

# **IB DIPLOMA PROGRAM HANDBOOK THE AMERICAN INTERNATIONAL SCHOOL · VIENNA CLASS OF 2022**

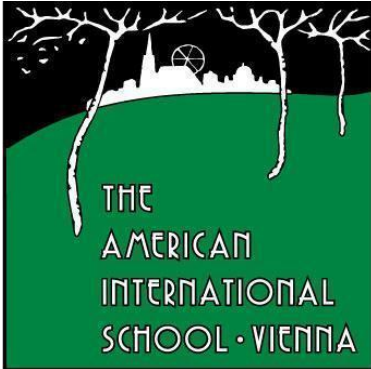
Please note that the information in this handbook is subject to change.

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## AIS · VIENNA MISSION STATEMENT



Within the rich cultural context of Austria, AIS · Vienna

- Nurtures an inclusive learning community
- Challenges students to strive for personal excellence and to explore their passions
- Fosters respect through compassion for others and our world

(Approved by the AIS Executive Board April 28, 2014)

## IB MISSION STATEMENT



The International Baccalaureate Organization aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment.

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

(November 2002)

## IB LEARNER PROFILE

(IBO, 2013)

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

IB learners strive to be:

### **Inquirers**

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

### **Knowledgeable**

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

### **Thinkers**

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

### **Communicators**

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

### **Principled**

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

### **Open-minded**

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

### **Caring**

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

### **Risk-takers**

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

### **Balanced**

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

### **Reflective**

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

## WHOM TO CONTACT

### High School Principal - Mr. Jarret Lambie

- High School Diploma requirements and graduation
- Assessment and grading
- Attendance

### Dean of Curriculum and IBDP Coordinator - Ms. Beth Dagitses

- High School curriculum
- Academic progress
- The IB program offered at AIS · Vienna
- IB assessment/Results

### HS Counselor, Grades 9-12 (A-L) - Mr. Sinbald Cheng

### HS Counselor, Grades 9-12 (M-Z) - Ms. Amy Carey

- University application process, including university selection and career choice
- High School course offerings, course registration
- Pre-requisite courses for the IB subjects
- IB course offerings and subject combinations
- Transcript information
- PSAT, SAT, ACT, AP, TOEFL, UKCAT, BMAT, LNAT, IELTS\*
- Academic progress

### Admissions Director – Mr. Kilian Kröll

- The Austrian Ministry of Education
- The Bundesministerium für Wissenschaft, Forschung und Wirtschaft
- Transferable credits upon entering AIS · Vienna

### CAS Coordinator - Dr. Elissavet Pontikakis

- Activities and projects for "Creativity", "Activity", and "Service"
- Long-term service projects

### EE Coordinator - Ms. Mischele Jamgochian

- Overview of the Extended Essay
- Academic Honesty and Research Practices

### HS Learning Specialist - Miss Molly Berwager

- Student Support Services
- Testing Accommodations
- Psychological Evaluation
- Individualized Learning Plan
- Academic progress
- SAT Organization

\* PSAT (Preliminary SAT); SAT (Scholastic Assessment Test); ACT (American College Testing); AP (Advanced Placement); TOEFL (Test of English as a Foreign Language); UKCAT (UK Clinical Aptitude Test); BMAT (BioMedical Admissions Test); LNAT (National Admissions Test for Law); IELTS (Int. English Language Testing System)

## WHAT IS THE IB DIPLOMA PROGRAM?

The IB Diploma Program (DP) is an academically challenging and balanced program of education with final examinations that prepares students aged 16 to 19 for success in university and life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students. The program has gained recognition and respect from the world's leading universities.

([www.ibo.org](http://www.ibo.org))

## DIPLOMA PROGRAM CURRICULUM FRAMEWORK



(IBO)

Students choose courses from the following subject groups: studies in language and literature, language acquisition, individuals and societies, the sciences, mathematics, and the arts.

Students may opt to study an additional science, individuals and societies, or language course instead of a course from the arts.

Students will enroll in three higher level (HL) and three standard level (SL) subjects. Students at both levels are assessed against the same grade descriptors, however, HL students are expected to demonstrate aspects across a larger body of knowledge, understanding and skills.

## THE IB DIPLOMA PROGRAM AT AIS

Group 1 "Studies in Language and Literature"	English A: Literature	HL	SL
	English A: Language and Literature	HL	SL
	German A: Literature	HL	SL
	German A: Language and Literature	HL	SL
	Mother tongue A: Literature (tutorial)	HL	SL
	Mother tongue A: Language and Literature (tutorial)	HL	SL
Group 2 "Language Acquisition"	German B	HL	SL
	French B	HL	SL
	Spanish B		SL
Group 3 "Individuals and Societies"	History		SL
	History of Europe	HL	
	Economics	HL	SL
	Psychology	HL	SL
Group 4 "Sciences"	Physics	HL	SL
	Chemistry	HL	SL
	Biology	HL	SL
Group 5 "Mathematics"	Mathematics: Applications and interpretation	HL	SL
	Mathematical: Analysis and approaches	HL	SL
Group 6 "The Arts"	Visual Arts	HL	SL
	Theater Arts	HL	SL
	A second choice from Groups 1-4	HL	SL

***The IB Diploma subjects must be taken during the last two years of the student's High School program, culminating in the final examinations.***

Additionally, a student must complete the IB core:

- **TOK**, a course examining the "Areas of Knowledge": mathematics, natural sciences, human sciences, history, the arts through the core theme of "Knowledge and the Knower," as well as optional themes such as Knowledge and language, Knowledge and Politics and Knowledge and Technology.
- the **Extended Essay**, an independent research project of approximately 4000 words in one of the student's IB subjects;
- **CAS** (creativity, activity, service), which involves students participating in a variety of activities, including a service project.

### TOTAL POINTS REQUIRED FOR THE AWARD OF THE DIPLOMA

Grades earned in each of the six examinations, TOK, and the EE are added together to obtain a composite score of 24 points, as well as successful completion of CAS, to determine whether a candidate is awarded the IB



diploma. ***There are some scores and certain combinations of scores, however, that may prevent a student from receiving the Diploma*** (see Appendix 1). ***In addition, many universities require more than the minimum 24 points.***

### TEACHER RECOMMENDATIONS

Depending upon the course of study as well as the country of destination, it may be necessary for a student to enroll in a course for which they may not be recommended. Students should engage in discussions with their teachers and parents in consultation with the counselors in order to determine the appropriate course and level.

### UNIVERSITY REQUIREMENTS

Since the requirements for admission to university vary from country to country, as well as from one university to another within one country, it is recommended that the student contact the university of interest before starting the IB Program at AIS. If study in the U.K. or other European universities is chosen, it is essential the student contact the universities of choice prior to the commencement of their program of study in order to determine which subjects are required at Higher Level as well as the minimum number of points required overall and/or in the individual subjects.

### GUIDELINES FOR NEW STUDENTS TO AIS

Students will be placed according to the results of the placement tests given in English, German, Spanish and/or French, and Math. New students should be aware that subjects offered at their previous school may not necessarily be on offer at AIS.

### CHOOSING BETWEEN HIGHER AND STANDARD LEVEL

Students obviously have their own strengths and interests and these often determine the student's Higher and Standard Level subjects. Another consideration, however, is the program of study a student wishes to matriculate at university. Someone wishing to pursue studies in medicine, for example, should prepare for the Higher Level exams in Chemistry and Biology while a student pursuing a career in engineering should include both Higher Level Mathematics and Physics. Please refer to *University Requirements* above.

### CHOOSING BETWEEN THE FULL IB DIPLOMA AND IB DIPLOMA PROGRAM COURSES

Some students who wish to enter university in the U.S. may wish to complete individual IB Diploma Program courses. In this case, a student may wish to concentrate on preparation for the SAT I and SAT II exams, active participation in extracurricular activities as well as achieving the highest grades possible for each course. U.S. universities and colleges encourage students to take a challenging academic program, i.e. the IB Diploma or IB Diploma courses, as well as receive the best grades possible. Some US universities also offer credit for successful completion of IBDP courses. Students should check with each individual university for more information. **Please note students enrolled in IB courses are expected to complete the program by sitting exams in May of the second year and meeting all IBDP course requirements.**

### MOTHER TONGUE LANGUAGES NOT OFFERED BY AIS

AIS supports students in pursuing their mother tongue language in the IB Diploma Programme on a private tutorial basis. Please note that the additional fees are to be borne by the family. For more information, please contact the relevant counselor.

### LANGUAGES AB INITIO SL

AIS does not offer ab initio languages (beginner level); however, depending upon student need, language proficiency, and the master schedule, it may be possible to place a student in a level of language that can be supplemented by required private tutorial lessons. Please note that the additional fees are to be borne by the family. For more information, please contact the relevant counselor.

## PREDICTED GRADES

AIS collected predicted grades three times over the course of the two-year programme. It is important to note that the first two predicted grades are for university purposes, and the last one is for the IB, and that the IB predicted grade is not necessarily the same as the university predicted grade. University predicted grades are determined before the syllabus has been completed, and therefore before all internal data has been collected; university predicted grades also tend to be optimistic to allow students to be given offers for their target universities. IB predicted grades are collected after the syllabus has been completed and once all internal data has been finalized. They are an accurate and realistic data and evidence-based representation of the teacher's expected achievement in May.

1. Spring of Junior Year
  - a. Based on internal data to date (grades, ATLs) and includes:
    - i. Student Self-Assessment
    - ii. Teacher Prediction
  - b. The purpose of this predicted grade is to support students with having a stronger awareness of their own strengths and weaknesses while they can still take action. With the support of the counselor, the students compare their self-predicted grades with the predicted grades collected by their teachers, providing students with the information they need to research and plan for their university applications in the fall. This practice also presents an opportunity for students to set goals that will allow them to bridge the gap between their current and desired achievement which they can address during the summer in preparation for their senior year.
2. Fall of Senior Year
  - a. Based on internal data to date (grades, ATLs)
  - b. The purpose of this predicted grade is to support student university applications.
    - i. Please note where a teacher believes the student has the potential to reach the next highest score, they will award a .5 (for example, the student is achieving at a high 4 level, but the teacher anticipates with hard work which includes completing all formative tasks, the student may achieve a 5--the teacher then predicts 4.5). The student and the teacher will then discuss which .5 scores should be rounded down and which should be rounded up for the university application.
3. Spring of Senior Year
  - a. Based on internal data to date (grades; when in doubt, ATLs)
  - b. Externally, the purpose of this predicted grade is to provide the IB with the teacher's assessment of the student's final achievement level in case the exam is unable to be marked. Internally, AIS uses the predicted grades as a point of reflection against the actual grades to improve our teaching and learning as well as assessment practices.

## AIS PRACTICE EXAMS VS. TRADITIONAL MOCK EXAMS

With the class of 2019, AIS switched from an IBDP Mock Exam model to a Practice Exam model. In a typical Mock Exam model, schools provide students with a period of review and then run an exact model (or very close to an exact model) IBDP exam session. This generally takes place over a minimum of three weeks in total. The purpose here is generally about achievement on the exams.

At AIS, we believe our teaching and learning time is best spent with students in the classroom. Teachers are always assessing student progress, and therefore there should not be any huge surprises about a student's current achievement level at any point in the program. As such, we believe that Practice Exams are meant for "practicing" the exam scenario--*what does it feel like to line up outside the lower gym and enter the exam room; what can we bring in with us; what do the instructions sound like and how do we best use our five minute reading time; how do we complete the cover sheet and answer booklets; how does it feel to complete a full IB exam (or*

*two) under timed conditions; what mistakes do we make--for example, not understanding how to record our answers on the multiple-choice answer sheet, only answering one question instead of the required two, or answering the wrong question(s) altogether!*

These are the mistakes students make in a typical practice exam setting--a far safer environment than in May! As such, at AIS we have also made the decision to make Practice Exams formative.

## TOK

*(Theory of Knowledge Guide, IBO, Geneva/The Hague, May 2021)*

TOK plays a special role in the Diploma Program by providing an opportunity for students to reflect on the nature of knowledge. The task of TOK is to emphasize connections between areas of knowledge and link them to the knower in such a way that the knower can become aware of his or her own perspectives and those of the various groups whose knowledge he or she shares. TOK, therefore, explores both the personal and shared aspects of knowledge and investigates the relationships between them.

The raw material of TOK is knowledge itself. Students think about how knowledge is arrived at in the various disciplines, what the disciplines have in common, and the differences between them. The fundamental question of TOK is "How do we know that?" The answer might depend on the discipline and the purpose to which the knowledge is put. TOK explores methods of inquiry and tries to establish what it is about these methods that make them effective as knowledge tools. In this sense, TOK is concerned with knowing about knowing.

The individual knower has to try to make sense of the world and understand his or her relationship to it. He or she has at his or her disposal the resources of the areas of knowledge, for example, the academic disciplines studied in the Diploma Program. He or she also has access to ways of knowing such as memory, intuition, reason and sense perception, that help us navigate our way in a complex world.

The assessment model in theory of knowledge (TOK) has two components, both of which should be completed within the 100 hours designated for the course. Both the essay and the presentation are assessed using global impression marking. The essay contributes **67%** of the final mark and the exhibition contributes **33%** of the final mark.

### **Part 1: Essay on a prescribed title**

One essay is chosen from a list of six titles prescribed by the IB for each examination session. The maximum length for the essay is 1,600 words. All essays are externally assessed by the IB.

### **Part 2: The exhibition**

Individually, students are required to create an exhibition that explores how TOK manifests in the world around us. Students select one of 35 prompts and choose three objects related to that prompt. They must provide a 950 word typed commentary about each object that identifies the object and its specific real-world context, justifies each object's inclusion in the exhibition, and links back to the prompt. The Exhibition is internally assessed by AIS teachers, and externally moderated by the IB.

The Theory of Knowledge course at AIS is taught during the second semester of the first year and the first semester of the second year of the IB candidate. Please refer to Appendix 2 for a description of the course. The mark for TOK in conjunction with the mark for the extended essay may contribute up to three additional points towards the IB Diploma. TOK may also be taken as an elective by non-full IBDP students.

Grades are awarded according to the following scale.

A	Excellent
B	Very Good
C	Satisfactory
D	Mediocre
E	Elementary

## EXTENDED ESSAY

*(Extended Essay Guide, IBO, Geneva/The Hague 2016)*

As an authentic inquiry-based learning experience, the extended essay provides students with an opportunity to engage in personal research on a topic of choice, under the guidance of a supervisor who specializes in that subject area. Students select an area of interest from Diploma Program subjects, and become acquainted with the independent research and writing skills expected at university. This leads to a 4000-word essay that is formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject or subjects chosen. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. Grades are awarded according to the same scale used for TOK, A-E.

The mark for the essay in conjunction with the mark for TOK may contribute up to three additional points towards the IB Diploma. A student in the first year normally begins the essay in November and completes it in September of the second year.

### THE DIPLOMA POINTS MATRIX

*(IBO, Geneva/The Hague, 2014. Effective May 2015)*

		Theory of Knowledge (TOK)					
		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
Extended Essay	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

## CAS

(CAS Guide, IBO, Geneva/The Hague, 2015)

CAS experiences can be associated with each of the subject groups of the Diploma Program. Teachers can assist students in making links between their subjects and their CAS program where appropriate. This will provide students with relevance in both their subject learning and their CAS learning through purposeful discussion and real experiences. CAS motivates and challenges students, strengthens subject understanding and knowledge, and allows students to enjoy different approaches to their subjects. However, CAS experiences must be distinct from, and may not be included or used, in the student's Diploma course requirements.

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

- **Creativity:** exploring and extending ideas leading to an original or interpretive product or performance
- **Activity:** physical exertion contributing to a healthy lifestyle
- **Service:** collaborative and reciprocal engagement with the community in response to an authentic need

CAS enables students to demonstrate attributes of the IB learner profile in real and practical ways, to grow as unique individuals and to recognize their role in relation to others. Students develop skills, attitudes and dispositions through a variety of individual and group experiences that provide them with opportunities to explore their interests and express their passions, personalities and perspectives. CAS complements a challenging academic program in a holistic way, providing opportunities for **self-determination**, **collaboration**, **accomplishment** and **enjoyment**.

CAS enables students to enhance their personal and interpersonal development through experiential learning. A meaningful CAS program is a journey of discovery of self and others. For many, CAS is profound and life-changing. Each individual student has a different starting point and different needs and goals. A CAS program is, therefore, individualized according to student interests, skills, values and background.

### Assessment of CAS

The various activities as well as the reflections for the activities are recorded in the CAS online record book "[Managebac](#)", which is assessed by the CAS Coordinator. Parents can view their student's CAS progress at any time with their own login, shared in the first year of the program. The final self-evaluation completed by the student is a summative reflection upon the student's individual CAS program. The CAS Coordinator determines the completion of the final assessment as to whether the student has fulfilled the CAS requirement.

### Examples of CAS experiences

Amnesty International	Madame Defarge's Tricoterie
Bridges of Peace and Hope Club	Math Corner
CAS bulletin board	Mosaic Club
CAS Mentors	NHS
Chess Club	Plays & Performances
Choir and Honor Choir	Robotics
Environmental Club	Romanian Children Relief
ES/MS conversations/ buddy/ reading out	Rossauer Lände refugee home
German Corner	School bags project with supplies for children in need
Habitat for Humanity	Science Corner
Instrumental String lessons	Junior/Senior Math Club
Knowledge Bowl	Speech and Debate
Student Led Model United Nations Club	Student council

## COURSE SEQUENCES / OPTIONS TABLE

	Grade 9	Grade 10	Grade 11	Grade 12
<b>ENGLISH</b>	English 9	English 10	IB English A: Literature SL I or HL I	IB English A: Literature SL II or HL II
	English 9	English 10	IB English A: Language & Literature SL I or HL I	IB English A: Language & Literature SL II or HL II
	EAL Lit 9	EAL Lit 10		
	English elective: Modern Media and Storytelling			
<b>MODERN LANGUAGES</b>	German Native 9 or German Advanced A	German Native 10 or German Advanced B	IB German A: Literature SL/HL I or IB German A: Language & Literature SL/HL I	IB German A: Literature SL/HL II or IB German A: Language & Literature SL/HL II
	German Advanced A	German Advanced B	German B HL I	German B HL II
	German Basic B	German Intermediate A	IB German B SL I	IB German B SL II
	German Intermediate B	German Intermediate C	IB German B HL I	IB German B HL II
	French Basic B	French Intermediate A	IB French B SL I	IB French B SL II
	French Intermediate B	French Intermediate C	IB French B HL I	IB French B HL II
	Spanish Basic B	Spanish Intermediate A	IB Spanish B SL I	IB Spanish B SL II
<b>SOCIAL STUDIES</b>	World History 9	Modern European History International Relations US History	IB History SL/HL I	IB History SL/ HL II
	World History 9	Modern European History International Relations US History	IB Economics SL/HL I	IB Economics SL/HL II
	World History 9	Modern European History International Relations US History	IB Psychology SL/HL I	IB Psychology SL II or IB Psychology HL II
<b>SCIENCE</b>	Biological Systems & Solutions	Chemistry & Physics: Systems & Solutions  Advanced Scientific Methods	IB Biology SL/HL I	IB Biology SL II or IB Biology HL II
	Biological Systems & Solutions	Chemistry & Physics: Systems & Solutions  Advanced Scientific Methods	IB Physics SL/HL I	IB Physics SL II or IB Physics HL II
	Biological Systems & Solutions	Chemistry & Physics: Systems & Solutions	IB Chemistry SL/HL I	IB Chemistry SL II or IB Chemistry HL II

		Advanced Scientific Methods		
<b>MATHEMATICS</b>	I Algebra	Integrated Algebra & Geometry	IB Math AI SL II	IB Math AI SL II
	Algebra	Geometry	IB Math AI SL II	IB Math AI SL II
	Integrated Algebra & Geometry	Algebra II	IB Math AI SLI Or IB Math AA SLI	IB Math AI SL II Or IB Math AA SL II
	Geometry	Algebra II	IB Math AI SLI Or IB Math AA SLI	IB Math AI SL II Or IB Math AA SL II
	Geometry	Algebra II with Trigonometry	IB Math AI SLI Or IB Math AA SLI Or IB Math AI HLI Or IB Math AA HLI	IB Math AI SLII Or IB Math AA SLII Or IB Math AI HLII Or IB Math AA HLII
	Algebra II with Trigonometry	AP Calculus	IB Math AI HLI Or IB Math AA HLI	IB Math AI HLII Or IB Math AA HLII
<b>THE ARTS</b>	Art I: Foundations	Art II: Explorations	IB Visual Arts SL/HL I	IB Visual Arts SL II or IB Visual Arts HL II
		Drama	IB Theater Arts SL/HL I	IB Theater Arts SL II or IB Theater Arts HL II



## APPENDIX 1

### Award of the Diploma

*(General Regulations: IB Diploma Program, September 2016)*

All assessment components for each of the six subjects and the additional IB Diploma requirements must be completed in order to qualify for the award of the IB Diploma.

The IB Diploma will be awarded to a candidate provided all the following requirements have been met.

- a. CAS requirements have been met.
- b. The candidate's total points are 24 or more.
- c. There is no "N" awarded for Theory of Knowledge, the Extended Essay, or for a contributing subject.
- d. There is no grade "E" awarded for Theory of Knowledge and/or the Extended Essay,
- e. There is no grade "1" awarded in a subject/level.
- f. There are no more than two grade "2"s awarded (HL or SL).
- g. There are no more than three grade "3"s or below awarded (HL or SL).
- h. The candidate has gained 12 points or more on HL subject (for candidates who register for four HL subjects, the three highest grades count).
- i. The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
- j. The candidate has not received a penalty for academic misconduct from the Final Award Committee.

A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB diploma. The examination sessions need not be consecutive.

### Bilingual Diploma

A bilingual IB Diploma will be awarded to a successful candidate who fulfills one or more of the following criteria.

- a. Completion of two languages selected from group 1, with the award of a grade 3 or higher in both.
- b. Completion of one of the subjects from group 3 or group 4 in a language that is not the same as the candidate's group 1 language. The candidate must attain a grade 3 or higher in both the group 1 language and the subject from group 3 or 4.

## APPENDIX 2

### Websites

The public website provides information concerning IB schools, university recognition, and services:

Public IB Website: [www.ibo.org](http://www.ibo.org)

### Scholarships

Scholarship post for recipients of the IB diploma and information are now available on:

<http://blogs.ibo.org/alumni/2014/05/06/scholarships/>

## APPENDIX 3

### Internet Resources

<b>Austria</b>	<a href="http://www.enic-naric.net/austria.aspx#anc07_55">www.enic-naric.net/austria.aspx#anc07_55</a>	Recognition of the IB Diploma in Austria
	<a href="http://www.uibk.ac.at/public_prod/owa/portal.overview_en?otp_id_in=6">www.uibk.ac.at/public_prod/owa/portal.overview_en?otp_id_in=6</a>	Links to universities
<b>Australia</b>	<a href="https://www.studiesinaustralia.com/">https://www.studiesinaustralia.com/</a>	Studies in Australia
<b>Canada</b>	<a href="http://you.ubc.ca/applying-ubc/international-baccalaureate/">http://you.ubc.ca/applying-ubc/international-baccalaureate/</a>	IB admissions requirements for University of British Columbia
	<a href="http://www.queensu.ca/admission/apply/firstyear/requirements/ib.html">www.queensu.ca/admission/apply/firstyear/requirements/ib.html</a>	IB admissions requirements for Queen's University
	<a href="http://www.webometrics.info/en/North_america/Canada">www.webometrics.info/en/North_america/Canada</a>	Rankings of Canadian universities
	<a href="https://www.ouac.on.ca/">https://www.ouac.on.ca/</a>	Ontario Universities' Application Centre
<b>Denmark</b>	<a href="http://studyindenmark.dk/">http://studyindenmark.dk/</a>	Study in Denmark
<b>Germany</b>	<a href="http://www.anabin.kmk.org">www.anabin.kmk.org</a> under "Anerkennungs- und Beratungsstellen in Deutschland"	The German university authorities for recognition specific to each Bundesländer.
	<a href="http://www.studienkollegs.de/">http://www.studienkollegs.de/</a>	Students who receive the IB Diploma but do not meet the requirements for the specific Bundesländer.
<b>Hong Kong</b>	<a href="http://www.studyinhongkong.edu.hk/en/">http://www.studyinhongkong.edu.hk/en/</a>	Study in Hong Kong
<b>Ireland</b>	<a href="http://www.educationinireland.com/en/Where-can-I-study-/View-all-Universities-Colleges/">www.educationinireland.com/en/Where-can-I-study-/View-all-Universities-Colleges/</a>	Universities in Ireland
	<a href="http://www.cao.ie">www.cao.ie</a>	Applications Office
<b>Italy</b>	<a href="https://www.study.eu/country/italy">https://www.study.eu/country/italy</a>	Universities in Italy
	<a href="https://www.thecompleteuniversityguide.co.uk/international/europe/italy">https://www.thecompleteuniversityguide.co.uk/international/europe/italy</a>	
<b>Korea</b>	<a href="http://www.studyinkorea.go.kr/en/main.do;jsessionid=BAD6BFF210315D1518062CF49450DC30.node_20">http://www.studyinkorea.go.kr/en/main.do;jsessionid=BAD6BFF210315D1518062CF49450DC30.node_20</a>	Study in Korea
<b>Netherlands</b>	<a href="http://www.epnuffic.nl/en/#tab-foreign-education-systems">www.epnuffic.nl/en/#tab-foreign-education-systems</a>	The Netherlands organization for international cooperation in higher education
	<a href="https://www.studyfinder.nl/">https://www.studyfinder.nl/</a>	Universities in the Netherlands

<b>Spain</b>	<a href="http://www.thecompleteuniversityguide.co.uk/international/europe/spain/">www.thecompleteuniversityguide.co.uk/international/europe/spain/</a> <a href="http://www.ie.edu/university/home/">www.ie.edu/university/home/</a> <a href="http://www.esade.edu/web/eng">http://www.esade.edu/web/eng</a>	Universities in Spain International University of Spain ESADE Business & Law School
<b>Sweden</b>	<a href="http://www.studyinsweden.se/universities/">www.studyinsweden.se/universities/</a> <a href="http://www.universityadmissions.se/intl/start">www.universityadmissions.se/intl/start</a>	Study in Sweden University Admissions in Sweden
<b>Switzerland</b>	<a href="http://www.crus.ch/homenavigation/home.html?L=2">www.crus.ch/homenavigation/home.html?L=2</a> <a href="http://www.swissuniversities.ch/en/higher-education-area/studying/studying-in-switzerland/">www.swissuniversities.ch/en/higher-education-area/studying/studying-in-switzerland/</a>	The Swiss organization of rectors for recognition of foreign upper secondary leaving certificate/diplomas Universities in Switzerland
<b>UK</b>	<a href="http://www.ucas.com">www.ucas.com</a> <a href="http://www.drama.ac.uk">www.drama.ac.uk</a> <a href="http://www.opendays.com">www.opendays.com</a> <a href="http://www.direct.gov.uk">www.direct.gov.uk</a> <a href="http://www.student-support-saas.gov.uk/">www.student-support-saas.gov.uk/</a>	Search for courses and apply to UK universities List of drama schools List of university Open Days Student Finance and other information Student Finance plus other information
<b>USA</b>	<a href="http://www.collegeboard.com">www.collegeboard.com</a> <a href="http://www.ncaa.org">www.ncaa.org</a> <a href="http://www.petersons.com">www.petersons.com</a> <a href="http://www.princetonreview.com">www.princetonreview.com</a>	Apply for SAT, search for colleges/courses. Sport at a U.S. college. Essential information Peterson's college database Research and ratings
<b>Other</b>	<a href="http://www.eunicas.co.uk/">www.eunicas.co.uk/</a> <a href="https://www.americanuniabroad.com/">https://www.americanuniabroad.com/</a>	English programs in Europe American Universities abroad

