



of the International Baccalaureate Organization
The International School of Belgrade
Grades 11 and 12

A Guide for Parents and Students

THE DIPLOMA PROGRAM A GUIDE FOR PARENTS AND STUDENTS

ISB MISSION

ISB is a collaborative learning community that inspires, equips and empowers its students to succeed and contribute positively to society.

THE PURPOSE OF THIS GUIDE

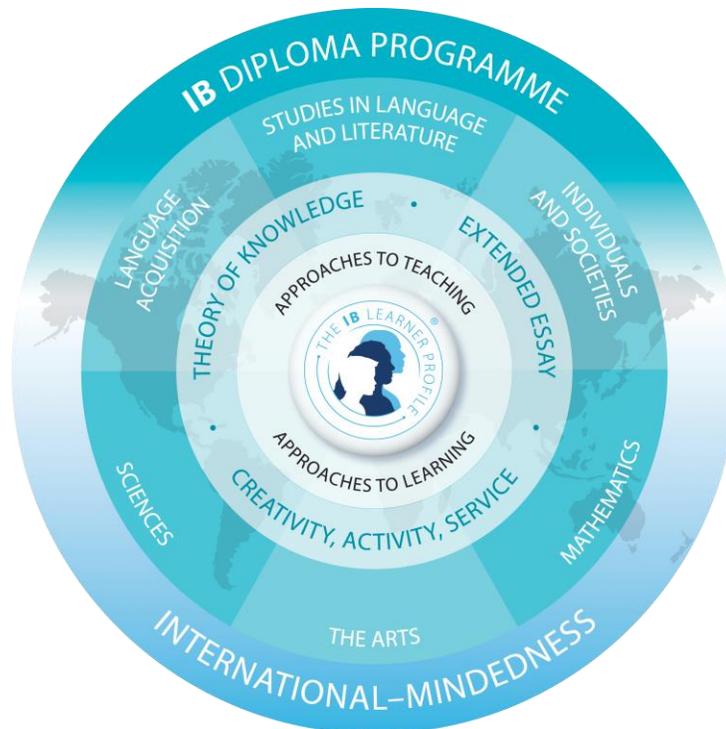
The purpose of this guide is to give students and parents information on the IB Diploma Program and its implementation at The International School of Belgrade.

The International School of Belgrade was authorized by the IBO to offer the Diploma Program in 2005, and the first ISB Diploma cohort of eight candidates graduated in 2007, with a 100% pass rate. (for more information about the the school averages, please see www.isb.rs)

AIMS OF THE DIPLOMA PROGRAM

- Provide an internationally accepted qualification for entry into higher education;
- Promote international understanding;
- Educate the whole person, emphasizing intellectual, personal, emotional and social growth;
- Develop inquiry and thinking skills, and the capacity to reflect upon and to evaluate actions critically

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IB DP program model

REQUIRED COURSES:

- 3 higher level (HL) courses – 240 hours during the program
- 3 standard level (SL) courses – 150 hours during the program

ISB DIPLOMA COURSES

Group 1 courses:

- English Language and Literature (SL/HL)
- Serbian Literature (SL/HL)
- School supported self-taught languages (SL)

Group 2 courses:

- English B (HL only)
- French B (SL/HL)
- German ab initio (SL)
- Spanish ab initio (SL) – online*
- Spanish B (SL/HL)

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Group 3 courses:

- History, option: Europe (SL/HL)
- Psychology (SL/HL)
- Economics (SL/HL) – online*
- Business and Management (SL/HL)
- Environmental Systems and Societies (SL)

Group 4 courses:

- Biology (SL/HL)
- Physics (SL/HL)
- Chemistry (SL/HL)
- Environmental Systems and Societies (SL)

Group 5 courses:

- Mathematics Analysis & Approaches SL
- Mathematics Analysis & Approaches HL
- Mathematics Applications & Interpretations SL

Group 6 courses:

- Visual Arts (SL/HL)
- Theatre (SL/HL)

Example of an IB DP package at ISB:

English Lang & Lit.	SL
French B	HL
Psychology	HL
Physics	SL
Mathematics	SL
Visual Arts	HL
Theory of Knowledge	

IB DIPLOMA PROGRAM CORE

- **Extended Essay** – is an IB culminating task that offers students the opportunity to investigate a topic of their own interest, in the form of a research paper up to 4000 words. The work on this task will lead to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. (from DP: From principles into practice, 2015)

- **Creativity, Activity and Service (CAS)** – CAS is assisting students to develop their own identities, in accordance with the ethical principles of the IB mission statement and the IB learner profile. CAS involves students in a range of activities alongside their academic studies throughout the Diploma. The three strands of CAS are **creativity** (exploring and extending ideas leading to an original or interpretive product or performance), **activity** (physical exertion contributing to a healthy lifestyle), and **service** (collaborative and reciprocal engagement with the community in response to an authentic need). CAS contributes to the IB mission to create a better and more peaceful world through intercultural understanding and respect. (from DP: From principles into practice, 2015)

- **Theory of Knowledge** – is a course that is essentially related to critical thinking and inquiry into the process of knowing rather than about learning a specific body of knowledge. It examines the nature of knowledge and how we know what we claim to know. It does this by encouraging students to analyze knowledge claims and explore questions about the construction of knowledge. TOK emphasizes connections between areas of shared knowledge and link them to personal experiences in a way that an individual become more aware of his/her own perspectives and how they might differ from others. (from DP: From principles into practice, 2015)

Taking an IB course online

The above mentioned IB online courses, are offered via Pamoja Education, accredited by the International Baccalaureate.

ISB offers a wide range of IB courses, but certain situations require students to take a course that ISB doesn't have in its regular offer, or there is a need to overcome a scheduling issue. In such situations, and in agreement with the student families, ISB enrolls students in the desired course with Pamoja Education, and they study using

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the online platform. Students progress in the course is closely monitored by the ISB Site-Based Coordinator.

Online courses that ISB students take are:

- Economics SL / HL
- Business and Management SL / HL
- Psychology SL / HL
- Spanish ab initio SL

ISB allows students to take one IB course online, during their Diploma years.

The cost of the online course is covered by the student's family.

For more information about online courses, please visit www.pamojaeducation.com.

IB LEARNER PROFILE

IB learner profile is an important aspect of IB World Schools, and ISB teachers and students work together on the development of the learner profile attributes, and strive to be...



"In my historical investigation, I need to be inquirer, communicate, and use a lot my thinking skills."

"...when performing on stage, I reflect on my previous performances, take risk with new movements and voices, and have awareness of my peers with whom I interact on stage."

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Approaches to Teaching and Learning in the Diploma Program

Teaching and learning in the Diploma Program engages students as inquirers and thinkers. While there are a wide range of teaching strategies used in the classroom, individual teachers and students have their preferred learning and teaching styles. The most important is that each student is actively engaged in classroom activities and that there is a high degree of interaction between students themselves, and the teacher.

Learning how to learn happens when:

- Students' prior knowledge is considered to be important;
- Learning occurs in context, and context is relevant;
- Students can learn collaboratively, and the learning environment is provocative;
- Students get appropriate feedback to support their learning;
- There is a culture of curiosity at the school;
- Students feel secure and their ideas are valued and respected;
- Students understand how judgments about learning are made, and how to provide evidence of their learning;
- Learning is engaging, challenging, rigorous, relevant and significant
- Students are encouraged in everything they do in school to become autonomous lifelong learners.

Approaches to Teaching are based on *inquiry*, focused on *conceptual understanding*, developed in local and global *contexts*, focused on effective teamwork and *collaboration, differentiated* to meet the needs of all learners, and are informed by *assessment (formative and summative)*.

Approaches to Learning are cognitive, metacognitive and affective skills students need as 21st century learners, and are grouped in ATL categories:

- Thinking skills
- Communication skills
- Social skills
- Self-management skills
- Research skills

(from DP: From principles into practice, 2015)

Academic Honesty at The International School of Belgrade

ISB values Academic honesty as one of the essential principles of its academic programs. Its foundations are grounded in the IB learner profile and Approaches to learning skills that enable students to learn and understand the importance of academic honesty in both their academic attitudes and life.

"In all their studies, students must demonstrate academic honesty and avoid any form of academic misconduct." (from the Academic honesty in the Diploma Programme)

ASSESSMENT

IB assessment is external and internal.

At the end of a two-year program, Diploma candidates will sit for the final IB exams at ISB, and their exams will be sent to the IB assessment center for external assessment and grading by the IB examiners.

Results for all DP candidates in the world is published on July 6, after which students will be issued an IB Diploma or an IB course certificate.

Throughout the two-year Diploma program at ISB, teachers will assess students for ISB and IB purposes, using the IB published criteria and rubrics.

The IB Internal assessments for school's offered subjects are done as part of the course work, and are assessed by the ISB teachers. Those Internal assessments will be later moderated by the assigned IB moderators, and will be included as component grades, in the overall IB 1 – 7 grade.

Regarding the school's reporting to families and students, ISB issues report cards 4 times a year, and to report grades, the school uses the IB 1 to 7 scale.

High school students are given credits on a semester basis (0,5 per semester), and their GPA will be reported on the report cards and the high school transcript. Students fulfilling ISB graduation requirements are graduating from ISB (both Diploma and non-Diploma candidates) with a High school diploma. (Please see the ISB HS profile for more information)

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Assessment procedures at ISB are explained in detail in the school's Assessment policy, and in each course syllabus for the Diploma subjects.
(please, visit www.isb.rs - under the Academics tab)

GRADE	DESCRIPTION
7 - Excellent	Student demonstrates excellent knowledge and understanding, including mastery of the difficult concepts, ideas and skills.
6 – Very Good	Student demonstrates very good knowledge and understanding, and the majority of the difficult concepts, ideas and skills have been mastered.
5 - Good	Student demonstrates good knowledge and understanding, and the main concepts, ideas and skills are successfully mastered. Some areas of weaknesses have been shown.
4 - Satisfactory	Student demonstrates adequate knowledge and understanding, with an overall reasonable performance, although some important areas of weaknesses have been shown.
3 - Marginal	Student demonstrates some knowledge and understanding, and the work is completed, but significant areas of weaknesses have been shown.
2 - Poor	Student demonstrates superficial knowledge. Work is usually completed, but lacks understanding of many important concepts, ideas and skills.
1 – Very poor	Student demonstrates rudimentary knowledge. Work is not completed, and there is no understanding of concepts, ideas and skills.

For any further information please contact the ISB DP Coordinator -
bsreckovic@isb.rs



**THE INTERNATIONAL SCHOOL OF
BELGRADE
IB DIPLOMA PROGRAM
Course Offerings
May 2021 Exam Session**

**Language A
School-Supported
Self-Taught (SL)
OR
Serbian A (SL, HL)**

**English A Language &
Literature (SL, HL)**

**English A -Language
& Literature
OR
English B (HL)**

**French B (SL, HL);
Spanish B SL/HL;
German ab initio (SL)
OR Spanish ab initio SL
online***

**History: option Europe
(SL, HL)**

**Business &
Management (SL / HL)**

Economics (HL/SL) * online

Psychology (SL, HL)

**Environmental Systems &
Societies (SL) / Group 3**

**Environmental Systems
& Societies (SL) / Group 4**

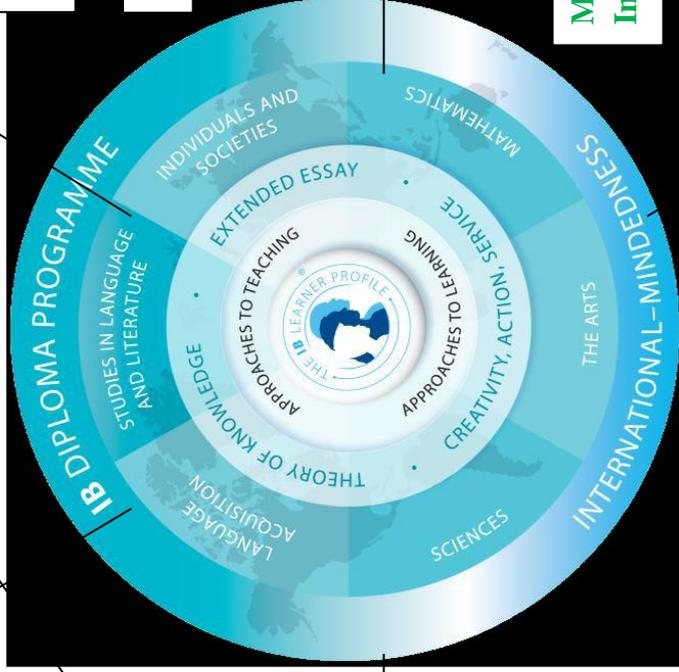
Biology (SL, HL)

Chemistry (SL, HL)

Physics (SL/HL)

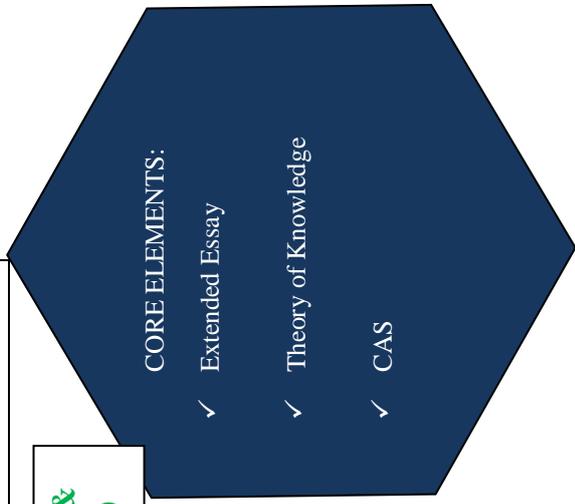
**Mathematics Analysis
& Approaches (SL, HL)**

**Math Applications &
Interpretations (SL)**



Visual Arts (SL, HL)

Theatre (SL, HL)



*online courses – IB accredited Pamoja Education, Oxford, UK