



International
School of London

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ISL London

IB Diploma Programme Handbook

ISL London IB Diploma Programme Handbook

This handbook gives information regarding International Baccalaureate Diploma (IB DP and Subject programmes as they are offered at International School of London.

As such, it should be read alongside the general information provided by the International Baccalaureate Organisation (IBO), which can be found at <http://www.ibo.org/diploma/>.

This guide should also be read alongside the ISL Student and Parent Handbook, distributed each year to all ISL London parents and students.

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“The core values at the International School of London are Diversity, Understanding, Identity and Passion.”

The ISL Group Mission Statement

The International School of London Group is a culturally diverse community, which fosters a passion and enthusiasm for learning, through outstanding educational practices. Students' cultural and linguistic identities are valued and nurtured through our international curriculum and Mother Tongue programme. Our school develops the attitudes, skills and understanding needed for active and responsible contributions to both local and global communities.

At the International School of London, we believe in:

- Empowering students to maximise their learning opportunities and to fulfill their potential.
- Actively integrating cultural diversity in the curriculum.
- Creating inclusive, vibrant and innovative learning communities.
- Offering a diverse and extensive international programme that supports personal, social and professional growth.



The International Baccalaureate Organisation Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

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

Welcome to the IB DP at ISL London

The IBDP was designed for schools like ours – international, diverse, multilingual, with high expectations! ISL London has been offering the IB Diploma since 1976, and as such is one of the longest standing IB schools not only in the UK but globally – we are in fact school number 57.

You can read about the history and background of the IB Diploma at www.ibo.org/diploma/

At ISL London we are very proud not only of our long tradition as an IB school but also of the innovations we have introduced to our programme offering throughout those years. Our school's mission statement shows that we value cultural and linguistic diversity in our programmes, and for this reason we have the most flexible possible offering of languages within the IB DP.

How can I make sure I succeed?

The IB DP, like all IB programmes, is not just about what you learn – it also about who you become as you learn. The IB has set out the characteristics of a student who will be successful in their programmes in the 'IB Learner Profile' <http://www.ibo.org/programmes/profile/>

You will never be 'assessed' on the learner profile, but you should keep it in mind as you learn, and think about how it informs the different ways in which you learn.

IB learners strive to be...

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are used to seeking and evaluating different points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Extract from The IB Learner Profile Booklet, IBO Publications 2009

Let's be clear about this if you want to gain the most from your learning, and achieve your full potential, you will not be able to do it just by cramming for exams at the end of the two years! The IB Diploma is a continuous programme, and your performance from day one of Grade 11 will influence the outcome on graduation day of Grade 12.

A really good education like the IB DP does not come as a 'package' you can buy 'off the shelf' – rather, you should see the next two years as a series of opportunities that you are fortunate to have, and actively encouraged to take.

Learning to learn

The IB Diploma requires more than just in-depth knowledge of the subjects you study. It is recognised worldwide as strong preparation for the kinds of thinking skills and problem-solving tools you will need to demonstrate at university and beyond in your career. The Approaches to Learning framework spells out the learning tools that you will develop and apply across all your subjects and the core of the IB Diploma. The skills are organised in these key areas:

Key Approaches to Learning skills categories and clusters

Thinking skills	Communication skills	Social skills	Self-management skills	Research skills
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Where will the IB Diploma take me?

¹ Universities and colleges in the United States of America and Canada frequently award IB courses at Higher Level with advanced placement, meaning students may be exempt from some or all of their first year of degree study.

² Information taken from <http://www.hefce.ac.uk/data/year/2012/>

The IB Diploma is also intended as a pre-university qualification. This means that its academic standards are set to meet the requirements of study at degree level – and in some countries, the IB Diploma exceeds those standards!¹

You should expect to be challenged – especially at Higher Level – and you should be ready to work hard. The maximum grade of '7' in a Higher Level subject is taken as higher than grade 'A' in the UK A-level examinations; 34 points from the possible 45 for the IB Diploma is held to be equivalent to 3 A-levels at grades ABB.²

You can study at university with IB Course Certificates alone. IB Course Certificates are awarded for each subject completed when a student does not meet the full requirements of the IB Diploma – perhaps they did not meet the minimum requirements for points in subjects, or they did not complete a core element. Many universities around the world regard IB Course Certificates as a valuable qualification in their own right. In the UK for example IB Course Certificates are awarded points on the UCAS tariff scale http://www.ucas.com/students/ucas_tariff/tariffables/ and this means they can be used to apply to any university course that will accept tariff qualifications. The range of choice will be somewhat more limited without an IB Diploma, but some very strong options are open to a Course Certificate student.

You will receive help and guidance with finding, and applying to a suitable university level course during Grades 11 and 12.

How do I know whether the IB Diploma is recognised in my country?

The IB Diploma is given formal equivalency to national examinations in most parts of the world. To check up-to-date details for your own country, refer to <http://www.ibo.org/country/>. Some countries require that the IB Diploma is 'notarised' or 'legalised' in their consulate in Geneva, Switzerland (where the IB headquarters are based). Where this is the case, the IB offer a legalization service at a small additional cost. Mr. Morris can assist with this and will advise which countries require legalisation of Diplomas each year.

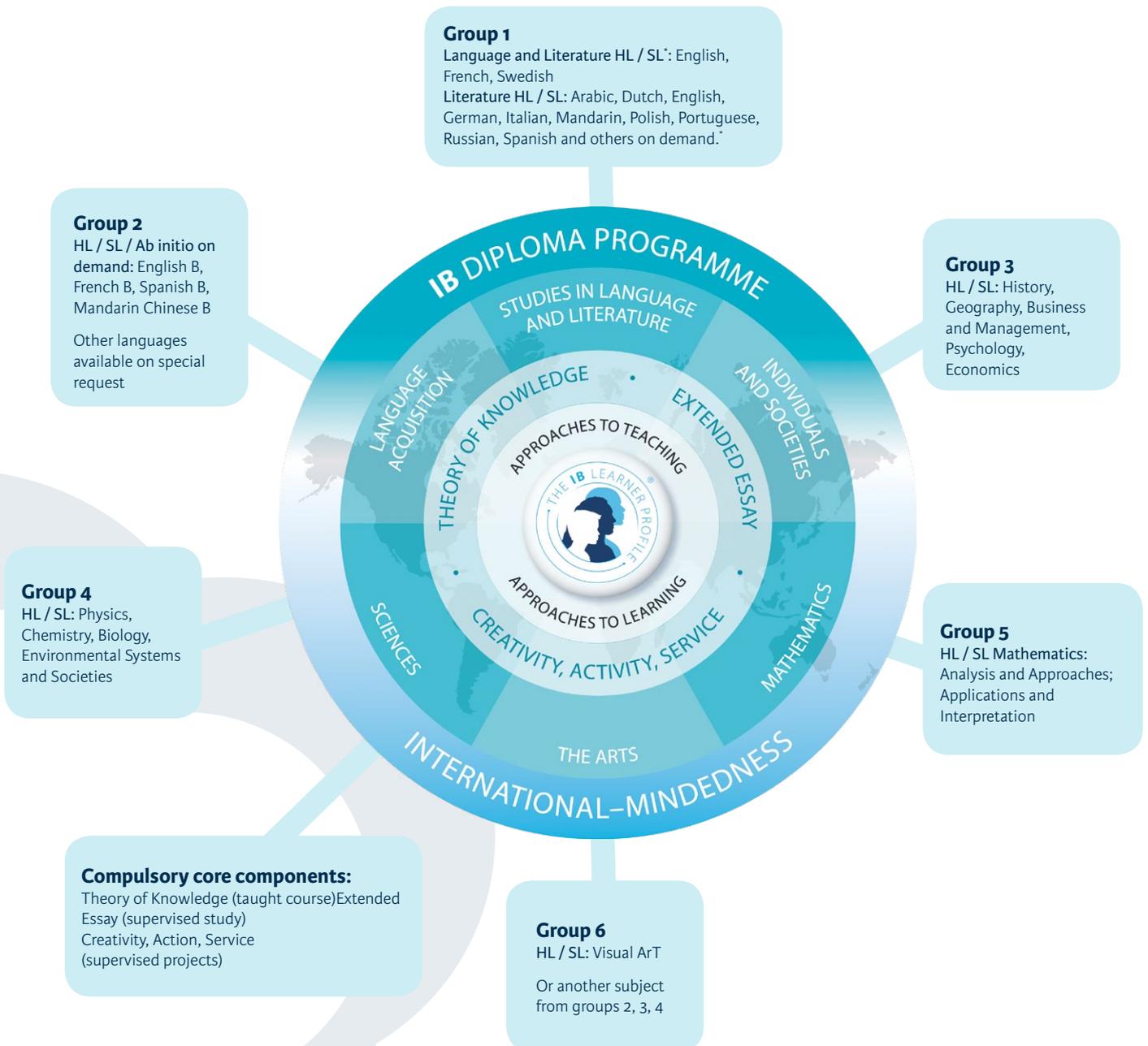
“Education is the most powerful weapon, which you can use to change the world.”

Nelson Mandela

What can I study?

The IB Diploma programme at ISL London provides the breadth of subjects required to potentially access any higher education (bachelor’s degree-level) course. Refer to <http://www.ibo.org/diploma/> for detailed information on how the Diploma programme is structured. Award conditions are also detailed in the Rules and Regulations for the programme, which are available via ISL London eportal and on the school website at

<http://www.islschools.org/london/curriculum-ib-diploma.php>



Are there any prerequisites (requirements) for courses?

ISL does not set formal 'entrance requirements' for IBDP courses. If you are admitted to the IBDP at ISL, it is because we agree that the IBDP is a suitable choice for your post-16 education. However, as we already remarked, IBDP courses are a challenge, especially at Higher Level— for example, we usually recommend at least a 5 / 7 in equivalent MYP courses from students transferring to Higher Level courses in the IBDP at ISL. If you have previously studied in another system elsewhere, we will use academic reports from your previous school to make a judgement about the courses you choose, and we will advise you accordingly.

It is possible to study a course at Higher Level if you have never studied the subject before, but it can be a challenge. If you are planning to do this, it is strongly recommended that you contact the subject teacher (through the DP Coordinator pmorris@isllondon.org) before the summer vacation so that we can recommend a preparatory reading programme.

What are the core elements?

These are compulsory if you wish to receive the full IB Diploma.

The IB DP core elements are Theory of Knowledge, Extended Essay and CAS (Creativity, Action and Service).

IB Subject Certificate students are only required to complete CAS at ISL London, but you may choose to study Theory of Knowledge as a subject in its own right if you wish (and you will receive an IB qualification for this); equally, a subject certificate student may also complete an Extended Essay.

Theory of Knowledge

Theory of Knowledge concerns the ways in which we know, the extent and limitations of our knowledge, and the different kinds of knowledge produced by different subject methodologies. The course is taught in the regular schedule by a team of teachers with different subject specialisms. Theory of Knowledge is not a philosophy course in the traditional sense – although it shares some features of philosophy – but is a space in the programme in which students are encouraged to reflect on their own learning.

Theory of knowledge is assessed through written essays, a presentation, and for semester reports through a reflective journal.

The Extended Essay

The Extended Essay is an opportunity to deepen and enrich your understanding of a subject – or, in the case of a World Studies essay, to explore the ways in which multiple subjects can illuminate a question of global importance. You choose the question and then work on the essay in your own time, with guidance and advice from a teacher supervisor. The essay is a major piece of written work – up to 4000 words long – and a real chance to express yourself! The guide Extended Essay at ISL gives more details on choosing and developing your essay.

Creativity, Action and Service

Creativity, Action and Service is a way for you to use your learning in the IB DP to make a difference – both to yourself, to your community, and to the world at large. You will be encouraged to choose and then develop your own projects – creative (for example, learning to play an instrument, or performing in a school drama production), active (for example, staying fit or playing sport), or to help others (for example, through charity work or volunteering).

Grades for the core elements are factored together to generate up to 3 additional ‘core points.’ CAS does not in fact generate points, but you are required to produce a portfolio of your projects and activities (at ISL, through Managebac) in order to receive the Diploma.

The diploma points matrix

Theory of knowledge					
Tok/EE	A	B	C	D	E
A	3	3	2	2	Failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing condition				

How core points are awarded in the IBDP

“Your IB learning experience is not about what information you can absorb, but what skills you can gain, and how the way you approach and exchange knowledge can alter your way of thinking and your personal world view.”

Anna, ISL graduate who achieved a maximum 45 points in her Diploma exams



How to assemble your Diploma

To study the full IB Diploma at ISL, you need to select

- 1 subject at least from each of groups 1, 3, 4 and 5
- Either another language from group 1 or a language from group 2
- Either group 6 Visual Art or any other subject from groups 2, 3, 4.
- The 'Core elements' of Theory of Knowledge, Extended Essay and Creativity, Action, Service (CAS) are compulsory for all Diploma students.

From the subjects you chose, you must study

- At least 3 at Higher Level (you may study 4)
- 3 at Standard Level (2 if you study 4 HL)

Subjects are usually selected in spring term of grade 10, as part of the guidance interview programme for admission to the College. ISL students are then also able to try out their selected subjects, and others they think may be interesting, during the College 'Taster Days' in June. Subjects are selected using a block matrix and there are some restrictions on combinations. The 'IB Subject Options Form' published each year shows the possible combinations of subjects. The form is available at any time from Mr Morris, the IB DP Coordinator.

“I just had my first lecture week for my law degree at Manchester University and it has been an amazing and interesting experience.

The IB had really prepared me well for this journey.”

Lorena Cristiano, Alumna



“How to decide?
What do I
do well in?
What do I find
rewarding?
What do I
want to be?”

What should I study?

You should study what interests you, and what you enjoy. After all, your study now could affect the path you take in your later career, so it is good to work out what you like best now. The IB model allows for a lot of breadth (six subjects) when compared – for example – to the UK national system, or national systems elsewhere. At the same time, it allows for specialism of study through the selection of Higher Level subjects.

		Theory of knowledge					
		Group 1	Group 2	Group 3	Group 4	Group 5	Group 6 Electives
What to Study?	Physical sciences or engineering	Italian Lit	English B HL	Geography Psychology	Physics HL	Analysis and Approaches HL	Chemistry HL
	Medicine	English Language & Literature	French B	Geography Psychology	Biology HL	Analysis and Approaches or Applications and Interpretation HL	Chemistry HL
	Business Management, Economics	Spanish A Lit.	English B HL	Any	Any	Analysis and Approaches or Applications and Interpretation HL or SL	Economics HL
	Fine Art Design	French A HL	English A HL or English B HL	Any	Any	Applications and Interpretation SL	Art HL
	Architecture	French A HL	English A HL or English B HL	Any	Physics HL	Analysis and Approaches HL	Art HL

Some typical examples of IB DP subject choices for different career paths

How will my learning be assessed?

You will be assessed against IB standards in your subject from day one of your programme. However, the grades you are given will be of two kinds.

Semester grades

Semester grades are given for work you do in class or for homework during the course of a semester. A semester is half an academic year:

Semester 1 runs from September to January

Semester 2 runs from February to June

So semester grades might be given for just one kind of assessment task: maybe a test, or a set of problems you have to solve for homework, a presentation to class or an oral examination. All grades are given using the IB 1-7 scale in subjects, or A-E for the core elements of ToK and Extended Essay (see <http://www.ibo.org/diploma/recognition/guide/slidef.cfm> for more information). In addition your progress with CAS is 'rated' as satisfactory or unsatisfactory, based on your Managebac portfolio.

At the end of the semester, your semester grades are averaged and an overall grade from 1-7 is given for the subjects. The contribution made by each kind of task to this average – the weighting – is designed to reflect the final grades you will get from the IB. Appendix A gives the semester assessment weightings for all subject groups in the school. However, note that the semester grade is not the same as the final exam grade – it is measuring your performance under very different conditions.

Examination grades

In addition to semester grades, you will have internal examinations at the end of each semester. The examinations are carried out under the same conditions and rules as the final IB examinations. Examinations are cumulative or 'synoptic' – that is, they cover everything you have learnt up to that point. The grade you are given for your examination is recorded and reported separately from the semester grades, and is used to track your progress through the IB Diploma programme in the school. Examination grades are used as evidence when teachers have to make predicted grades, for example when you apply to university. Examination grades are also used to inform decisions about your registration status for Grade 12.

Note however that the school's internal examination grades do not affect your final IB grade – that depends only on coursework you complete over the two years of the programme, and on your performance in the final examinations in May of Grade 12.

Coursework

Coursework refers generally to any work that you complete during the two years of your IBDP, that is formally graded and will contribute to your final IB grade. Coursework is sometimes graded by an external IB examiner, and so must be sent to the IB during Grade 12. Sometimes coursework is 'internally assessed,' which means that your teacher grades it, but a sample of their grading is then sent to the IB for checking in a process called moderation. Either way, the most important thing is to plan your time carefully and make sure you meet all the deadlines for coursework. Most of the deadlines fall in Grade 12 – inevitably, since that is when you have learnt the most and so can demonstrate your highest levels of achievement.

Appendix B gives an overview of the coursework requirements in different subjects.

How will I be informed about my progress?

Semester reports

You and your parents will receive full academic reports each semester. These are posted online in .pdf format in ManageBac, although the school can issue hard (paper) copies on request.

The semester report includes

- Semester averages (1-7) for every subject
- Semester exam grades (1-7) for every subject
- Theory of Knowledge grade (A-E)
- Extended Essay progress rating (satisfactory / unsatisfactory)
- CAS progress rating (satisfactory / unsatisfactory)
- Information on your attendance and punctuality to school)
- Comments by your form tutor, the Head of DP College, and each of your class teachers

IB Diploma Core

OAC: OAC Progress: 0. Overall Progress: On-track
8 of 8 learning outcomes planned with 0 out of 8 outcomes completed.
Completed 5 Creativity, 25 Action and 10 Service hours.
Comment: Michale is on track with his OAC Programme, but can work to make it a little more meaningful. He needs to find a challenging service activity outside of school. Reflections for this year's activities need to be completed as soon as possible.

Key Activities:
ISL Varsity Football Retireans, IPF Student Investors Challenge, ISL Varsity Football, Debate Club, Oumbria G11 Lake district Trip, Volunteer Work Animal Shelter

Extended Essay On-track
Supervisor: amy gale
Economics: Microeconomics

Tok Paper On-track
No prescribed title has been selected.

Grade Descriptors

Grade Descriptor

7	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking. The student sometimes works of high quality.
6	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking.
5	Thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student occasionally demonstrates originality, insight, and analytical thinking.
4	General understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of analytical thinking.
3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully to normal situations with support.
2	Very limited achievement in terms of the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully to normal situations, even with support.
1	Minimal achievement in terms of the objectives.
NA	Not Yet Assessed.

Class Reports

English Language and Literature SL

Klara Patterson

Semester Grade	8
Exam Grade	8
Predicted Grade	8

Comments
Michale should be really proud of what he has achieved this year in English, particularly his very promising exam result that really demonstrates his potential in the subject. This achievement is the result of Michale's hard-working and industrious nature. He is consistently attentive in lessons and applies himself well to all tasks which are assigned. Michale is one of the more quiet and reserved members of the English class but I would like to encourage him to participate in class discussions more as it would increase his engagement with the subject and it would be beneficial for his peers to hear his ideas.
Michale's exam result was very strong and showed that he had revised well. His Paper 1 was a thoughtful and thorough analysis of an unseen text. In order to achieve a 7 in Paper 1, he would need to be even more detailed in his analysis of the language and structure, considering the author's use of tone and diction. Furthermore, he Michale should use the publication details given by the IB when exploring the possible target audience of the text. With Paper 2, Michale demonstrated strong knowledge of both texts but he will need more detailed references to content if he is to secure a high 6 or even a 7. Michale should use the summer to read around the subject, in particular with 'A Switzer Normal Death' as this will provide further support for his contextual knowledge. Michale's practical commentary was also a commendable first attempt because it contained the detailed close analysis required for a strong grade. The one area of the course that Michale is slightly weaker in is the creative compositions needed for the coursework. Good readers make good writers so Michale could use the job he was given at the end of grade 10 to continue his wider reading. Furthermore, it might be an idea to use the summer to practice writing in a range of different styles and genres because this will be required for the coursework element of the course.
Overall, this has been a very successful year for Michale in English and he also deserves a well earned rest this summer. Well done Michale!

French B HL

Chantal Clark

Semester Grade	8
Exam Grade	8
Predicted Grade	7

Comments
Michale has performed well in his end of year examination and is on track for an excellent grade at his final examination next year. I was however very disappointed by his failure to take my comments into account, in order to improve his first draft of the written assessment. Consequently, Michale underperformed in this component of the examination.
Furthermore, Michale should take every opportunity to practise oral French, particularly during lessons, as he still tends to use English some of the time.
During the summer, Michale should carry out some preliminary research on the Rwandan genocide and read the second novel, so that we can start working on it in early September. Revising conjugations and vocabulary is also advisable.

Sample pages from a semester report

From semester 2 of Grade 11 your report will also include an interim predicted grade or 'IPG.' This is your teachers' prediction of your likely performance in the final examinations at the end of Grade 12, based on the evidence of your progress so far. Predicted grades are important for university applications and for setting personal targets.

When you receive your report each semester you will have the opportunity to discuss your progress and set targets in a semester academic review meeting with the Head of DP College. Your parents will also have a chance to discuss your progress with you and your teachers at parent-teacher conferences.

Semester grades

Midway through semester 1 of Grade 11, around October vacation, you will receive an interim progress report. This is a brief appraisal of how well you have started your IB DP, of your work and study in classes. There are no academic grades on this report.

What qualifications will I gain from the school?

³ Note that ISL is an IB-only school. We do not award a High School Diploma formally accredited in the United States or other countries as our programme is designed to meet the expectations of the IBDP only.

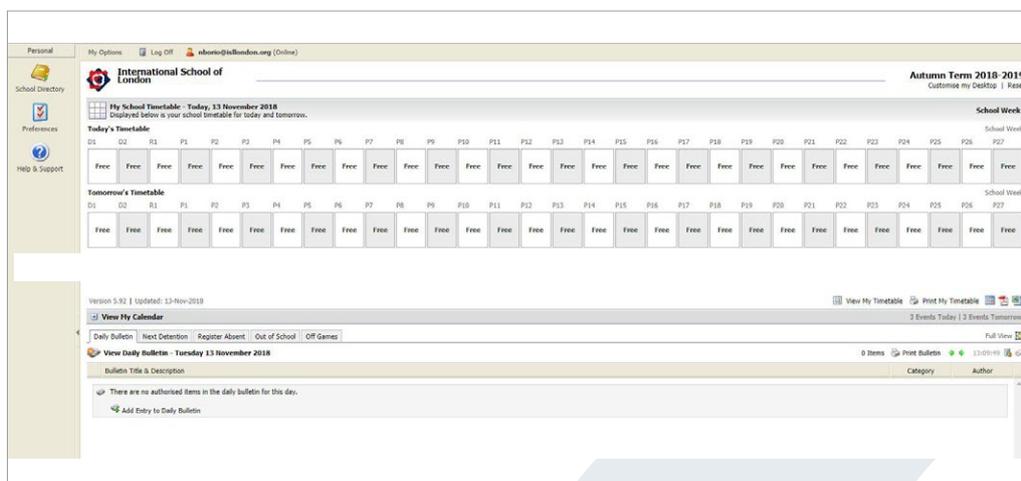
Hopefully you will of course gain an IB Diploma, or IB Diploma Subjects.

The school also issues a Graduation Diploma at the end of Grade 12. This is a document that confirms you completed all the requirements of our DP College programme, as detailed in the ISL High School Diploma Award Conditions. This is often an important document if you are applying to university or for work in countries such as the USA, Canada or Japan. ³

What tools are available to help me learn?

We use a number of online tools to help you learn, and to help your parents stay in touch and engaged with your learning.

iSams is used for school administrative information such as your personal details, family contacts, timetable, behaviour, and the school events calendar. All ISL parents are issued with a private login for iSams and you can access the portal through the school website.



ManageBac (<https://islondon.managebac.com/>) is our Virtual Learning Environment. It is provided by Faria System Ltd. to many IB schools worldwide, as it is designed specifically for use with IB programmes. ManageBac is where you can find your own class calendars, deadlines, course descriptions and teaching timeline, semester reports, Extended Essay blog, Theory of Knowledge pages, and also extra-curricular activities such as clubs and societies. All students in IB DP are issued with a personal login for ManageBac on arrival. It is your responsibility to keep an eye on your Managebac area, to make sure that you are not missing important information or deadlines.

www.Turnitin.com is an internationally utilised plagiarism / authenticity checking system. Your teachers routinely use it to check that your coursework and other assessments are your original work. This is a requirement of the school's policy on academic integrity; submission of work that is taken from another source without permission (plagiarised) or which is not your own, independent work (collusion) can lead to disqualification from the IB Diploma. When you upload work electronically to a class dropbox in ManageBac, usually it is automatically submitted to Turnitin, so you don't need to worry about doing this.

The screenshot shows the ManageBac dashboard for Paul Morris. The main content area is titled 'Dashboard' and includes a search bar for students, classes, or groups. Below this is a calendar for the 'Next 2 weeks' (from Tuesday to Monday). The calendar shows two upcoming events: '4:20PM FINAL TOK presentation - dropbox' on Wednesday, 14th, and '4:20PM TOK reflection journal #3' on Friday, 16th. Below the calendar is a section for 'Upcoming Events or Deadlines' with a table of events:

Date	Event	Submitted by
NOV 20	FINAL TOK presentation - dropbox Copied from: FINAL TOK presentation - dropbox	Submitted by [User]
NOV 23	TOK reflection journal #3 Submitted: journal reflection	Submitted by [User]

Below the events is a 'Latest Activity' section with a table of library resources:

Resource	Author	Date
The Economist subscription	Clare Brumpton	Oct 15, 2018
ET1 Library induction	Clare Brumpton	Sep 10, 2018
Useful websites document	Clare Brumpton	Sep 7, 2018

The dashboard also features a left-hand navigation menu with categories like 'GENERAL', 'ACADEMICS', and 'REPORTING'. On the right, there are quickstart guides and a subject centre.

In addition to eportal and ManageBac, you will also be given access to online learning resources such as interactive e-texts in most subjects, as well as tools for helping you to research and choose university courses.

And what happens next?

During Grades 11 and 12 you will receive help in identifying and applying to university courses. The university guidance programme includes:

- Visits to the Diploma College by admissions personnel from leading universities worldwide
- Visits to universities, and the UCAS conference, during Grade 11
- Individualised online guidance using Higher Ideas and Bridge-U
- A meeting with a university guidance counsellor each semester to discuss your choices
- Tutorial support with preparing your applications, writing UCAS Personal Statements, and applications essays
- Parent workshops on 'Where in the world to study?' and 'Applying to University'

During Grade 11, you will begin this process by researching what is out there, and what options are available. After the summer term examinations at the end of Grade 11 you will receive your first predicted grades which will give you an indication of the grades that your teachers expect you to achieve by the end of the course. These grades will help you decide which universities and degree programmes are most suitable for you. The predicted grades are then revised again in Grade 12, after the winter term 'mock' examinations.

Appendix A gives some information on university destinations for ISL students.

Is there life outside the IB DP?

You're going to be busy, so be ready for that. However there are a number of other activities you can join that are not formally part of your IB DP – although they may contribute to CAS! These are called After School Activities and lists are published each term. Examples include Model United Nations, Drama Club, music lessons and concerts, as well as our sports teams' participation in the International Schools Sports Association (ISSA) tournaments.

You may even have time for a social life!

Appendix A

Sample university destinations

Table 1
Number of graduates by country of destination.

The information below is based on ISL graduate destinations from 2000-2016.

Code	Country	Count	% of total
CAN	Canada	4	2%
FRA	France	3	1%
GER	Germany	1	1%
HUN	Hungary	1	1%
ITA	Italy	3	1%
JAP	Japan	24	11%
NEL	Netherlands	2	1%
SWI	Switzerland	2	1%
UK	United Kingdom	172	76%
USA	United States of America	12	5%
SPA	Spain	2	1%

Chart 1
% graduates by destination country

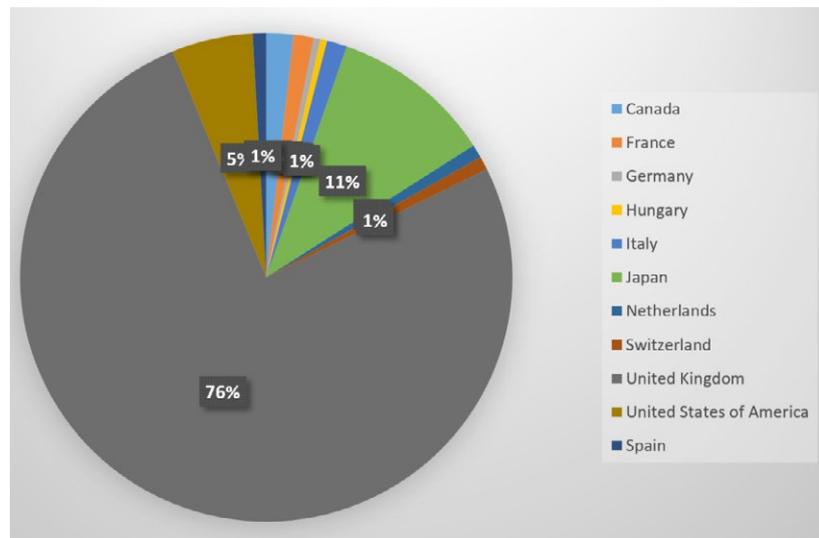
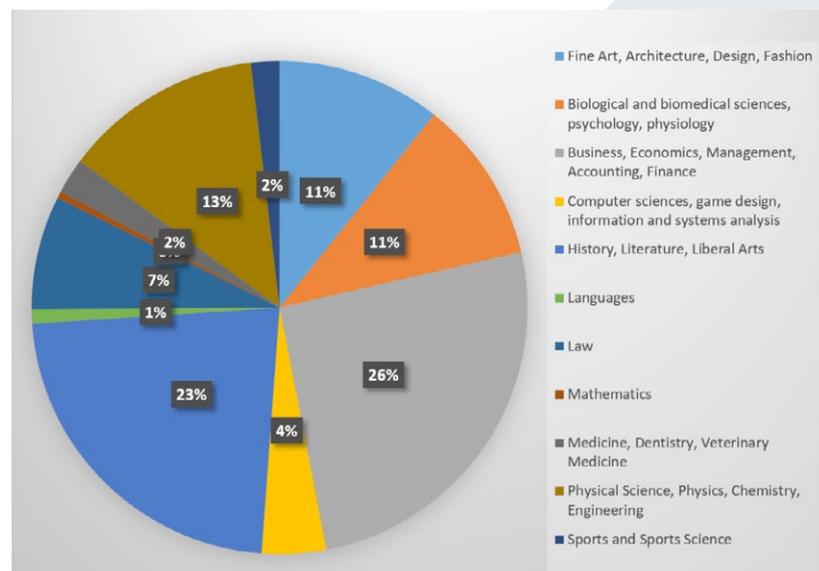


Chart 2
% graduates by sector



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Table 2	IB Total	University	Country	Course
Sample university destinations of ISL graduates. NOTE destinations show points achieved by the student, not those required to attend the university.	45	Edinburgh University	UK	Fine Art
	44	University of Oxford	UK	Mechanical Engineering
	44	Sofia University	JAP	Economics
	43	University of Oxford	UK	Chemistry
	43	University of Oxford	UK	Philosophy; Politics; Economics
	43	Keio University	JAP	Law and Social Policy
	42	Tokyo Science University	JAP	Sciences
	42	Warwick	UK	History
	41	Keio University	JAP	Business and Commerce
	41	University College London	UK	Medicine
	41	University College, London	UK	Law with French Law
	41	Loughborough University	UK	Foundation Art and Design
	41	St. Andrew's University	UK	Neuroscience
	41	UCL	UK	Biochemistry
	41	King's College London	UK	Biomedical Sciences
	41	Northeastern University	USA	International Business
	41	City and Guilds School of Art	UK	Fine Art (Foundation)
	41	Hitotsubashi University	JAP	Sociology
	40	Queen Mary University, London	UK	Medicine
	40	City University	UK	Management
	40	Kyoto University	JAP	Law
	40	King's College London	UK	Business and Management
	40	McGill University, Canada	CAN	Philosophy; Politics; Economics
	40	King's College London	UK	Law
	40	Hokkaido University	JAP	Science and Technology
	40	Imperial College, London	UK	Electronic and electrical engineering
	39	King's College London	UK	English
	38	Ecole Polytechnique Federal de Lausanne	SWI	Chemistry
	38	University College London	UK	Information Science
	38	University of York	UK	English
	38	Technical University Budapest	HUN	Computing
	38	University of Chicago	USA	Economics
38	Queen Mary, London	UK	Economics; Finance&Management	
38	University of Surrey	UK	Business and Management with Spanish	
38	Bath University	UK	Business and Management	
37	Lancaster University	UK	Management	
37	University of Warwick	UK	Psychology/Philosophy	
37	Keio University	JAP	Literature	
37	Edinburgh	UK	Social Anthropology	
37	King's	UK	Human Sciences	
37	Royal Holloway	UK	Psychology	

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37	Queen Mary, University of London	UK	International Relations
37	University of the Arts London	UK	Art Foundation
37	Exeter University	UK	European Law
37	Queen Mary, University of London	UK	Economics and Finance
37	King's College London	UK	International relations
36	St George's Medical School	UK	Medicine
36	Imperial College, London	UK	Mathematics/Management
36	Kyoto University Japan	JAP	Law
36	Exeter	UK	Psychology
36	School of Pharmacy	UK	Pharmacy
36	Exeter	UK	Law with German Law
36	Exeter	UK	Psychology
36	School of Oriental and African Studies (SOAS) University of London	UK	International relations and Economics
36	Glasgow School of Art	UK	Architecture
36	Central Saint Martin's School of Art (University of the Arts London)	UK	Foundation Art and Design
35	Imperial College, London	UK	Materials Science
35	Queen Mary's, London	UK	French
35	King's College, London	UK	English Language and Communication
35	Durham	UK	Anthropology
35	City University London	UK	Mechanical Engineering
35	Exeter University	UK	Law
35	Hitosubashi University	JAP	Sports Science
35	University of Surrey	UK	International Relations
35	Exeter University	UK	International Relations
35	King's College London	UK	International Relations
35	Kent University	UK	Architecture
35	Waseda University	JAP	Economics
34	University of Cardiff	UK	Psychology
34	Ecole Supérieure du Commerce	FRA	Commerce
34	University of Sussex	UK	Development Studies with French
34	Queen Mary, London	UK	Economics & Finance
34	City	UK	Law
34	Royal Holloway	UK	Management
34	Royal Holloway	UK	Management
34	Brunel	UK	Computer Science
34	University of the Arts London	UK	Fashion Public Relations
34	Royal Holloway University London	UK	Management with International Business
34	Edinburgh University	UK	Ancient History
34	Royal Holloway University London	UK	Biochemistry
34	King's College London	UK	Liberal Arts
34	ILERI Paris	FRA	Law

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34	University of Surrey	UK	Aeronautical Engineering
33	Queen Mary University of London	UK	Economics and Management
33	University of Manchester	UK	Business and Management
33	University of West Virginia	USA	Business and Management
33	City University	UK	Business Studies
33	University College, London	UK	Archaeology
33	Yokohama National University	JAP	Sociology
33	University of Surrey	UK	Business
33	King's College, London	UK	Business Management
33	Kent	UK	Law
33	Sacred Heart Milan	ITA	Economics/Management
33	Queen Mary, University of London	UK	Politics with Business Management
33	Brunel University	UK	Business and Management
33	University of Birmingham	UK	Chemical engineering
33	University of Leicester	UK	Finance and Accounting
33	Hitosubashi University	JAP	Commerce
32	Brunel University	UK	e-commerce
32	Royal Holloway	UK	Management with Economics
32	Goldsmith's, University of London	UK	Anthropology and Media
32	City University	UK	International Politics
32	Edinburgh University	UK	Accounting and Finance
32	Exeter	UK	International Relations
32	University of Manchester	UK	Law
32	University of Arizona	USA	Music management
32	Regent's University London	UK	International Business
32	School of Oriental and African Studies (SOAS) University of London	UK	International Relations and Politics
31	University of Westminster	UK	Psychology
31	Middlesex University	UK	Law
31	Royal Holloway, University of London	UK	Politics and International Relations
31	Aberystwyth University	UK	International Politics
31	University College London	UK	Physics
31	University of Kent	UK	International Business
31	Queen Mary University of London	UK	Engineering (Integrated foundation)
31	Queen Mary University of London	UK	Electronic and electrical engineering
30	CEU San Pablo	SPA	Biomedical Sciences
30	Queen Mary, University of London	UK	International Relations
30	Oxford Brooks University	UK	Planning and Property Development
30	King's College, London	UK	Mechanical Engineering
30	University of Kent	UK	Physics
30	St. Mary's University of London	UK	Fim and Media Arts
30	Oxford Brooks University	UK	Sports and Communication Studies

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30	Greenwich University	UK	Journalism and Public Relations
30	Exeter	UK	International Relations
30	Stanford University	USA	Neuroscience
30	Technical University Kaiserslautern	GER	Chemistry and Social Science for teaching
30	University of Manchester	UK	Biomedical Sciences
30	London Metropolitan University	UK	Foundation Art and Design
29	TBC	JAP	
29	Concordia, Canada	CAN	Business
29	University of Surrey	UK	Management
29	University New South Wales	AUS	Architecture
29	Brunel	UK	Law
29	George Washington, USA	USA	International Relations
29	Wageningen	NET	Environmental Studies
29	Aberystwyth University	UK	Business and Management
29	Greenwich University	UK	Computer Science
29	Falmouth University	UK	Game Design
28	Brunel University	UK	Information Systems and Computing
28	London College of Fashion	UK	Art
28	Brunel University	UK	Law
28	University of Mary Washington	UK	Liberal Arts
28	University of the Arts London	UK	Public Relations & Events Management
28	University of British Columbia	CAN	Economics and Management
28	University of Westminster	UK	Property and Urban Planning
28	Northumbria University	UK	Sports Management
28	Arts University Bournemouth	UK	Film
27	University of Surrey	UK	Engineering
27	University of Cardiff	UK	Business
27	Waseda University	JAP	Literature
27	Leeds University	UK	Business/Spanish
27	Westminster University	UK	Biochemistry
27	University of Aberdeen	UK	Marine Biology
27	Saitama University	JAP	Business
27	Kent	UK	Politics
27	Roehampton University	UK	Psychology and Criminology
27	Westminster	UK	Psychology
27	Plymouth University	UK	Economics
26	University College, London	UK	Civil Engineering
26	Brunel University	UK	Engineering
26	Bocconi -Milan	ITA	Economics
26	Nihon University	JAP	Veterinary Science
26	City University London	UK	Engineering

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26	Queen Mary University of London	UK	Natural Sciences
26	Waseda University	JAP	Politics
26	Shanghai British College	CHI	Business and Management
26	University of Maine	USA	Psychology
26	Institute of Education, University of London	UK	Education studies
26	Anglia Ruskin University	UK	Business and Management
25	Kingston University	UK	History with Politics
25	Kent	UK	History
25	University of West of England	UK	Creative Product Design
25	Plymouth	UK	Marketing
25	HULT Business School	UK	Business and Management
25	Keele University	UK	Film Studies and Environmental Science
25	TBC	SPA	
25	Bicocca University Milan	ITA	Geology
24	Middlesex University	UK	Advertising and Media
24	University of Wolverhampton	UK	Foundation Art and Design
24	Architectural Association	UK	Architecture
24	Camberwell School of Art, University of the Arts London	UK	Art
24	Glion Hotel School	SWI	Hotel Management
24	Kent University	UK	Politics and International Relations
24	Kingston University	UK	International business
24	Manchester Metropolitan University	UK	Business and Economics
23	University Texas San Antonio	USA	Liberal Arts
23	Aberdeen University	UK	Mechanical Engineering
22	Brunel University	UK	Information Systems
21	University of California	USA	Film
20	University of Vermont	USA	Liberal Arts
20	Kingston University	UK	Mechanical Engineering
20	Southampton Solent	UK	Ship & Port Management
20	Kingston University	UK	Mechanical Engineering
20	University of West London	UK	Psychology (Integrated Foundation)
20	Bradford University	UK	Chemical engineering
20	Southampton Solent	UK	Foundation Football Studies
19	European Business School	UK	International Business (Integrated Foundation)
18	Aoyama University	JAP	History
18	Hertfordshire University	UK	Automotive Engineering
17	Coventry University	UK	Foundation Business
17	University College Birmingham	UK	FDg Leisure Management

Appendix B

Summary of IB assessed components by subject group

These pages tell you what assessments you must complete for your final IB grade.

01 Subject group Studies in Language and Literature

Language and Literature

Standard level			
External assessment 3 hours	70%	Paper 1: Textual analysis 1 hour 30 minutes The paper consists of two unseen texts. Students write an analysis of one of these texts. 20 marks	25%
		Paper 2: Essay 1 hour 30 minutes In response to one of six questions students write an essay based on both the literary texts studied in part 3. The questions are the same at HL but the assessment criteria are different. 25 marks	25%
		Written task Students produce at least three written tasks based on material studied in the course. Students submit one written task for external assessment. 20 marks This task must be 800–1,000 words in length plus a rationale of 200–300 words.	20%
Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	30%	Individual oral commentary Students comment on an extract from a literary text studied in part 4 of the course. 30 marks Students are given two guiding questions.	15%
		Further oral activity Students complete at least two further oral activities, one based on part 1 and one based on part 2 of the course. The mark of one further oral activity is submitted for final assessment. 30 marks	15%
Higher level			
External assessment 4 hours	70%	Paper 1: Comparative textual analysis 2 hours The paper consists of two pairs of unseen texts. Students write a comparative analysis of one pair of texts. 20 marks	25%
		Paper 2: Essay 2 hours In response to one of six questions students write an essay based on at least two of the literary texts studied in part 3. The questions are the same at SL but the assessment criteria are different. 25 marks	25%
		Written task Students produce at least four written tasks based on material studied in the course. Students submit two of these tasks for external assessment. (20 marks for each task) One of the tasks submitted must be a critical response to one of the prescribed questions for the HL additional study. Each task must be 800–1,000 words in length plus a rationale of 200–300 words.	20%
Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	30%	Individual oral commentary Students comment on an extract from a literary text studied in part 4 of the course. 30 marks Students are given two guiding questions.	15%
		Further oral activity Students complete at least two further oral activities, one based on part 1 and one based on part 2 of the course. The mark of one further oral activity is submitted for final assessment. 30 marks	15%

Literature

Standard level			
External assessment 3 hours	70%	Paper 1: Guided literary analysis 1 hour 30 minutes The paper consists of two passages: one prose and one poetry. Students choose one and write a guided literary analysis in response to two questions. 20 marks	20%
		Paper 2: Essay 1 hour 30 minutes The paper consists of three questions for each literary genre. In response to one question students write an essay based on at least two works studied in part 3. 25 marks	25%
		Written assignment Students submit a reflective statement and literary essay on one work studied in part 1. 25 marks The reflective statement must be 300–400 words in length. The essay must be 1,200–1,500 words in length.	25%
Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	30%	Individual oral commentary 10 minutes Students present a formal oral commentary and answer subsequent questions on an extract from a work studied in part 2. 30 marks	15%
		Individual oral presentation 10–15 minutes The presentation is based on works studied in part 4. It is internally assessed and externally moderated through the part 2 internal assessment task. 30 marks	15%
Higher level			
External assessment 4 hours	70%	Paper 1: Literary commentary 2 hours The paper consists of two passages: one prose and one poetry. Students choose one and write a literary commentary. 20 marks	20%
		Paper 2: Essay 2 hours The paper consists of three questions for each literary genre. In response to one question students write an essay based on at least two works studied in part 3. 25 marks	25%
		Written assignment Students submit a reflective statement and literary essay on one work studied in part 1. 25 marks The reflective statement must be 300–400 words in length. The essay must be 1,200–1,500 words in length.	25%
Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	30%	Individual oral commentary and discussion 20 minutes Formal oral commentary on poetry studied in part 2 with subsequent questions (10 minutes) followed by a discussion based on one of the other part 2 works (10 minutes). 30 marks	15%
		Individual oral presentation 10–15 minutes The presentation is based on works studied in part 4. It is internally assessed and externally moderated through the part 2 internal assessment task. 30 marks	15%

02 Subject group Language Acquisition

Ab Initio, Standard and Higher Level

Ab Initio			
External assessment	75%	Paper 1: Receptive skills 1 hour 30 minutes Understanding of four written texts. Text-handling exercises.	30%
		Paper 2: Productive skills 1 hour Section A: One question to be answered from a choice of two. Section B: One question to be answered from a choice of three.	25%
		Written Assignment: Receptive and productive skills A piece of 200-300 words, in the target language carried out under teacher guidance.	20%
Internal assessment Internally assessed by the teacher and externally moderated by the IB.	30%	Individual oral: Interactive skills 10 minutes 1. Presentation of a visual stimulus (from a choice of two) by the student 2. Follow-up questions on the visual stimulus 3. General conversation including at least two questions on the written assignment.	25%
Standard level			
External assessment	70%	Paper 1: Receptive skills 1 hour 30 minutes Text-handling exercises on four written texts.	25%
		Paper 2: Written productive skills 1 hour 30 minutes One writing exercise.	25%
		Written task: Receptive and written productive skills Written exercise and rationale based on intertextual reading.	20%
Internal assessment Internally assessed by the teacher and externally moderated by the IB.	30%	Individual oral presentation Interactive oral activities	20%
			10%
Higher level			
External assessment	70%	Paper 1: Receptive skills 1 hour 30 minutes Text-handling exercises on four written texts, based on the core.	25%
		Paper 2: Written productive skills 1 hour 30 minutes Two writing exercises.	25%
		Written assignment: Receptive and written productive skills Creative writing and rationale based on one literary text read during the course.	20%
Internal assessment Internally assessed by the teacher and externally moderated by the IB.	30%	Individual oral presentation Interactive oral activity	20%
			10%

03 Subject group Individuals and societies

Economics

Standard level			
External assessment 3 hours	80%	Paper 1 1 hour 30 minutes An extended response paper. 50 marks Paper 2 1 hour 30 minutes A data response paper. 40 marks	40% 40%
Internal assessment 20 teaching hours	20%	This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Students produce a portfolio of three commentaries, based on different sections of the syllabus and on published extracts from the news media. Maximum 750 words x 3. 45 marks	20%
Higher level			
External assessment 4 hours	80%	Paper 1 1 hour 30 minutes Paper 2 1 hour 30 minutes A data response paper. 40 marks Paper 3 1 hour HL extension paper. 50 marks	30% 30% 20%
Internal assessment 20 teaching hours	20%	This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Students produce a portfolio of three commentaries, based on different sections of the syllabus and on published extracts from the news media. Maximum 750 words x 3. 45 marks	20%

History

Standard level			
External assessment 2 hours 30 minutes	75%	Paper 1 1 hour Route 1: Two prescribed subjects, Route 2: Three prescribed subjects Four short-answer/structured questions. 25 marks Paper 2 1 hour 30 minutes Routes 1 and 2: Five topics Two extended-response questions. 40 marks	30% 45%
Internal assessment	25%	Historical investigation on any area of the syllabus Approximately 20 hours, 25 marks	25%
Higher level			
External assessment 5 hours	80%	Paper 1 1 hour Route 1: Two prescribed subjects, Route 2: Three prescribed subjects Four short-answer/structured questions. 25 marks Paper 2 1 hour 30 minutes Routes 1 and 2: Five topics Two extended-response questions. 40 marks Paper 3 2 hours 30 minutes Three extended-response questions. 60 marks	20% 25% 35%
Internal assessment	20%	Historical investigation on any area of the syllabus Approximately 20 hours, 25 marks	20%

Geography

Standard level			
External assessment 2 hours 50 minutes	75%	Paper 1 1 hour 30 minutes Syllabus content: Core theme Section A: Students answer all short-answer questions. Some include data. 45 marks Section B: Students answer one extended response question. 15 marks Section A and section B are common to both SL and HL assessment. 60 marks	40%
		Paper 2 1 hour 20 minutes Syllabus content: Two optional themes 40 marks	35%
Internal assessment 20 hours	25%	This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Syllabus content: Any topic from the syllabus Written report based on fieldwork. Maximum 2,500 words (30 marks) 30 marks	25%
Higher level			
External assessment 4 hours 30 minutes	80%	Paper 1 1 hour 30 minutes Syllabus content: Core theme Section A: Students answer all short-answer questions. Some include data. 45 marks Section B: Students answer one extended response question. 15 marks Section A and section B are common to both SL and HL assessment. 60 marks	35%
		Paper 2 2 hours Syllabus content: Three optional themes Students answer three structured questions based on stimulus material, each selected from a different theme. For each theme there is a choice of two questions. 20 marks per question Some stimulus material is included in the resources booklet. This paper is common to both SL and HL assessment. 60 marks	25%
		Paper 3 1 hour Syllabus content: Higher level extension Students answer one of three essay questions. 25 marks	20%
Internal assessment 20 hours	20%	This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Syllabus content: Any topic from the syllabus. Written report based on fieldwork. Maximum 2,500 words 30 marks	20%

Psychology

Standard level			
External assessment 3 hours	75%	Paper 1 2 hours Question response and an essay.	50%
		Paper 2 1 hour Answer one of 15 questions in essay form.	25%
Internal assessment	25%	A report of a simple experimental study conducted by the student.	25%
Higher level			
External assessment 5 hours	80%	Paper 1 2 hours Question response and essay.	35%
		Paper 2 2 hours Answer 2 of 15 questions in essay form.	25%
		Paper 3 1 hour Answer 3 questions.	20%
Internal assessment	20%	A report of a simple experimental study conducted by the student.	20%

Business and Management

Standard level			
External assessment 3 hours	75%	Paper 1 1.25 hours Structured questions	35%
		Paper 2 1.75 hours Structured and extended response questions	40%
Internal assessment 15 hours	25%	Students produce a written commentary based on three to five supporting documents about a real issue or problem facing a particular organization. Maximum 1500 words	25%
Higher level			
External assessment 4.5 hours	75%	Paper 1 2.25 hours Structured questions	35%
		Paper 2 2.25 hours Structured and extended response questions	40%
Internal assessment 30 hours	25%	Students research and report on an issue facing an organization or a decision to be made by an organization (or several organizations). Maximum 2000 words	25%

04 Subject group Biology, Physics, Chemistry

Standard level			
External assessment 3 hours	80%	Paper 1 45 minutes 30 multiple-choice questions	20%
		Paper 2 1 hour 15 minutes Extended response questions	40%
		Paper 3 1 hour Extended response questions	20%
Internal assessment	20%	Internally assessed laboratory work	20%
Higher level			
External assessment	80%	Paper 1 1 hour 40 multiple-choice questions	20%
		Paper 2 2 hour 15 minutes Extended response questions	36%
		Paper 3 1 hour 15 minutes Extended response questions	24%
Internal assessment	20%	Internally assessed laboratory work	20%

Environmental Systems and Societies

Standard level			
External assessment 3 hours	75%	Paper 1 1 hour Case study	25%
		Paper 2 2 hours Short answers and structured essays	50%
Internal assessment 10 hours	25%	Written report of a research question designed and implemented by the student.	

05 Subject group Mathematics

Analysis and Approaches, Applications and Interpretation

Standard and Higher level			
External assessment 3 hours	80%	Paper 1 1 hour 30 minutes No calculator allowed. 90 marks Section A: Compulsory short-response questions based on the whole syllabus. Section B: Compulsory extended-response questions based on the whole syllabus.	40%
		Paper 2 1 hour 30 minutes Graphic display calculator required. 90 marks Section A: Compulsory short-response questions based on the whole syllabus. Section B: Compulsory extended-response questions based on the whole syllabus.	40%
Internal assessment		This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	
Mathematical exploration	20%	Internal assessment in mathematics SL is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. 20 marks	

06 Subject group The Arts - Visual Art

Option A			
External assessment 3 hours	60%	Part 1 Comparative study	20%
		Part 2 Process portfolio	40%
Internal assessment	40%	Part 3 Exhibition	

“Life at ISL was full of discoveries, activities designed to make you “live” each subject and learn actively. Academic subjects are not everything when it comes to creating the individual. This is indeed what a school helps parents do. There are so many more aspects to education than academics and ISL has it all.”



Chiara Rosato, ISL Alumna



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