



**AISB**  
AMERICAN INTERNATIONAL  
SCHOOL OF BUDAPEST

“Your bridge  
to the world.”

# IB Diploma Handbook 2023-24



**ib** Diploma  
Programme

## AISB Mission, Vision, and Values

### AISB Mission

We empower learners  
to build their futures  
and contribute  
to a better world.

### AISB Vision: Future-ready, today.

### AISB Values: Excellence, Wellbeing, Inclusion, Growth, Global Citizenship

We pursue **EXCELLENCE** in all that we do.

We uphold high standards and act with integrity.

We invest in ourselves and take pride in our pursuits.

Our resilience is built through failure, perseverance, and achievement.

We promote **WELLBEING** so people flourish\*.

We flourish when we have a purpose and feel safe, valued, and connected.

We emphasize kindness to ourselves and each other.

We are at our best when we maintain a healthy balance in our lives.

We design learning that challenges each individual to **GROW**.

Each of our learners is supported and stretched to reach their fullest potential.

Learning is about continuous adaptation and growth; it brings joy and meaning to our lives.

Learning is engaging when it is relevant and authentic.

We commit to **INCLUSION**\* so that everyone belongs.

Our diversity is our strength. Each and every voice matters.

We respect and embrace our uniqueness, ensuring equity and access for all our students.

We are a caring community where everyone can find their place now and always.

We develop **GLOBAL CITIZENS** to make a positive impact together.



We act because we care.  
 We achieve more when we work together towards a more sustainable future.  
 We empower our learners to be catalysts of positive change in our community and beyond.

## IB Mission

The International Baccalaureate Organisation 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 IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

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

## IB Learner Profile

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. Read more about the learner profile [here](#).



The IB learner profile represents ten attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities. (IB, 2013)

<b>Inquirers</b>	<i>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.</i>
<b>Knowledgeable</b>	<i>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.</i>
<b>Thinkers</b>	<i>We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</i>
<b>Communicators</b>	<i>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.</i>
<b>Principled</b>	<i>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.</i>



<b>Open-minded</b>	<i>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.</i>
<b>Caring</b>	<i>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.</i>
<b>Risk-takers</b>	<i>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.</i>
<b>Balanced</b>	<i>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</i>
<b>Reflective</b>	<i>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.</i>

## IB Approaches to Learning

Approaches to teaching and learning are deliberate strategies, skills and attitudes that permeate the teaching and learning environment. These approaches and tools, intrinsically linked with the IB learner profile attributes, enhance student learning and assist student preparation for DP assessment and beyond.

Developing students' ATL skills is about more than simply developing their cognitive skills. It is also about developing affective and metacognitive skills, and about encouraging students to view learning as something that they “do for themselves in a proactive way, rather than as a covert event that happens to them in reaction to teaching” (IBO, 2020)..



## AISB Learning Identities

The following table outlines how the IB learner Profile and Approaches to Learning are articulated through the AISB Learning Identities.

<b>AISB Learning Identities</b>	<b>IB Approaches to Teaching and Learning</b>	<b>IB Learner Profile</b>
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<p><b>We are Inquirers</b></p> <p>We are curious and passionate about learning. We ask questions and investigate using multiple sources. We make authentic connections and take action based on our learning.</p> <ul style="list-style-type: none"> <li>• Curiosity</li> <li>• Passion</li> <li>• Taking action</li> <li>• Information/ media literacy</li> </ul>	<p><b>Research Skills</b></p> <p>The ability to determine the extent of information needed, locate and access information, organize and evaluate information, and use and share information effectively, efficiently, and ethically.</p> <ul style="list-style-type: none"> <li>• 21st century skills</li> <li>• Information literacy</li> <li>• Media literacy</li> </ul>	<p><b>Learner Profile Attributes</b></p> <ul style="list-style-type: none"> <li>• Thinker</li> <li>• Inquirer</li> <li>• Principled</li> <li>• Open minded</li> <li>• Knowledgeable</li> </ul>
<p><b>We are Thinkers</b></p> <p>We are problem-solvers. We think creatively, critically, and reflectively using different strategies and skills. We are open-minded and consider multiple perspectives.</p> <ul style="list-style-type: none"> <li>• Creativity</li> <li>• Reflection</li> <li>• Critical thinking</li> <li>• Open minded</li> </ul>	<p><b>Thinking Skills</b></p> <p>The ability to creatively and critically analyze, apply, evaluate, synthesize, conceptualize, contextualize, reason, and solve problems.</p> <ul style="list-style-type: none"> <li>• Reflection</li> <li>• Higher order thinking skills</li> <li>• Critical thinking</li> <li>• Creative thinking</li> <li>• Transfer</li> </ul>	<p><b>Learner Profile Attributes</b></p> <ul style="list-style-type: none"> <li>• Thinker</li> <li>• Knowledgeable</li> <li>• Open minded</li> <li>• Reflective</li> </ul>
<p><b>We are Communicators</b></p> <p>We exchange ideas effectively and confidently. We actively listen and ask questions to seek understanding. We use languages and other modes of expression to gather information and communicate clearly.</p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Collaboration</li> <li>• Multilingual</li> <li>• Open-minded</li> </ul>	<p><b>Communication Skills</b></p> <p>The ability to produce and interpret messages effectively.</p> <ul style="list-style-type: none"> <li>• Oral/written communication</li> <li>• Linked to social skills</li> </ul>	<p><b>Learner Profile Attributes</b></p> <ul style="list-style-type: none"> <li>• Thinker</li> <li>• Communicator</li> <li>• Open minded</li> </ul>
<p><b>We are Contributors</b></p> <p>We contribute positively to our learning community. We ensure our words and actions have integrity. We demonstrate global citizenship by showing respect and care for ourselves, others, and the environment.</p> <ul style="list-style-type: none"> <li>• Empathy, kindness</li> <li>• Global mindedness</li> </ul>	<p><b>Social Skills</b></p> <p>The ability to participate and collaborate with others whilst showing awareness and respect for other cultures, varying points of view, and individual differences.</p> <ul style="list-style-type: none"> <li>• Collaboration</li> <li>• Link to self management</li> </ul>	<p><b>Learner Profile Attributes</b></p> <ul style="list-style-type: none"> <li>• Thinker</li> <li>• Communicator</li> <li>• Open minded</li> <li>• Reflective</li> </ul>

<ul style="list-style-type: none"> <li>• Ethical, honest</li> <li>• Impacting others</li> </ul>		
<p><b>We are Agents of our Own Learning</b></p> <p>We are proactive. We set goals and manage our time to fulfill our responsibilities and commitments. We take risks, persevere, and learn from our mistakes. We strive to maintain balance in our lives.</p> <ul style="list-style-type: none"> <li>• Independence</li> <li>• Responsibility</li> <li>• Perseverance</li> <li>• Wellbeing</li> <li>• Risk taking</li> <li>• Balanced</li> </ul>	<p><b>Self Management Skills</b></p> <p>The ability to set goals, manage time and tasks effectively, and manage your state of mind, self-motivation, resilience, and mindfulness. Self Management is also known as executive function.</p> <ul style="list-style-type: none"> <li>• Organizational skills</li> <li>• Reflection</li> <li>• Affective skills (resilience, self motivation, mindfulness)</li> <li>• Principled</li> <li>• Balanced</li> </ul>	<p><b>Learner Profile Attributes</b></p> <ul style="list-style-type: none"> <li>• Thinker</li> <li>• Open minded</li> <li>• Reflective</li> </ul>

## AISB Graduation Pathways

AISB offers a rigorous curriculum based on an American educational model within an international approach and context. As part of our vision to empower learners to become “future-ready, today”, students at AISB have three options to achieve their high school diploma:

- IB Diploma
- AISB Innovation Diploma
- AISB High School Diploma

 <p><b>AISB Innovation Diploma*</b></p>	 <p><b>IB Diploma*</b></p>
 <p><b>AISB Diploma</b></p>	

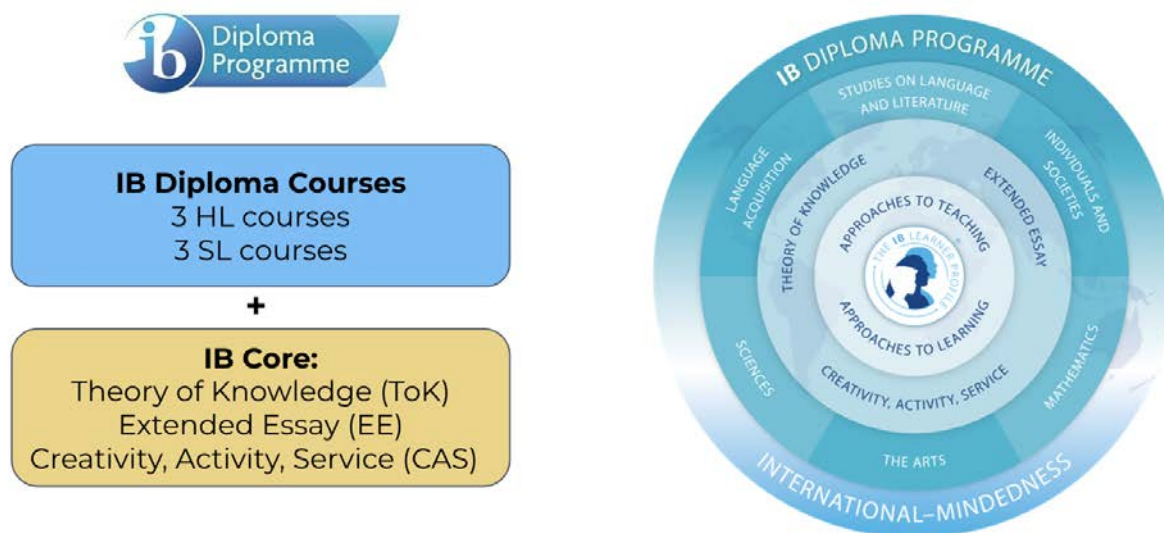
*\*In both enhanced pathways, students are awarded both the AISB Diploma and the more rigorous diploma that they have earned.*

The school looks to match students to the most appropriate programs for their abilities and needs. Creativity, Activity, and Service (CAS) outcomes are an annual requirement beginning in grade 9 for all diploma pathways.

The full Program of Study outlining all pathways and courses can be accessed on the AISB website.

## Overview of the Diploma Program

The IB Diploma offers a broad and demanding international-minded curriculum for the last two years of high school. Whether or not a student is taking the full IB Diploma, all Diploma courses can lead to the award of an official IB certificate. This is contingent upon a student completing all internal and external assessments, including examinations, in these subjects.



The full IB Diploma and individual IB Course Certificates are accepted as entry qualifications to colleges and universities throughout the world. In many universities, the IB examination results are also used to determine student placement, with many universities granting credit for IB courses.

### IB Diploma courses provide students with:

- a broad and balanced, yet academically demanding curriculum
- the development of critical thinking and reflective skills
- the development of research skills
- the development of independent learning skills
- the development of intercultural understanding
- a globally recognized university entrance qualification

## Structure of the Diploma

Students must study **6 subjects** (3 or 4 at HL and 2 or 3 at SL) + TOK, CAS, EE. AISB offers the following IB courses across the six IB groups:

### Group 1: Language and literature

- Language A: Literature SL/HL
- Language A: Language & Literature SL/HL
- Language A: School-supported self-taught SL
- Language A as mother tongue (counts as a Group 2 as part of the Bilingual Diploma)

### Group 2: Language acquisition

- Language B SL/HL (French, German, Spanish)
- Language ab initio SL (French, German, Spanish)

### Group 3: Individuals and societies

- Business Management SL / HL
- Economics SL/HL
- Geography SL/HL
- History SL/HL
- Psychology SL/HL

### Group 4: Sciences

- Chemistry SL/HL
- Biology SL/HL
- Environmental systems and societies SL/HL (new for 2024-25)
- Physics SL/HL
- Computer Science SL & HL

### Group 5: Mathematics

- Mathematics: Analysis & Approaches SL/HL
- Mathematics: Applications & Interpretation SL/HL

### Group 6: Arts

- Music SL/HL
- Theatre SL/HL
- Visual arts SL/HL

### Online (with Pamoja)

- Digital Society SL & HL
- Mandarin ab initio SL (Group 2)





- Film SL (Group 6)

## Differences between HL and SL Courses

The main difference is in the number of hours of proposed study: 150 hours at SL, 240 at HL. Subjects at HL are studied in greater depth and breadth than at SL. While details vary from subject to subject, some subjects have some common examination papers, and for these papers the SL is as conceptually demanding as the HL. In Geography, for example, the current syllabus specification is such that both HL and SL students study a common core and have identical examinations on this core, but HL students then study 7 compulsory topics in the HL extension.

## The IB Diploma Core

In order to be awarded the full IB Diploma, students are required to complete three core components:

### Extended Essay (EE)

The Extended Essay is an in-depth study of a limited topic within a subject and provides invaluable preparation for higher education. Students investigate a self-generated research question by undertaking independent primary research in one of their Diploma subject areas. Its purpose is to provide a student with an opportunity to engage in independent research at an introductory level. Emphasis is placed on the process of research, on the communication of ideas and information in a logical and coherent manner, and on the overall presentation of the Extended Essay in compliance with IB guidelines. Students work with a supervisor who verifies the academic integrity of their work and offers guidance at designated points throughout the process. Students are required to devote 40+ hours to the essay over the course of twelve months.

### Subject choice

In choosing a subject, an essential consideration should be the personal interest of the student. The subject should offer the opportunity for in-depth research but should also be limited in scope. It should present the candidate with the opportunity to collect or generate information and/or data for analysis and evaluation.

Extended Essays submitted in Language B (e.g. Spanish, German or French) or Literature A (e.g. Japanese, Korean, French or English) must be written in that language. All other essays must be in English.

### Assessment

The Extended Essay is externally examined. Marks are awarded against a set of published criteria (both general and subject-specific). The final Extended Essay grade and the final TOK grade are entered into the Diploma points matrix (see below) to award a possible



maximum of three extra points to be added to a student's Diploma score.

Candidates not submitting satisfactory work in either Extended Essay or TOK will not be eligible for the full IB Diploma.

## **Theory of Knowledge (ToK)**

This is a critical thinking course exploring relationships between different disciplines. Students engage in critical reflection on knowledge and experience acquired within and beyond the classroom assessed via a 1,600 word essay and an exhibition.

The course is focused on the question, “How do we know?”, and students explore how knowledge is acquired and shared through critical thinking and analysis of three themes (Knowledge and the Knower and two of the optional themes: either politics, language, indigenous societies, religion, or technology) and five Areas of Knowledge (Arts, History, Natural Sciences, Human Sciences, and Mathematics). By the end of the course, students should be proficient in formulating arguments and analyzing knowledge claims. The central features of the Theory of Knowledge course are critical analysis questions called “knowledge issues”.

## **Assessment**

In the second year (Grade 12) of the course, students are officially assessed for their IB Diploma, based solely on two pieces of work:

1. The TOK essay on a prescribed title (1,200–1,600 words). This is supervised by a teacher in the school, and then graded externally by an IB examiner.
2. The TOK Exhibition. This is supervised and assessed by a teacher in the school. This is completed in the first year of the course; the final grade is then sent to the IB in year 2.

## **Creativity, Activity, and Service (CAS)**

CAS is a fundamental part of the AISB school mission and programs and is a graduation requirement for all students. The emphasis of CAS is on experiential learning and developing the whole person beyond simply academic success. The school offers a wide range of extra-curricular and service projects and clubs that can be used to develop a student's CAS program. Students set personal goals and aim to fulfill 8 learning outcomes.

**It is important to note** that work that is part of a student's study within their academic program, Theory of Knowledge, or Extended Essay may not be counted towards CAS.

***Completion of CAS is a graduation requirement for all students at AISB.***

**CREATIVITY** conveys the widest range of arts and aesthetic experiences. Supervised involvement in art, drama, music and/or literature meets this requirement. However, appropriate CAS activities are not merely “more of the same” - more practice, more concerts



with the school band, and so on. The student must have a directed goal that they are working towards achieving.

**ACTIVITY** should involve physical exertion that contributes to a healthy life-style.

**SERVICE** should benefit a community in need, this includes social issues, environmental projects and/or global issues.

In addition, students are required to complete a minimum month-long “CAS Project” in which they are involved in the planning and execution of the project in collaboration with an adult supervisor. This project should benefit a community in need and address an issue of Global concern.

As a result of their CAS experience as a whole, including their reflections, there should be evidence that students have:

- **Increased their awareness of their own strengths and areas for growth:** They are able to see themselves as individuals with various skills and abilities, some more developed than others, and understand that they can make choices about how they wish to move forward.
- **Undertaken new challenges:** A new challenge may be an unfamiliar activity, or an extension to an existing one.
- **Planned and initiated activities:** Planning and initiation will often be in collaboration with others. It can be shown in activities that are part of larger projects, for example, ongoing school activities in the local community, as well as in small student-led activities.
- **Worked collaboratively with others:** Collaboration can be shown in many different activities, such as team sports, playing music in a band, or helping in a kindergarten. At least one project, involving collaboration and the integration of at least two of Creativity, Activity and Service, is required.
- **Shown perseverance and commitment in their activities:** At a minimum, this implies attending regularly and accepting a share of the responsibility for dealing with problems that arise in the course of activities.
- **Engaged with issues of global importance:** Students may be involved in international projects but there are many global issues that can be acted upon locally or nationally (for example, environmental concerns, caring for the elderly).
- **Considered the ethical implications of their actions:** Ethical decisions arise in almost any CAS activity (for example, on the sports field, in musical composition, or in relationships with others involved in service activities). Evidence of thinking about ethical issues can be shown in various ways, including journal entries and conversations with CAS advisers.
- **Developed new skills:** As with new challenges, new skills may be shown in activities that the student has not previously undertaken, or in increased expertise in an established area. This focus on learning outcomes emphasizes that it is the quality of a CAS activity (its contribution to the student’s development) that is of most importance.



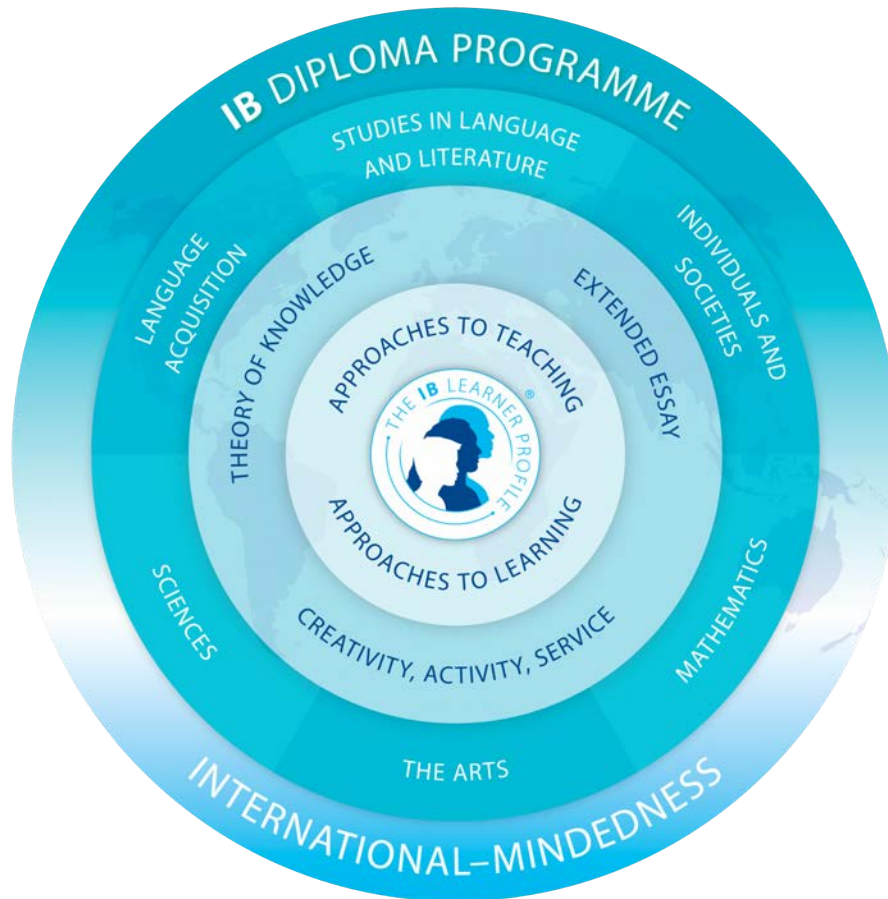
Students are expected to:

- review their own skills, interests and talents at the beginning of their CAS experience and set personal goals for what they hope to achieve through their CAS program
- plan, do and reflect (plan activities, carry them out and reflect on what they have learned);
- undertake at least three formal interviews with their CAS adviser;
- participate in a range of activities, including at least one project, some of which they have initiated themselves;
- maintain records of their activities and achievements, including a list of the principal activities undertaken;
- show evidence of achievement of the eight CAS learning outcomes and update their ManageBac CAS page. In addition they may add experiences to any learning portfolio they are maintaining

A student's CAS activities are monitored by the CAS Coordinator. Students record and reflect on their activities in CAS via written and recorded reflections on the AISB Managebac system.

## IB Diploma Courses

Rather than meeting all the requirements for the Full Diploma, students may elect to study a number of Diploma subjects at Higher or Standard Level to gain individual Certificates in DP courses. They will do the full coursework and external examinations in these subjects, but are not required to complete the CORE requirements of the Diploma. Many IB Diploma Course students excel because the workload and subject areas are tailored to their interests and capabilities.



### **Full Diploma Students**

Complete 6 DP subjects

3 HL subjects

3 SL subjects

Complete Core components: Extended Essay, TOK, CAS

### **Earns IB Diploma and AISB Diploma**

#### **Individual IB Courses**

Take 1 or more courses at HL or SL

Students taking the exam in a subject receive official IB qualification

Students can take ANY of the CORE elements [CAS, ToK, EE] individually

**Individual courses can be used to earn AISB Diploma or AISB Innovation Diploma**





## IB Diploma Assessment and Reporting

Given that the IB Diploma is a challenging program of education it is highly regarded as preparing students very well for university. The nature of its assessment philosophy also supports this reputation. The grading system is criterion-based: each student's performance is measured against well-defined levels of achievement consistent from one examination session to the next. Subject grades reflect attainment of knowledge and skills relative to set standards that are applied equally to all schools.

### Key features of assessment include:

- All courses are externally examined. Most also include an element (between 20 to 50%) of externally-moderated internal assessment.
- External assessment comprises all of the May exams along with some coursework. It is marked by an international body of external examiners appointed by the IBO; their marking is also subjected to moderation which is the reason why IB results carry world-wide recognition.
- IB grades are awarded on a scale of 1 to 7, with 3 considered to be a minimum passing grade in Standard level (SL) courses and 4 a passing grade in Higher Level (HL) courses.
- All subjects are assessed on specific IB Diploma subject criteria which are published subject-specific curriculum guides and readily available to DP teachers and students.
- Diploma Program assessment procedures measure the extent to which students have mastered advanced academic skills in fulfilling these goals, for example: analyzing and presenting information, evaluating and constructing arguments, or solving problems creatively. Basic skills are also assessed, including the retention of knowledge and the understanding of key concepts. In addition to academic skills, Diploma Program assessment encourages an international outlook and intercultural skills where appropriate.

"IB students are more prepared for demanding coursework and essays that involve research"

- Warwick University UK

### Internal Deadlines

At the start of every year for Grades 11 and 12, an internal calendar of deadlines is established so that the student's major Internal Assessments (IAs) can be spread throughout the two years of the IB Diploma. This calendar is created with the input of students and teachers and shared with students and families at the start of each semester.



To help support students in meeting deadlines and ensuring work is completed, Academic Support Time is offered on a daily basis during lunch and after school. Students are able to attend these sessions and teachers also assign students who have failed to meet deadlines.

Students sign agreements about meeting deadlines as outlined in the [AISB IB Deadlines Policy and Protocols](#). Any students who fail to meet the school's internally set deadlines will be required to meet with the parents and the IB Diploma Coordinator to establish a plan for support. Where this plan is unsuccessful, students may be asked to change their Diploma status. An appeal process exists for reinstatement.

### Award of the IB Diploma

The IB Diploma is awarded to students scoring a minimum of 24 points providing they meet requirements for minimum levels of performance across the whole program and meet the learning outcomes for the creativity, action and service (CAS) requirement.

7	Excellent Performance
6	Very Good Performance
5	Good Performance
4	Satisfactory Performance
3	Mediocre Performance
2	Poor Performance
1	Very Poor Performance

Students receive a mark from 1 to 7 in each of their six subjects plus up to 3 additional bonus points for TOK/EE. This makes a maximum mark of 45. They must also fulfill the requirements for CAS to be awarded their IB Diploma irrelevant of their score out of 45.

Generally speaking, a Diploma is awarded if the student satisfies all of the Core requirements and earns 24 points in their exam subjects; they must earn a minimum of 12 points in their combined higher level subjects. The full criteria for passing the IB DP and the failing conditions are set out below and students need to be aware that a score of 24 points will not always guarantee a pass.

**Bilingual Diploma** - A student taking two language A courses can earn a bilingual diploma.

### IB Diploma Failing Conditions

A student will not receive the full IB Diploma if they do not meet any of the following requirements:

1. CAS requirements have not been met.
2. The candidate's total points are fewer than 24.



3. An N has been given for Theory of Knowledge, Extended Essay, or for a contributing subject.
4. A grade E has been awarded for one or both of Theory of Knowledge and the Extended Essay.
5. There is a grade 1 awarded in a subject/level.
6. Grade 2 has been awarded three or more times (in HL or SL subjects).
7. Grade 3 or below has been awarded four or more times (in HL or SL subjects).
8. Candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
9. Candidate has gained fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

Students who fail to obtain the full IB Diploma will still receive grades and certificates for the courses that they take.

### **Learning Identities / Approaches to Learning (ATL) Grades**

At AISB students' Approaches to Learning (ATL) grades are embedded in our AISB Learning Identities. These skills are central to success in their learning and life beyond school and are recorded on the official school transcript when the student graduates or leaves, and count towards the award of the AISB (as opposed to the I.B.) Diploma. These skills are

### **Promotion Criteria**

Promotion from Grade 11 to Grade 12 is dependent upon completion of and compliance with agreed internally set deadlines and guidelines for coursework. With students at risk, parents will be asked to discuss the matter with their counselor, the DP Coordinator and, where needed, the High School Principal.

### **Reporting**

Students and parents are reported to six times a year but can monitor a students' learning growth through Veracross where formative and summative assessments are recorded.

There are six reporting events within the year: 2 interim reports; 2 end of semester reports; 2 parent/teacher/student conferences. The semester grades are recorded on the student's High School transcript.

Grade 11	Grade 12
<ul style="list-style-type: none"> <li>November: Semester 1 Progress Report</li> <li>November: Student Parent Teacher Conference</li> <li>January: End of Semester 1 Report</li> <li>April: Semester 2 Interim Report</li> <li>June: End of Semester 2 Report</li> </ul>	<ul style="list-style-type: none"> <li>November: Semester 1 Progress Report</li> <li>November: Student Parent Teacher Conference</li> <li>January: End of Semester 1 Report</li> <li>April: Semester 2 Interim Report</li> <li>June: End of Semester 2 Report</li> </ul>



The student's overall grade for a subject is based on the student's achievement scores and appears on the end of semester reports. In the interim reports criteria grades are reported on.

## Program and Course Selection

Students will be introduced to course options in January of Grade 10. They will then meet with teachers, counselors, and program coordinators to discuss and ask questions. In March they will make their initial course selections. These are then reviewed in March/April through the online registration process. In languages and math, teachers will make recommendations based on current performance in Grade 10 courses.

Students who indicate an interest in the full Diploma program will meet with counselors to discuss their program of study in conjunction with the DP Coordinator. Teacher recommendations are also reviewed and all decisions are shared with parents. .

The majority of Diploma courses are two year courses, so it is important that students give a lot of thought to their choices, conserving their strengths, interests, and future college and career plans. Students will receive help from the guidance office throughout their time in school, building individual learning plans.

Students can talk to teachers, current students, their counselor, the Diploma Program Coordinator and their parents, but are reminded that the final decision should be their own. Since some universities have specific course requirements for certain majors, they requested to research these before making any final decisions about their choices.

### General Advice when Choosing Specific Diploma Courses

- Look at courses you are doing well in and choose your HL courses based on a) your **strengths** and b) your **interests**.
- Choose courses **that challenge you**.

### How can I choose my Higher Level subjects?

The difference between HL and SL subjects is always a matter of quantity – HL subjects have more class-time scheduled and require more homework. In some subjects, there is also a considerable difference in terms of content and degree of difficulty. **Subject teachers and counselors and the relevant course outlines should be carefully consulted.**

### Course Requests and Changes

Since most Diploma courses are taught on a two year cycle, it is important that students select their courses carefully in order to minimize subsequent changes. The school offers a comprehensive support system to guide students and parents in making the most appropriate selection. Students talk with their teachers, counselors and Diploma coordinator and each student is advised about their selections.



Making sensible and realistic initial course choices that fit students, interests, abilities and future plans, is important since making changes at a later date may well preclude students from being able to study a course of their choice. This may be due to a number of factors including course availability, spaces available on courses and scheduling conflicts.

The protocol for course changes is outlined in full in the AISB Parent Student Handbook.

Course request is done in consultation with students, parents, teachers, and the student counselor. Returning students complete their course selection in early March. Students new to AISB usually complete their course selection in April and May before they arrive and take placement tests at their school organized by their counselors. and may require placement testing in English, mathematics, and world language at the time of enrollment. Students in Grades 9-10 typically take 8 full courses while students in Grades 11-12 take a minimum of 6 full courses. AISB tries its best to honor all course requests, but this is not always possible. Some students may have scheduling conflicts that require them to select a different course. Students must pass a course to progress to the next level of instruction.

Course changes are done within time limits and on a priority basis. Changing courses requires students to complete a form that can be obtained from the office. Returning students can not change their course selection until new students have made their course selection.

### Dropping / Adding a course

AISB works hard to communicate with students and parents to ensure that each student is registered in the most appropriate courses. Students may be able to change courses during the first ten days of the academic year, but the request is dependent upon academic considerations and class size. In exceptional circumstances, course changes may be considered beyond this point if recommended by the teacher.

## Placement of Students in Language Courses

The following table is provided to assist teachers in placing students in an appropriate language course. Each course is described through statements that explain the learning outcomes that students who complete the course with a grade 4 or above will be able to achieve by the **end** of the course. Teachers and Diploma Programme coordinators should ensure that, as far as possible, students are following the course that is most suited to their needs and that will provide them with an appropriate academic challenge.

Course	Receptive skills	Productive skills	Interactive skills
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<b>Language A: literature HL</b>  <b>Language A: language and literature HL</b>	<p>Understand virtually everything heard or read.</p>	<p>Communicate orally and in writing on complex subjects. Is clear, varied and flexible with language, using appropriate literary and/or linguistic terms.</p> <p>Produce clear, well-structured and detailed text on complex subjects, with coherent development of ideas.</p>	<p>Express ideas spontaneously, fluently and precisely, paying attention to nuances of meaning.</p>
<b>Language A: literature SL</b>  <b>Language A: language and literature SL</b>  <b>Literature and performance SL</b>	<p>Understand implicit and explicit meaning of a wide range of written and spoken texts, including literature.</p> <p>Undertake literary and textual analysis.</p>	<p>Communicate orally and in writing in an authentic and flexible manner.</p> <p>Produce clear, well-structured and detailed text, with coherent development of ideas.</p>	<p>Can interact fluently and authentically, although there could be some L1 (language 1) interference.</p>
<b>Language B HL</b>	<p>Understand complex recorded or spoken information on topics studied. Appreciate literary works in the target language.</p> <p>Understand complex authentic written texts related to the topics studied.</p>	<p>Communicate orally in order to explain in detail a point of view.</p> <p>Describe in detail and accurately experiences, events and abstract ideas and concepts.</p> <p>Produce clear texts where the use of register, style, rhetorical devices and structural elements are appropriate to the audience and purpose.</p> <p>Produce clear and convincing arguments in support of a point of view</p>	<p>Interaction flows coherently with a degree of fluency and spontaneity.</p> <p>Engage coherently in conversations in most situations.</p> <p>Demonstrate some intercultural engagement with the target language and culture(s).</p>
<b>Language B SL</b>	<p>Understand straightforward recorded or spoken information on topics studied.</p> <p>Understand authentic written texts related to the topics studied and using mostly everyday language.</p>	<p>Communicate orally in order to explain a point of view on a designated topic.</p> <p>Describe with some detail and accuracy experiences, events and concepts.</p> <p>Produce mostly clear texts where the use of register, style, rhetorical devices and structural elements are generally appropriate to the audience and purpose.</p>	<p>Interaction usually flows coherently but there may be some limitations.</p> <p>Engage in conversations on topics studied, and related ideas.</p> <p>Demonstrate some intercultural engagement with the target language and culture(s).</p>
<b>Language ab initio</b>	<p>Comprehend, both aurally and in writing, simple sentences and some more complex sentences related to the 3 themes and 20 topics.</p> <p>Understand simple authentic (adapted where appropriate) written texts and questions related to them in the target language.</p>	<p>Express events fairly accurately, both in writing and in speech, in the present, past and future tenses using a range of basic vocabulary and grammatical structures.</p> <p>Respond appropriately in speech to most questions on the 3 prescribed themes and 20 topics.</p> <p>Communicate in writing some information and ideas clearly in response to a written task.</p>	<p>Understand and respond clearly to some information and ideas within the range of the 3 prescribed themes and 20 topics.</p> <p>Engage in simple conversations.</p> <p>Demonstrate some intercultural competence by reflecting on similarities and differences between the target culture(s) and the student's own and providing some appropriate examples and information.</p>

World Languages teachers meet with students to review language pathways each year.



They share a [presentation](#) and students then make their selections.



# AISB IB Diploma Courses Overviews

The following courses are offered at AISB

More information on each course can be found on the [IB website](#) and in the Subject briefs on the hyperlinks below.

**NB: If course minimum enrollment requirements are not met, they will not run.**

## Group 1: Language and literature

- Language A: Literature [SL/HL](#)
- Language A: Language & Literature [SL/HL](#)

## Group 2: Language acquisition

- Language B [SL/HL](#) (French, German, Spanish)
- Language ab initio [SL](#) (French, German, Spanish; Mandarin (online through [Pamoja](#)))

## Group 3: Individuals and societies

- Business Management [SL](#) / [HL](#)
- Digital Society [SL](#) (online through [Pamoja](#))
- Economics [SL/HL](#)
- Geography [SL/HL](#)
- History [SL/HL](#)
- Philosophy [SL](#) (online through [Pamoja](#))
- Psychology [SL/HL](#)

## Group 4: Sciences

- Chemistry [SL/HL](#)
- Biology [SL/HL](#)
- Environmental systems and societies [SL/HL](#) ([new syllabus for 2024-25](#))
- Physics [SL/HL](#)
- Computer Science [SL/HL](#)

## Group 5: Mathematics

- Mathematics: Analysis & Approaches [SL/HL](#)
- Mathematics: Applications & Interpretation [SL/HL](#)

## Group 6: Arts

- Film [SL](#) (online through [Pamoja](#))
- Music [SL/HL](#)
- Theatre [SL/HL](#)
- Visual arts [SL/HL](#)



## Core

- [Creativity, activity, service \(CAS\)](#)
- [Extended Essay](#)
- [Theory of Knowledge \(TOK\)](#)

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