

High School Course Guide for Academic Year 2021-22

 INTERNATIONAL SCHOOL
OF ZUG AND LUZERN
respect | motivate | achieve



Our Mission

We are a community of learners determined to make the world – or our corner of it – a better, kinder place. We reflect our values in everything we do so that we make the most of opportunities and challenges in a spirit of enthusiastic inquiry.

Our Vision

We help every student turn learning into action, creating opportunities for students to stretch themselves further and achieve more than they believe possible.

Our Values

We Respect. We Motivate. We Achieve.

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Introduction to this Guide

The International School of Zug and Luzern (ISZL) is committed to offering the programmatic flexibility to cultivate a holistic and personalised education that supports and challenges our students.

This course guide provides you with an overview of the courses available, the curriculum and departmental philosophies that underpin them, and the learning pathways that enable our students to have an inspiring experience at ISZL while achieving their goals for further education. It cannot, however, capture everything. As such, here are some helpful people to know should you have any questions or wish to learn more about various aspects of the ISZL school experience:

Zoe Badcock
IB Diploma Programme Coordinator

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Contact for questions about the IB Diploma Programme (IBDP).

Allan Birimac
College Counsellor (L-Z)

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Contact for questions about university recognition and college counselling support if your surname begins with L-Z.

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Contact for general enquiries about whole school learning philosophy.

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Contact for questions about Grades 11 and 12, the course selection process, course availability and timetabling.

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Maria le Guen
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Contact for questions about the Middle Years Programme curriculum philosophy and course choices in Grades 9 and 10.

Louisa Radford
High School Assistant Principal (Grades 9 and 10)

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Contact for questions about Grades 9 and 10 and our Personal Development Programme.

Tamara Redmond
Head of Student Support Services

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Contact for questions about student support services and learning accommodations or modifications available to students.

Robert Sugden
Career-related and High School Programmes Coordinator

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Contact for questions about the IB Career-related Programme (IBCP) and High School Programme, including questions about Advanced Placement (AP) and BTEC qualifications.

Edward Wexler
High School Principal

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Contact for general enquiries about the high school experience.

ISZL Curriculum Philosophies

Learning at ISZL

We pride ourselves on our programmatic flexibility. We are an International Baccalaureate (IB) World School and one of only three in Switzerland to offer all four IB programmes. We also provide Advanced Placement®, BTEC and ISZL courses to ensure all students have the opportunity to create a personalised programme which best supports their learning. All of our courses aim to develop students who are successful, internationally-minded, creative and environmentally responsible individuals.

ISZL's Learning Principles

The learning sciences are a field of research that has helped us better understand how one learns. ISZL's commitment to the fundamentals of how we learn allows us to address more effectively the conditions in which successful learning can occur for all our students. **The following principles are intended to guide how we design and facilitate learning in the classroom and beyond.**

They are not intended to capture everything we know to be true about learning or what we will continue to learn about learning but ground us in a shared approach to living the ISZL mission.

At ISZL, learning is:

Centred on the Learner

Every learner is unique, bringing with them a diverse set of skills, experiences and prior knowledge. We see students as key drivers of learning with the potential to develop the skills and strategies needed to take responsibility for their own growth.

Meaningful

Learning that is active, constructive, intentional and authentic empowers students to retain information and apply what they learned to solve problems in different contexts beyond the classroom. Learners have the opportunity to access knowledge from many different starting points, transferring their understanding in ways that hold meaning for them.

Challenging

We communicate high expectations and encourage learners to achieve to the best of their abilities in order to motivate students to reach their potential and keep them engaged in learning. Learning which focuses on enduring concepts and encourages curiosity challenges each student to reach their goals.

Emotional

The interplay between emotional well-being, motivation and cognition influence a student's ability to learn. We support students in building the knowledge, attitudes, and skills necessary to understand and manage emotions, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Informed by Multiple Assessment Approaches

We facilitate learning with high expectations using assessment strategies consistent with those expectations. There is a strong emphasis on formative feedback enabling both students and teachers to receive feedback that is actionable.

Connected

Knowledge and understanding are built through social interactions in a collaborative culture. Learners reach deeper levels of understanding when they have opportunities to inquire into diverse viewpoints, address misconceptions, and solve problems together in respectful, equitable ways.



IB Middle Years Programme Grades 9 and 10

The Middle Years Programme (MYP) is the curriculum framework used in Grades 6 – 10. It prepares students for future education irrespective of which pathway may be chosen after Grade 10. Students study between eight and nine subjects (including at least two languages), providing a depth and breadth of knowledge, skills, understandings and an opportunity to recognise and develop strengths. In the MYP, students connect their learning to the world beyond school in order to understand the importance of the knowledge and skills they are acquiring. In addition, students explore and develop their awareness of globally significant ideas and issues allowing them to appreciate the values and traditions of people from their own and other cultures. In the MYP, students learn through the exploration of concepts which means that they learn for understanding rather than solely the acquisition of knowledge and facts.

Through acquiring and practising approaches to learning skills, students develop their communication, collaboration, self-management, research and thinking skills. These skills are important for future academic courses and professions equipping students to be active lifelong learners.

Students engage in at least one service learning project of their choice each year, providing them with an opportunity to become active and caring participants in local or global communities and to develop various aspects of the IB learner profile.

The MYP also encourages students to develop awareness of their strengths and areas for growth, make conceptual connections, undertake new challenges and develop the skills they will need for a rich and fulfilling life.



IB Middle Years Programme

COMPLETE A TOTAL OF **9** COURSES

PRESCRIBED COURSES

MYP English A: Language & Literature

MYP German Language Acquisition: Phase 1-6*

... OR ...

MYP German A: Language & Literature*

MYP Individuals & Societies

MYP Sciences

MYP Mathematics*

... OR ...

MYP Mathematics Extended*

MYP Design

Physical Education

COMPLETE
7

SECOND LANGUAGE COURSE CHOICE

MYP French Language Acquisition: Phase 2-5

... OR ...

MYP Spanish Language Acquisition: Phase 1-5

... OR ...

MYP First Language A: Language & Literature

... OR ...

MYP English Language Acquisition: Phase 4-5*

COMPLETE
1

ARTS COURSE CHOICE

MYP Drama

... OR ...

MYP Music

... OR ...

MYP Visual Arts

COMPLETE
1

Programme Notes

In order to complete the MYP, a student must satisfactorily complete at least six MYP courses, including: Mathematics / Mathematics Extended; English A: Language & Literature; Sciences; Individuals & Societies; a German / French / Spanish / other language acquisition course or German A / First Language A: Language & Literature; Design or one of our three arts courses (Visual Art, Drama, Music). Learning support services are typically provided in place of a second language acquisition course.

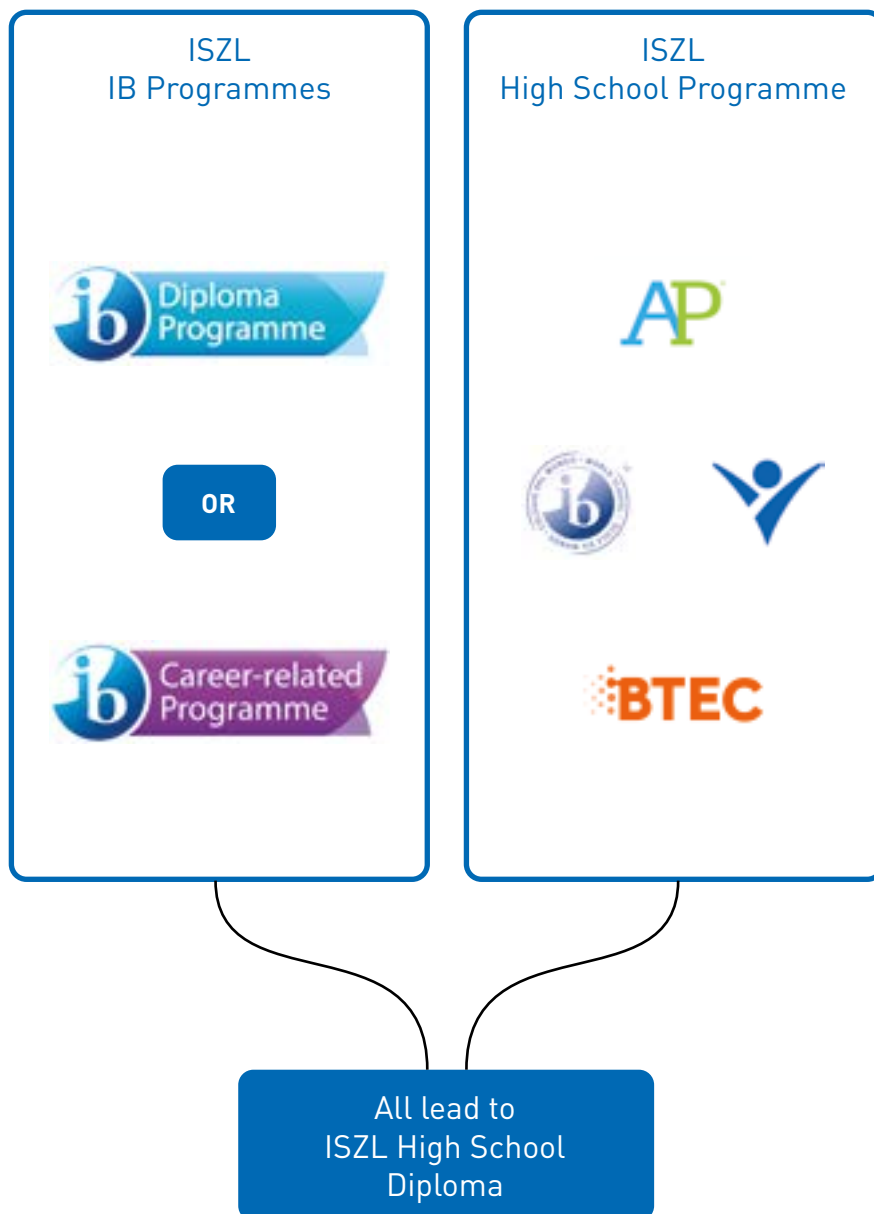
*Determined by school placements not student choice

Plus Service as Action and Personal Project



Curriculum Pathways at ISZL Grades 11 and 12

There are two major pathways to completion of the ISZL High School Diploma and graduation from ISZL. Students may choose either of the ISZL IB programmes, the IB Diploma Programme (IBDP) and the Career-related Programme (IBCP), or the ISZL High School Programme.



ISZL High School Programme Grades 11 and 12

Students in the ISZL High School Programme experience a balanced and challenging offering with the flexibility to choose a variety of course types to suit their passions and interests. Guided by the holistic approach promoted by the high school graduation requirements, including a yearly service project requirement, students are inspired to discover and deepen their academic knowledge, understanding and disciplinary skills. All students receive the ISZL High School Diploma, a credential recognised by many universities. Students can choose between five or six courses per year from the Advanced Placement® (AP®) courses, IB Diploma courses, ISZL courses or a Business and Technology Education Council (BTEC) Diploma in Creative Media.

AP® Courses

AP® courses are challenging, widely recognised, college level courses designed to push students academically and allow them to develop their academic interests. They are completed in one year and externally assessed by a single final exam.

IB Diploma Courses

IB Diploma courses take two years of study and are externally assessed by the IB via varying combinations of coursework and final examinations. Popular courses for students taking the ISZL High School Programme include language acquisition courses, mathematics courses, Computer Science, and Sports, Exercise and Health Science.

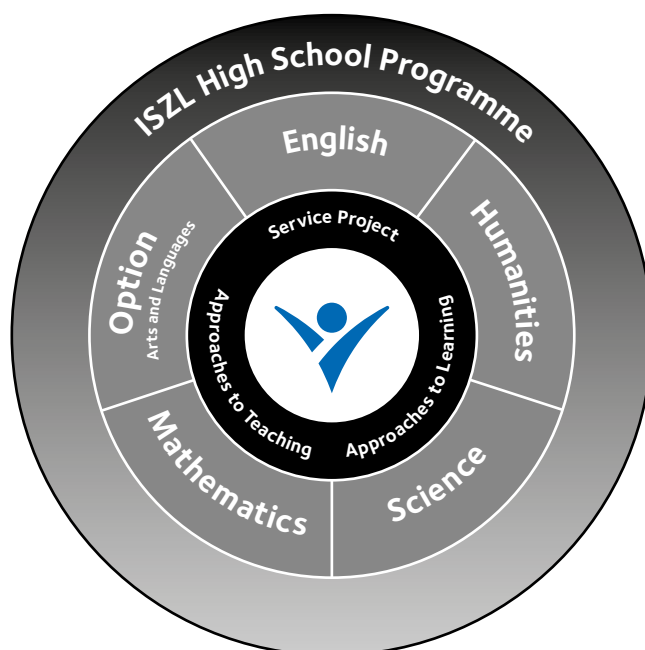
ISZL Courses

Some ISZL courses are focused on preparing students to take an AP® in the following year, for example, students taking Biology before AP® Biology. Alternatively, optional preparation courses may be available for students if they are not yet academically secure with the prerequisite knowledge, understandings and skills.

Other “Innovation” ISZL courses are focused around experiential, project-based alternatives to ISZL’s external exam-based courses. They encourage students to solve problems, find opportunities to drive change and to create valuable social contributions. Each student aims to leave these courses with a university or career-ready portfolio of innovative individual or team-based projects.

BTEC Course

A BTEC diploma course in Creative Media is also available. Combining production projects with practical business experiences and disciplinary theory, BTEC diplomas provide students with specialist work-related qualifications.



ISZL High School Programme

**COMPLETE
AT LEAST 5 COURSES
EACH YEAR**

OPTION

AP® French Language & Culture
AP® German Language & Culture
AP® Spanish Language & Culture
AP® Art & Design
Various VHS AP® online courses

French High Intermediate
German High Intermediate
Music: Innovations in Technology
Spanish High Intermediate
Studio Art
Creative Media

IB Film (online)
IB French B
IB German B
IB Music
IB Spanish B
IB Theatre
IB Visual Art

BTEC Diploma in Creative Media

COMPLETE
AT LEAST
0-3

ENGLISH

AP® English Literature & Composition
AP® English Language & Composition

English Language & Literature
English: Innovations in Communication

IB English Literature
IB English Language & Literature

BTEC Diploma in Creative Media

COMPLETE
AT LEAST
1

Programme requirements

One English, maths, science, humanities over two years.
We recommend two years of English.
One service project per year.
Five or six courses per year.
Maximum one online course per year.

SCIENCE

AP® Biology
AP® Chemistry
AP® Computer Science A
AP® Environmental Science
AP® Physics 1
AP® Physics C

Biology
Chemistry
Physics
Science: Innovation in Action

IB Biology
IB Chemistry
IB Computer Science
IB Environmental Systems & Societies (SL)
IB Physics
IB Sports, Exercise & Health Science

COMPLETE
AT LEAST
1

MATHS

AP® Calculus AB
AP® Calculus BC

Mathematics: Innovation & Technology
Pre-Calculus

IB Mathematics: Analysis & Approaches
IB Mathematics: Applications & Interpretation

COMPLETE
AT LEAST
1

HUMANITIES

AP® Comparative Government & Politics
AP® Economics (Micro & Macro)
AP® Microeconomics (2021)
AP® Macroeconomics (2022)
AP® European History (2021)
AP® US History (2022)
AP® Human Geography
AP® Psychology (online)

Humanities: Global Innovations

IB History
IB Economics
IB Geography
IB Global Politics

BTEC Diploma in Creative Media

COMPLETE
AT LEAST
1

Plus 1 service project per year

IB Diploma Programme Grades 11 and 12

The Diploma Programme (IBDP) aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. It encourages students to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The IBDP provides a challenging, internationally focused, broad and balanced educational experience for our students in Grades 11 and 12. The programme is designed to equip students with the academic skills needed for university study, further education and their chosen profession. Additionally, the programme supports the development of the values and life skills needed to live a fulfilled and purposeful life through the development and application of knowledge in the real-life contexts of the core (theory of knowledge, extended essay and creativity, activity, service).

Students study the “core” and six subjects, providing them with a broad, holistic education. These include two languages, one subject from individuals and societies, one science, one mathematics subject, and one subject from the arts or another subject from the other groups. The interdisciplinary subject of Environmental Systems & Societies allows students the flexibility to specialise further by selecting another subject from any group to make up the total of six.

The in-depth development of discipline-specific knowledge and the skills needed to follow their chosen university course, and for use later in their professional lives, is provided by studying three subjects at higher level (HL). This is balanced with a requirement for breadth by expecting students to study three more subjects at standard level (SL).



IB Diploma Programme

PICK A TOTAL OF **6** COURSES FROM AT LEAST GROUPS 1-5

STUDIES IN LANGUAGE & LITERATURE • GROUP 1

IB English Literature
 IB English Language & Literature
 IB German Language & Literature
 IB Various other first languages: Literature

COMPLETE
AT LEAST
2

LANGUAGE ACQUISITION • GROUP 2

IB French B
 IB German B
 IB Spanish B
 IB English B (HL only)
 IB German Ab Initio (SL only)
 IB Various other Language Bs (HL only)

At least
one from
group 1

SCIENCE • GROUP 4

IB Biology
 IB Chemistry
 IB Computer Science
 IB Environmental Systems & Societies (SL)
 IB Physics
 IB Sports, Exercise & Health Science

COMPLETE
AT LEAST
1

MATHS • GROUP 5

IB Mathematics: Analysis & Approaches
 IB Mathematics: Applications & Interpretation

COMPLETE
1

INDIVIDUALS AND SOCIETIES • GROUP 3

IB Economics
 IB Environmental Systems & Societies (SL)
 IB Geography
 IB Global Politics
 IB History
 IB Psychology (online)

COMPLETE
AT LEAST
1

ARTS • GROUP 6

IB Film (online)
 IB Music
 IB Theatre
 IB Visual Art

COMPLETE
1

or 1
additional
course from
groups 1-4

Programme requirements

Complete a total of six courses, covering at least groups 1-5.
 ESS counts as a group 3 and 4 subject.
 Complete CAS, prepare Extended Essay, study TOK.
 Pick three courses at higher and three at standard level.
 Pick a maximum of one online course.

Plus CAS, Extended Essay
 & Theory of Knowledge

IB Career-related Programme Grades 11 and 12

The Career-related Programme offers a focused, personalised and innovative learning experience for students with an interest in the world of work.

Students combine practical, career-related studies with three academic subjects from the IBDP, ISZL or AP® courses. The career study in the programme is the Business and Technology Education Council (BTEC) Diploma in Creative Media. Students achieve the IB Career-related Programme (IBCP) qualification if the BTEC is combined with between two to four IB subjects and the IBCP core.

What sets the IB Career-related Programme apart is the authentic, practical business experience and skills development the programme has at its core. Through extensive research and consultation with businesses, we have identified the ten essential assets to thrive in the modern workplace. These will be developed through five themes in the Personal and Professional Skills course and in work experience with our business partners. Also, at the core of the IBCP is a research project on an ethical dilemma in business and a language development project to gain multicultural fluency.

Students will graduate with in-depth specialist knowledge in media production, the understanding from rigorous IBDP and AP® courses and a well-developed, essential skill-set for the world of work. The result is confident, motivated and well-qualified students who are ready to thrive at university and in the workplace.



IB Career-related Programme

COMPLETE BTEC DIPLOMA IN CREATIVE MEDIA PLUS AT LEAST TWO ADDITIONAL IBDP COURSES

COMPLETE

1

CAREER-RELATED OPTION (TWO YEARS)

BTEC Diploma in Creative Media

MATHS OPTION (ONE OR TWO YEARS)

AP® Calculus AB

AP® Calculus BC

Mathematics: Innovation & Technology

Pre-Calculus

IB Mathematics: Analysis & Approaches

IB Mathematics: Application & Interpretation

ISZL COURSES (ONE OR TWO YEARS)

French High Intermediate

German High Intermediate

Spanish High Intermediate

English Language & Literature

English: Innovations in Communication

Humanities: Global Innovations

Music: Innovations in Technology

Sciences: Innovation in Action

Biology

Physics

Chemistry

Studio Art

COMPLETE

0-2

Programme requirements

Take BTEC Diploma in Creative Media.

Pick at least two additional IBDP courses.

Must take at least one year of maths (can be non-IBDP).

Complete service learning, language development, reflective project and personal and professional skills.

Pick a maximum of one online course.

IB COURSES (TWO YEARS)

IB English Literature

IB English Language & Literature

IB German Language & Literature

IB Various other first languages: Literature

IB English B (HL only)

IB French B

IB German B

IB Spanish B

IB German Ab Initio (SL)

Various other Language Bs (HL only)

IB History

IB Economics

IB Geography

IB Global Politics

IB Environmental Systems & Societies (SL)

IB Biology

IB Chemistry

IB Physics

IB Computer Science

IB Sports, Exercise & Health Science

IB Theatre

IB Visual Arts

IB Music

COMPLETE

1+

AP® COURSES (ONE YEAR)

AP® French Language & Culture

AP® German Language & Culture

AP® Spanish Language & Culture

AP® Art & Design

AP® Computer Science A

AP® English Literature & Composition

AP® English Language & Composition

AP® Economics (Micro & Macro)

AP® Microeconomics (2021)

AP® Macroeconomics (2022)

AP® Human Geography

AP® European History (2022)

AP® US History (2021)

AP® Comparative Government & Politics

Various VHS AP® online courses

COMPLETE

0-2

Plus service learning, language development, reflective project and personal and professional skills.

ISZL Programme Comparison Grades 11 and 12

All programmes meet minimum graduation requirements.

The term “programme” describes the overall approach and required combinations of a collection of courses. Each of the three programmes available at ISZL have aspects which they share but also aspects which make them distinct.

Please be advised that there are additional costs for all examination and accredited qualifications. Contact the relevant programme coordinator for more details.

	IB Diploma Programme	IB Career-related Programme	High School Programme
Total number of courses per year	Seven courses (including TOK)	Four to seven courses	Five or six courses
Course types available	<div>IB (two years)</div> <div>IB Core: TOK (two years)</div>	<div>IB (two years)</div> <div>IB Core: PPS (two years)</div> <div>BTEC (two years)</div> <div>ISZL (one year)</div> <div>ISZL (two years)</div> <div>AP® (one year)</div>	<div>IB (two years)</div> <div>BTEC (two years)</div> <div>ISZL (one year)</div> <div>ISZL (two years)</div> <div>AP® (one year)</div>
Average total number of scheduled hours per week	Approximately 23 hours	Varied: 16 – 24 hours	Varied: 15 – 24 hours
Core	Theory of Knowledge (TOK) Creativity, Activity, Service (CAS) Extended Essay	Personal and Professional Skills Reflective Project Language development Service Learning	Service Project (yearly)
Key Qualities	<p>Flexible</p> <p>Develops international mindedness through all subjects, second language requirement and core</p> <p>Requires students to meet CAS outcomes (creativity, activity, service)</p> <p>Ensures a broad, balanced, academically rigorous set of course choices</p>	<p>Highly flexible</p> <p>Develops international mindedness through all subjects, second language requirement and core</p> <p>Develops essential assets for the workplace and life through Personal and Professional Skills course in the core and the BTEC in Creative Media</p> <p>Only two subject choices are required: BTEC Diploma in Creative Media and a mathematics course</p>	<p>Highly flexible</p> <p>Students can freely choose from over 20 academically rigorous college level AP® courses to nurture the knowledge-rich multiple perspectives that underpin international mindedness</p> <p>Service required. All ISZL students encouraged to take part in sports, clubs and activities, but no requirement to document or reflect on these</p> <p>Able to mix and match, scale difficulty, specialise, or experience a broad range of different courses over the two years</p>

Why do students pick this programme?	IB	BTEC	AP®
	<p>IB has established international reputation. Approximately 170,000 in 146 countries took the IB last year</p> <p>Access to extended essay and theory of knowledge prepare students for university and Higher Level courses equivalent to first-year study in US universities</p> <p>The two year courses allow sustained study of an academic discipline</p> <p>Academic, disciplinary balance across six groups</p> <p>Coursework complements performance in exams (around 12+) in May of final year</p>	<p>Growing recognition. Around 1 million students take a BTEC qualification every year</p> <p>Access to innovative Personal and Professional Skills course and Reflective Project is a research project that prepares students for university</p> <p>Creative Media course is designed in consultation with businesses to provide knowledge and skills for business environments</p> <p>Direct relevance to workplace with assessment briefs that simulate Creative Media and business projects</p> <p>Continual assessment in BTEC allows students to achieve qualification without final exams</p>	<p>AP® courses are recognised internationally. More than 2.8 million students took these last year</p> <p>Access to AP® courses, knowledge-rich, university prep classes equivalent to first-year study in US universities</p> <p>One year courses allow students to specialise or cover a wide range of courses</p> <p>Can tailor course load and academic rigor to create personal balance</p> <p>Typically only two or three AP® external exams each year with no coursework influencing final exam grade</p>

Academic Course Comparison

A “course” is characterised by its approach, style of study and the methods of internal and external assessment for an individual, specific discipline.

	IB Courses	AP® Courses	BTEC Course	ISZL Courses	IB Core Courses (Personal and Professional Skills, Theory of Knowledge)
Years of study	Two	One	Two	One or two	Two
Hours a course meets each week	Three or four hours	Four hours	Eight hours	Four hours	Two hours
Typical assessments to achieve external qualifications	<p>Coursework (20–100%)</p> <p>2–3 exams varying from 45 minutes to 150 minutes</p> <p>No exams in Arts courses</p>	<p>Three hour exam</p> <p>Mixture of multiple choice, short and medium-length answer responses</p> <p>AP® Art and Design assessed by portfolio</p>	Ongoing coursework	No external qualifications	<p>Theory of Knowledge: Exhibitions and essay</p> <p>Personal & Professional Skills: None</p>
ISZL course grade assessment styles	IB coursework, tests, quizzes, IB style questions, presentations, internal exams	Regular tests, quizzes and practice AP style questions, presentations, internal exams	Coursework	Assignments, tests, quizzes, coursework, projects	IB assessments Classwork

Learning Support

The Learning Support Team provides support for students who have identified academic, social-emotional or other needs which impact upon their ability to perform in school. Learning Support services are available to students across the entire spectrum of academic achievement, from those who have documented learning difficulties to those who have been identified through formal evaluation as being exceptionally able. For the latter, we undertake an identification process in the second semester of Grade 9 that may lead to a very small number of our students exploring accommodated learning pathways for their Grade 10 MYP studies.

Once eligibility learning support services has been determined, students are assigned a case manager who is responsible for facilitating the creation of an Individualised Learning Plan (ILP). The ILP is created in collaboration with the student, parents, teachers, administrators, counsellors and other relevant members of the team. The ILP documents the necessary supports and strategies for student success. It includes suggested accommodations and modifications as well as goals and services.

Service is provided in the form of in-class and/or out of class support on an individual or small group basis. Students receiving learning support may be considered for adaptations to learning in the form of accommodations or modifications¹.

Accommodations are changes in how a student accesses information and demonstrates learning. Accommodations do not change or lower the expectations of the curriculum and do not alter what the test or assessment measures. The changes can be pre-planned or made in the moment in order to provide students with equal access to learning and equal opportunities to demonstrate learning. Accommodations are simply different approaches to achieving the same curricular goals.

Modifications are changes in what a student is expected to learn. Modifications are made when the regular curriculum expectations are either beyond the student's level of ability or readiness, or when the student has already mastered those standards. With modifications, the student is expected to learn something different from the general education standards. For students in Grades 9-12, modifications are recorded in transcripts and require permission from parents/guardians.

Modifications are rarely implemented, as the general education learning standards, when presented through differentiated instruction, should be appropriate for the vast majority of students. The decision to modify learning outcomes for a student is made by a team that includes at least the student's parents and administrator(s).

For more details on the comprehensive student support services available in the High School, please see the [ISZL Student Support Services Handbook](#). This includes more information on nursing, counselling, learning support and English as an additional language (EAL) services.

¹Definitions of accommodations and modifications from *The Next Frontier: Inclusion – A Practical Guide For School Leaders* (2014) developed by Bill and Ochan Powell.

Online and Self-Study Courses

Online courses allow students to take courses that we cannot directly support within our High School. IB Diploma courses are provided by Pamoja Education (www.pamojaeducation.com) and AP® courses are provided by the Virtual High School (www.vhslearning.org). IB Diploma courses commonly taken include Psychology SL or HL and Film SL. AP® courses commonly taken include Psychology and Statistics.

These courses provide an intense online learning experience. Some students enjoy the independence to take charge of their own learning, pace themselves through a week and have a slightly anonymised voice. Other students can find the distance from a direct student-teacher relationship challenging and sometimes they feel there is a lack of clarity in the instructions and assessments. All students find that due to the shorter terms and the nature of an online course, workloads are higher than many ISZL taught courses.

In order to be successful, students need to be motivated, independent, organised and technologically literate. Students are monitored by an ISZL teacher and meet once per week to check progress.

In order to support this subject flexibility, the registration costs for the online courses are paid by the families. Pamoja courses cost approximately 1000 CHF per year for two years. VHS courses are one year in length and cost around 1000 CHF.

Anyone interested in taking an online course will need to meet with IBDP Coordinator or the Assistant Principal for Grades 11 and 12 before the end of the school year in order to discuss the details involved and their suitability for the course.

Self-Study Courses: AP® Languages

Students at ISZL are able to take the AP® Language and Culture exam in German, French or Spanish at the end of Grades 10, 11 or 12. During Grade 10 students can take the examination as a self-study option. However, we do not recommend students take an AP® in these subjects unless they are enrolled in a high phase Grade 10 MYP class.

As a school, we offer the following to all students choosing to take the AP® Language and Culture exam in German, French or Spanish who are doing so as a self-study option:

1. Access to Schoology page with links to the College Board and useful grammar, newspaper and podcast websites.
2. An opportunity to take, and have graded, one mock examination.
3. Two support sessions: an introductory session at the start of the year and a feedback session after the mock examinations in February.
4. An introduction to 'i-scream', the recording software we use both in the examination and in the mock

Before deciding to self-study for an AP® students must consult with both their class teacher and their college counsellor. There are some circumstances where taking a language AP® in Grade 10 may be disadvantageous for some university pathways.

Self-Study Courses: Other AP® Courses

Students who wish to take an AP® examination in a course not offered at ISZL may, in limited circumstances, be able to do so. Students should contact the High School Programme Coordinator to discuss their options. Unlike the German, French and Spanish AP® self-study options, we are not able to provide any systematic support for students pursuing this option. Any costs for administering additional examinations not offered at ISZL including, but not limited to, the costs of invigilation and technical support, would need to be covered by the candidate.

FREQUENTLY ASKED QUESTIONS**Q: How many online courses can I take each year?**

A: One.

Q: Who is best suited to take online courses?

A: Highly motivated and independent learners.

Q: What online courses do students at ISZL commonly choose?

A: Small numbers of students choose Psychology (AP® and IB DP), Statistics (AP® only) and Film (IB DP only).

Q: How long can I expect to spend on my course?

A: AP® VHS courses require a significant amount of independent study time. Students often report committing over 15 hours of independent work a week on this course alone. The IB Pamoja courses also require many additional hours per week.

Q: How many students self-study an AP® course each year?

A: Typically, at most one or two students self-study for an AP® each year

Q: Is it necessary to take an AP® in Grade 10?

A: All students at ISZL have every opportunity to graduate from high school with exceptional academic qualifications without the need to take any AP® examinations in Grade 10. Taking an AP® in Grade 10 may provide insight into a student's suitability for the programme options in Grades 11 and 12. In all circumstances, we recommend that a student consult with their college counsellor before finalising registration for any Grade 10 or self-studied AP® examination.



Graduation Requirements

In order to graduate from ISZL, students must satisfactorily complete the IB Middle Years Programme and, subsequently, the IB Diploma Programme or IB Career-related Programme or ISZL High School Programme, including a minimum:

- **Ten** courses **over** Grades 11 and 12
- **Six** courses in **both** Grades 9 and 10
- **Four** years: Service project(s)
- **Three** years: English **and** humanities **and** science **and** mathematics (at least one year in Grade 11 or 12).
- **Two** years: Language acquisition
- **Two** years: Arts **or** Design **or** Physical Education

Students may not take more than one online course in a year.

In order to take account of possible programme differences for each student, the High School Principal may make minor concessions, for example, for students transferring from another school in their final two years and students in the learning support programme.

Grades 9 and 10	Grades 11 and 12
<p>Satisfactory completion of MYP</p> <p>- OR -</p> <p>A minimum six courses per year for two years:</p> <p> Mathematics two years English two years Science two years Humanities two years Language Acquisition two years Art or Design or Physical Education two years Service projects two years </p>	<p>Satisfactory completion of our IB DP or IB CP</p> <p>- OR -</p> <p>A minimum five courses per year for two years:</p> <p> Mathematics one year English one year Science one year Humanities one year Service projects two years </p>

Course Selection and Scheduling Process

The following answers to frequently asked questions are intended to provide an overview of the course selection and scheduling process. It is not designed to answer particular questions about what your teenager should or should not take in a school year. Decisions about course selection are a personal process involving the student, College Counsellor and parents and depend on the interests, strengths and future plans of the individual.

FREQUENTLY ASKED QUESTIONS

Q: When do middle school students choose their courses for Grade 9?

A: Grades 9 and 10 are a continuation of the MYP curriculum offered at the Middle School. The only choices that students need to make are their Arts subject (Visual Art, Drama or Music) and, in the case of students exiting the English as an Additional Language (EAL) programme, their second language choice (French or Spanish or First Language option). This process typically happens in February and March.

Q: When do high school students choose their courses for the following year?

A: The course selection process starts with a series of presentations to both students and parents in November and early December. After the Winter Break, the course selection process continues with personalised meetings between the College Counsellors and each family in Grade 10 and Grade 11 (non-IB students only). This process ends before the Spring Break (March/April).

Q: How do students new to the school select their courses?

A: The admissions office supports new families with the process of accessing and completing various placement tests in the school's New Family Portal on the ISZL website (www.iszl.ch). For students entering Grade 11 or 12, once placement tests have been completed, our College Counsellors contact families to offer personalised guidance. This process typically occurs in June or early August.

Q: How can students learn more about course requirements, course descriptions, curriculum philosophies and university recognition?

A: Information is shared via presentations to parents and students in November. In addition, departments provide an overview of the available courses to their students during Grade 10 class time. The Programme Coordinators and College Counsellors are also available to discuss these matters upon request.

Q: How is the schedule constructed?

A: We collect the course choices from the students in March and begin to run these choices through our schedule builder in order to produce our high school schedule. This might require hundreds of different adjustments, while juggling over a thousand individual moving pieces. After about 90 percent effectiveness, measured by the number of course requests successfully fulfilled, we look carefully at all the requests that could not be honoured, making determinations about whether viable alternatives exist or whether we need (and are able) to make further changes to the schedule. The guiding principle throughout this process is to maximise the greatest good for the greatest number, though priority is given to certain non-negotiable factors. For example, Grade 12 students must have access to the second year of IB courses. Over time, based on a multitude of data and considerations, the administration and counselling teams must make decisions about which courses will be offered, the number of sections that should be offered and which courses cannot be offered. Decisions such as these are not made lightly and some compromises are unavoidable. Eventually, we produce a schedule which meets the needs and desires of an overwhelming majority of students.

Q: Is it possible for a student to make a change to their schedule once it is completed?

A: The scheduling process is very complicated, so the goal is to build the schedule based on requests. If students change their mind later, it is quite likely that the course is no longer available or there is a scheduling conflict. College Counsellors encourage students to think very carefully about their selections ahead of time because the process to change often involves significant compromise. However, students are able to request a quick change to their course up until the end of the second week of the school year with approval from their College Counsellor. Further changes are still possible, until the end of the final week in September, but only if the Assistant Principal, College Counsellor, Programme Coordinator and teacher approve it. After this point, the add/drop period closes and students are no longer able to make changes other than in exceptional circumstances or at the school's request. Changes between standard and higher level IB courses is one exception and can, in most cases, be accommodated later in the year, assuming the teacher, student and Programme Coordinator are in agreement.

Q: What if the student is unsure if they will return to ISZL the following year?

A: It is recommended that students go through the course selection process even if there is a good chance they will not return. It is easier to remove student selections later, rather than not being included in the original schedule. It can also be useful for students that end up leaving to have already considered their courses at the new school.

Course Descriptions



The Core

All learning pathways offered at ISZL contain core components.

MIDDLE YEARS PROGRAMME

In Grades 9 and 10, Service as Action helps students to develop their personal understanding of who they are and the world around them, in addition to building connections to what they learn in the classroom. In the Personal Project in Grade 10, students use and improve their approaches to learning (ATL) skills to explore and develop deeper insights into an area that is of personal interest to them. Both Service as Action and the Personal Project provides students with an opportunity to demonstrate and develop ATL skills and learner profile attributes.

IB DIPLOMA PROGRAMME

The IB Diploma Programme (IBDP) contains a core of Theory of Knowledge (TOK), Creativity, Activity and Service (CAS), and an Extended Essay (EE). In TOK students think about the nature of knowledge and reflect on the process of learning in all their subjects, looking for and understanding the connections between them. CAS allows them to find and follow their passions, helping them to maintain balance in their life, help others, develop their character and undertake challenging projects. During the Extended Essay they undertake a piece of academic writing of up to 4000 words. The EE also helps them through a process called metacognition, understanding how and why they make decisions during an academic piece of research. The IBDP core helps students develop as a whole person, exemplifying the IB learner profile. It helps them become self-aware, develop a sense of identity and encourages international-mindedness. Together with the six subjects studied in the IB Diploma, the core aims to develop students' Approaches to Learning (ATLs) in many different ways, helping them be ready to move on in the world beyond school.

IB CAREER-RELATED PROGRAMME

The IB Career-related Programme builds on the service learning and skills development of the MYP with a core of four elements that partially mirrors the IB Diploma core. Students continue with Service Learning, developing their collaboration skills and project management. They take a Personal and Professional Skills course to develop essential assets to thrive in the workplace and life, including innovation, emotional intelligence and applied ethics. They develop further as an inquirer, communicator and a caring, principled character through a Reflective Project which is an extended essay but with a focus on ethics in business. Finally, a language development project develops students' multicultural fluency to make the most of their opportunities at the frontier of an increasingly globalised world.

ISZL HIGH SCHOOL PROGRAMME

Due to the tailored, flexible set up of the ISZL High School Programme, there is only one non-negotiable component of the core - the requirement to complete at least one service project each year. ATL skills are taught explicitly in any IBDP subjects chosen, and practised informally in all others. There is no compulsory project or extended research writing in the ISZL High School Programme, though students can make a special request to the IBDP Coordinator to complete an extended essay. Some of the ISZL courses are focused on experiential, project-based learning opportunities, so they will complete a class project in which they take action on an issue of relevance to their local or global community. Projects range from the creation of a business plan that students might seek to take to market to the design of a prototype product.

FREQUENTLY ASKED QUESTIONS

Q: Can I take TOK if I am not doing the full IB Diploma Programme?

A: The short answer is no, not yet. The longer answer is if there are exceptional reasons that would mean that the course was of particular importance to you, and there were no complex scheduling implications, then a request might be considered. Any request would need the approval of your College Counsellor, IBDP Coordinator and the Assistant Principal.

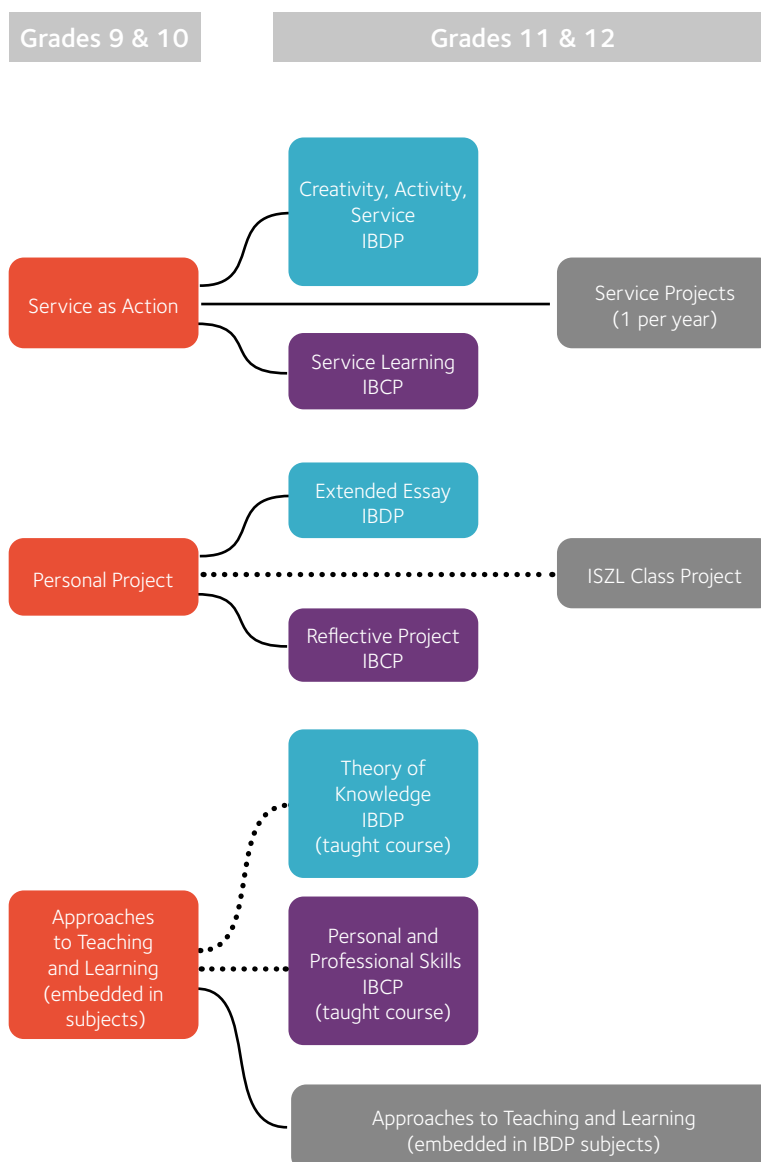
Q: Can I complete an extended essay if I am not doing the full IB Diploma Programme?

A: After consultation with the IBDP Coordinator, and if recommended by your College Counsellor, it might be possible.

Q: Can I take the Personal and Professional Skills course if I am not taking the IB Career-related Programme?

A: In most circumstances, this course is designed for students taking the IB CP. However, if you wish to take this course to enhance essential skills relevant to the world of work, you can choose to do so. This course would then support your skill development in other subjects and projects.

The Core Progression



Theory of Knowledge

Grades 11 and 12 • 2 years • IBDP Requirement

Theory of Knowledge (TOK) allows you to explore how you gain knowledge so that you can take an active role in your own learning. You will develop your ability to create and judge arguments whilst learning the value of considering different points of view. You will examine the ways in which we find out about the world such as language, emotion and reason which underlie the methodology of your IBDP subjects and provide a basis for personal knowledge. You will also analyse knowledge claims and make connections between different subject areas such as history, mathematics, the natural sciences, the human sciences, the arts and ethics. You will enjoy challenging your assumptions by studying real-life situations from magazines, journals and newspapers and reflecting on these through group activities. You are externally assessed by the IB through coursework (100%) consisting of an exhibition (33%) and an essay (67%).

Personal & Professional Skills

Grades 11 and 12 • 2 years • IBCP Requirement

The Personal and Professional Skills (PPS) course is part of the core of the IB Career-related Programme (IBCP). Through extensive research and consultation with business, we have identified the essential assets for success in the workplace and life. Based around key themes such as innovative thinking skills and effective communication, you will develop the entrepreneurial spirit by creatively solving problems with real products for real people. Other skills include emotional intelligence, collaboration, multicultural fluency and data access and analysis. You will experience real workplaces as you work with our local business partners, such as Thomson Reuters and ETH Sparklabs, to learn from their expertise. Your strengths profile will be diagnosed at the outset and you will create a personal development plan that you will follow for the two years of the Career-related Programme to develop the essential assets to thrive in your chosen career. You are externally assessed by the IB, based on the teacher's professional judgement of your satisfactory participation and achievement in the course.



Personal Development Programme

The Personal Development Programme (PDP) is a major component of the ISZL Pastoral Curriculum. The PDP is made up of three school-wide elements that engage students in their development as well-rounded individuals. As with all elements of our programme, each year we undergo a review of what is working and what might be improved. The content and structure of our approach vary depending on student needs and interests.

Personal, Social and Health Education

Students are provided with one hour of Personal, Social, Health Education (PSHE) a week and regular time is also allotted for teachers to check in with their homerooms. PSHE explores a wide range of topics like healthy relationships, healthy minds and healthy bodies, decision making, life skills, mindfulness, sex education, social media, college counselling support, leadership, academic honesty and more. We have also incorporated our child protection curriculum *Keeping Safe*.

Students in grades 9 and 10 are provided with one hour of service learning time every week in which they are required to take part in a collaborative service project of their choice. Service learning in the MYP provides an opportunity for students to research local or global needs and issues, making connections to the knowledge they have learned and the skills they have acquired in their subjects. Students are encouraged to make responsible choices and initiate principled action, reflecting on their own personal development and growth.

There are community and service programmes for Grade 11 and 12 students that are student-led and guided by the school. Students are expected to work independently on their chosen initiatives with support and guidance from their homeroom teachers.

Personal Development Week (PDW)

PDWs are designed to develop students' social consciousness, perseverance, and non-academic skills through initiative and action. We encourage students to reflect upon and understand issues of global importance and their own ethical conduct in relation to these, seeking to ensure that the new experiences challenge them. Students work together to solve problems, make decisions and collaborate with new people to learn and grow together.

FREQUENTLY ASKED QUESTIONS

Q: Can I choose my homeroom?

A: No. When you enter Grade 9, your homerooms are deliberately constructed in order to put students in new and unfamiliar groups, with sensitive oversight by the Social and Emotional Counsellors. This mirrors the reality of the other academic classes in Grades 9 and 10. You will stay with your homeroom throughout your time in the High School, enabling you to form strong relationships with your classmates. Your homeroom teacher will also remain with the group year-to-year wherever possible.

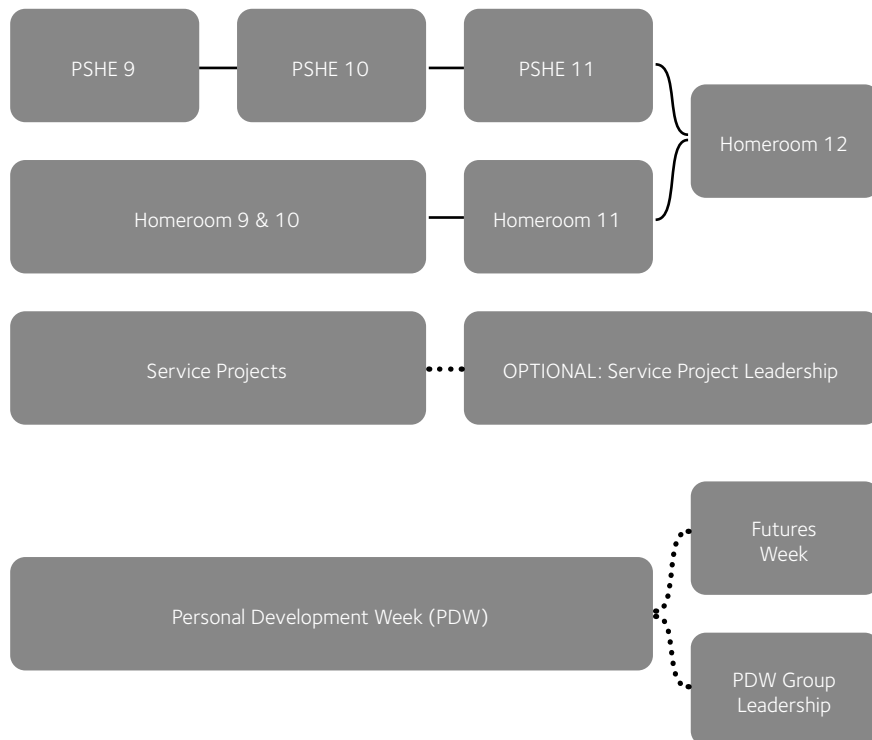
Q: Will I also stay with the same PSHE group?

A: Though you will have continuity of both homeroom and PSHE class in Grades 9 and 10, as you move up into Grades 11, although you may be with some familiar faces, your class is largely determined by your course choices.

Q: Can I attend a PDW in Grade 12?

A: Our Grade 12 students will attend our Futures Week in September. However, in June, seniors who have shown consistent dedication, leadership and passion in service learning may volunteer to take a leadership role on a Grade 10 or 11 PDW.

Personal Development Programme Course Progression



Personal, Social & Health Education 9 and 10

ISZL

Grades 9 and 10 • 2 years

Your Personal, Social, Health Education (PSHE) Programme in Grades 9 and 10 provides a tool box of foundational skills and knowledge to encourage you to develop an awareness of yourselves and others in order to make healthy choices. For one hour each week, you will explore a wide range of topics such as time management, healthy relationships, healthy minds and healthy bodies, decision making, life skills, mindfulness, sex education, social media, college counselling support, leadership, academic honesty and more. You will also experience our child protection curriculum *Keeping Safe*.

Personal, Social & Health Education 11

ISZL

Grade 11 • 1 year

In Grade 11, you will continue to develop an awareness of yourselves and others to make healthy choices. You will have one hour of Personal, Social & Health Education (PSHE) per week at various times throughout your schedule. Many topics explored in Grades 9 & 10 are extended to meet your level of development and new topics are introduced based on needs identified by our Social and Emotional Counsellors with your student input as well. You will begin to have some choice among different topics offered according to what you have learned works for you as individuals. You will also begin to prepare students for their transition into their Senior Year with extra College Counsellor workshops and support appropriate to your experiences at this time.

Homeroom 9, 10, 11 and 12

ISZL

Grades 9 and 10 (2 years) • Grade 11 (1 year) • Grade 12 (1 year)

Homeroom is a place where we want you to feel understood, connected, and cared for, with space to pause, reflect and engage. You will meet in your homeroom for ten minutes at the start of every day so that you can connect with your homeroom teacher and a small group of classmates. You will have an additional hour once a week where a large part of your time will be dedicated to help you explore and develop service projects as transformative experiences, as well as for supporting the IBDP students with the requirements for Creativity, Activity and Service (CAS). You will remain with the same group of students and as far as possible the same homeroom teacher for all four years in the high school.

Service Projects (9 and 10)

ISZL

Grades 9 and 10 • 1 year or 2 years

What needs are there within our school, local or global communities and how can we contribute towards addressing them? How can we apply our own talents, interests and passions to a sustained group project, and how can we work with others for the good of others? These are the questions that you will ask yourself when planning a collaborative service project. The aim of these projects is to provide a space for you to come together in order to research, plan and carry out meaningful action both within and beyond the school walls. As well as pre-existing projects, you are encouraged to propose and to lead a group, providing a perfect opportunity to develop your ownership of your learning.

Personal Development Week 9

ISZL

Grade 9 • 1 week • Compulsory

In Grade 9, your week will provide an experiential opportunity to explore concepts and topics in more depth. You will engage in a variety of activities from areas of interest in the arts, sports or service learning, organised around the concepts of 'creativity', 'activity' and 'service'. After collaborative activities in the day, you will participate in whole grade team building events to build relationships with staff and other students.

Personal Development Week 10, 11

ISZL

Grades 10 and 11 • 1 week • Compulsory

In Grades 10 and 11, you will have the opportunity to become immersed in a different culture and take part in service projects. Prior to the trip, you will collaborate with other students and local people at the destination in order to identify needs, strategise how to meet these needs and execute plans on the ground. After the PDW, you will reflect on what you have learned and how you can help to ensure your work is sustainable with locals and within our school. Depending on your choices, your PDW may take you to England or Spain, or as far as Tanzania, Ghana or Nepal.

Futures Week

ISZL

Grade 12 • 1 week • Compulsory

Dealing with an early university application deadline? Need help understanding how to complete a university application that highlights your strengths best? Need help to fine-tune a rock star university application, essay or personal statement? Looking at different options post high school that we can help prepare you for? Require some extra time and support completing your IB Extended Essay? We know how difficult it is for you to balance all of your academic and personal commitments along with the unavoidable work associated with university admissions and the preparation for post high school goals. Futures Week will consist of tailored workshops led by your College Counsellors and ISZL staff members on a wide variety of university exploration and application topics to help you finalize these processes as comfortably, completely, and favourably as possible. In addition, sessions focusing on relevant topics such as IB Extended Essay, academic referencing skills, writing workshops, gap year options and independent living will be provided to help you better prepare for your post-secondary transitions.

Arts

The study of the arts at ISZL is a rigorous, intellectual pursuit that requires persistence, commitment and deep personal engagement. Throughout the visual and performing arts courses, you develop a range of skills including evaluation, critical thinking, problem solving and reflection while developing and acquiring technical, aesthetic and creative skills both individually and through collaboration.

The arts provide the opportunity for exploration of the self and the interconnectedness of peoples and cultures. You explore and enjoy the diversity of the arts to gain multiple perspectives of cultural, social and historical contexts. This enables you to relate to the world – and your place in it – as well as to construct meaning in a variety of forms through the language of the arts.

FREQUENTLY ASKED QUESTIONS

Q: Will I build a portfolio throughout the IB or AP® Visual Art course?

A: Yes. The material created throughout both courses can contribute towards a portfolio for university applications.

Q: Is there an examination in the Arts?

A: There is no written, visual or practical examination for IB Visual Art, AP® Art & Design, IB Theatre or IB Music.

Q: What is the difference between IB Visual Art and AP® Art & Design?

A: IB Visual Art is a two year course which continues the skills of MYP Visual Art: art history, research and practical studio pieces. AP® Art & Design is a one year practical course producing more pieces than IB Visual Art.

Q: Do I need instrumental or vocal lessons for IB Music?

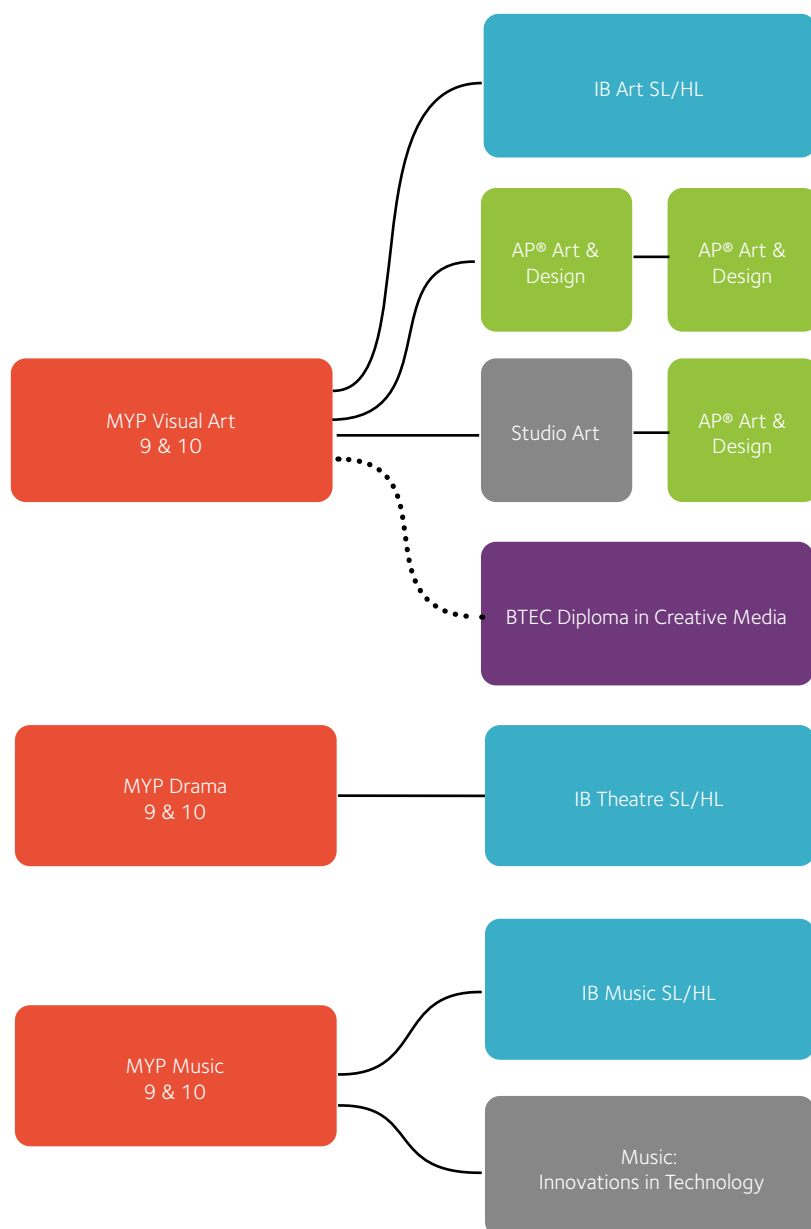
A: If you want to take the solo performance option for HL or SL, you need to have regular instrumental/vocal lessons.

Q: Is it possible to take an AP® or IB Arts course if I didn't follow that subject in the MYP?

A: Ideally you would follow your arts choices from MYP into IB or AP® Art & Design, but it may be possible to start a new subject. You must consult with the relevant Arts teacher to check if this is possible for you. Teachers would expect to see existing evidence of ability as well as commitment for, and interest in, the subject. For example, some students complete an appropriate summer course in order to support their transition and sharpen their skills.

Arts Course Progression

Movement between the different arts after MYP may be possible. Consult your arts teacher.
BTEC Diploma in Creative Media counts towards English and humanities graduation requirements.



MYP Drama 9

MYP

Grade 9 • 1 year

Ensemble skills are explored through movement and choral skills through a performance of an extract from *Oedipus Rex*. Working with a partner, you will rehearse and perform a scene from a published script consolidating and strengthening your characterisation and directorial skills. Focusing on the art of mime as a form of communication, you have the opportunity to transform into the likes of Marcel Marceau and showcase your own solo devised scene. Taking a dive into the world of puppetry, you will learn to manipulate your puppet and bring it to life in a Sesame Street style performance.

MYP Music 9

MYP

Grade 9 • 1 year

You will develop your knowledge and skills through engagement in various composing, listening and performance-based activities. You will learn how to change and manipulate musical elements when arranging an existing song of your choice. The song-writing unit allows you to acquire skills in melody writing, word-setting and using musical layers, textures and structures. You will explore how traditional music is composed and performed in India and you will utilise software packages such as GarageBand and Sibelius to create your own music. You will enjoy the opportunity to develop your creativity, imagination and expressive skills whilst at the same time acquiring knowledge and understanding of music literacy, genres and cultures.

MYP Visual Art 9

MYP

Grade 9 • 1 year

A range of genres, mediums and concepts are embedded in the Grade 9 Visual Arts course. It is designed to increase your understanding of the broader historical and contextual aspects of the subject whilst developing a foundation of skills in drawing, painting, sculpting and printmaking. You are guided through each unit with an emphasis on building your confidence in using a variety of materials whilst also widening your conceptual understanding. The course will enable you to develop a collection of technical skills ready for the more independent nature of the Grade 10 Visual Arts course that encourages you to decide on the direction of your own art practice.

MYP Drama 10

MYP

Grade 10 • 1 year

Grade 10 Drama focuses on the physicality of performance through total theatre, physical theatre, acting for film, performance art and clowning. You will undertake a number of group projects which lead you through the skills of devising and collaboration. The primary focus is on the physicalisation of text and character and you will have the opportunity to work with scripts, as well as creating your own scenes, built upon research on a number of topics. Experimentation and exploration will be instrumental in helping you to produce exciting, original and creative performances. You must be open to new ideas, excited about taking risks and eager to push the boundaries of conventional theatre.

MYP Music 10

MYP

Grade 10 • 1 year

You will continue to acquire knowledge and skills through engagement in various composing, listening and performance-based activities. During the year you will explore how musical ideas and motifs can be developed, learn about impressionism and acquire a larger range of techniques to use in creating your own music. The final unit explores the world of composing for film and you will learn how to compose your own movie soundtrack. As in Grade 9, you will enjoy the opportunity to develop your creativity, imagination and expressive skills whilst at the same time acquiring knowledge and understanding of music theory, styles and cultures.

MYP Visual Art 10

MYP

Grade 10 • 1 year

You will be challenged to be creative and expressional in producing artwork through self-initiated lines of artistic inquiry. Building upon your foundation skills developed in Grade 9, you are led through units designed to exercise the capacity to access and understand your personal influences. The units sequentially introduce the essential aspects of visual art practice through your development workbook and final pieces. You will have the chance to work with a range of media in both two and three dimensions and draw inspiration from fellow practitioners. You will explore and research artists and cultures that you are interested in and build on their work. You will gain further international awareness through more global topics and you will seek to move beyond duplication when creating conceptual and visual pieces.

IB Music SL/HL

IB

Grades 11 and 12 • 2 years

In this course you will learn through researching, creating and performing music from a wide variety of contexts, styles, cultures and historical periods. The course will cover music that is composed for social, cultural and political expression, music that is composed purely for listening and performing, music that is composed for dance, entertainment and dramatic impact, and music that is composed or performed using music technology. Through active music-making you will gain skills in analysis, communication, composition, performance, reflection, and critical and creative thinking. All students (HL & SL) will engage with the following course components: exploring music in context, experimenting with music and presenting music. HL students will also engage with a collaborative project involving contemporary music-making. Through these components you will be able to personalise your learning by studying music you are interested in. You are externally assessed by the IB through coursework (100%).

IB Theatre SL/HL

IB

Grades 11 and 12 • 2 years

A dynamic and collaborative two-year course, IB Theatre is a multifaceted theatre-making course which gives you the opportunity to make theatre in different domains as creators, designers, directors and performers. At both SL and HL you will explore theatre in a variety of contexts and understand how these contexts inform theatrical practice. Personalisation is a key facet to this course enabling you to choose your topics of study through the Research Presentation and Director's Notebook. You will also have the opportunity to engage in the process of transforming your own ideas into action through the student led and devised collaborative project with your peers. As a HL student, you will undertake an additional solo performance on a theatre practice of your choosing. You are externally assessed by the IB through the production of the aforementioned coursework (100%).

IB Visual Arts SL/HL

IB

Grades 11 and 12 • 2 years

This course is designed for passionate artists who are committed to a serious study of exploring and experimenting with media, ideas and artists' influence. You will have the opportunity to prepare a portfolio for university entrance and the IB Diploma. You will build and develop your technical abilities in a wide range of 2 and 3 dimensional media to create resolved artworks. During the process, you will provide evidence of understanding of the development of your ideas both visually and analytically for your process portfolio (40%). You will investigate artists to compare and make connections with their own work emphasising critical analysis in a comparative study (20%). This two year course concludes with a final exhibition (40%) of your finished artworks (8 to 11 pieces for HL and 4 to 7 for SL). You are externally assessed by the IB through the production of the aforementioned coursework (100%).

Music: Innovations in Technology

ISZL

Grades 11 and/or 12 • 1 year

You will have the opportunity to practise as a performing artist and composer working with industry standard recording technology. Completing two term-based projects as part of a career-ready portfolio, you will consider artistic and technical aspects of music, as well as the effect of music and sound on an audience. The course follows the real-life process of modern music composition, production, performance, advertising and distribution, which allows students to not only put together original tracks, but create a brand of themselves and others, and brings in aspects of the ever-changing world of contemporary online music marketing. This is not the normal school course that happens between 08:45 and 16:00. In one moment, you might be learning about music composition theory, in another, arranging an after school recording session before conducting a musical performance in front of a live audience. This practical music programme provides you with a taste for some of the authentic experiences of the world of music.

Studio Art

ISZL

Grade 11 or 12 • Pre-AP® • 1 year

You will learn to explore the elements and principles of art and design through the direct application of them in your own 2D or 3D creations. You will examine both why and how artists and designers use visual devices for a wide range of fine art, graphic design, illustrative or sculptural functions. As a creator, you will be guided through structured projects that aid the development of your Sustained Investigation portfolios should you elect to later submit them for examination or whether your intention is to create a portfolio for university application. You will enjoy creative freedom in a supportive and creative environment.

AP® Art & Design (Drawing or 2-D Design or 3-D Design)

AP®

Grades 11 or 12 • 1 year

You will learn to explore the elements and principles of design through the direct application of them in your own creations. The AP Art and Design program includes three different courses and portfolio exams. Your goal is to create a portfolio of college-level work and submit it for evaluation. All three AP Art and Design Portfolio Exams contain two sections. The Sustained Investigation section requires you to conduct an inquiry-guided investigation through practice, experimentation and revision. For the Selected Works section, work is expected to demonstrate skillful synthesis of materials, processes and ideas. For both sections of the portfolio, you are expected to share information in writing about your work. You will enjoy creative freedom in a supportive and innovative environment. You are externally assessed by the College Board through the production of the aforementioned coursework (100%).

BTEC Diploma in Creative Media

BTEC

Grade 11 and 12 • 2 years

See course listing on p.46.



Design and Computer Science

Regardless of the career path chosen by our graduates, the ability to systematically solve problems is critical. MYP Design is a rare course in global education in that it has its focus explicitly on the fostering of problem solving skills. During Grades 9 and 10 we expose students to a wide range of open ended problems before supporting the learners to develop creative, original solutions. Areas explored include: filmmaking, sound engineering, still image manipulation, coding, product design and packaging. We employ custom-made assessment tools and support materials to ensure that the most able students are challenged and extended while others are supported effectively.

The ability to write, read and comprehend code is an essential 21st century skill. Therefore, we are proud to offer Computer Science courses for students taking either AP® or IB Diploma courses in Grades 11 and 12. AP® Computer Science is a college level course on object oriented coding in Java. The IB Computer Science course offers a broad grounding in computational thinking, coding, hardware, software, systems and networks.

FREQUENTLY ASKED QUESTIONS

Q: Is Computer Science a continuation of the MYP Design programme?

A: No. Computer Science is a different discipline. That said, there is some transfer of skills such as creative problem solving and breaking complex tasks down into smaller steps.

Q: Do I have to be a confident programmer to study Computer Science?

A: Certainly not! Each course begins coding from the beginning, though the ability to think logically and creatively when approaching problems is an advantage.

Q: Do I have to take a higher level mathematics course to understand computer science?

A: No you don't – but for students planning to study Computer Science at university, most institutions ask for good mathematics grades.

Q: How is the BTEC Diploma in Creative Media worth?

A: The BTEC Diploma in Creative Media is equivalent to two IB HL subjects according to UCAS tariff points.

Q: Do universities accept BTECs?

A: 95% of UK universities accept BTECs – in fact 1 in 4 students applying to UK universities do so with a BTEC combined with other subjects. As part of the Career-related Programme or the ISZL High School Diploma, BTEC is widely accepted in North America. Schools of Applied Sciences in the Netherlands also accept IB CP students holding a BTEC.

Q: Is a BTEC Diploma in Creative Media qualification easier than IB subjects?

A: It has the same qualification level as an IB Diploma subject, but is different. You will be challenged to produce work consistently over the two years, completing a unit every four-to-five weeks that requires explanation, analysis and evaluation.

Q: How much work experience is there in the BTEC Diploma in Creative Media?

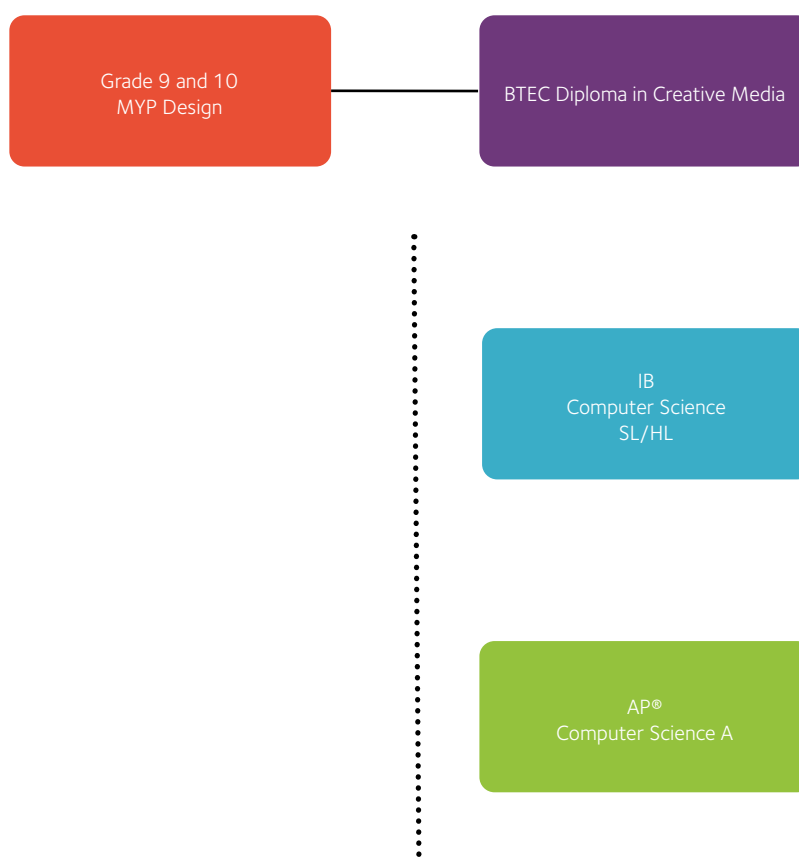
A: There is a work experience element to each unit. Some activities will be day visits to our business partners, but you will also have longer blocks of time in the workplace over the two years and you will be encouraged to find your own internships in the school breaks.

Design and Computer Science Course Progression

Computer Science is not a direct continuation of the Design programme.

Computer Science counts towards your science graduation requirements.

BTEC Diploma in Creative Media counts towards your English and humanities graduation requirements.



MYP Design 9

MYP

Grade 9 • 1 year

You will learn to explore and develop a range of practical skills whilst using a variety of software packages specifically for 3D modelling, image manipulation and programming. You will employ careful planning, preparation and structuring of work to yield high quality solutions. By investigating how messages are expressed in print and film media, you will experiment with non-written communication by generating composite images and film. Using the design cycle, you will design and create educational games exploring a variety of programmes to create your final product. You will experiment with Python Programming to develop logical thinking skills. You will use the testing and developing cycle to create working code.

MYP Design 10

MYP

Grade 10 • 1 year

Building on Grade 9 Design, you'll explore more challenging and open ended projects. First, you will undertake the Materials Challenge creating a product that could use the 3D printer, laser cutter, sewing machine and hand tools. Next, you will be working with your Language Acquisition teachers to plan, record, edit and present a podcast in your Language Acquisition tongue. You'll hone your computational thinking skills by devising and completing Python programming projects. In the final major project, you will develop a short film. You will form groups to move through the design cycle from storyboards to a final short film. The final unit will allow you to consolidate your learning. You will produce a physical or digital project of your own choice working on your own or in groups. You will identify clear design specifications and present your product to the class completing a thorough evaluation.

IB Computer Science SL/HL

IB

Grades 11 and 12 • 2 years

You will learn software development, the inner workings of the computer system and systems analysis skills. You will develop computational thinking skills which are used in all aspects of industry to solve complex problems. You will be a creator developing new programmes starting with the basics but, by the end of the course, you'll be a proficient Java programmer. Your problem solving, critical thinking and creativity skills will be fostered. While touching upon the ethical nature of using computers in an automated society, we will look at the current developments in technology and how they may affect our lives. Learning through doing, you will spend significant time developing your programming skills. HL students study three additional units (Abstract Data Structures, Control and Case Study). You are externally assessed by the IB through coursework (SL 35% or HL 25%) and final examinations (SL 65% or HL 75%).

AP® Computer Science A

AP®

Grade 11 or 12 • 1 year

You will learn to solve an awesome array of problems with breathtaking efficiency. If you like puzzles, logic and games; if you take pleasure in doing things the right way; if you are a creative soul with the mind of a scientist, then you will love this course. APCS delivers programming skills useful in any and all undergraduate scientific studies. In the first few lessons you will learn the basics of Java syntax and how to construct classes, methods and objects. As soon as humanly possible, you will begin to solve basic problems and programming challenges. You'll move rapidly onto working on some much more exciting, in-depth themed labs. Because the course is completely practical in nature, there are numerous aspects to enjoy. If you have some prior experience of coding, you might have an idea of how much fun it can be. You are externally assessed by the College Board through one final examination (100%).

BTEC Diploma in Creative Media**BTEC**

Grades 11 and 12 • 2 years • meets Humanities & English graduation requirements

This is a highly specialised, career-related qualification in Creative Media, blending academic knowledge and understanding of the media sector with the technical expertise needed to produce industry standard media and the broader skills to thrive in the workplace. You will produce films for social action, corporate promotional material and music videos, working to a brief for real clients through our business partners. The units give you an understanding of pre-production skills, research, communication, planning, resourcing and finance plus critical analysis of media. Others develop your technical skills in camera techniques and editing combined with an understanding of the media industry and project management. You will build the skills needed to plan, develop and execute media projects, preparing you for jobs within the media industries and university in the creative arts. There are two versions of this course. You are externally assessed by EdExcel through the production of a diverse portfolio of coursework (100%).

BTEC Diploma in Creative Media

8 lessons per week

You will complete four units: Creative media skill development, Responding to a brief, Personal Progression and Creative industry response. You will complete media projects in each unit whilst developing a portfolio to showcase your work and qualify with the BTEC Diploma in Creative Media.

Creative Media

4 lessons per week

You will complete media projects alongside and in collaboration with the BTEC Diploma students, developing skills and a portfolio of productions but you will not certificate with a BTEC Diploma.

Language and Literature

The ability to communicate is at the heart of our humanity. It is an entitlement, a privilege and a process in which all 21st century learners should be actively engaged. The Language and Literature department seeks to prepare students to be literate and culturally informed international citizens. We aim to equip them with the skills and knowledge needed to communicate effectively in a digitally driven and information-rich world whilst also recognising the inherent importance of the storytelling process and the power of the written word. Whether through oral presentations, blogging or filmmaking, creative or analytical writing, we teach the skills and content needed to be balanced, inquiry driven learners.

In Grades 9 and 10, our MYP Language and Literature courses expose students to a broad range of fantastic content and are designed to prepare them for more specific course choices in Grades 11 and 12. Yes, our subjects are about skills, but they are also about using those skills to communicate detailed knowledge of important cultural and unit specific content in the most effective ways. Our AP® and IB courses then provide students with the opportunity to focus their areas of study in preparation for university level courses and life after ISZL. All courses offer students the chance to investigate a range of genres and texts and to critically investigate how we use and generate our language, literature and media.

FREQUENTLY ASKED QUESTIONS

Q: What's the difference between IB English Language & Literature and English Literature?

A: There are two key differences. Firstly, the language and literature course covers a wider range of different text types, whereas the literature course looks at fewer text types in more detail. Secondly, while language and literature students will read between four and six literary texts, literature students will read between ten and thirteen. Both courses have the same weighting between coursework (HL = 40%, SL = 30%) and examinations (HL = 60%, SL = 70%).

Q: Do I have to take an English course in both Grade 11 and 12?

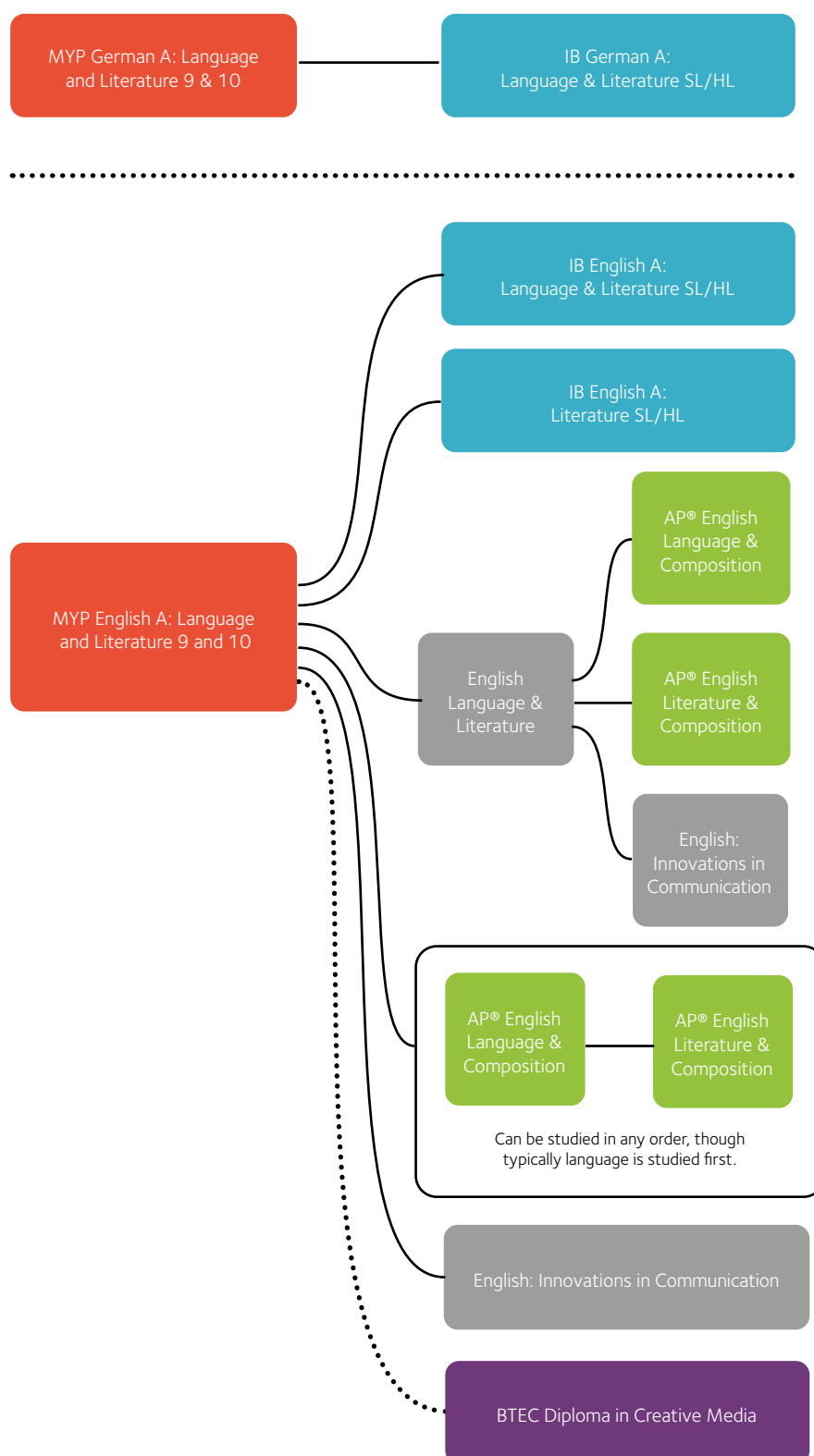
A: No, however, we strongly recommend that students take four years of English. Only three years is required for ISZL graduation requirements, though four years of English is required for some university applications. Speak to your College Counsellor if you have questions about this. You are able to take the English: Innovations in Communication course for two years for a creative, production focused, entrepreneurial approach to the subject, without any final external examinations.

Q: Can I take AP® English Literature & Composition in Grade 11?

A: Yes. However, as a student's maturity and breadth of knowledge tends to improve their enjoyment and achievements in this class, in most cases, we suggest that you take this course in Grade 12.

Language and Literature Course Progression

At least three years of English is required for graduation. We recommend you complete four years of English. BTEC Diploma in Creative Media counts towards English graduation requirements.



MYP English A: Language & Literature 9

MYP

Grade 9 • 1 year

You will develop an appreciation for a variety of literary and non-literary texts, including poetry, prose, short stories, plays, speeches, opinion editorials and more. There will be regular opportunities to engage in your own reading selections and to immerse yourself into creative writing tasks. In one unit you may be delivering a persuasive speech advocating for a cause you are passionate about and in another, producing a personal memoir that explores your identity. Our inquiry into Shakespeare's plays and classic gothic literature will offer you the chance to analyse the complexity behind some of literature's most powerful characters and enduring themes.

MYP German A: Language & Literature 9

MYP

Grade 9 • 1 year

You will learn about how language and images are used in various contexts. In one part of the course, you will engage with authentic real-world issues and their representation in media learning about various text types and analysing how language is used to convey meaning. In the other part, you will engage with literature, analyse the impact of the author's choices and of when and where it was written. You will be a creator of various texts from newspaper articles to poetry. You will analyse the television news and create your own, put a drama on stage and slam poetry in our annual German poetry slam.

MYP English A: Language & Literature 10

MYP

Grade 10 • 1 year

You will have the opportunity to explore life through the lens of literature and investigate the power of language. This course challenges you to question the impact that context can have on the production and reception of both fiction and non-fiction texts. It will ask you to evaluate the key elements of persuasive writing as we work on becoming stronger debaters through our study of rhetoric and logical fallacies. Our studies of plays by Shakespeare and Tennessee Williams will offer you the chance to analyse the complexity behind some of literature's most powerful characters and enduring themes.

MYP German A: Language & Literature 10

MYP

Grade 10 • 1 year

You will build on the skills and concepts learned in the MYP German A: Language & Literature 9 course. You will deepen your knowledge about how language and images are used in various contexts. In one part of the course, you will engage with real-world issues and their representation in media, learning about different text types and analysing how language is used to convey meaning. In the other part, you will engage with literature and analyse the impact of an audience and where and when it was written. You will be a creator of various texts from newspaper articles to essays. You will analyse newspaper articles, and further develop your speaking skills through a variety of formal and informal oral activities.

IB English A: Language & Literature SL/HL

IB

Grades 11 and 12 • 2 years

You will learn to explore the language and images found in the world around you. You will examine both why and how authors and creators produce for example, novels, editorials, advertisements or poetry and consider questions about why one person might read something differently to another. You will also be a creator producing thoughtful analytical commentaries, comparative essays, imaginative texts, academic presentations, creative pitches and more. In one moment, you might be analysing the nature of taboo and exploring manipulative advertising techniques, in another, discussing Margaret Atwood's *The Handmaid's Tale* and its warnings to guard against complacency. You are externally assessed by the IB through coursework (HL = 40%, SL = 30%) and final examinations (HL = 60%, SL = 70%). For HL students, the 40% coursework is comprised of a 1200–1500 word essay (20%) and an Individual Oral (20%). SL coursework is an Individual Oral only (30%).

IB English A: Literature SL/HL

IB

Grades 11 and 12 • 2 years

This course offers you the chance to walk in the footsteps of some of literature's greatest characters; to inhabit their worlds, live their lives and learn from their mistakes. Through the books that we read, you will encounter characters and situations that will challenge you to assess who you are and what you believe. You will engage with a provocative range of timeless themes and face a challenging range of enduring questions. Your classes will feature rich discussions, dynamic presentations and frequent opportunities to develop the written, verbal and analytical thinking skills necessary for life beyond ISZL. You are externally assessed by the IB through coursework (HL = 40%, SL = 30%) and final examinations (HL = 60%, SL = 70%). For HL students, the 40% coursework is comprised of a 1200–1500 word essay (20%) and an Individual Oral (20%). SL coursework is an Individual Oral only (30%).

IB German A: Language & Literature SL/HL

IB

Grades 11 and 12 • 2 years

You will learn to explore the language and images found in the world around you. You will engage in real-world issues examining the influence of various contexts on language as well as the influence of language on different recipients. You will also engage with German literature and literature in translation to analyse how language is used to convey meaning. You will be a creator, producing thoughtful analytical commentaries, essays, imaginative texts, academic presentations, creative pitches and more. In one moment, you might be analysing the language of Swiss referendum posters and the fake news movement of German populist parties, in another, discussing the relevance of Lessing's *Nathan der Weise* in the context of the cultural impact of immigration in Germany. You are externally assessed by the IB through coursework (HL = 40%, SL = 30%) and final examinations (HL = 60%, SL = 70%). For HL students, the 40% coursework is comprised of a 1200-1500 word essay (20%) and an Individual Oral (20%). SL coursework is an Individual Oral only (30%).

English Language & Literature

ISZL

Grade 11 or 12 • Pre-AP® • 1 year

You will explore both fiction and nonfiction texts from various cultures, times and places to facilitate your understanding that both rhetoric and literature carry implicit and explicit assumptions and beliefs about ways of knowing the world and ourselves. You will learn a great deal about the perspectives and attitudes of different authors, cultures and time periods, as well as the vocational uses of your language skills. The course offers a variety of assessment types including traditional analytical and expository essays and multiple choice comprehension questions, while the oral components are in the form of debate and class presentations. The course is primarily designed as preparation to help you prepare for either of the two AP® English courses – AP® English Language & Composition or AP® English Literature & Composition.

English: Innovations in Communication

ISZL

Grades 11 and/or 12 • 1 or 2 years

After exploring essential writing, reading or media production skills, you will work on individual or group projects to innovate in a range of media. You might shoot a documentary, serialise a book in a blog, write for Medium, send articles to the Guardian, enter a literary competition, put together an awareness campaign, organise and judge a school-wide writing competition or prepare and deliver an inspiring business pitch. Anything that brings voice to an idea, project or vision of your choosing that makes the world just that little bit better. You will leave the course with a portfolio of innovative work to showcase your talents as a communicator and a more profound appreciation of the power of written, visual and spoken language.

AP® English Language & Composition

AP®

Grade 11 or 12 • 1 year

Have you ever thought about words as tools? Would you like to learn how to hammer a point home with some forceful rhetoric? In this class you will write non-fiction prose and engage with ideas to develop and support your own arguments. You will strengthen the effectiveness of your writing through close reading and frequent practice at applying rhetorical skills, analysing information from source texts and writing arguments. You will read literary memoirs, literary non-fiction, satirical essays and current events. You will sit practice exams, blog about global issues and debate. You will think. You will write. You will hone your style, develop your voice and wield a word for every occasion. You are externally assessed by the College Board through one final examination (100%).

AP® English Literature & Composition

AP®

Grade 11 or 12 • 1 year

AP® English Literature & Composition will engage you in the careful reading and critical analysis of a wide range of imaginative and stimulating literature. An intensive study of classic texts, world-renowned authors and poetry aims to engage you with the author's explicit and implicit teaching about life. Written composition is also an integral part of the course and you will focus on the transferable skills of written analysis in the form of expository, analytical and argumentative essays. The challenging course assessments are based on both practice sections of the College Board exams, including timed essays and multiple choice comprehension questions, and production of your understanding in creative mediums such as journal writing. You are externally assessed by the College Board through one final examination (100%).

BTEC Diploma in Creative Media

BTEC

Grade 11 and 12 • 2 years

See course listing on p.46.

First Language

ISZL is committed to supporting the development of the first languages (mother tongues) of all of our students. ISZL believes that the active promotion of first languages as part of the IB MYP and IB DP courses develops intercultural understanding, provides cognitive and social advantages and enables students to have academic recognition that they can use for further education and employment.

For many of our students, choosing to study their first language is more than just studying a language; it is about reconnecting with their culture and shaping their identity.

FREQUENTLY ASKED QUESTIONS

Q: Can I study my first language in the MYP and Grades 11 and 12?

A: In Grades 9 and 10, we have a great network of language tutors, so we can usually find tutors for most of the languages spoken in the ISZL community.

In Grades 11 and 12, it depends. Students wishing to take IB Language A: Literature (SL or HL) can choose from a range of languages as long as we can find a suitable language tutor. The list of languages can be found in the course description.

Q: Who will be my language tutor?

A: For the MYP and IB DP courses, you will be co-supervised by the First Language Programme Coordinator and a first language tutor. We have a network of local and online tutors available to work with you. Holidays can present an opportunity to visit your online tutor if they live in your home country. Students often have the same tutor throughout their MYP and IB DP language courses.

Q. Is there an extra cost for this course?

A. For the MYP and IB DP courses, you will work with either an ISZL first language tutor or an online tutor. Therefore, there is an extra cost for the tuition. In the MYP, all first language tutor tuition is charged to families. For DP courses, ISZL will contribute up to 2000 CHF per year towards the tuition. Please note, if a student opts for the Higher Level (HL) DP courses, the cost for tuition is higher than Standard Level (SL). For more information about costs, please contact the First Language Programme Coordinator.

Q: Can I take two Language A courses for MYP and IB DP?

A: Yes! If you choose to study two Language A subjects as part of the IB Diploma, you are awarded, upon satisfactory completion, with the IB Bilingual Diploma.

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FAQs (continued)

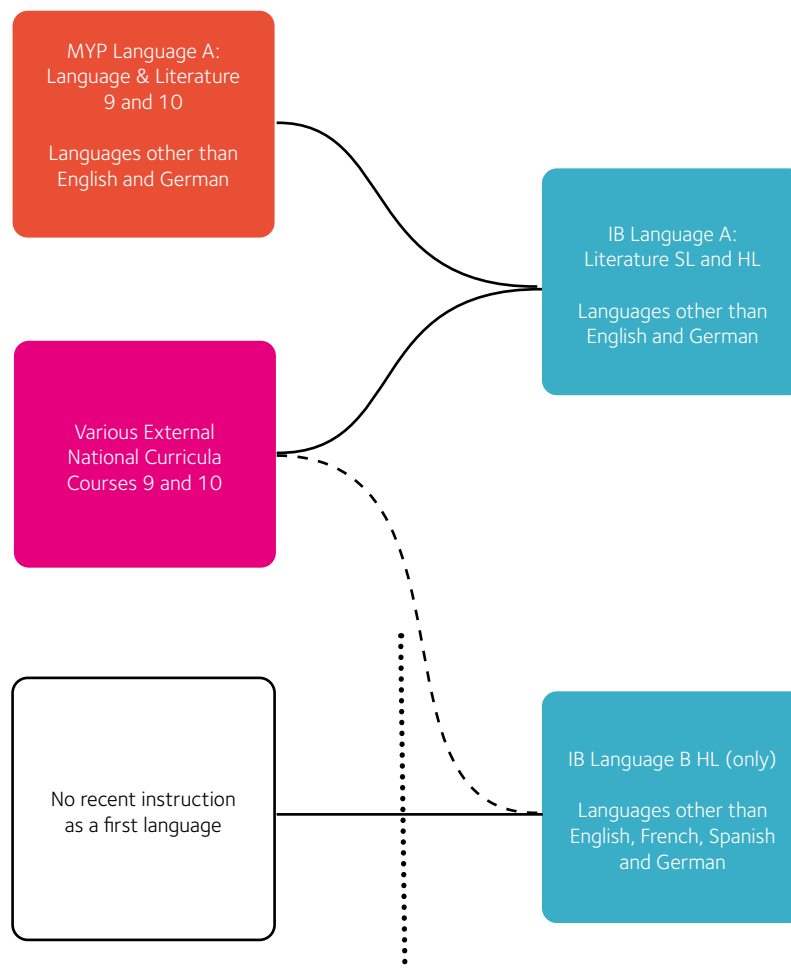
Q: I have not studied my first language for a long time. Can I still take these courses?

A: If you have never studied your first language, or if you have had a long gap, we would recommend that you study it during the MYP so you can develop it to the high level that is needed for a Diploma subject. To study IB Language A: Literature, we recommend that you have high levels of proficiency in the language so you can keep up with the course. If you are not sure about your level or if you will be able to cope, please see the first language coordinator.

Q: Can I also study French or Spanish or EAL if I take this course in Grades 9 or 10?

A: First Language courses are scheduled at the same time as the French, Spanish and EAL courses. If you are concerned about losing your first language because you need to take the EAL course, please contact the First Language Programme Coordinator and Assistant Principal for Grades 9 and 10

First Language Course Progression



Various External National Curricula Courses 9 and 10

Grades 9 and/or 10 • 1 year

External Provider

We currently support five different external national curriculum providers: Sofia Distans (Swedish), Danes Worldwide (Danish), Kulturi Finnish (Finnish), Nomadskolan (Swedish, as spoken in Finland) and ALCE Aula Internacional (Spanish for Spanish nationals only). There are a variety of learning experiences, depending on the course, though all blend independent and guided learning. Your progress will be monitored by the First Language Programme Coordinator and you will receive ongoing feedback. Grades will be reported on the scales of these external organisations. We do not translate or convert grades to MYP or ISZL grade scales. For more specific details and information, you should contact the First Language Programme Coordinator.

MYP Language A (First Languages Other Than English and German): Language & Literature 9 and 10

Grades 9 and/or 10 • 1 year

MYP

In this MYP Language A course, you will have the chance to study your first language (mother tongue) at a level and pace suitable for you. You will develop language skills in a variety of contexts. You will develop critical, creative and personal approaches to studying and analysing literary and non-literary texts. We can support students with many different languages, so talk to the first language coordinator to find out if we can support yours. The MYP Language A (Languages Other Than German and English) is classified as a self-taught course and is only suitable for independent and well-organised students. You will work in a class with other students, but you will have your own independent work to complete. Your progress will be monitored by the First Language Programme Coordinator and you will receive ongoing feedback and grades based on the MYP Language A criteria. Most students who take this course want to continue to study their language as part of their Grade 11 and 12 studies.

IB Language B HL (Languages Other Than English, German, French, Spanish – Taught Course*)

Grades 11 and 12 • 2 years

IB

You will have the opportunity to study a language that you know well. The IB offers this course in several languages (see below). You will engage in real world issues examining and engaging with literature to analyse how language is used to convey meaning. You will produce thoughtful analytical commentaries, comparative essays, imaginative texts, academic presentations, creative pitches and more. You will work with a language tutor and the first language coordinator. You are externally assessed by the IB through coursework (50%) and final examinations (50%).

**Languages available:*

Arabic, Chinese, Danish, Dutch, Finnish, French, Hebrew, Hindi, Indonesian, Italian, Japanese, Korean, Malay (SL only), Norwegian, Portuguese, Russian, Spanish, Swahili, Swedish, Tamil (SL only)

IB Language A: Literature SL and HL (Various First Languages Other Than German and English*)

Grades 11 and 12 • 2 years

IB

You will have the opportunity to study literature in your first language (mother tongue). The IB offers this course in many different languages (see below). You will need to be fluent in speaking, reading and writing to take this course. You will have the chance to critically reflect on a variety of texts by learning about the literary and cultural contexts in which your chosen texts were written. You will also develop critical approaches by learning how to analyse literature. Texts are usually chosen by you and your language teacher so the course can be tailored to your needs and interests. Students who opt for two Language A courses will be awarded with the prestigious IB Bilingual Diploma. You are externally assessed by the IB through coursework (HL = 40%, SL = 30%) and final examinations (HL = 60%, SL = 70%).

**Languages available:*

Afrikaans, Albanian, Arabic, Arberisht, Bengali/Bangla, Belarusian, Bosnian, Bulgarian, Catalan, Chinese, Classical Greek, Croatian, Czech, Danish, Dari Persian, Dutch, Estonian, Filipino, Finnish, French, Modern Greek, Hebrew, Hindi, Hungarian, Icelandic, Indonesian, Italian, Japanese, Korean, Latin, Latvian, Lithuanian, Macedonian, Malay, Nepali, Norwegian, Persian, Portuguese, Romanian, Russian, Serbian, Sesotho, Si Swati, Slovak, Slovene, Spanish, Swahili, Swedish, Thai, Turkish, Ukrainian, Urdu, Vietnamese, Welsh.



Language Acquisition

The Language Acquisition department believes that everyone is a language learner and the world is a better place with greater and more thorough understanding of the different cultures of the world. By offering authentic learning experiences at the highest levels of language study, students and teachers discuss engaging and stimulating topics and learn about the world around them. In the early stages of language learning, the topics focus more on the skills of learning and the excitement of grammar. The language students study at school is not the end of the road, but a path to greater global understanding through lifelong learning.

Being competent in a language opens doors and allows students to increase their potential career mobility, as well as the chance to collaborate and integrate more closely with others around the world. Intercultural awareness and understanding are at the heart of everything students learn while learning a language; it is the key to greater self-awareness.

FREQUENTLY ASKED QUESTIONS

Q: What languages can I study if I don't speak anything other than English?

A: We currently offer German at a beginners' level as both MYP and IBDP courses. We also offer Spanish at beginners' level in the MYP. This gives everyone the chance to learn a new language from scratch, in particular, German, the language of this region of our host country.

Q: I am an EAL student and I would like to continue to study French and Spanish. Is that possible?

A: As the language of this part of Switzerland is German, we encourage all students at ISZL to take German. This means that it is not possible for students to take French and Spanish in the MYP alongside EAL. When students reach Grade 11, they are free to change their language options, and they can, therefore, take French and Spanish then.

Q: I am a fluent language speaker. Can I take my chosen language at standard level (SL) in order to help guarantee a high mark?

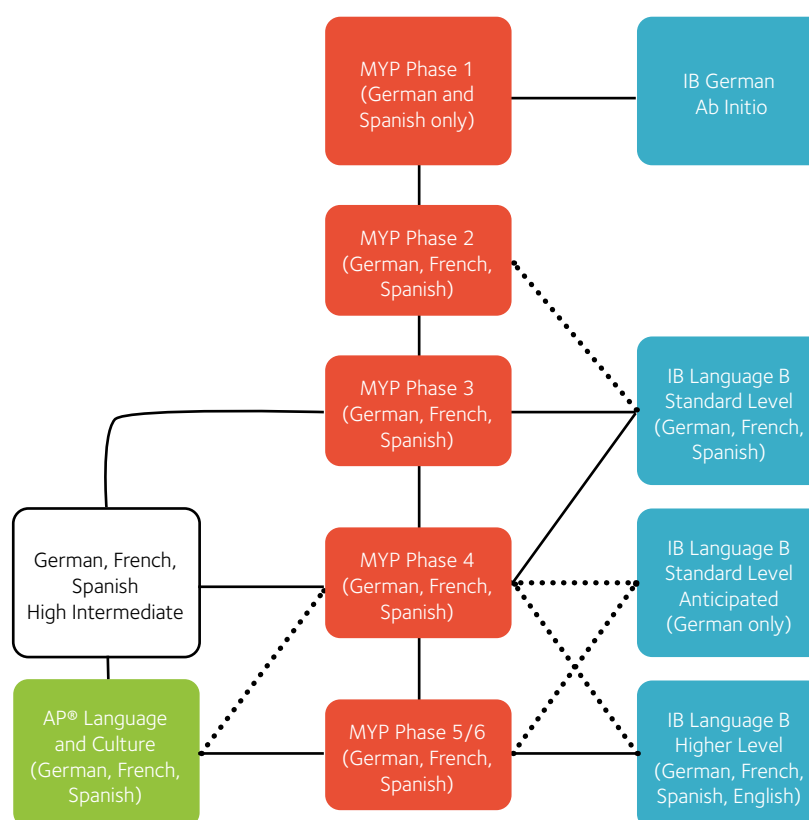
A: When deciding on your language level, you should be guided by taking the course at the appropriate level of challenge that will help you develop your language. While this is not an exact science, the course progression outline provides an overview of the expected progressions. For borderline cases, a team of teachers, including the Head of Language Acquisition and IBDP Curriculum Coordinator, will meet to review your language history in order to reach an appropriate decision.

Q: How do I know if I am eligible to take IB English Language B?

A: IB Language B English (HL) is a language acquisition course. If you are still developing your English language skills because you have a home language other than English or you have been educated previously in a language other than English, you may be eligible. If you are currently receiving EAL support in Grade 10, we would recommend that you take English B (HL) if you are not achieving highly in EAL Phase 5 by June of Grade 10. If you are not receiving EAL support in Grade 10 and think you will not be able to cope with IB Language A English, please discuss this with the IBDP Curriculum Coordinator and Head of Student Support Services.

Language Acquisition Course Progression

Movement between phases may not follow a yearly pattern.



— Recommended

..... Possible. Consult your language teacher.

Language Acquisition: German • French • Spanish

Language Acquisition: German • Spanish Phase 1

MYP

Grade 9 and 10 • 1 year

This course is designed for those of you in Grades 9 and 10 with little or no prior knowledge of Spanish or German. It will help you to develop your linguistic competence and your cultural knowledge of your chosen language. You will study topics such as: how to talk about yourself and your family, the home, food and gastronomy and customs and traditions. You will also learn basic grammatical structures so that you are able to create your own language and express your ideas and opinions on the topics covered. These topics will be presented and practised through a variety of engaging activities like: role plays, presentations, text analysis and creative written and spoken pieces. Often taught in smaller groups, the lessons are focused on individual progress and, therefore, there are many opportunities for reflection and personalised learning, including using technology to help enhance your learning.

Language Acquisition: German • French • Spanish Phase 2

MYP

Grade 9 and/or Grade 10 • 1 year

You will increase your proficiency in four skills: reading, writing, listening and speaking. You will also review and expand your awareness of grammatical structures using a wide variety of topics. These topics will be presented and practised through a variety of activities which include role plays and presentations. The lessons are focused on individual progress and, therefore, there are many opportunities for you to reflect and personalise your own learning.

In Grade 9, in **French**, you will revisit the use of articles and noun-adjectival agreements and you will be introduced to irregular verbs in the present tense. You will study these structures through topic-based units including home and family life and francophone gastronomy. In Grade 10 In French, topics include the arts, media and image and the Francophone world. Grammar is reviewed and taught in context.

In Grade 9, in **Spanish**, you will revisit the use of articles and noun-adjectival agreements and be introduced to the present tense irregular verbs. You will study these structures through the medium of topic-based units including home, travel and school systems. In Grade 10, you will, for example, revisit the present tense and be introduced to the preterite tense. You will study these structures through the medium of topic-based units such as family life, health or customs and traditions.

In **German**, you will be taught in collaborative groups, Grade 9 and 10 together, consolidating the present, past and future tenses and being introduced to modal verbs. You will study these structures through topic-based units which may include families and relationships, holidays and travel and Jugendkultur.

Language Acquisition: German • French • Spanish Phase 3

MYP

Grade 9 and/or Grade 10 • 1 year

This is a course designed to help you to continue developing your language skills and to deepen and enhance your capacity to communicate effectively. During this course you will increase your proficiency in four skills: reading, writing, listening and speaking. You will also review and expand your awareness of the grammatical structures. Topics will be presented and practised through a variety of activities which include: presentations, discussions, group activities and reading assignments. The lessons are focused on individual progress and, therefore, there are many opportunities for you to reflect and personalise your own learning. Authentic materials, including film, podcasts and print media, are used to enhance your learning and make your linguistic experience more meaningful.

In Grade 9, in **French**, topics include the environment, gastronomy, careers and future plans, and grammar is reviewed and taught in context. In Grade 10, topics include the arts, media and image and the Francophone world.

In Grade 9, in **Spanish**, you will revisit the present tense and be introduced to the preterite tense. You will study these structures through the medium of topic-based units including customs and traditions, and technology. In Grade 10, you will revisit the preterite tense and be introduced to the imperfect tense. You will study these structures through the medium of topic-based units, including social relations and young people and wellbeing.

In **German**, you will be taught in collaborative groups, Grade 9 and 10 together. You will revisit the present and perfect tense in the context of a variety of units, which may include Heimat, the environment, school systems and aspects of German history.

Language Acquisition: German • French • Spanish Phase 4

MYP

Grade 9 and/or Grade 10 • 1 year

This is a course designed to help you to continue to develop your language skills and to deepen and enhance your capacity to communicate effectively. You will increase your proficiency in four skills: reading, writing, listening and speaking. You will also review and expand your awareness of the grammatical structures. This is done through the study of various unit topics in which grammar themes are seamlessly integrated to maximise your engagement. Topics will be presented and practised through a variety of activities which include role plays, group discussions and debates. The lessons are focused on individual progress and, therefore, there are many opportunities for you to reflect and personalise your own learning. Authentic materials, including film, podcasts and print media, are used to enhance your learning and make your linguistic experience more meaningful.

In Grade 9, in **French**, topics include the environment, gastronomy, careers and future plans and grammar is reviewed and taught in context. In Grade 10, topics include the arts, media and image and the Francophone world.

In Grade 9, in **Spanish**, you will revisit the preterite tense and be introduced to the present perfect tense. You will study these structures through the medium of topic-based units including stereotypes and career choices. In Grade 10, you will revisit the imperfect tense and be introduced to the conditional tense. The units you study these topics through, will be the Spanish civil war and the arts.

In **German**, you will be taught in collaborative groups, Grade 9 and 10 together. You will revisit the perfect and imperfect tenses and expand your awareness of German word order and conjunctions. You will do this through topics, which may include the concept of Heimat (Homeland), what it means to be a foreigner in a country and what you can do to protect our environment, as well as identity in young people, differing school systems or aspects of German history.

Language Acquisition: German • French • Spanish Phase 5

MYP

Grade 9 and/or Grade 10 • 1 year

You will increase your proficiency in four skills: reading, writing, listening and speaking. You will also review and expand your understanding of grammatical structures and your awareness of stylistic choices, voice and audience. Topics will be presented and practised through a variety of activities which include presentations, group discussions and debates. As this is a high level, you are required to have a good command of the language.

In Grade 9, in **French**, you will be introduced to the subjunctive and the passé simple. You will study these structures through the medium of topic-based units, such as art history and the evolution of French as a language. In Grade 10, you will revisit the subjunctive and be introduced to the passive voice. You will look at issues such as the death penalty and Vichy France.

In Grade 9, in **Spanish**, you will revisit the indicative mode and be introduced to the subjunctive and the passive voice. You will study these structures through the medium of topic-based units, such as types of discrimination in society and technological development. In Spanish in Grade 10, you will revisit the indicative mode and be introduced to the subjunctive and the passive voice. You will look at issues such as the history of Spain through art, and social customs through literary works.

In **German**, you will be taught in collaborative groups, Grade 9 and 10 together, you will revisit more complex grammar including the imperfect and conditional tenses. You will study these structures through the medium of topic-based units. You may look at issues such as the current refugee crisis, undertake a literature-based inquiry, look at what life was like in former East Germany (the GDR), and study current affairs.

Language Acquisition: German • French Phase 6

MYP

Grade 9 and/or Grade 10 • 1 year

You will increase your proficiency in four skills: reading, writing, listening and speaking. You will also review and expand your understanding of grammatical structures and your awareness of stylistic choices, voice and audience. Topics will be presented and practised through a variety of activities which include presentations, group discussions and debates. As this is a high level, it is required to have a good command of the language.

In **German**, you will revisit more complex grammar including the imperfect and conditional tenses. You will study these structures through the medium of topic-based units. You will look at issues such as the current refugee crisis and undertake a literature-based inquiry.

Grades 11 and 12 Language Acquisition: German • French • Spanish • English

Grade 11 and 12 courses allow you to further build on your prior knowledge of the language and to deepen your understanding of different cultures. ISZL, IBDP and AP® courses are available to meet the needs of all language learners.

IB Language B German Ab Initio (SL only)

Grades 11 and 12 • 2 years

IB

If you are a beginner in German, this course is for you. In two years it enables beginners in a language to grow and become intermediate communicators. It is a fast-paced and fun language learning experience starting at the basics of introducing yourself and moving through to discussing issues such as nuclear energy or drugs. The groups are usually small and, therefore, the learning is personalised and targets your interests and competencies. A wide variety of different experiences and assessment tasks allow you to follow your progress easily and signpost the next steps in learning. Games, songs, a variety of texts, videos and other technologies are used to enhance learning in the classroom. You are externally assessed by the IB through the final oral examination (25%) and the two final written examinations: Paper 1 (writing – 25%) and Paper 2 (reading and listening – 50%).

IB Language B SL/HL: German • French • Spanish • English (HL only)

Grades 11 and 12 • 2 years

IB

During this course you will increase your linguistic competence and deepen your intercultural understanding through the exploration of five compulsory themes: identities, experiences, human ingenuity, social organisation and sharing the planet. You will strengthen your command of key language skills undertaking a range of engaging and inspiring activities which will allow you to develop both your passive and active language acquisition capabilities and become more spontaneous in your language production. You will also deepen your understanding of the various cultures and societies where the language is spoken. Taking an active role in many types of activities such as discussions, debates, role plays and text analysis, you will be given the opportunity to demonstrate your creativity through a range of written and spoken pieces whilst using technology as a learning tool.

If you decide to follow the HL course, there is an additional literary component to further enhance your wider understanding of the language and culture. For **German**, you can also opt to study the course as a one year anticipated (fast track) course that allows you to study the full SL course in one year. You are externally assessed by the IB through the final oral examination (25%) and the two final written examinations: Paper 1 (writing – 25%) and Paper 2 (reading and listening – 50%).

French • Spanish • German High Intermediate

Grade 11 • Pre-AP® • 1 year

ISZL

This is a course to deepen your understanding of the language through immersing yourself in engaging topics in an informal discussion-based setting. The aim is for you to consolidate and extend your linguistic capabilities and grammatical knowledge. This will be done by using a wide variety of learning experiences such as podcasts, group assignments and reading contemporary and historical texts on stimulating topics. Through this flexible course, which is not based on any external examinations, you will begin to prepare for the AP® examination at the end of Grade 12. This course provides a unique opportunity to communicate authentically and progress as a linguist in a safe and fun setting with a small group of like-minded peers.

AP® German • AP® French • AP® Spanish Language & Culture

Grade 11 or 12 • 1 year

AP®

You will strengthen your understanding of the language and culture of the target country through reading and listening to a wide variety of texts and discussing the cultural norms and thought processes regarding different topics. The course will help you to gain better knowledge of the language through grammar and vocabulary and text work, as well as improve your intercultural understanding. For this rigorous, fast-paced course, we would expect that you should already have a reasonable level of the language, but this is a course designed for non-native speakers of the language. Students are required to use the four skills during the examination, including writing an essay, presenting a cultural comparison and answering multiple choice questions on a series of texts.

The lessons are focused on the understanding of a wide variety of authentic texts on different topics like poverty, affecting change, the status of women and changes in language. Students are encouraged to deepen their understanding and strengthen their ability to communicate in the language through varied and stimulating learning experiences, developing the skills of argument and persuasion. You are externally assessed by the College Board through one final examination (100%).



English as an Additional Language

At the High School, English as an Additional Language (EAL) support is extra English language support for students in Grade 9 and Grade 10 who come from non-English speaking backgrounds or have been educated in a language other than English. EAL students thrive in our supportive environment where learning is meaningful, relevant and responsive to their needs.

EAL students who need extra English support to meet the academic demands of the MYP curriculum, take an EAL course as one of their Language Acquisition options and may receive in-class support. The EAL course is guided by four core objectives outlined in the MYP Language Acquisition guide, they are Listening, Reading, Speaking, and Writing. Each of these objectives is supported by a set of strands. In collaboration with select content teachers, the EAL teacher provides a variety of support, which may include co-planning, reinforcing subject-specific vocabulary, and supporting assignments and in-class instruction.

FREQUENTLY ASKED QUESTIONS

Q: Is EAL support an MYP course?

A: Yes. The EAL course for Grade 9 and 10 students is based on the MYP Language Acquisition framework and is informed by some of the best practice in the MYP. EAL students are placed in one of two EAL phases: Phase 4 or Phase 5. EAL students' English language skills are assessed using the MYP Language Acquisition criteria for their EAL phase.

Q: What is the balance between English academic support and English language instruction?

A: Students will spend, on average, approximately one hour per week on English academic support (e.g. help with ongoing assignments in other subjects) and two hours per week on English language instruction (e.g. grammar, reading and writing skills, and vocabulary development).

Q: How do I know if I need to take the EAL course?

A: All new students joining Grades 9 and 10 who come from non-English speaking backgrounds or have been educated in a language other than English are assessed during the admissions process. Students will be informed if they need to take this course before starting at ISZL. Students currently in ISZL's EAL programme will be informed in May or June of their continuation with this course for the following year.

Q: For how long will I receive support in EAL?

A: The EAL teachers regularly review student progress as part of the course. They also liaise closely with other teachers to check a student's overall academic progress. As soon as an EAL student consistently achieves highly in Phase 5 criterion A,B,C and D, he or she will be considered as ready to exit EAL.

CONTINUED ON NEXT PAGE ...

FAQs (continued)**Q: Can I also study French or Spanish or my first language if I take the EAL course?**

A: The EAL course is scheduled at the same time as the French, Spanish and First Language courses. If you are concerned about losing your first language or losing skills in French and Spanish because you have studied these languages before, please speak with the Assistant Principal.

You can read more about EAL services in the *ISZL Student Support Services Team Handbook*.

Q: When I exit EAL can I still receive support?

A: Yes, the Student Support Services offers former EAL students support via the after school club "Communications Lab." The support offered varies as it is designed to meet the needs of participating students.

English as an Additional Language Course Progression

IB English Language B HL counts towards English graduation requirements.



Language Acquisition: English (EAL - Phase 4 and 5) 9 and 10

MYP

Grades 9 and/or 10 • 1 or 2 year(s)

You will focus on using English language flexibly and effectively in an academic context. You will have opportunities to develop your English speaking, listening, reading and writing skills by exploring real-life topics through literature and non-fiction texts. You will have opportunities to develop an advanced academic vocabulary and use a more complex range of grammatical structures. In addition, the EAL teacher will provide you with general academic support so you can access the content of the curriculum subjects, with a focus on English and Individuals and Societies. In order to exit the EAL programme, you will need to meet the required level of English proficiency.

This course is only available to students who meet our EAL requirements. There is an extra fee associated with EAL support.

IB English B (HL only)

IB

Grades 11 and 12 • 2 years

See course listing on p.59.



Individuals and Societies

Individuals and Societies challenges students to understand their responsibilities in a changing world and provides opportunities for developing the habits of mind, the character, the values and the commitment needed to make the world a better place. The study of Individuals and Societies includes, but is not limited to, the study of the following: history, geography, economics, philosophy, politics, comparative religion and ethics. The study and application of Individuals and Societies gives particular attention to respecting our diverse heritage, traditions and history and an understanding of how human and environmental systems shape each other, past, present and future.

The curriculum promotes the development of inquiry, critical thinking, problem-solving, empathy and taking action within a personal, local, national and international context. Furthermore, it encourages students to reflect on the multiple dimensions of human identity and experience, and aims to engender a lifelong interest in the humanities.

FREQUENTLY ASKED QUESTIONS

Q: I can see that you are now offering AP[®] Microeconomics and AP[®] Macroeconomics as well as AP[®] Economics. What does this mean?

A: We will continue to offer AP[®] Economics as a course which will prepare you to take final examinations in AP[®] Microeconomics and AP[®] Macroeconomics. However, in order to give you a deeper, more sustained exploration of both (or either) of microeconomics and macroeconomics, we are offering these courses as yearlong options in alternating years. If you'd like to learn more, please discuss this with your Individuals & Societies teacher or your College Counsellor.

Q: Can I take AP[®] US History or AP[®] European History in any year?

A: Currently these AP[®] courses are offered in alternate years, so you will have the choice of one or the other in Grade 11 and 12.

Q: How many Individuals and Societies subjects can I take in the IB?

A: You may take two if you do not select an arts subject in group 6.

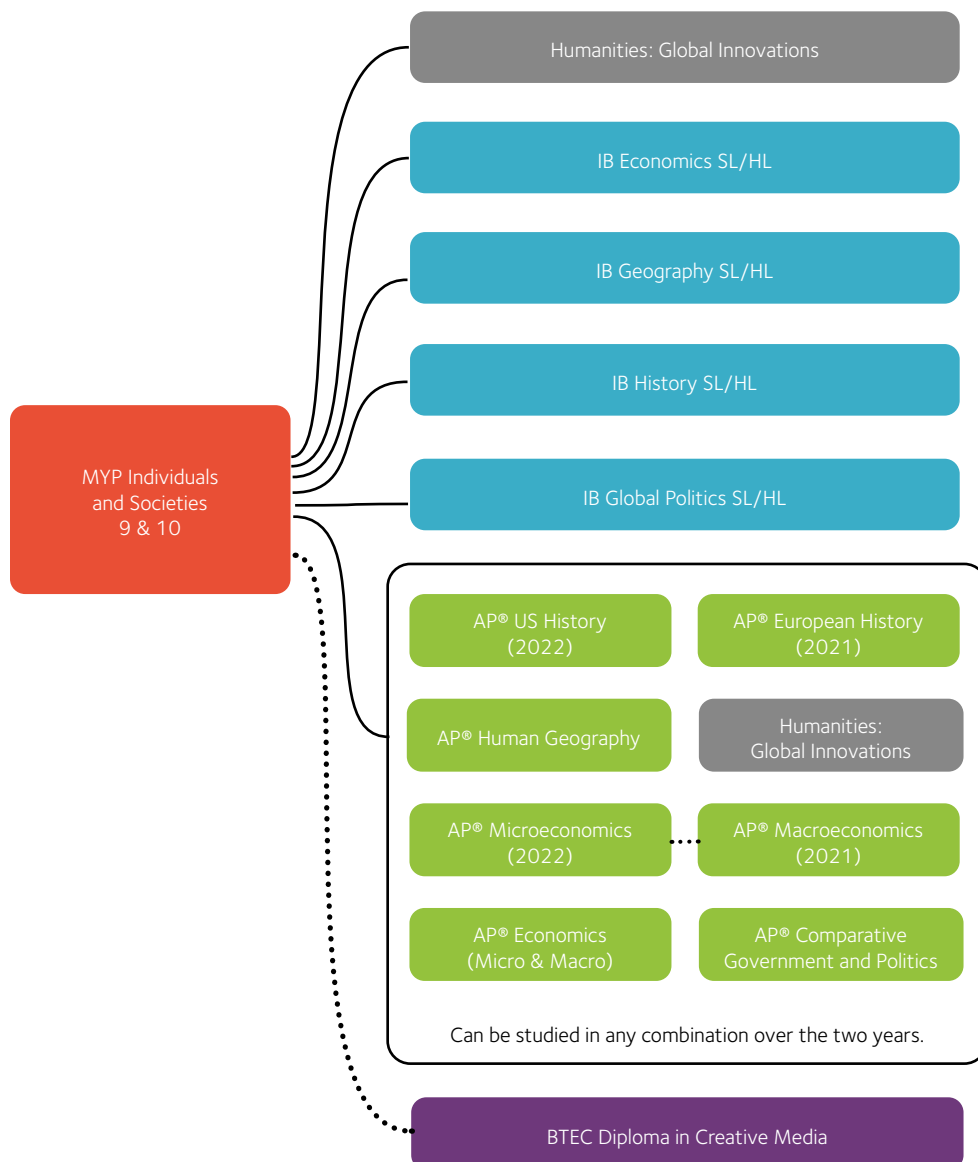
Q: To take Economics, do I need to take HL maths?

A: No, but you will be challenged to apply mathematical skills at HL.

Individuals and Societies Course Progression

At least three years of humanities is required for graduation.

BTEC Diploma in Creative Media counts towards humanities graduation requirements.



MYP Individuals and Societies 9

MYP

Grade 9 • 1 year

You will be introduced to a relatively new approach to studying the humanities called “Big History”. Using this approach, you will follow the development of four very different models for human society that still coexist in some form in the world today: tribalism, feudalism, market-based democracies and modern communism. You will be asked to form and defend your opinion on a range of historical and current topics from the fate of modern tribal societies in the Amazon to the threats to the global environment and modern democracy. Along the way, the course borrows ideas and skills from a number of humanities subjects, including geography, history, political science, sociology and economics.

MYP Individuals and Societies 10

MYP

Grade 10 • 1 year

This course is intended to increase your engagement with the world in which you live. Your understanding of present societies will improve by studying the past. You will have the opportunity to learn about political systems, including dictatorship and democracy. When studying developing nations, you will analyse and suggest solutions to the problems that they currently face. You will consider the importance of different perspectives on issues such as migration, identity and inequality. Your thinking will be informed by historical documents, population and economic data, as well as newspaper articles. Over the course of the year your skills as a presenter, writer and critical thinker will improve.

IB Economics SL/HL

IB

Grades 11 and 12 • 2 years

Economics is a dynamic social science in which you will study the concept of scarcity and the problem of resource allocation. You will look at choices and decisions made by individuals, firms and governments which influence not only their own well being but that of society as a whole. Economics is a discipline that incorporates elements of history, geography, psychology, sociology and political sciences. At the root of economics you will search for a better understanding of the working of human society seeking a global perspective, particularly in the investigation of the vast gulf that separates the poorest nations from the richest. You are externally assessed by the IB through course coursework (20% HL or 30% SL) and final examination (80% HL or 70% SL).

IB Geography SL/HL

IB

Grades 11 and 12 • 2 years

Geography is a dynamic subject that is firmly grounded in the real world and focuses on the awesome wonder of the earth, the human societies that inhabit it and the big issues facing both in the 21st century. You will be challenged to examine the solutions to these issues. Geography has at its core a study of global change. You will investigate population growth and migration, the planet’s vulnerability and resilience to climate change and the implications of global consumption on the environment and our security. You will wonder at extreme environments and the possibilities for global food and health. You will enjoy hands-on fieldwork measuring the power of glaciers in Switzerland. At HL you will also discuss global power structures, development challenges and risks to the economy and environment. You are externally assessed by the IB through coursework (20% HL or 25% SL) and final examinations (80% HL or 75% SL).

IB Global Politics SL/HL

IB

Grades 11 and 12 • 2 years

The 21st century is characterised by rapid change and increasing interconnectedness impacting individuals and societies in unprecedented ways, and creating complex global political challenges. Global politics is an exciting, dynamic subject that draws on a variety of disciplines reflecting the complex nature of many contemporary political issues. The study of global politics allows you to critically engage with different perspectives and approaches to politics in order to comprehend the challenges of the changing world and become aware of your role in it as an active global citizen. Through an exploration of political contexts and concepts such as power, equality, sustainability and peace, you will have the opportunity to explore political issues affecting your own life. You are externally assessed by the IB through coursework (40% HL or 25% SL) and final examinations (60% HL or 75% SL).

IB History SL/HL

IB

Grades 11 and 12 • 2 years

This is a world history course based on a comparative, multi-perspective approach to history of the 20th century and focused around key historical concepts such as change, causation and significance. In this contested, evidence-based subject, you will study authoritarian states in different regions of the world and engage in historical debates on the nature, causes and consequences of the cold war. Within the prescribed subject of rights and protests, you will investigate apartheid South Africa and civil rights in the United States through the critical evaluation of historical sources. If you choose history at higher level, your depth-study on the history of the Americas during the post-war era will use political, economic, social and cultural approaches to various countries in the region. You are externally assessed by the IB through coursework (20% HL or 25% SL) and final examinations (80% HL or 75% SL).

Humanities: Global Innovations

ISZL

Grades 11 and/or 12 • 1 or 2 years

Where many courses are focused on understanding the world as it is, Global Innovations is focused on imagining the world as it could be. You will study thought leaders in a variety of fields from economics and psychology to artificial intelligence and ecology. Your core beliefs about the world will be challenged, debated and discussed as we work together to envision a viable and sustainable future for your generation. Developing entrepreneurial skills, you will work alone or in a small team to develop (and potentially launch) a business or non-profit, design a building or a video game or develop any other project that you think will make a positive impact on the world and advance your university and/or career interests. Assessment is based on real-world activities, including oral presentations and sales pitches, formal debates, group discussions and independent projects. With support from teachers and outside consultants, you will learn to develop and defend your own product and process assessment standards.

AP® Comparative Government & Politics

AP®

Grade 11 or 12 • 1 year

Whether exploring the rich diversity of political life around the world or making explicit comparisons between the political, economic or social systems in our six prescribed countries of study (Great Britain, Mexico, Russia, Iran, China and Nigeria), your knowledge and understanding of our political world will grow tremendously in this course. One key feature is the identification and synthesis of how different governments solve similar domestic and global problems. You will learn to evaluate the effectiveness of various political systems, policies and approaches to global issues. You are externally assessed by the College Board through one final examination (100%).

AP® Economics

AP®

Grade 11 or 12 • 1 year

A fast-paced course, AP® Economics prepares students to take two AP® examinations in May: Microeconomics and Macroeconomics. Microeconomics focuses on producers and consumers, including topics such as scarcity and how firms make decisions regarding price and output. Macroeconomics covers national-level topics like inflation, unemployment and GDP. When you finish this course, you will understand the language of economics and you will be able to: integrate economic concepts into your everyday experiences, generate, interpret, label, and analyze graphs, charts and data to describe and explain economic concepts. You will see the world with a fresh perspective and in a new light. Economics is a core competency for the responsible citizen and is a foundation for many different careers. You are externally assessed by the College Board through two final examinations, one in microeconomics and one in macroeconomics (100%).

AP® Microeconomics

AP®

Grade 11 or 12 • 1 year • 2022-2023 only

Microeconomics focuses on producers and consumers, including topics such as scarcity and how firms make decisions regarding price and output. When you finish this course, you will understand the language of economics and you will be able to: integrate economic concepts into your everyday experiences, generate, interpret, label, and analyze graphs, charts and data to describe and explain economic concepts. You will see the world with a fresh perspective and in a new light. Economics is a core competency for the responsible citizen and is a foundation for many different careers. You are externally assessed by the College Board through one final examination in microeconomics (100%).

AP® Macroeconomics

AP®

Grade 11 or 12 • 1 year • 2021–2022 only

Macroeconomics covers national-level topics like inflation, unemployment and GDP. When you finish this course, you will understand the language of economics and you will be able to: integrate economic concepts into your everyday experiences, generate, interpret, label, and analyze graphs, charts and data to describe and explain economic concepts. You will see the world with a fresh perspective and in a new light. Economics is a core competency for the responsible citizen and is a foundation for many different careers. You are externally assessed by the College Board through one final examination in macroeconomics (100%).

AP® European History

AP®

Grade 11 or 12 • 1 year • 2021–2022 only

The study of European History since 1450 introduces you to cultural, economic, political and social developments that have played a fundamental role in shaping the world in which you live. Without this knowledge, we lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, you will develop an understanding of some of the principal themes in modern European history; an ability to analyze historical evidence and historical interpretation; and an ability to express historical understanding in writing by developing theses, synthesizing information and drawing conclusions. You are externally assessed by the College Board through one final examination (100%).

AP® US History

AP®

Grade 11 or 12 • 1 year • 2022–2023 only

This is a survey course from the period of exploration and settlement to the present. In a multi-perspective approach to history, you will weigh the importance of various causes and consequences of the major turning points in American history and compare developments or trends from one period to another. Through other key historical concepts such as change, continuity and significance, you will study individuals and American society in various contexts: political, social, economic, religious, technological and cultural. You will analyse and interpret primary sources, including documentary material, maps, statistical tables and pictorial and graphic evidence of historical events. This course involves a challenging and demanding critical exploration of America's past. You are externally assessed by the College Board through one final examination (100%).

AP® Human Geography

AP®

Grade 11 or 12 • 1 year

This course introduces you to the systematic study of patterns and processes that have shaped humanity's understanding, use and alteration of the Earth's surface. As a geographer, you learn to employ spatial concepts and landscape analysis to examine human socioeconomic organisation and its environmental consequences. Additionally, you will learn about the methods and tools geographers use in their research and applications.

You will study the following core concepts and topics: geography: nature and perspectives; population and migration; cultural patterns and processes; political organisation of space; agriculture, food production and rural land use; industrialisation and economic development and cities and urban land use. You are externally assessed by the College Board through one final examination (100%).

BTEC Diploma in Creative Media

BTEC

Grade 11 and 12 • 2 years

See course listing on p.46.



Mathematics

The goal of the Mathematics department is to create numerate individuals who are prepared to meet the changing demands of the 21st century. Being numerate allows our students to use their sense of number and operation, data analysis and probability, measurement, geometry and algebra to solve problems in everyday life. Mathematics enables students to analyse and critically evaluate information and communicate their ideas effectively. Students will develop the skills required to investigate patterns and relationships of quantity and space and the connections between them.

In a safe and stimulating environment, ISZL students are encouraged to bring their creativity and curiosity when engaging in mathematical thinking, considering applications and exploring a variety of contexts in order to enable them to become successful problem solvers. We aim to foster an appreciation of how mathematical skills apply across many academic and life situations for our students.

FREQUENTLY ASKED QUESTIONS

Q: How do I decide which mathematics course to take in Grade 11?

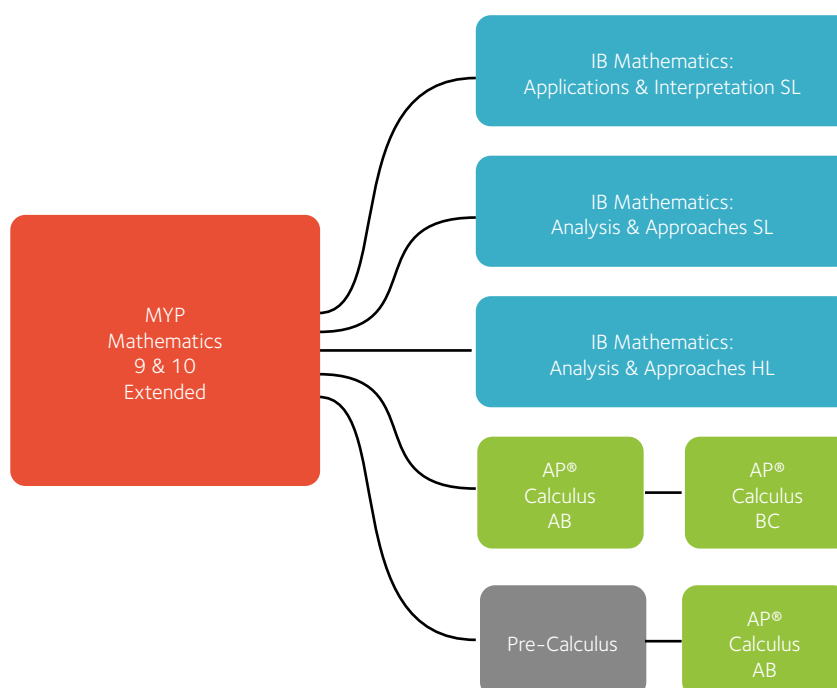
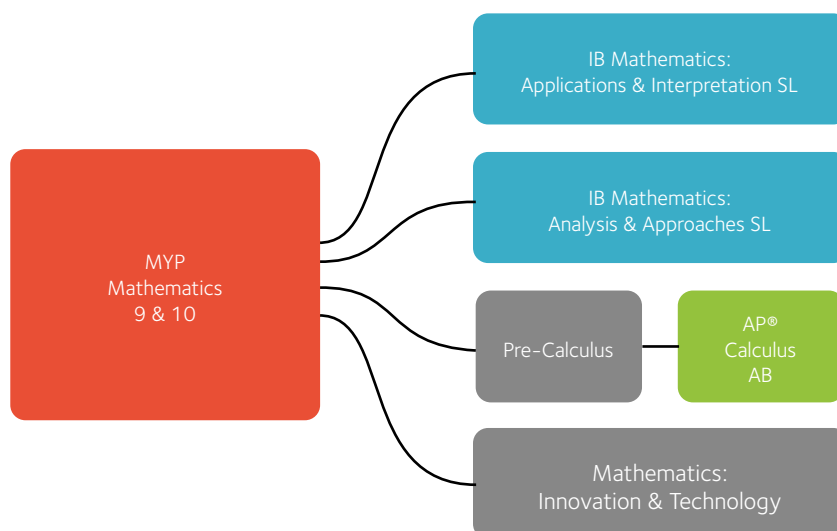
A: The best place to start is by listening to the advice of your Grade 10 mathematics teacher. They know your ability and can advise you which courses best suit you. You should then speak with the College Counsellor to check whether your university courses have any special entrance requirements.

Q: Can I switch mathematics courses in Grade 11?

A: It is much better for you to begin Grade 11 in the right course for you! Although it is possible to change course up until the last week of September, this will create extra work and stress for you at a time when you least need it.

Mathematics Course Progression

At least three years of mathematics is required for graduation.



MYP Mathematics 9

MYP

Grade 9 • 1 year

You will develop not only your knowledge and understanding of the subject, but also your ability to investigate patterns, communicate effectively and apply mathematics in real-life contexts. In the first semester, you will use your Algebra skills to solve equations and inequalities, and apply these skills in word problem contexts. You will then extend these skills to learn how to use coordinate geometry, and systems of equations, and quadratic expressions. In the second semester, Euclidean geometry is the main focus, but different forms of representation are also explored using Venn diagrams in probability contexts. You will demonstrate your skill and knowledge through unit assessments, investigations and application activities which evaluate your ability to reason and apply problem-solving techniques in both familiar and unfamiliar situations. The course aims to equip you with the knowledge and understanding required to take either of the courses in IBDP Mathematics or the ISZL Pre-Calculus course, as well as to prepare you for using mathematics in your studies, workplaces and lives in general.

MYP Mathematics 9 Extended

MYP

Grade 9 • 1 year

This course is designed for students who require further challenge beyond the scope of the standard MYP Mathematics 9 course. It is anticipated that this applies to the top 25% of the grade level. The course aims to equip you with the knowledge and understanding required the IB Mathematics: Analysis & Approaches HL or AP[®] Calculus, as well as to prepare you for using mathematics in your studies, workplaces and lives in general. In this fast-paced course you will learn to expand and factorise, solve quadratic equations and graph their functions, evaluate radical and exponential expressions, graph rational functions and explore their applications in real-life problems. This course also includes topics from geometry including parallelism, congruency and similarity, and both right-triangle and oblique-triangle trigonometry. You will demonstrate your skill and knowledge through unit assessments, investigations and application activities which evaluate your ability to reason and apply problem-solving techniques in both familiar and unfamiliar situations.

MYP Mathematics 10

MYP

Grade 10 • 1 year

You will continue to develop your knowledge and understanding of the subject in addition to your ability to investigate patterns, communicate effectively and apply mathematics in real-life contexts. In the first semester you will continue the study of quadratic equations that started in Grade 9. You will then be introduced to trigonometry in right angled triangles, and the graphs and notation of functions. In the second semester, you will apply the skills from the first semester to explore quadratic and exponential functions in more detail. The concepts involved with the algebra and graphs of Inequalities serve as the final unit of the year. You will demonstrate your skill and knowledge through unit assessments as well as investigations and application activities which evaluate your ability to reason and apply problem-solving techniques in both familiar and unfamiliar situations. The course aims to equip you with the knowledge and understanding required to take either of the Level courses in IBDP Mathematics or the ISZL Pre-Calculus course, as well as to prepare you for using mathematics in your studies, workplaces and lives in general.

MYP Mathematics 10 Extended

MYP

Grade 10 • 1 year

This course is designed for students who love mathematics and require further challenge beyond the scope of the standard MYP Mathematics 10 course. It is anticipated that this applies to the top 25% of the grade level. The course aims to equip you with the knowledge and understanding required to take the IB Mathematics: Analysis & Approaches HL or AP[®] Calculus, as well as to prepare you for using mathematics in your studies, workplaces and life in general. In this fast-paced course, you will develop concepts learned in Grade 9 to a more complex level. You will be exposed to the five branches of mathematics: number, algebra, geometry and trigonometry, statistics and probability and discrete mathematics. You will demonstrate your skill and knowledge through unit assessments, investigations and application activities which evaluate your ability to reason and apply problem-solving techniques in both familiar and unfamiliar situations.

IB Mathematics: Applications & Interpretation SL

IB

Grades 11 and 12 • 2 years

Mathematics: Applications & Interpretation Standard Level (SL) is appropriate if you are interested in developing your mathematics for describing your world and solving practical problems. You will also be interested in harnessing the power of technology to explore mathematical models and enjoy mathematics most when seen in a practical context. This course is aimed at those of you who will go on to study subjects such as social sciences, natural sciences, statistics, business, economics, psychology, and design. Within this course there will be a recommended 30 hours in which you can engage in extended work on areas of mathematics, which is not easily assessed in examinations. This will allow you to develop the skills necessary to grow as mathematicians and to approach the internal assessment with the required skill set. You are externally assessed by the IB through coursework (20%) and final examinations (80%).

IB Mathematics: Analysis & Approaches SL / HL

IB

Grades 11 and 12 • 2 years

Mathematics: Analysis & Approaches at SL and HL are appropriate if you enjoy developing your mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. You will also be fascinated by exploring real and abstract applications of these ideas, with and without the use of technology, enjoying the thrill of mathematical problem solving and generalization. This subject is aimed at those of you who will go on to study subjects with substantial mathematics content such as mathematics itself, engineering, physical sciences, or economics for example. Within both subjects at SL and HL there will be a recommended 30 hours in which you can engage in extended work on areas of mathematics not easily assessed in examinations. This will allow you to develop the skills necessary to grow as mathematicians and to approach the internal assessment with the required skill set. You are externally assessed by the IB through coursework (20%) and final examinations (80%).

Pre-Calculus

ISZL

Grade 11 • Pre-AP® • 1 year

The Pre-Calculus course is a one-year course which covers all traditional aspects of Grade 11 or Grade 12 mathematics, but does not include calculus. You then have the option to move on to the more advanced AP® Calculus AB course in your final year at ISZL or, if appropriate, to complete your studies in mathematics at this stage. In this course you will study a wide range of mathematical functions (quadratic, exponential, logarithmic and trigonometric) as well as the unit circle and ratios in non-right angled triangles. You will learn to use your graphing calculator effectively when exploring unfamiliar problems, interpreting results and supporting your conclusions.

Mathematics: Innovations & Technology

ISZL

Grade 11 or 12 • 1 or 2 years • [New for 2021–2022](#) | Tentative

This is a course designed to explore how mathematics can be applied to our understanding of the world around us. With an emphasis on statistics and modelling, the course will focus on the technological innovations, such as spreadsheets, graphing and calculating applications, which allow us to solve mathematical problems using non-algebraic methods. The course is intended for students who wish to engage mathematically in their chosen fields but do not require an externally validated qualification for university entrance.

AP® Calculus AB

AP®

Grade 11 or 12 • 1 year

You will be introduced to the fundamental ideas and applications of differential and integral calculus modeled after the first semester of US college-level calculus. You will be provided with the opportunity to work with functions represented in a variety of ways – graphically, numerically, analytically and verbally – with an emphasis on the connections amongst these representations. You will use a graphing calculator to solve problems, interpret results and support conclusions. In the first semester, you will study continuity and limits, derivatives of polynomial, trigonometric, exponential and logarithmic functions, including applications of derivatives to optimisation and related rates. During the second semester, you will focus on integral calculus including applications to area, volume and differential equations. You are externally assessed by the College Board through one final examination (100%).

AP® Calculus BC

AP®

Grade 12 • 1 year

You are required to have completed Calculus AB before studying Calculus BC. In this course you will study the second semester of US college-level calculus which includes areas bounded by polar coordinates, vector functions, tangents to parametric curves, integration by parts, the logistic differential equation and models for population growth, improper integrals, arc length and sequences and series (convergence, Power and Taylor series). You will be provided with the opportunity to work with functions represented in a variety of ways – graphically, numerically, analytically and verbally – with an emphasis on the connections amongst these representations. You will use a graphing calculator to solve problems, interpret results and support conclusions. You are externally assessed by the College Board through one final examination (100%).

Physical Education

Throughout Grades 9 and 10 students in Physical Education will experience sport and physical activity for all as part of the departmental focus to promote physical activity for life. All classes are co-educational, with the emphasis placed upon sportsmanship, cooperation and maximum participation in a safe and enjoyable environment. We strive to bring 'Meaning in Movement' to each student aiding the development of confidence necessary to participate in either recreational activities or competitive sports. The curriculum is balanced to include individual and team sports incorporating a vocabulary of transferable movement, techniques and conceptual understanding. The use of extended lever sports, net games, invasion games, ball sports, body management, aesthetic movement and health-related exercise are all part of our curriculum. The aim is that the concept of education in the physical domain will lead each student to experience the satisfaction of performing an activity well, expressing oneself physically through movement, discovering hidden talent and enjoying participation.

FREQUENTLY ASKED QUESTIONS

Q: Are Grade 10, 11 and 12 students able to use the fitness suite during lunch times and after school?

A: Yes, Grades 10, 11 and 12 students are allowed to use the fitness suite as they will have been engaged in units of work through Grade 9 enabling them the understanding of the safe practice.

Q: What are the requirements and/or prerequisites for the Grade 10 student that is interested in continuing into the Sports, Exercise & Health Science courses?

A: There are no requirements. A general interest in skill analysis of sport, sport psychology, and altitude training, to name but a few topics, is all that is required.

Physical Education 9

ISZL

Grade 9 • 1 year

You will experience sport, fitness and movement activities as the medium through which you will explore cooperation, collaboration, teamwork, and social and self-responsibility. You will improve many of your movement skills through activities such as parkour, fitness, games with implements and group movement activities put to music. In our Healthy Lifestyles unit, you will gain an understanding of effective fitness and wellness aimed to encourage and guide you to a lifelong interest in health, fitness and leisure sports activities that promote your longevity. By the end of this course, you will better understand the value of enhancing personal and social skills, embracing differences and how effective communication contributes to the aim of a mutual goal. All classes are co-educational, with the emphasis placed upon sportsmanship, cooperation and maximum participation in a safe and enjoyable environment. We strive to bring 'Meaning in Movement' to each student aiding the development of confidence necessary to participate in either recreational activities or competitive sports for life.

Physical Education 10

ISZL

Grade 10 • 1 year

Through active participation, you will build a foundation for a lifelong healthy active living while learning what makes the activity enjoyable and meaningful for you. You will combine and refine skills for moving in a variety of activities to understand the characteristics of different games and sports and use skills and strategies that improve your success, build your confidence and enjoyment. The concept of challenge by choice enables appropriate learning at a level that builds confidence and enhances the search for your 'Meaning in Movement'. Prior to, and during, playing situations you will be more fully developed as a performer as we investigate what makes an effective player. You will take on more responsibility for your learning by assessing and evaluating your own skill acquisition, developing an exercise programme and taking on team roles within the sports education unit. This will allow the opportunity to reflect critically on your own fitness level and set goals to enhance your understanding of health and physical activity. You will be engaged in collaboration through teamwork, guiding you toward a positive lifelong interest in health, fitness and physical activities.

Science

Science is a cooperative venture between individuals and the international community; it is constantly evolving and is influenced by social, economic, technological, political, ethical and cultural factors. It comprises the traditional disciplines: biology, chemistry and physics as well as other, more contextual branches including Environmental Systems & Societies, and Sports, Exercise & Health Science. The study of science should include an awareness and understanding of its limitations, as well as its uses for our planet.

Learning about science is based upon a process of inquiry – the many ways in which scientists study the natural and physical world and propose explanations based on the evidence derived from their work. It provides a means to developing conceptual understanding at a personal level.

The development of scientific skills and attitudes is inextricably linked to the development of ideas in science. Learning should be an active process, integrating both hands-on and minds-on experiences. Students will actively participate in scientific investigations and develop the skills associated with the formation of scientific explanations.

The overall aim of the study of science at ISZL is to provide students with a foundation that will give them scientific literacy, along with a sound knowledge and understanding of scientific concepts, theories and processes. Students will also gain insights into the cultural, societal and historical influences on the development of science while appreciating its international nature and its links with world issues and developments. With these tools, our students will be able to comment sensibly on local and global events and be better prepared in the future to make informed decisions and to solve problems relating to science.

FREQUENTLY ASKED QUESTIONS

Q: Is there a limit to the number of science courses I can take at ISZL?

A: Yes. In the IB Diploma you can take two courses, but in exceptional cases you can apply for a Non-Regular Diploma and take three sciences if your intended university destination requires this. You will need to provide evidence of this and discuss with the IB Diploma Coordinator and College Counsellor before you sign up. The ISZL High School programme is more flexible in this regard. You can also take ESS in addition to the two sciences in the IB Diploma as this is an interdisciplinary course that covers the requirements of both group 3 (Individuals and Societies) and group 4 (Science).

Q: Do I have to take a Biology, Chemistry or Physics pre-AP® course in Grade 11 in order to take the AP® course?

A: Yes, with occasional exceptions, this is true for Biology and Chemistry. In Physics, because there are multiple AP® examinations available, it may be possible for you to take the AP® Physics 1 course in Grade 11.

Q: Is there a mathematics requirement for any of the science courses in Grade 11 or Grade 12?

A: The AP® Physics C course does require you to have taken, or be taking, the AP® Calculus AB course. Of course, all science courses require you to engage with mathematical concepts.

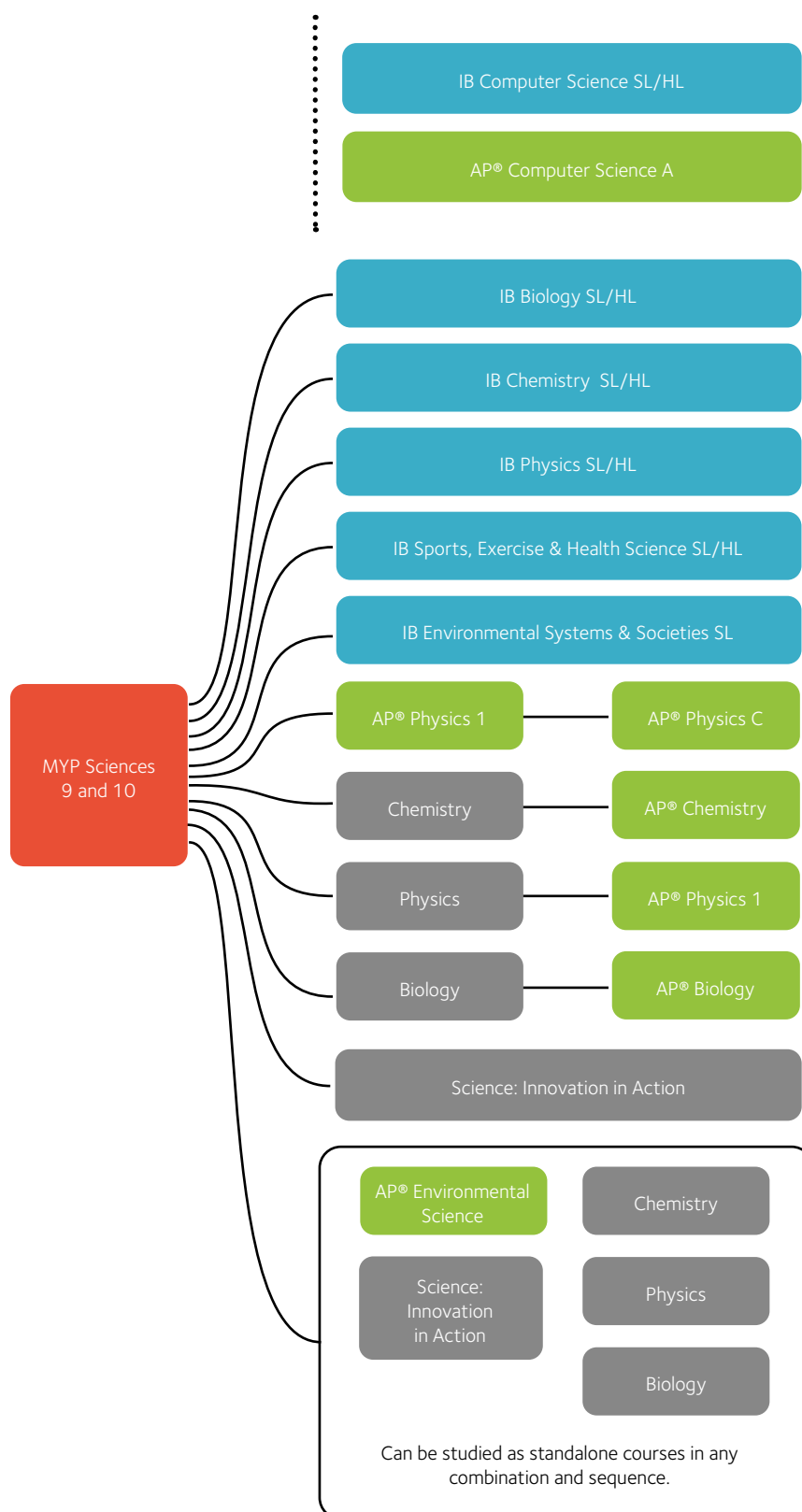
Q: What is the Group 4 Project?

A: All IB Diploma students participate in the Group 4 Project. This requires them to work collaboratively on a Science challenge, demonstrating the interdisciplinary and collaborative nature of Science.

Science Course Progression

At least three years of science is required for graduation.

Both IB Computer Science SL/HL and AP[®] Computer Science count towards science graduation requirements



MYP Sciences 9

MYP

Grade 9 • 1 year

You will develop your scientific knowledge and learn to apply it to solve problems and support scientifically supported judgements. You will apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations. The course makes clear links between the different areas of science – physics, biology, chemistry, environmental systems and sports science – allowing you to gain an understanding of how scientists work collaboratively to solve problems. The topics you will study are: scientific skills, biomechanics, energy in fuels and fuels for life. You will gain global understanding of Science by evaluating the implications of scientific developments and their applications to a specific problem or issue.

MYP Sciences 10

MYP

Grade 10 • 1 year

You will develop scientific knowledge (facts, ideas, concepts, processes, laws, principles, models and theories) and apply it to solve problems and express scientifically supported judgements. You will apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations. You will enjoy studying areas such as genetics, introduction to particulate chemistry and the key concepts surrounding electricity. The year will be brought together with an interrelated study of the biology, chemistry and physics of water, culminating in an individual investigation in an area that inspires you. You will gain global understanding of science by evaluating the implications of scientific developments and their applications to a specific problem or issue.

IB Biology SL/HL

IB

Grades 11 and 12 • 2 years

You will learn about the core scientific principles, theories and processes governing living organisms, biological systems and natural phenomena. At one end of the scale is the cell, its molecular construction and complex metabolic reactions. At the other end of the scale, biologists investigate the interactions that make whole ecosystems function. The curriculum emphasises conceptual understanding of biological concepts and application of science practices to novel situations. This is accomplished through case studies, inquiry based laboratory experiences and modeling. You will also have the chance to conduct an individual investigation into an area of biology you find of particular interest. You are externally assessed by the IB through coursework (20%) and final examinations (80%).

IB Chemistry SL/HL

IB

Grades 11 and 12 • 2 years

You will acquire a body of knowledge, methods and techniques that characterise chemistry as a scientific discipline. You will develop an ability to analyse, evaluate and synthesise chemical information and will develop a critical awareness of the need for, and the value of, effective collaboration and communication during chemical activities. Through experimental practise and investigative chemistry, including the use of current technologies, you will enjoy studying areas including stoichiometric relationships, atomic structure, bonding, energetics, kinetics and organic chemistry. You will also have the chance to conduct an individual investigation into an area of chemistry that inspires you. You are externally assessed by the IB through coursework (20%) and final examinations (80%).

IB Computer Science SL/HL

IB

Grade 12 • 1 year

See course listing on p.45.

IB Environmental Systems & Societies SL

IB

Grades 11 and 12 • 2 years

As an interdisciplinary course, you will understand the interrelationships between environmental systems and societies, developing an ability to see different perspectives, devise solutions and make decisions about the problems our environment faces. You will learn to use a broad set of experimental and geographical skills to analyse a situation and evaluate data. Topics include a foundation on systems thinking and environmental viewpoints, ecology, aquatic and terrestrial food production, atmospheric systems, energy resources and climate change, resource use and conservation. You will be able to debate issues. Students have enjoyed the student centred approach to the course with several field trips and the opportunity to explore controversial topics systematically but with personal perspectives. You are externally assessed by the IB through coursework (25%) and final examinations (75%).

IB Physics SL/HL

IB

Grades 11 and 12 • 2 years

The IB physics course has both depth and breadth, covering mechanics, thermal physics, waves, electricity, field theory, quantum and nuclear physics and power generation. The HL course covers each of these topics in increased detail. This course also offers an option: astrophysics, relativity, engineering physics or imaging. You will develop your ability to reason about physical phenomena using important science process skills such as explaining causal relationships, designing experiments, analysing data and making connections across multiple topics within the course. You will enjoy exploring concepts and relationships via practical activities involving small teams, getting your hands on a variety of equipment. These learning experiences will help you to understand and articulate the laws of the physical world and to problem solve. You are externally assessed by the IB through coursework (20%) and final examinations (80%).

IB Sports, Exercise & Health Science SL/HL

IB

Grades 11 and 12 • 2 years

The field of sports, exercise & health science involves the application of scientific principles to the promotion, maintenance and enhancement of sport and exercise related behaviours. You will incorporate traditional disciplines of anatomy, physiology, biomechanics, psychology and nutrition which are studied in the context of sport, exercise and health. You will be drawing on fields such as physiology and biomechanics to measure what is happening in a sports person's body; psychology to analyse the role of the mind in performance and nutrition to help athletes fuel their bodies correctly. You will run investigations in both the laboratory and field settings to acquire the knowledge and understanding necessary to apply scientific principles and critically analyse your human performance. You are externally assessed by the IB through coursework (20%) and final examinations (80%).

Science: Innovation in Action

ISZL

Grade 11 or 12 • 1 or 2 years

This is an integrated science course designed to challenge you to think critically about current issues in science, apply bioethical perspectives to developments in the field, and to use science to solve real problems faced by your generation. You will learn several approaches to problem-solving (Design Thinking, Scientific Method and Biomimicry), delve into ethical issues around the uses of Science, learn how to evaluate scientific claims and studies, and research and investigate ways in which science is attempting to address the problems faced by your generation. With this knowledge and understanding in place, you will pursue and test your own solution to a complex problem of your choosing. With the opportunity to draw on the work of other innovators, you will bring your creative visions to a panel of scientists for final evaluation.

Biology

ISZL

Grade 11 or 12 • Pre-AP® • 1 year

This is a rigorous course designed for science students who want to pursue natural related science studies (for example: biology, marine biology, medicine, nursing and veterinary science). It is also designed for students who want to broaden their biological understanding of current issues and develop skills to deal critically with present day scenarios. Topics of study are broad and go from the microscopic details of biochemistry and molecular biology, cell biology, photosynthesis and respiration and genetics and biotechnology to the more macro world and interactions in ecology. Biology uses a wide range of engaging laboratory experiences and data based questions to introduce and reinforce the classroom learning experiences.

Chemistry

ISZL

Grade 11 or 12 • Pre-AP® • 1 year

While studying high school chemistry you will learn to use a wide variety of different equipment and techniques to build experiments investigating phenomena in the world around you. Through these experiments you will be expected to critically analyse the data collected and build models, both mathematical and molecular, which you will present to the class during whiteboarding activities. You will be challenged to defend your ideas and in return challenge your fellow classmates to encourage a deeper understanding of the particular nature of matter and energy. The class is a great introduction to the fundamental principles of physical sciences with an emphasis on chemistry. You will enjoy the practical nature of each new concept and the ensuing discussions.

Physics

ISZL

Grade 11 or 12 • Pre-AP® • 1 year

This course provides a thorough conceptual foundation in aspects of kinematics, mechanics and electricity and offers a self-taught option from the following: thermodynamics, electric fields, optics or atomic physics. You will partake in a variety of activities, including class and team discussions, and will enjoy exploring concepts and relationships using practical relationships where you will work in small teams and become familiar with using a variety of equipment, including sensors and data-logging. The combination of data-analysis and theoretical study will result in a deep understanding of the concepts covered. You will have the opportunity to develop and design your own learning objectives, practical activities and assessments in the final option.

AP® Biology

AP®

Grade 12 • 1 year

AP® Biology is the equivalent to a first year university level “General Biology” course in the United States and prepares you to take the AP® exam in May. The curriculum emphasises conceptual understanding of biological concepts and application of science practices to novel situations through case studies, inquiry based laboratory experiences and modelling. You will learn about the core scientific principles, theories and processes governing living organisms, biological systems and natural phenomena. Chemistry of Life, Cell Structure and Function, Cellular Energetics, Cell Communication and the Cell Cycle, Heredity, Gene Expression and Regulation, Natural Selection and Ecology. You are externally assessed by the College Board through one final examination (100%).

AP® Chemistry

AP®

Grade 12 • 1 year

In the AP® Chemistry course you will be challenged by a rigorous college level curriculum culminating with one external examination in May. Each chemical concept is delivered through a wide variety of learning experiences and inquiry based laboratory investigations. You will be introduced to more advanced laboratory techniques including titrations, colorimetry and gravimetric analysis. Due to the high academic challenge you will be required to complete an increased amount of home learning. The course focuses on four big ideas in chemistry: Scale, Proportion and Quantity, Transformations, Structure and Properties, and Energy. Overall, you will find the course to be great preparation for further studies in all sciences. You are externally assessed by the College Board through one final examination (100%).

AP® Computer Science A

AP®

Grade 11 or 12 • 1 year

See course listing on p.45.

AP® Environmental Science

AP®

Grade 11 or 12 • 1 year

You will explore and investigate the interrelationships of the natural world, identify and analyse environmental problems, both natural and human-made, evaluate the relative risks associated with these problems and examine alternative solutions for resolving and/or preventing them. You will look at environmental issues and solutions not only through a purely scientific lens but also through political, economic, cultural and sociological perspectives. You will enjoy hands-on, laboratory and field investigations to apply scientific principles, concepts and methodologies in order to better understand our natural systems and to critically think about environmental issues and potential solutions. You will be part of the solution facing our increasingly fragile planet. You are externally assessed by the College Board through one final examination (100%).

AP[®] Physics 1AP[®]

Grade 11 or 12 • 1 year

This highly conceptual course takes you through a detailed study of mechanics, including rotational motion, oscillations and waves, and current electricity. You will develop your ability to reason about physical phenomena using important science process skills such as explaining causal relationships, applying and justifying the use of mathematical routines, designing experiments, analysing data and making connections across multiple topics within the course. You will enjoy exploring concepts and relationships via practical activities involving small teams, getting your hands on a variety of equipment. These learning experiences will help you to understand and articulate the laws of the physical world and to problem solve. You are externally assessed by the College Board through one final examination (100%).

AP[®] Physics CAP[®]Grade 12 • 1 year • Prerequisite: taking or passed AP[®] Calculus AB

AP[®] Physics C is a calculus-based college physics course and emphasizes problem solving and critical thinking skills. You will cover both the mechanics and the electricity and magnetism portion of the AP[®] Physics C curriculum. As a result, this course will prepare you for two AP[®] Examinations: AP[®] Physics C Mechanics and Physics C Electricity and Magnetism. In AP[®] Physics C Mechanics, you will study Kinematics; Newton's laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. In AP[®] Physics Electricity and Magnetism, you will study Electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. You will be externally assessed by the College Board through one final examination (100%) in Mechanics and through another examination (100%) in either Electricity or Magnetism, but those examinations are independent.

Four Year Planner

COMPLETE

4

MYP

GRADES 9 AND 10

ISZL

IB

AP®

BTEC

GRADE 11

GRADE 12

MINIMUM THREE YEARS

ENGLISH

English A: Language & Literature



HUMANITIES

Individuals & Societies



SCIENCE

Sciences



MATHEMATICS

Mathematics



... OR ...

Mathematics Extended



COMPLETE
AT LEAST

1

MINIMUM TWO YEARS

LANGUAGE [1]

German Language Acquisition:
Phase 1-6

... OR ...

German A:
Language & Literature



LANGUAGE [2]

French / Spanish / English Language
Acquisition: Various Phases

... OR ...

Various First Language
Programme Courses



COMPLETE
AT LEAST

1

MINIMUM TWO YEARS

ARTS

Drama

... OR ...

Music

... OR ...

Visual Arts



DESIGN

Design



PHYSICAL
EDUCATION

Physical Education

