ms Mary Richtsmeier, assist with the Diploma Programme in a variety of capacities. These teachers work with or monitor identified students, provide guidance to teachers on candidates with learning requirements, and when necessary request inclusive assessment arrangements.

Whilst teachers offer a great deal of support, students are encouraged to take responsibility for their own learning and progress. Over the year, a number of reports are prepared and made available online. At least two formal teacher/parent/student meetings are held annually but, since students are continuously being monitored, it is not uncommon for parents to be invited for discussions with the coordinator and/or subject teacher or mentor as and when appropriate. By

the same token, parents are encouraged to request meetings with the school as necessary and desired.

At LIS students will study in a professional and friendly environment and will be respected as young adults. However, with respect comes responsibility and thus diploma students are expected to set a good example to the rest of the student body and to be inspiring role models in all they do. Our qualified and committed staff has the prime aim of helping all students to achieve their potential on this rigorous course of study. The IB Diploma Programme at LIS serves as an ideal stepping-stone between school and whatever comes next.

Predicted Grades

Predicted grades are based on overall student demonstration of the knowledge and skills necessary for success on the internally and externally assessed components in each IB course. Students demonstrate this knowledge within each course through class assignments, projects, exams, papers, labs, workbooks, portfolios, commentaries, and mock exams. As such, students should be aware of their progress in comparison with available IB rubrics.

During the first semester of Year 13, LIS collects predicted grades for all IB Diploma and IB Courses candidates. These predicted grades are an extrapolation based on IB-type assessments to date. Predicted grades are then shared with students as they are required by some universities as part of the application process. In addition, LIS uses predicted grades to gain an overview of each student's progress, and to identify any concerns.

Parents and students are advised that requesting a particular predicted grade or asking for a change in predicted grade is not allowed and will not be taken into consideration. Students will be advised on how to speak to a teacher if the predicted grade is not in line with expectations.

Our Alumni

LIS has graduated 144 students since 2007 and our alumni has moved on to universities and colleges in a number of countries around the world including: **the US** – The Universities of Chicago, Southern California, Brigham Young, Colorado State, Suffolk, Texas, St Thomas, Penn State, Tufts, Louisiana State, Houston, Syracuse, Texas A and M, Prairie View A and M, Baylor, New School, SUNY Plattsburgh, New York, Colorado at Boulder, Northeastern, Miami, Georgia Tech, Virginia Tech, Virginia, Texas Tech, UC Riverside, Texas at Dallas, Duke, Ohio State, Tampa, Purdue, Buffalo, Emory and California Polytechnic; **the UK** – The Universities of: Newcastle, Leeds, Nottingham, Sheffield, Greenwich, Liverpool, Liverpool John Moores, Hertfordshire, Surrey, Birmingham City, Anglia Ruskin, Robert Gordon, Leeds Met, Sheffield Hallam, Bristol, Nottingham Trent, Brighton, Northumbria, Regent's, East London, Brooke House, Kent, City University, West England, Southampton Solent, Sussex, Aberdeen, Imperial College London and University College London; **Canada** – Universities of Toronto, Ottawa, Calgary and British Columbia; **South Africa** – Wits University, Midrand Graduate Institute, University of Cape Town and Nelson Mandela Metropolitan University; **Hungary** – University of Pecs; **Colombia** – Universidad de La Sabana; **Argentina** – San Andreas University; **Norway** – University of Stavanger; **Germany** – Technical



A diverse community of learners, committed to fostering compassionate, confident and socially responsible individuals who thrive in the world.
Uma comunidade diversa dedicada à aprendizagem, empenhada em criar indivíduos solidários, confiantes e socialmente responsáveis, que prosperam no mundo.

University Munich; **Italy** - Catholic University of the Sacred Heart; **France** - Pierre-and Marie-Curie; **Portugal** - University of Lisbon

Thank you for taking the time to read the Handbook. Please do not hesitate to contact me if you have any questions.

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