



Osaka International School
IB WORLD SCHOOL

***OIS International Baccalaureate
Diploma Programme:
Student and Parent Guide***

Peter Heimer, IBDP Coordinator
pheimer@senri.ed.jp

IB Office, Room 324
(3rd floor, corner room next to tennis court)

office direct dial: 072-727-5290

www.senri.ed.jp/ois/IBDP

DP grade descriptors

www.senri.ed.jp/ois/curriculum/IBDP_grade_descriptors/index.htm

Extended essay web pages

www.senri.ed.jp/OIS/IBDP/EE.htm

IBO public website

www.ibo.org

IBO university databases

www.ibo.org/country/

www.ibo.org/universities/listalluniversities.cfm

www.ibo.org/diploma/recognition/index.cfm

March 2009



Some information in this booklet comes from
International Baccalaureate Organization (IBO) sources,
particularly the IBO website – www.ibo.org – and the *Handbook of Procedures*.

Information contained here is subject to change.

Please refer to the IBO website
or contact the OIS IBDP coordinator for the latest information.

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Contents

IB diploma programme curricular hexagon model

I. Initial questions...and quick answers

- Is the IB diploma programme worthwhile?
- Is the IB diploma necessary?
- What do we do now?
- Do I want to be a diploma candidate or a certificate candidate?
- Which courses should I select?

II. International Baccalaureate Organization (IBO) overview

- IBO mission statement
- IBO facts and figures
- Diploma programme overview

III. Structure and requirements of the DP

- Alphabet soup
- Core of the diploma programme: CAS, Extended Essay, TOK
- Curricular hexagon: six DP subject groups, “breadth and depth”
- Completion of the diploma programme
- DP assessment and scores

IV. DP course details at OIS

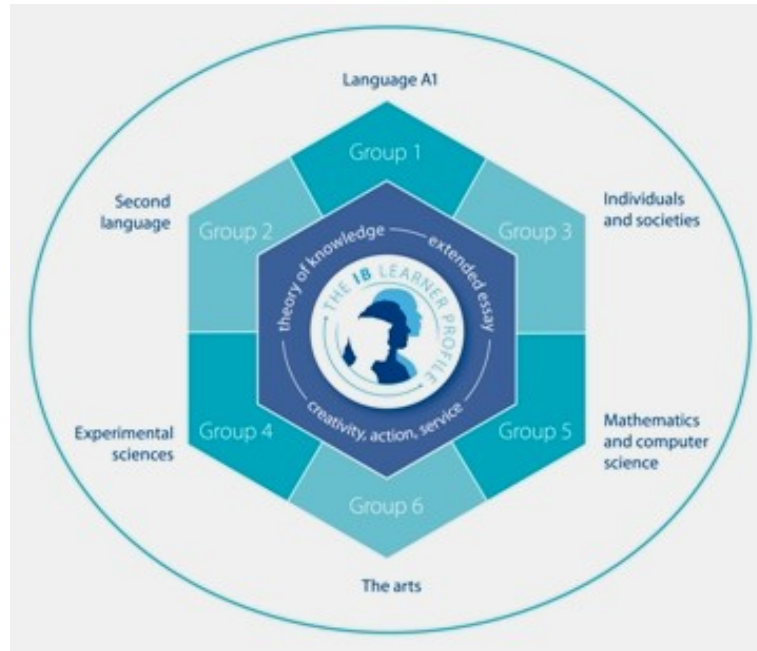
- DP course offerings at OIS
- DP exams at OIS
- Diplomas, certificates, OIS graduation
- Diploma or certificates?
- Choosing DP languages and levels
- Academic rigor and overload
- Sample diploma programmes for different kinds of students

V. University recognition of the IB diploma

- Prestige and worldwide recognition
- University recognition policies of the IB diploma
- How North American universities recognize the IB diploma
- Examples of DP recognition policies in the United States and Canada
- DP recognition in the United Kingdom
- DP recognition in Australia
- DP recognition in Japan

VI. Initial questions revisited: cautious encouragement

IB Diploma Programme Curricular Hexagon: Six Subject Groups, Three-Component Core



IB diploma programme offerings at OIS...

Core: Extended essay (EE), Theory of Knowledge (TOK), Creativity, Action, Service (CAS)

Group 1: Language A1: English

Group 2: Second Language: Japanese A2, Japanese B, Spanish Foundation

Group 3: Individuals and Societies: History, Information and Technology in a Global Society (ITGS)

Group 4: Experimental Sciences: Biology, Chemistry, Physics

Group 5: Mathematics and Computer Science: Mathematics, Mathematical Studies

Group 6: Arts and Electives: Visual Arts, Music, electives from groups 2 or 4

OIS International Baccalaureate Diploma Programme: Student and Parent Guide

I. Initial questions...and quick answers

Three general questions for parents and students

- Is the IB diploma programme worthwhile? *yes*
- Is the IB diploma necessary? *well, it depends...*
- What do we do now? *research, plan, decide, relax a little*

Two specific questions for students

- Do I want to be a diploma candidate or a certificate candidate? *You can start as a diploma candidate and change to a certificate candidate later, but not the other way.*
- Which courses should I select? *The IBDP coordinator, DP teachers, and your parents will advise you.*

II. International Baccalaureate Organization (IBO) overview

IBO 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 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.

IBO facts and figures

There are more than 2600 IB World Schools in over 130 countries with about 700,000 students. In the **IB Asia-Pacific** (IBAP) region, the IBO's fastest growing region, there are over 250 schools in 24 countries offering the IB diploma programme (IBDP). There are 14 **IBO World Schools in Japan**, 11 of which offer the diploma programme. IB schools in Japan, South Korea and Taiwan are members of the East Asia sub-region. ***OIS is the first school in this tri-nation region to offer all three IB programmes: Primary Years Programme (PYP), Middle Years Programme (MYP), and Diploma Programme (DP).***

Diploma programme overview

The IBO **diploma programme**, created in 1968, is an international pre-university course of study that leads to examinations. It is available in English, French and Spanish, and is designed for highly motivated students aged 16 to 19 in the final two years of high school.

The DP is a comprehensive, demanding academic experience that allows students to fulfill the requirements of their state or national education systems. The DP incorporates the best elements of national systems, without being based on any single one.

DP assessment is **critterion-referenced**: each student's performance is measured against well-defined levels of achievement. Scores reflect knowledge and skills relative to set standards applied equally to all schools. Academic judgments about candidates' work rests with over **5000 examiners** worldwide, led by chief examiners with international authority in their fields.

The DP curriculum aims to develop in students the ability to reason for themselves, rather than merely accumulate facts. It provides a thorough education in a broad range of subjects. It aims to enhance awareness of our common humanity, to encourage a sense of social responsibility, and to prepare students for higher education. It allows students the freedom to pursue their own needs and interests within a framework of a properly balanced education. It is both a structured programme that offers a strong general education and a flexible programme that acknowledges the particular interests of individual students.

III. Structure and requirements of the DP <http://www.ibo.org/diploma/>

Alphabet soup

SL <i>Standard level, 150 hours</i>	A1 <i>First language (English at OIS)</i>
HL <i>Higher Level, 240 hours</i>	A2 <i>Second language, advanced (Japanese at OIS)</i>
TOK <i>Theory of Knowledge</i>	B <i>Second language, intermediate (Japanese, Spanish)</i>
EE <i>Extended Essay</i>	PYP <i>Primary Years Programme</i>
CAS <i>Creativity, Action, Service</i>	MYP <i>Middle Years Programme</i>

Core of the diploma programme: CAS, Extended Essay, TOK

The **core** of the hexagon curricular model has three components: Creativity, Action, Service (CAS), the Extended Essay (EE), and Theory of Knowledge (TOK).

CAS

CAS helps promote education of the “whole person.” The CAS programme encourages students to participate in artistic pursuits, sports, and community service, fostering their appreciation of life outside the academic arena. OIS students spend several hours a week – over 150 hours total – on CAS activities.

Extended essay

The extended essay, with an upper limit of 4000 words, offers students the opportunity to investigate in depth a topic of individual interest and acquaints students with the independent research and writing skills expected at the university level. Students choose teachers as their supervisors and spend at least 40 hours – mostly during the grade 11 spring and summer – to complete the essay.

TOK

The TOK course explores the nature of knowledge across all disciplines, encouraging an appreciation of other cultural perspectives. At OIS, TOK is a seminar course, team-taught by DP teachers.

Curricular hexagon: six DP subject groups, “breadth and depth”

In addition to the core, the DP curriculum includes six subject groups. These groups are often depicted in a hexagon model with the core at its center. In addition to reviewing this document, please refer to the separate “A Basis for Practice: The Diploma Programme” (http://www.ibo.org/diploma/documents/basis_diploma.pdf) for even more details about the IBDP’s six subjects, TOK, CAS, and EE.

Students who want to earn an IB diploma, in addition to completing the core requirements, must study one course from each of the six groups. Of these six courses, at least three, but not more than four, must be studied at the higher level (HL) and the remaining two or three at the standard level (SL). This framework ensures a breadth of study while allowing students the flexibility to explore some subjects in depth.

HL courses require 240 hours of instruction and take two years to complete. SL courses require 150 hours. At OIS, some SL courses can be completed in one year in grade 11. These anticipated courses are History SL, ITGS SL, Mathematics SL and Math Studies SL.

Completion of the diploma programme

IB diploma candidates must complete all requirements in all areas to receive the coveted IB diploma. Worldwide, about 80% of students who attempt to obtain the IB diploma are successful. At OIS, since 1991, the success rate has been an impressive 97%.

DP assessment and scores

Final scores are awarded in each subject on a scale from 1 to 7, based on a combination of [internal assessment](#) and [external assessment](#). The highest total score possible is 45. Internal assessment is conducted by OIS subject teachers. External assessment covers subject-specific requirements – written and oral – and [final exams](#), and is conducted by over 5000 [outside examiners](#). Some OIS teachers are trained, experienced DP examiners.

7	<i>Excellent performance</i>	With 7 points possible in each of the 6 subjects, there are 42 subject points possible.
6	<i>Very good performance</i>	
5	<i>Good performance</i>	With 3 possible bonus points from EE and TOK, the maximum IB diploma score is 45.
4	<i>Satisfactory performance</i>	
3	<i>Mediocre performance</i>	
2	<i>Poor performance</i>	
1	<i>Very poor performance</i>	

TOK and Extended Essay “bonus points”

IB diploma candidates can earn up to 3 bonus points based on their combined TOK and EE grades. Both TOK and the EE are externally assessed and awarded the following grades.

A *Excellent* B *Good* C *Satisfactory* D *Mediocre* E *Elementary*

IV. DP course details at OIS

DP course offerings at OIS

Though a small school in student population, OIS offers a big-school range of DP subjects from which students – with the help of parents, teachers, counselors and the IBDP coordinator – can create diploma programmes that best suit their immediate needs and future plans.

The OIS diploma programme is academically rigorous and places heavy time demands on students. An OIS DP student must demonstrate self-discipline and responsibility in pursuit of the IB diploma. The effort, as all OIS IB diploma holders will tell you, is well worth it.

Please refer to the “at a glance” sheet for the DP course offerings at OIS, subject each year to slight change.

DP exams at OIS

All DP subjects lead to [externally assessed examinations in May](#) of each year. Grade 11 students who take History SL, ITGS SL, Mathematics SL or Math Studies SL as anticipated courses sit the exams for these subjects in May of their junior year. Exams for all other subjects are taken in May of the senior year. Completing one or two sets of exams in grade 11 is an important consideration.

Diplomas, certificates, OIS graduation

Must an OIS student study all six subjects, take TOK, participate in CAS, and write a 4000-word extended essay? *Yes, if he or she wants the IB diploma.*

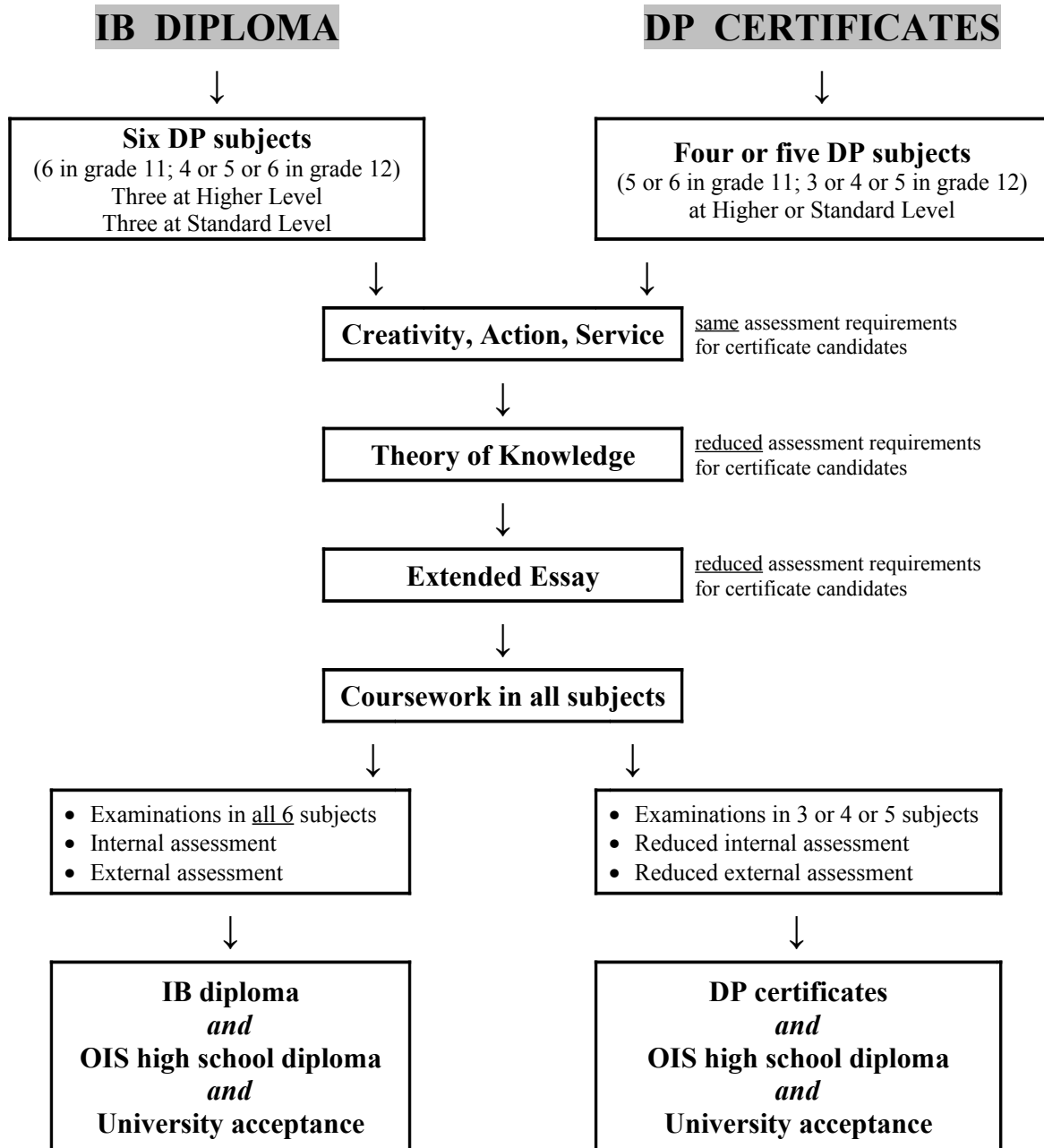
But because the IB diploma is not required for OIS graduation, OIS students can choose to study only some of the six subjects. Certificate candidates receive a DP certificate for each subject they pass.

To graduate from OIS, though, all students – diploma and certificate candidates – must, to some extent, study TOK, participate in CAS, and write the extended essay. TOK and EE assessment requirements are reduced for certificate candidates, primarily through lower word limits for essays.

Both the diploma and individual subject certificates are valuable items to list on university applications.

Diploma or certificates?

Two paths to an OIS high school diploma:



OIS graduation requirements

Students who do not intend to study for the IB diploma still must take at least five IB courses in grade 11. To fulfill *OIS graduation requirements*, certificate candidates need to take English in both grades 11 and 12, and a second foreign language, history or ITGS, a science course, and a math course in grade 11.

To be considered a full-time student in grade 12, a student must take either a combination of five DP and non-DP courses or four DP courses. Certificate candidates at OIS also must study in the TOK course, participate in CAS activities, and write a shorter version of the extended essay.

Choosing DP languages and levels

The study of languages, both a first language and a second or foreign language, is a significant part of the DP, reflecting the international flavor of the IB.

OIS tries to accommodate the language study needs and preferences of all our students. Because of the small size of the school, though, language offerings are limited.

Choosing which languages to study and at which levels can be confusing. Here is a description of the different levels of language study offered.

Group 1: language A1 (first language, mother tongue, best language)

Developing an understanding of the nature and value of one's own language and culture is fundamental for any educational programme claiming to be international. For language A1, OIS students study [English](#), some at SL and some at HL.

Group 2: second language (three levels)

The study of a second language promotes cultural understanding through language. Group 2 modern language courses emphasize language acquisition and usage. There are three group 2 language levels.

1. Foundation – *beginners*

Foundation courses are two-year language courses (SL only) for beginners, students who have little or no previous experience of learning that language. *OIS currently offers Spanish Foundation.*

2. Language B – *intermediate*

Language B courses occupy the middle ground of the group 2 languages continuum. They are for students who have had some previous experience – from 2 to 5 years – of learning the language. *Many OIS students study Japanese B, either SL or HL.*

3. Language A2 – *advanced*

Language A2 courses are designed for students with a high level of competence in the target language. A2 courses are based on the study of both language and literature. The focus is on the reinforcement and refinement of language skills, distinct from basic language acquisition. *Many OIS students study Japanese A2, either SL or HL.*

An IB diploma student who studies an A1 language and an A2 language, at SL or HL, or two A1 languages, receives a special “bilingual diploma.”

Other languages may be offered at the A2, B, or Foundation levels, subject to teacher availability. In recent years, Spanish B and Spanish Foundation have been our third language offerings.

Proper planning of second language study

Because DP language selection can be complicated, careful planning – including consultation with counselors, teachers, the OIS principal, and the IBDP coordinator – is necessary as early as ninth grade.

Academic rigor and overload

The IB diploma programme is very demanding and time consuming and not everyone who attempts it receives the diploma. About **80% of students worldwide** who attempt the diploma succeed in earning it. OIS students, with the help of their parents, teachers, counselor, and IBDP coordinator, should carefully consider the ramifications of attempting the full diploma programme. The IB diploma is not a requirement for OIS graduation.

There is some danger of students taking on too much work. The full diploma programme, combined with extracurricular activities like music, school productions, sports, and student council, makes for a heavy schedule. Students and parents need to be careful to avoid overload.

Important notes about anticipated courses

- Anticipated DP courses are standard level courses that are completed in the first year of the programme. DP regulations allow candidates to take up to two anticipated courses. OIS offers anticipated courses in groups 3 and 5 – history, ITGS, mathematics, and math studies.
- Anticipated courses are appealing because, by finishing one or two courses in grade 11, students have a less hectic schedule in grade 12.
- However, finishing a course in one year is demanding. “Accelerated” might be a better descriptor than “anticipated.” Anticipated courses meet five times a week, rather than the usual four, and require much homework. Thus, the grade 11 academic load is heavy.
- At OIS, to provide more time for anticipated coursework, parts of the history and maths DP curricula are introduced in the spring trimester of grade 10.

Outside examiners, missed deadlines, extracurricular activities

Because most DP assessment is conducted by outside examiners, there are many IB-set mailing deadlines. Also, internal school deadlines are set, staggered throughout the year, so that students do not have to complete so much DP work at one time. Missing deadlines may lead to loss of the diploma. To prevent this, if students miss deadlines, they may be withheld from extracurricular activities. Here is an example for grade 12: The first draft of the 4000-word extended essay (EE) is due in September and the final draft is due mid-November. If a student misses either deadline, he or she may not be allowed to take part in the all-school production, student council, sports, MUN or other after-school activities until the EE is turned in. **Also, the student may be withheld from DP registration, thus jeopardizing his or her diploma chances. Late registration fees may be charged to the student.**

Still, nearly all students who attempt the full diploma do not regret their efforts. Since the school’s start in 1991, 97% of all OIS students who have attempted to earn the IB diploma have succeeded, a superlative success rate.

- An e-mail message from an OIS graduate sums up the feelings of many OIS IB diploma holders...

From: *former OIS student who graduated from Oberlin College in Ohio, USA*
Sent: Wednesday, May 07, 11:41 AM
Subject: Re: congratulations

Thank you, and thank you to the entire OIS faculty. Not only am I graduating early, but I'm also a Phi Beta Kappa. I really, really, really couldn't have come this far without OIS and IB!!!

- An OIS graduate who went on to study at a prestigious music conservatory in London expressed how her knowledge and interests are much broader than those of her fellow students who focused only on music in high school. Though she sacrificed some of her practice time in order to complete all the homework for the DP, she has no regrets about studying for the diploma.

Sample diploma programmes for different kinds of students

The Scientist

Group	Higher level subject	Standard level subject
1: Language A1		English A1
2: Language A2, B, Foundation		Japanese B
3: Individuals and societies		ITGS (anticipated)
4: Experimental sciences	Chemistry	
5: Mathematics	Mathematics	
6: Arts and electives	Biology	
Extended essay, 4000 words		
CAS		
TOK		

The Linguist

Group	Higher level subject	Standard level subject
1: Language A1	English A1	
2: Language A2, B, Foundation	Japanese A2	
3: Individuals and societies	History	
4: Experimental sciences		Biology
5: Mathematics		Math Studies (anticipated)
6: Arts and electives		Spanish Foundation
Extended essay, 4000 words		
CAS		
TOK		

Diploma candidate (two anticipated courses in grade 11)

Group	Higher level subject	Standard level subject
1: Language A1	English A1	
2: Language A2, B, Foundation	Japanese A2	
3: Individuals and societies		History (anticipated)
4: Experimental sciences	Biology	
5: Mathematics		Mathematics (anticipated)
6: Arts and electives		Visual Arts, Option B
Extended essay, 4000 words		
CAS		
TOK		

Please note the heavy loads carried by 11th graders, especially those who take non-DP electives such as *multimedia* and a music class. These students have no unscheduled time on some days.

Certificate candidate (one non-DP music elective)

Group	Higher level subject	Standard level subject
1: Language A1		English A1
2: Language A2, B, Foundation		Japanese B
3: Individuals and societies		ITGS (anticipated)
4: Experimental sciences		Physics
5: Mathematics		Mathematics (anticipated)
6: Arts and electives		Visual Arts, Option A
Extended essay, 2000 words		Chorus (non-DP)
CAS		
TOK (reduced assessment)		

Certificate candidate (dropped science after grade 11; 3 DP courses and 2 electives in grade 12)

Group	Higher level subject	Standard level subject
1: Language A1	English A1	
2: Language A2, B, Foundation		Japanese B
3: Individuals and societies		History (anticipated)
4: Experimental sciences		Biology (11 th grade only)
5: Mathematics		Math Studies (anticipated)
6: Arts and electives	Music	
Extended essay, 2000 words		Wind Ensemble (non-DP)
CAS		Multimedia (non-DP)
TOK (reduced assessment)		

Certificate candidate (dropped visual arts after grade 11; 4 DP courses in grade 12)

Group	Higher level subject	Standard level subject
1: Language A1	English A1	
2: Language A2, B, Foundation		Japanese A2
3: Individuals and societies	History	
4: Experimental sciences		Chemistry
5: Mathematics		Mathematics (anticipated)
6: Arts and electives		Visual Arts (11 th grade only)
Extended essay, 2000 words		
CAS		
TOK (reduced assessment)		

Minimum course load

In grade 12, students must take a minimum of either **four DP courses** or **three DP courses and two non-DP elective courses**. Students can take up to two anticipated courses in grade 11.

Students can change their minds at the end of grade 11 (but they must be careful)

The final decision of whether or not to attempt to earn the IB diploma can be delayed until the end of grade 11. An 11th grade student could initially design a course of study with the diploma as a goal, and then change plans after grade 11 depending on her personal circumstances. A student could, for example, decide to drop a DP science course after grade 11 and still fulfill the [OIS graduation requirements](#) for science. But the student would then have to withdraw from the full IB diploma programme and become a certificate candidate. This is not unusual.

V. University recognition of the IB diploma

Prestige and worldwide recognition

In addition to its own [WASC](#)-accredited high school diploma, OIS offers the IB diploma. IB diploma holders are admitted to the most selective universities all over the world. The diploma programme has earned a reputation for rigorous assessment, giving IB diploma holders access to the best universities.

University recognition policies of the IB diploma

The IBO maintains a database of the IB diploma recognition policies of over 2600 universities in more than 132 countries. To view the IB diploma policy and contact information of a university, search the IBO database via any of these website addresses.

- www.ibo.org/country
- www.ibo.org/universities/listalluniversities.cfm
- www.ibo.org/diploma/recognition (Click on “scholarships.”)

How North American universities recognize the IB diploma

Understanding how the IB is recognized in North America is a primary concern for students, parents and counselors. Well over half of the students worldwide who graduate with IB credentials each year enter post-secondary institutions in the USA or Canada.

Many North American colleges and universities have exemplary IB recognition policies. Through their policies, these institutions show that they appreciate the IB student and the IB diploma programme.

For details about the IB diploma in the US, please read the document “Overview of IB in the United States” at www.ibo.org/ibna/documents/ibus.pdf or www.ibo.org/iba.

Examples of DP recognition policies in the United States and Canada

University of British Columbia, Canada

The IBO and UBC share a common vision – that global perspectives are key to education. That’s why so many IB diploma and certificate holders find success at UBC. In fact, of all the universities in the world, UBC is one of the top three choices for IB diploma graduates. At UBC, we are committed to helping IB students find the best way to qualify for admission, scholarships, and [first-year credit](#).

Princeton University, New Jersey, United States

Princeton recognizes the IB diploma and uses examination results for advanced placement purposes. A score of 6 or 7 on higher level examinations is normally accorded advanced placement recognition. You can use advanced placement in three ways: 1. to enter upper-level courses; 2. to fulfill foreign language requirements; 3. to become eligible for graduation in three or three and one-half years.

Bryn Mawr University, Pennsylvania, United States

Students earning the IB diploma are superbly prepared for Bryn Mawr. We offer a full year’s credit to any student with a score of 30 or above on the full diploma. The full IB is something more than the sum of its parts in a way that three or four APs are not. It ensures the elements of breadth, coherence, basic writing, research and analytic skills.

University of Southern California, United States

A transcript that reveals a student’s enrollment in IB courses serves notice to the admissions officer that the applicant is someone who accepts rather than avoids educational challenges.

University of California (Berkeley, Davis, Los Angeles, San Francisco, San Diego, Irvine, Santa Cruz, etc.)

Students completing the IB diploma with a score of 30 or above receive 30 quarter units (20 semester units) toward their UC undergraduate degree.

Harvard University

We value predicted IB results. However, results from DP examinations cannot substitute for our required admissions testing. All applicants must submit the results of the SAT I and three SAT II Subject Tests.

DP recognition in the United Kingdom

British universities accept the IB diploma as satisfying the general matriculation requirements for entry to all first degree courses and higher education institutions. All applications to British Higher Education institutions are handled centrally by the Universities and Colleges Admissions Service (UCAS). Applicants apply to UCAS between 1 September and 15 December of the year prior to entry.

UCAS, PO Box 28, Cheltenham, Glos., GL52 3ZA UCAS website: <http://www.ucas.com>

The University of Cambridge and The University of Oxford

The IB is highly regarded for entry to all subjects. Diploma candidates should expect to score at least 36 points for Cambridge and 38 points for Oxford to stand a realistic chance of acceptance, with scores of 6s and 7s in HL subjects.

DP recognition in Australia

The IB diploma is recognized by all major universities in Australia. Contact and recognition policy information can be found on the IBO website. Students should make direct contact with universities to check specific course and entry requirements. Some universities offer credit and advanced placement.

DP recognition in Japan

Most universities exempt IB diploma holders from having to take the National Center Examinations. Out of about 600 universities in Japan, over half offer special selection procedures for IB diploma holders. IB diploma candidates seeking admission to Japanese universities should contact admissions offices directly.

VI. Initial questions revisited: cautious encouragement

Is the IB diploma programme worthwhile?

Yes, without a doubt. And so, all students are encouraged to consider studying for the IB diploma.

Is the IB diploma necessary?

For graduation from OIS? No.

For admission to universities? Not necessarily. For some students the IB diploma may improve chances of admission to some universities in certain countries. It may help them earn scholarships and credits. For some students hoping to study in Europe, especially in the UK, the diploma may be required for university admission. And, yet, many OIS students have been accepted into the universities of their choice around the world without the diploma.

And so, students are cautioned to consider realistically their daily academic schedules, to weigh the importance of their extracurricular activities, to think carefully about their future plans, and to research entrance requirements of universities before choosing DP courses or feeling pressured into attempting the full diploma programme.

What do we do now?

The path to the IB diploma is not a path for everyone. It is demanding, time consuming, and stressful. So, please research and plan. Then make informed decisions.

- Think about whether or not you/your child should attempt the IB diploma.
- Learn more about the [IBDP in general](#) and the OIS DP in particular.
- Research universities to learn about entrance requirements and IB diploma recognition.
- Get advice from teachers.
- Tentatively decide which HL and SL subjects to take.
- Choose DP subjects by completing the pink OIS IBDP course planning sheet.
- Finally, relax a little; it will all work out.



Osaka International School

IB WORLD SCHOOL

OIS International Baccalaureate Diploma Programme

“at a glance”

Though small in student population, OIS offers a big-school range of IBDP subjects from which students, with the help of parents, teachers, counselors and the IBDP coordinator, can build diploma programmes that best suit their immediate needs and future plans.

The scope of DP subject choices at OIS allows students to tailor courses of study that fit their personal interests and goals. The OIS DP is academically rigorous and places heavy time demands on students. A DP student must demonstrate self-discipline and responsibility in pursuit of the IB diploma. The effort, as OIS IB diploma holders will tell you, is well worth it.

Here are the IBDP course offerings at OIS, subject each year to slight modification. To receive the IB diploma, students must pass one course from each of the six groups, three at higher level and three at standard level. Courses last two years, with the exception of some one-year anticipated courses as noted.

HL: higher level

SL: standard level

Group 1: Language A1

English A1 – HL, SL

Group 2: Language A2, B, Foundation

Japanese A2 – HL, SL

Japanese B – HL, SL

Spanish Foundation – SL

Group 3: Individuals and Societies

History – SL *grade 11, one-year course, anticipated*

History – HL *Japan, 1945 to 1995*

ITGS – SL *grade 11, one-year course, anticipated*

Group 4: Experimental Sciences

Biology – HL, SL

Chemistry – HL, SL

Physics – HL, SL

Group 5: Mathematics

Mathematics – HL

Mathematics – SL *grade 11, one-year course, anticipated*

Math Studies – SL *grade 11, one-year course, anticipated*

Group 6: Arts and Electives

Visual Arts – HL, SL

Music – HL, SL

elective – HL, SL *one other subject from Groups 2 or 4*

For more information, please:

- contact Peter Heimer, IBDP coordinator, 072-727-5290, pheimer@senri.ed.jp
- visit the IBDP page on the school website at www.senri.ed.jp/ois/IBDP
- visit the IBO website at www.ibo.org and www.ibo.org/diploma
- visit the IB office, room 324 (third floor, next to tennis court)

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