

Department of International Studies

IB Programme 2010-2012

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The Lyceum Alpinum Zuoz

Vision

The Lyceum Alpinum Zuoz is one of the leading international boarding schools in Europe. Our graduates study at leading universities throughout the world. They assume responsibility for themselves and their fellow human beings and contribute to successfully shaping the future. In order to meet these aspirations, we strive to continuously develop the quality of all the services we provide. As an ideologically independent school, we are guided by the values of individual creative endeavour, integrity and reliability as well as life-long friendship.

Mission Statement

We provide our students with an education which promotes intellectual, physical and emotional balance. We work to create a thriving international school community where young people from the Engadine and from around the world can build the foundations for fulfilling and purposeful lives. Inspired by the traditions of "The Spirit of Zuoz", our students forge bonds of friendship which last a lifetime and they develop the knowledge and skills needed to succeed as global citizens in a changing world.

Philosophy and Objectives

The Lyceum Alpinum Zuoz combines both respect for tradition and innovativeness. The "Spirit of Zuoz" determines the five key concepts, which also define the academic and pastoral aims of education at the Lyceum Alpinum Zuoz: Learning for Life, Self-Discipline, Commitment, Fair Play and Cosmopolitanism.

Learning for Life

Learning at our school is inspired by critical thinking, creativity and the determination of students to do their best. Teachers employ modern methodologies and thus help their students to acquire the ability to discover their own inner resources and to make use of the external resources available to them. Our students develop a wide range of skills and knowledge and thereby build a solid foundation for their educational futures. Thanks to the profound character development they experience, students can shape their lives successfully and responsibly.

Self-Discipline

Our students identify and develop their personal strengths through intensive interaction with their teachers and pastoral care staff. They also learn to realize and balance their weaknesses through determination and effort. Students gain the competence to appraise their own achievements in a spirit of healthy self-confidence but also of self-criticism, and to work towards meeting their goals. They develop into independent, balanced personalities, who radiate a love of life and whose actions are governed by a sense of responsibility.

Commitment

At our school, openness and honesty are the cornerstones for academic education, character development and community life. We are prepared to work hard, to demand the best of others and to lead our lives according to mutually binding values.

Our students, teachers and all other staff work towards this common goal with a sense of commitment and enthusiasm. We all share in the responsibility for creating a positive and successful school life for all members of school community.

Fair Play

Sport provides the opportunity not just for outstanding individual performance but promotes a sense of team spirit. Loyalty and tolerance towards others constitute vital components of our daily lives. Our students learn to stand up for themselves and to behave compassionately and respectfully towards less fortunate individuals. This strengthens the bonds within our school community and fosters life-long friendships.

Cosmopolitanism

Our school unites regional roots with internationality and worldwide open-mindedness. It brings together a host of different nationalities, cultures and value systems. This way of life demands from all members of our school community a high degree of respect, tolerance and cultural understanding. Our students should therefore grow up to become cosmopolitan, responsible citizens of the world.

The International Baccalaureate

The International Baccalaureate 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 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.¹

The aim of all IB programmes 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	Knowledgeable
Thinkers	Communicators
Principled	Open-minded
Caring	Risk-takers
Balanced	Reflective ²

What is the Diploma Programme?

The International Baccalaureate (IB) Diploma Programme is a challenging two-year curriculum, primarily aimed at students aged 16 to 19. It leads to a qualification that is widely recognized by the world's leading universities.

Students learn more than a collection of facts. The Diploma Programme prepares students for university and encourages them to:

- ask challenging questions
- learn how to learn

¹ IB Mission statement: <http://www.ibo.org/mission/>

² IB Learner Profile: <http://www.ibo.org/programmes/profile/>

- develop a strong sense of their own identity and culture
- develop the ability to communicate with and understand people from other countries and cultures.

What will I have to study?

The programme contains six subject groups together with a core made up of three separate parts. Students study six subjects selected from the subject groups. Normally three subjects are studied at higher level, and the remaining three subjects are studied at standard level.

All three parts of the core—Extended Essay, Theory of Knowledge and Creativity, Action, Service (CAS) — are compulsory and are central to the philosophy of the full Diploma programme. Certificate candidates do not have to complete these core requirements.



Extended essay

The extended essay has a prescribed limit of 4,000 words. It offers the opportunity to investigate a topic of individual interest, and acquaints students with the independent research and writing skills expected at university. (See below for more detail.)

Theory of knowledge (TOK)

The interdisciplinary TOK course is designed to provide coherence by exploring the nature of knowledge across disciplines, encouraging an appreciation of other cultural perspectives. (See below for more detail.)

Creativity, Action, Service (CAS)

Participation in the school's CAS programme encourages students to be involved in artistic pursuits, sports and community service work, thus fostering students' awareness and appreciation of life outside the academic arena. (See below for more detail.)

Academic Honesty

In becoming a student at the Lyceum Alpinum Zuoz you have already agreed with the school's philosophy and objectives.

At our school, openness and honesty are the cornerstones for academic education, character development and community life. We are prepared to work hard and to demand the best of others and to lead our lives according to mutually-binding values.

Our students, teachers and all other staff work towards this common goal with a sense of commitment and enthusiasm. We all therefore share in the responsibility for creating a positive and successful school life for all members of school community.

What does that mean for me in my academic studies?

Quite simply that you, like *all* students at the Lyceum Alpinum Zuoz, are expected to be completely honest in the way in which you carry out and present your work. This means that all parts of all your work, must either be your original work, or must be properly attributed. This is described in detail in the school's Academic Honesty policy, which is available in English and German on the Lyceum Alpinum Zuoz website. To help you, this document is much shorter and aims to give a sense of the main ideas and requirements.

How seriously do I need to take this?

Very. For the International Baccalaureate, Matura and Abitur programmes it is vitally important that you are academically honest. Failing to be academically honest is called *malpractice* and could, in the worst case, even lead to failure or exclusion from the exams. So, whilst this document and the policy it refers to aren't intended to be frightening, you do need to be very clear about your responsibilities. This will help you to avoid making mistakes and ensure that your own work really is that - completely your own.

What is malpractice, then?

Well, one example is *plagiarism*, that is the representation of the ideas or work of another person as your own. *Collusion* is another. This means supporting malpractice by another student, for example by allowing your work to be copied or submitted for assessment by another student. A third example might be *duplication of work*: this is the presentation of the same work for different assessment components and/or exam requirements. These examples show that any behaviour that gains you an unfair advantage or that unfairly affects the results of another student is not academically honest. So it's then easy to see that taking unauthorized material into an examination room, for example, misconduct during an exam itself, falsifying a CAS record or a Matura logbook are all also cases of malpractice and could bring serious consequences.

How can I use and build on other people's work legitimately?

Well you aren't working in a vacuum, so you must always be sure to acknowledge all the ideas and work of other persons, regardless of their source. This applies to *all* sources of information. With printed materials such as books and journals that may seem obvious, but it also applies, for example, to CD-ROMs, e-mail messages, websites and any other electronic media - they must all be treated in the same way as books and journals. Similarly, the sources of all photographs, maps, illustrations, computer programmes, data, graphs, audio-visual and similar material must be acknowledged, if they are not your own work. And don't think - even for a moment! - that just because something is available on the Internet that it can be used freely and without acknowledgement - it needs to be properly referenced in exactly the same way as something printed on paper.

What about when the teacher asks us to work together?

There are occasions, for example in language group orals or science practicals, when your participation in group work is entirely desirable and acceptable. This is *legitimate collaboration*. In such cases, you should play a distinct part so that it can be clearly seen how your contribution differs from that of others in the group. Any written work presented must be your own individual work, of course, as one student cannot do the writing for another - that would be an example of either collusion or cheating.

Are there any other examples of what I should be careful about?

Well, in addition to the things already mentioned above, this incomplete list also gives you some more examples of things *not* to do. There are obviously far more things to avoid than can be simply listed like this, so at the end of the day it's worth remembering that it's actually all about *fair play*.

NEVER	paraphrase another person's work without acknowledging the source
	falsify data for an assignment
	take unauthorized material into an examination or test - for example, don't take your own rough paper, your notes, your mobile phone, or any other electronic device other than a permitted calculator
	misbehave during an examination or test, including any attempt to disrupt the examination or distract another student
	exchange or in any way support, or attempt to support, the passing on of information that is related to the examination or test
	copy the work of another student
	refer to, or attempt to refer to, unauthorized material that is related to the examination or test
	fail to comply with the instructions of the teacher, invigilator or other member of the school's staff responsible for the conduct of an examination or test
	impersonate another student
	include offensive material in a script for reasons other than analysis or intellectual inquiry
	steal examination papers
	disclose or discuss the content of a final IB written examination paper with a person outside the immediate school community within 24 hours after the examination.

Is there anything else to remember?

The school wants you to enjoy your studies and wishes you well in all your exams. However, it also has responsibilities towards the examination bodies and has a duty to support you in ensuring academic honesty. The school therefore reserves the right to put extensive pieces of work such as Extended Essays, Matura-Arbeiten and Theory of Knowledge essays through a plagiarism checker.

The IB randomly checks candidates' work for plagiarism using a web-based plagiarism prevention service.

IB subjects

This overview is designed to help you make your choice of subjects for the final two years leading to the IB Diploma. Here are some points to bear in mind:

- Three subjects must be at Higher Level (HL) and three at Standard Level (SL)
- You must choose one subject from each of groups 1, 2, 3, 4 and 5. Your sixth subject can be Visual Arts or another subject from Groups 1 - 5. Using the table below, this means you must have one of each colour.
- Think about your plans for university. For example, if you want to study Medicine, you must study Biology and Chemistry at higher level, or if you want to study Economics, you should choose at least Mathematics Standard Level, and it is highly advisable for Business Administration too.
- Universities in certain countries e.g. Germany and Switzerland, have special requirements. For example, a science or mathematics must be studied at Higher Level, and a foreign language might have to be studied as a so-called 'A2 language'. University authorities in these countries do not recognize Mathematical Studies for admission purposes.

IB Subject Group	Subject
Group 1 First Language	English A1 - HL or SL German A1 - HL or SL Other "self-taught" language A1 - SL only
Group 2 Second Language	English A2 - HL or SL German A2 - HL or SL English B - HL or SL German B - HL or SL French B - HL or SL Spanish ab initio (beginner) - SL only
Group 3 Individuals and Society	Economics - HL or SL History - HL or SL
Group 4 Experimental Sciences	Biology - HL or SL Chemistry - HL or SL Physics - HL or SL
Group 5 Mathematics	Mathematics - HL or SL Mathematical Studies - SL
Group 6 Arts and Electives	Visual Arts - HL or SL or Another subject from groups 1 - 5.

Restrictions on choice of subject

The following subject combinations are not permitted (irrespective of whether at standard or higher level):

- Biology with Physics
- Visual Arts with Chemistry
- French B with Spanish ab initio
- Visual Arts and Physics SL

Group 1 – best language

Language A1

English and German are offered at standard level (SL) and higher level (HL).

Other languages are available as “self-taught” *Language A1* at standard level (SL) only.

This is a pre-university literature course in the student’s mother tongue or best language that:

- promotes an appreciation of literature and a knowledge of the student’s own culture along with that of other societies;
- offers the student the opportunity to read 11-15 works grouped by genres. Works are chosen from a broad list of prescribed authors and works representing different literary periods, genres and regions in the target language, as well as literature in translation (World Literature).

The course is assessed through both oral and written examinations that allow students to demonstrate:

- the ability to analyse critically and to comment upon both familiar and unfamiliar texts;
- the ability to express a personal and independent response to literature.

The IB provides a “self-taught” **Language A1** option for students with a language not normally taught at the school. We support students in this programme in the following ways:

- advice on choosing the reading list in accordance with IB requirements;
- full information on the requirements of the written and oral examinations;
- lessons in which students learn how to analyze and comment on texts;
- provision of a study guide to help students organize their work;
- assistance in finding a mother-tongue tutor, although we do recommend that students work with a tutor whom they already know, perhaps from their home country.

At the Lyceum Alpinum Zuoz we have helped students complete their A1 programmes in Arabic, Chinese, French, Indonesian, Korean, Russian, Romanian, Spanish, Turkish, and other languages.

Group 2 – second or foreign languages

Language A2

English and German at higher level (HL) or standard level (SL).

A language and literature course for bilingual speakers and for highly competent users of the target language. It gives students the opportunity to develop and refine their language skills and:

- includes an exploration of the culture(s) related to the target language;
- develops students’ ability to communicate clearly, fluently and effectively;
- enables students to engage in critical examination of a wide range of texts.

Language B

English, German, French at standard level (SL) or higher level (HL).

Language B is a foreign language course for students with two to five years' previous experience in learning the target language. The course:

- focuses on language acquisition and development in the four primary language skills: listening, speaking, reading and writing;
- develops language skills through the study and use of a range of written and spoken material, which extends from everyday oral exchanges to literary texts related to the culture(s) concerned.

Language ab initio (beginner)

Spanish Ab Initio at standard level (SL) only.

This is a foreign language course for students with little or no previous experience of the target language that:

- provides an opportunity for students to further their linguistic skills by taking up a second foreign language, or for students to learn a foreign language for the first time;
- concentrates on the acquisition of language necessary for practical communication in a variety of everyday situations;
- develops the four primary skills of listening, speaking, reading and writing;
- enables students to acquire a basic awareness of the culture(s) related to the language through the study of a core-syllabus and a language-specific syllabus.

Group 3 – individuals and societies**Economics**

This course is available at higher level (HL) and standard level (SL) and:

- promotes disciplined economic reasoning skills;
- enables students to apply the tools of economic analysis to situations and data, and to explain the findings clearly;
- provides an understanding of how individuals and societies organize themselves in the pursuit of economic objectives;
- enables students to evaluate economic theories, concepts, situations and data in a way that is considered, rational and unprejudiced;
- fosters international perspectives that feature a tolerance and understanding of the diversity of economic realities in which individuals and societies function.

There are five compulsory parts of the syllabus:

- introduction to economics,
- microeconomics,
- macroeconomics,
- international economics,
- development economics.

History

Offered at both higher level (HL) and standard level (SL), this course:

- promotes the acquisition and understanding of historical knowledge in breadth and in depth, and across different cultures;

- encourages an appreciation and understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations;
- develops in students an international awareness and understanding by promoting the achievement of, empathy with, and understanding of people living in diverse places and at different times;
- promotes a better understanding of the present through an understanding of the past, and an appreciation of the historical dimension of the human condition;
- develops in students an ability to use and communicate historical knowledge and understanding, and a lasting interest in history.

All students at higher level and standard level study the following prescribed subject:

- Peacemaking, peacekeeping — international relations 1918 - 36

All students study a selection of the following topics in twentieth-century world history:

- the causes, practices and effects of war;
- the rise and rule of single-party states;
- peace and cooperation: international organizations and multiparty states;
- the Cold War.

Students at HL also study the following region in depth:

- Europe (including Russia/USSR).

Group 4 – Experimental sciences

Biology

This course is offered at both higher level (HL) and standard level (SL).

The course is designed to introduce students to a body of knowledge together with the scientific methods and techniques that they will require in studying biology.

Students at SL study 6 core topics:

- statistical analysis,
- the chemistry of life,
- ecology and evolution,
- cells,
- genetics (1),
- human health and physiology (1).

Students at HL must study all of the SL core topics and in addition:

- nucleic acid and proteins,
- plant science,
- human health and physiology.
- cell respiration and photosynthesis,
- genetics (2),

At SL students also study two 15-hour options from the following:

- human nutrition and health,
- cells and energy,
- neurobiology and behaviour,
- ecology and conservation.
- physiology of exercise,
- evolution,
- microbes and biotechnology

At HL students also study two 22-hour options from the following:

- evolution,
- microbes and biotechnology,
- further human physiology.
- neurobiology and behaviour,
- ecology and conservation,

Chemistry

This course is offered at both standard level (SL) and higher level (HL).

The course is designed to introduce students to the theories and practical techniques involved in the composition, characterization, and transformation of substances. As the central science, the chemical principles investigated underpin both the physical world in which we live and all biological systems.

Students at SL study 11 core topics:

- quantitative chemistry,
- periodicity,
- energetics,
- equilibrium,
- oxidation and reduction,
- measurement and data processing.
- atomic structure,
- bonding,
- kinetics,
- acids and bases,
- organic chemistry,

Students at HL study these core topics:

- | | | | |
|------|----------------------------------|-------|--------------------|
| 1. | quantitative chemistry, | 2+12 | atomic structure, |
| 3+13 | periodicity, | 4+14 | bonding, |
| 5+15 | energetics, | 6+16 | kinetics, |
| 7+17 | equilibrium, | 8+18 | acids and bases, |
| 9+19 | oxidation and reduction, | 10+20 | organic chemistry, |
| 21 | measurement and data processing. | | |

Students at SL and HL must also study two options from:

- modern analytical chemistry,
- chemistry in industry and technology,
- environmental chemistry,
- further organic chemistry.
- human biochemistry,
- medicine and drugs,
- food chemistry,

At SL these are 15-hour options and at HL 22 hours each.

Physics

This course is offered at both standard level (SL) and higher level (HL).

The course is designed to introduce students to the laws of physics, the experimental skills required in physics, and the social, environmental, economic and historical aspects of physics as an evolving body of human knowledge about nature.

Students at HL and SL study eight core topics:

- physics and physical measurement,
- thermal physics,
- forces and fields,
- atomic and nuclear physics,
- energy, power and climate change.
- mechanics,
- waves,
- electrical current,

Students at HL study additional core topics:

- motion in fields,
- wave phenomena,
- quantum and nuclear physics,
- thermal physics,
- electromagnetic induction,
- digital technology.

Students at SL may choose two optional course topics from the following list as well:

- sight and wave phenomena,
- quantum physics and nuclear physics,
- electromagnetic waves,
- relativity and particle physics.
- astrophysics,
- communications,
- digital technology,

Students at HL may choose two optional course topics from the following list:

- astrophysics,
- electromagnetic waves,
- relativity,
- communications,
- medical physics,
- particle physics.

Students at SL are required to complete 40 hours of practical work, whilst students at HL are required to complete 60 hours of practical work.

Group 5 – Mathematics

Mathematics

This course is offered at higher level (HL) and standard level (SL).

The higher level (HL) course is for students who will continue to study mathematics or engineering at university, and for students who have a good background and genuine interest in mathematics and who enjoy meeting its challenges and problems.

Before entering the course, students should have a strong understanding of arithmetic, algebra, geometry, trigonometry and statistics.

All students must study seven core topics:

- algebra,
- matrices,
- statistics and probability,
- circular functions and trigonometry.
- functions and equations,
- vectors,
- calculus

Students also must complete one of the following four options:

- statistics and probability,
- series and differential equations,
- sets, relations and groups,
- discrete mathematics.

The standard level (SL) course provides students who will continue to study mathematics at university with a background of mathematical thought and a reasonable level of technical ability.

Before entering the course, students should have a good understanding of arithmetic, algebra, geometry, trigonometry, and statistics.

All students must study seven core topics:

- algebra,
- circular functions in trigonometry,
- vectors,
- calculus.
- functions and equations,
- matrices,
- statistics and probability,

Mathematical studies

This course is offered at standard level (SL) only.

The course is designed for students who do not anticipate a need for mathematics in their future studies. It develops the skills needed to cope with the mathematical demands of a technological society with an emphasis on the application of mathematics to real-life, everyday situations.

Before entering the course, students should have a good understanding of basic arithmetic, algebra, geometry, and trigonometry.

All students must study eight core topics:

- number and algebra,
- functions,
- statistics,
- introductory differential calculus,
- introduction to the graphic display calculator.
- sets, logic and probability,
- geometry and trigonometry,
- financial mathematics,

Group 6 – the Arts

Visual arts

This course is offered at both higher level (HL) and standard level (SL).

The course consists of two compulsory parts:

- Part A – studio work - practical exploration and artistic production
- Part B – research workbooks - independent critical research and analysis, visual and written, in more than one culture

The course:

- provides students with the opportunities to make personal, socio-cultural and aesthetic experiences meaningful through the production and understanding of art;
- exemplifies and encourages an inquiring and integrated approach towards visual arts in their various historical and contemporary forms;
- promotes visual and contextual knowledge of art from various cultures;
- enables students to learn about themselves and others through individual and, where appropriate, collaborative engagement with the visual arts.

There are core elements in common to each course at HL and SL:

- introduction to art concepts, criticism and analysis;
- acquisition of studio technical and media skills;
- relation of art to socio-cultural and historical contexts.

The higher level (HL) course is for the specialist visual arts student with creative and imaginative abilities, who may wish to pursue the visual arts at university or college level. It requires study and research in greater depth and the production of more pieces.

Language levels and your IB course

This table will give you some idea of your language skills at the end of your IB course. Abilities in the four skills - Listening, Speaking, Reading and Writing - are described in terms of what you can do in the language.

Level	Listening/Speaking	Reading	Writing
Level 5 English and German A2	I CAN advise on or talk about complex or sensitive issues, understanding colloquial references and dealing confidently with hostile questions.	I CAN understand documents, correspondence and reports, including the finer points of complex texts.	I CAN write letters on any subject and full notes of meetings or seminars with good expression and accuracy.
Level 4 English, French and German B	I CAN contribute effectively to meetings and seminars within own area of work or keep up a casual conversation with a good degree of fluency, coping with abstract expressions.	I CAN read quickly enough to cope with an academic course, to read the media for information or to understand non-standard correspondence.	I CAN prepare/draft professional correspondence, take reasonably accurate notes in meetings or write an essay which shows an ability to communicate.
Level 3 Minimum level for starting a Language B programme	I CAN follow or give a talk on a familiar topic or keep up a conversation on a fairly wide range of topics.	I CAN scan texts for relevant information, and understand detailed instructions or advice.	I CAN make notes while someone is talking or write a letter including non-standard requests.
Level 2 German and Spanish <i>ab initio</i>	I CAN express opinions on abstract/cultural matters in a limited way or offer advice within a known area, and understand instructions or public announcements.	I CAN understand routine information and articles, and the general meaning of non-routine information within a familiar area.	I CAN write letters or make notes on familiar or predictable matters.
Level 1 German and Spanish <i>ab initio</i>	I CAN express simple opinions or requirements in a familiar context.	I CAN understand straightforward information within a known area, such as on products and signs and simple textbooks or reports on familiar matters.	I CAN complete forms and write short simple letters or postcards related to personal information.

This is what the IB says officially about the different courses: Language A2, Language B and Language *ab initio*:

Language Ab Initio

The language *ab initio* courses are language learning courses for beginners, designed to be followed over two years by students who have **no previous experience** of learning the target language. The main focus of the courses is on the acquisition of language required for purposes and situations usual in everyday social interaction. Language *ab initio* courses are only available at standard level. Language *ab initio* courses aim to develop a variety of linguistic skills, and a basic awareness of the culture(s) using the language, through the study of a core syllabus and language-specific syllabuses.

Language B

Mostly available at both higher and standard levels, the language B courses occupy the middle ground of the group 2 modern languages spectrum and are language learning courses for students with **some previous experience** of learning the target language. The main focus of these courses is on language acquisition and the development of skills considerably beyond those expected of an *ab initio* candidate, up to a fairly sophisticated degree at higher level. Language B courses give students the opportunity to reach a high degree of competence in a language and explore the cul-

ture(s) using the language. The range of purposes and situations for which and in which the language is used extends well beyond those at *ab initio*, to the domains of work, social relationships, and the discussion of abstract ideas, for example. The types of language needed for these purposes and situations are more refined.

Language A2

The language A2 courses, at the upper end of the spectrum, are designed for students with an already **high level of competence** in the target language. Language A2 courses are based firmly on the study of both language and literature. The main focus of these courses is on the reinforcement and refinement of language skills, as distinct from language acquisition. Students will also be given the opportunity to explore the culture(s) of the language, and to make connections between other languages and cultures with which they are familiar. They will thus be able to use the language for purposes and in situations involving sophisticated discussion, argument and debate. The language A2 courses are available at both higher level and standard level.

Creativity - Action - Service (CAS)

Definition of CAS

CAS is Experiential Education (i.e. learning from experience).

Aims / Learning Outcomes of CAS

To help the personal development of students with regards to:

- becoming reflective thinkers and increasing their awareness of their own strengths and areas for growth.
- accepting new challenges and roles for themselves.
- planning and initiating activities in their various communities.
- working collaboratively with others.
- showing perseverance and commitment.
- engaging in issues of global importance.
- considering the ethical implications of their actions.
- developing new skills.

CAS and the International Baccalaureate Diploma Programme

The CAS Programme is a central part of the IB Diploma Programme. Its goal is to involve students in real, purposeful activities that provide personal challenges and opportunities for consideration and reflection on their personal learning. The activities which are undertaken by the students should supplement and counter-balance the demanding academic requirements of the IB Diploma Programme.

Requirements of the CAS Programme

The CAS Programme is made up of three elements: Creativity, Action and Service. Students must engage themselves in a minimum of 150 hours of activities across the three elements of CAS. This equates to roughly 50 hours of activities within each element. Although there are three elements to the CAS Programme, it is the development of the whole individual that is the ultimate goal. Therefore, each student's CAS Programme should not be an attempt to count and fulfill their hours, but to engage themselves in truly worthwhile activities that will benefit their personal development.

CAS Activities

There are many different kinds of acceptable CAS activities. This is where each student is able to draw on their own interests, skills and hobbies to find activities which best suit them. The most rewarding experiences that students have often come from activities that involve the community outside the school, whether that be locally here in Zuoz, at the national level in Switzerland, or globally.

Creativity - drama, music, artwork, sculpture, writing, organization of events, etc.

Action - team sports, individual sports, hiking, biking, dance, yoga, etc.

Service - social unpaid service to the community (not for the family or a company), volunteering at a Kindergarten, helping at a home for disabled individuals, raising funds/awareness for help organizations, projects that help maintain or improve the environment.

CAS Programme Evaluation

A main aspect of the CAS Programme is for students to become independent and responsible, plan and initiate their own activities, and keep records of the process which they go through. The most successful CAS student will utilize reflection at all stages of their activities: setting goals and objectives at the beginning of an activity, reviewing these goals and their progress during the activity and a final summative reflection at the end of the activity.

In order to ensure a successful CAS activity, students must keep an accurate record. The Lyceum Alpinum Zuoz's CAS Programme record keeping is done with an online service developed for and by previous IB Students called ManageBac.

At the start of the school year, students will have an introduction to the CAS Programme and will receive instruction on how to use the website: <http://lyceumalpinum.managebac.com>

Throughout the two years that students are a part of the CAS Programme they must demonstrate weekly commitment to their activities and reflection.

For each of the **eight learning outcomes**, students must also submit evidence of their personal development. This evidence can come in many forms, whether it be newspaper clippings, pictures, journal entries, websites, etc. Only with this evidence and answering the final reflection questions will a student's CAS activity be ready for the Supervisor to evaluate.

Supervision of CAS Activities

All CAS Activities must be supervised by an adult who is responsible for helping the student reflect on their activities. When an activity is completed, the student's supervisor will need to fill out an online response based on the student's performance.

The supervisor is ultimately responsible for reporting the number of hours the student has satisfactorily completed for that particular project. The supervisor may assign all completed hours to one area of CAS (Creativity, Action or Service) or they may split the total number of hours between two or all three of the areas. This should be done according to the goals and feedback from the CAS Coordinator at the beginning of the activity. A short paragraph summarizing the students' performance completes the supervisor's duty.

If at any time during the activity the supervisor should become displeased with the student they are encouraged to speak with the CAS Coordinator directly.

You should plan to end all of your CAS activity by the end of 2011 so that you can then focus on exams.

Contact: Mr Davidson, CAS Programme Coordinator, tavis.davidson@lyceum-alpinum.ch

The Extended Essay

The Extended Essay is the largest piece of work you will have to produce for your IB Diploma. It should be between 3,500 and 4,000 words (absolute maximum).

The essay is an in-depth study of a limited topic within a subject - ideally one that you are already studying. We recommend you choose to write an essay in: Economics, Biology, Chemistry, Language A, Language B, History, or Visual Arts. There are other areas and, although it is not a regulation, it is better to choose a subject you are studying. Because it involves a lot of work - approximately 40 hours on average – you must get it finished quite early so that you have time for other coursework and to revise for the exams.

First ask a teacher to help you find your topic and plan your essay. This teacher is called your Extended Essay (EE) supervisor. He or she will also give you the information you need about the structure of the essay and the standard of work you will need to produce to get a good grade. Ask to see some “model” essays written by other students.

Once you have decided on your topic and, most importantly, your Research Question (RQ), you can get down to work. Most of your time will be spent carrying out research as you try to build an argument to support an answer to your RQ. This involves gathering evidence in the form of data or what authorities on the subject have written about it. You will have to read books from the library, study articles on the Internet, conduct surveys or perform experiments (science). The diagram in the IB Extended Essay guide, *The Research and Writing Process*, will give you some idea of what is involved.

How is an extended essay graded and how many points could it give me?

- Your essay will be marked by an external IB examiner, who will judge your essay in accordance with two sets of criteria: the General Assessment Criteria and the Subject Specific Criteria. You will receive information based on these IB publications from your supervisor.
- Grades for the Extended Essay are given in combination with the grade for Theory of Knowledge. You can gain up to 3 extra points for the Extended Essay plus Theory of Knowledge, depending on how good your work is in both.
- To get the IB Diploma you must succeed in both the Extended Essay and the Theory of Knowledge

Theory of Knowledge

The Theory of Knowledge (ToK) requirement is central to the educational philosophy of the Diploma Programme.

It offers students and their teachers the opportunity to:

- reflect critically on diverse ways of knowing and on areas of knowledge

- consider the role and nature of knowledge in their own culture, in the cultures of others and in the wider world.

In addition, it prompts students to:

- be aware of themselves as thinkers, encouraging them to become more acquainted with the complexity of knowledge
- recognize the need to act responsibly in an increasingly interconnected but uncertain world.

As a thoughtful and purposeful inquiry into different ways of knowing, and into different kinds of knowledge, ToK is composed almost entirely of questions. The most central of these is “How do we know?”

It is a stated aim of ToK that students should become aware of the interpretative nature of knowledge, including personal ideological biases, regardless of whether, ultimately, these biases are retained, revised or rejected.

ToK also has an important role to play in providing coherence for the student as it transcends and links academic subject areas, thus demonstrating the ways in which they can apply their knowledge with greater awareness and credibility.

Some basic facts:

1. You must write one essay for Theory of Knowledge and it is probably the most intellectually demanding essay you will have to write as an IB student.
2. Your essay must be about one of the 10 topics set every year by the IB (you will receive a list of topics from your ToK teacher). It is between 1,200 and 1,600 words (absolute maximum with no exceptions).
3. You are not allowed to change the topic in any way.
4. The essay is marked by an IB examiner, not by your teacher.
5. Writing a ToK essay is a process. You cannot write a good essay in one evening the day before the deadline. You will be able to discuss your ideas with your teacher and produce various drafts before the finished essay is ready to be sent to the examiner.
6. Your teacher will give you examples of ToK essays to read and to assess using the IB criteria for grading an essay. Be sure you are familiar with the IB criteria and use them to assess your own essay.
7. There is also an internally assessed presentation in the course.

Overview of Assessment at the Lyceum Alpinum

Grades, report cards, promotion and examinations

The two-year IB Diploma course at the Lyceum Alpinum Zuoz is subject to the Internal Promotion Regulations.

Grades

In the IB programme grades range on a scale from 1 to 7:

- Grade 7 = Excellent performance
- Grade 6 = Very good performance
- Grade 5 = Good performance
- Grade 4 = Satisfactory performance

Grade 3 = Mediocre performance
 Grade 2 = Poor performance
 Grade 1 = Very poor performance

As a critically-thinking IB student you are already asking: "What do you mean by 'satisfactory'? What does 'mediocre' mean to you?" One of the great things about the IB for both students and teachers is that all of these terms are described in great detail in the so-called "Assessment Criteria". Teachers and examiners use these criteria to evaluate the quality of students' work and finally to give grades. Your teachers are required to give you this information and to help you understand how the criteria relate to your work so that you can see where you have to make improvements to get better grades.

Each grade, however, can be expressed in a generalized way for each subject. For example, in Biology, Chemistry and Physics a Grade 5 is described like this:

Displays broad knowledge of factual information in the syllabus. Shows sound understanding of most concepts and principles and applies them in some contexts. Analyses and evaluates quantitative and/or qualitative data competently. Constructs explanations of simple phenomena. Solves most basic or familiar problems and some new or difficult quantitative and/or qualitative problems. Communicates clearly with little or no irrelevant material...

Semester grades and end-of-year promotion

During each semester your teachers will ask you to complete various assignments such as essay writing, preparing a presentation or completing write-ups of laboratory work. They will also give you tests to do in class time. These tests come in many forms: essays, problem solving (e.g. Maths), text interpretation, short-answer questions, multiple-choice quizzes, etc. You will receive grades for these and these grades finally decide if you will be allowed to continue your IB course right up the Diploma examinations.

The rules about this process are contained in the "Promotion Regulations" - you will receive a copy of this document and it is vital that you understand everything in it. Putting it very simply, you must get an average of at least grade 4.5 in your Higher Level subjects, and an average of 4 in your Standard Levels. These are not difficult averages to achieve, but a target you can easily miss if a minimum pass is your aim. For obvious reasons, it is always best to aim high.

Scolvis

This is the name of the computer programme used to store students' grades and to work out averages. Teachers enter their grades in Scolvis after they have marked each test. This means your teachers and boarding house staff can see how you are progressing in your studies and discuss this with you and your parents, as necessary.

Report cards

You and your parents receive four report cards each school year:

1. Mid-Semester Report in November
2. End-of-Semester in February
3. Mid-Semester Report in April
4. End-of-Semester Report and Promotion Certificate in July

The Report Cards are issued after Grade Conferences at which teachers discuss students' performance in all subjects areas.

IB1: end-of-year exams

At the end of Year 11 (DIS5) students take examinations in all their subjects. The results are important as they form 50% of your grade for the 2nd Semester and therefore have a huge impact on your final averages for promotion. Teachers will give you full details about the kind of questions you can expect and you will also practice doing similar questions in class.

IB2: mock exams

In the second half of the final year, IB students sit mock exams at the school. These exams are almost exactly like the finals and are designed to give you a taste of the real thing. They will be marked to IB standards, and will show you where to focus your preparation.

IB Diploma examinations

These are what it's all about. The final written exams for the IB Diploma take place in May of the second IB year (grade 12). Roughly speaking, the final grades are worked out approximately as follows:

Written exam:	70% of final grade
Internal Assessment (coursework):	30% of final grade

The written exams are designed by IB examiners and sent to the school. Your teachers do not know exactly what's going to be in the questions they ask, but they do know how to prepare you for the types of question in the exams.

The Internal Assessment includes things such as oral exams in languages, projects in Maths and History, commentaries in Economics, lab reports in Biology, Chemistry and Physics. This work has to be done independently but supervised and marked by your teachers. These marks are also checked by IB examiners. Your teachers will give you all the details about coursework, including the deadlines. You must meet the deadlines.

IB results and diplomas

Exam results come out on 5 July and you can see them yourself on a password protected website from 6 July. Successful candidates will receive the official IB Diploma or certificates in September.

English as a Second Language (ESL)

Testing and Assessment

If you are entering at the beginning of the school year, within four weeks of enrolment, the ESL Coordinator will administer an English Language Test if you are of a non-English language background, and will communicate the results and support services available to both parents and teachers. If you are entering after the school year has begun, the assessment and notification to parents will occur within 2 weeks.

Students who need help with their English will be supported through the ESL programme as long and as much as is necessary.

Help for ESL Students

The ESL curriculum provides for the development of the four language skill areas of listening, speaking, reading, and writing, with emphasis given to academic language. Student performance in the ESL programme is monitored by a variety of methods such as report cards, test scores, informal observation, and discussions with classroom teacher(s), parents, and the students themselves, although it is not separately graded.

Private lessons can be arranged throughout the school year and progress with your tutor is monitored by the ESL Coordinator.

The ESL Coordinator is available to assist students who need extra help with their English language. It is in room 307 and you can book private lessons, or just to receive on-the-spot help with English language question. You can receive assistance and guidance on how to strengthen your English skills. Worksheets and resources are available, as well as, readers, novels and grammar books.

Contact: Mr Brunjes, ESL Coordinator, justin.brunjes@lyceum-alpinum.ch

College and Career Counselling

The Lyceum Alpinum has a unique and diverse student body. Almost 100% of graduates each year begin degree courses at college or university in Switzerland, Germany, Britain, the United States, Canada or Australia, for example. Dr. Curt Schmitt is the College Counsellor. Together with boarding house staff and teachers, as well as independent counsellors and advisors, he helps students to make the right choice for their future.

Helping students to make the right choice

The Lyceum Alpinum has a close partnership with ISCO (www.isco.org.uk), a not-for-profit organisation founded to provide careers education and guidance. Overseen by Mrs Julia Watson, ISCO organises the annual Morrisby Test, an aptitude test, which helps students to identify their strengths and potential career paths. The test is taken at the Lyceum Alpinum during the Inter-Disciplinary Week and Julia Watson discusses the results in depth with students the following February. The Morrisby Test can be taken in both German and English.

The Lyceum Alpinum also recommends the Institut für Angewandte Psychologie (www.iapzh.ch) in Zurich, which offers a variety of aptitude tests as well as careers counselling for students.

Moreover, students are strongly encouraged to speak to their parents, friends, boarding house staff and teachers to formulate ideas about their own future. Events organised in Zuoz by the Forum Alpinum, as well as the college counselling events (see Events) are also key opportunities to find out about different careers and university degrees all over the world. During the course of their penultimate school year all Year 11 students (Abitur, IB and Matura) are asked to contact the college counsellor to draw up a plan for university applications.

Contact: Dr Schmitt, College Counsellor and Admissions Officer, curt.schmitt@lyceum-alpinum.ch

Standardised Tests

The Lyceum Alpinum is a test centre for the following internationally recognized standardised tests:

1. ACT (www.act.org)
2. SAT (www.collegeboard.com)
3. IELTS (www.britishcouncil.org)

Students who are interested in studying in the United States are strongly advised to take the ACT and/or the SAT at the school. Ideally, students will make more than one attempt at these tests, so it's best to get some experience with them early in the IB1 year. There are special tutorial groups in English and Maths to help students prepare for these tests, check out the 'Standardized Tests' bulletin board across the hall from the Administration Office for important information.

IELTS is an English test which is now recognised by higher education institutions all over the world, and is often necessary for students whose first language is not English. It is best taken in the autumn of the IB2 year. Because IB graduates often have studied for at least 2 years in English an IELTS test may not be necessary depending on the university. Be sure to check the admission guidelines of the universities you would like to attend to see if you need to take this test.

Test dates offered at the Lyceum Alpinum Zuoz school year 2010-11

ACT:

October 23, 2010
December 11, 2010

SAT:

October 9, 2010
November 6, 2010 (Subject Tests only – Languages with listening option)
June 4, 2011

IELTS:

November 27, 2010

For more information see the Lyceum Alpinum Zuoz website under: "School and Boarding" → "College Counselling" → "Deadlines and Tests".

Contact: Mr Brunjes, ESL Coordinator, justin.brunjes@lyceum-alpinum.ch rm. 307 in Kleinhaus

Important Dates for your IB Diploma course / Examination Session May 2012

September 2010	Confirmation of IB subjects studied
October 2010	ISCO Morrisby Career Test with Julia Watson Extended Essay briefing Study-career planning
January 2011	Semester 1 ends, Teachers' Conference and reports

February 2011	Have found an Extended Essay supervisor and area.
April 2011	Extended Essay area and question finalised Extended Essay Contract (subject choice, supervisor, deadlines)
July 2011	End-of-Year Examinations, Promotion Conference, Reports IB Diploma May 2012 Registration
November 2011	Extended Essay final version completed
December 2011	ToK Essay e-coursework (essay) completed CAS activity complete
January 2012	CAS Programme final summary report complete
March 2012	IB Mock Exams
May 2012	IB Diploma exams
July 2012	Issue of IB Diploma results

The DIS Office

Christopher Baxter, Head of International Studies

- Operational management of the DIS
- Coordinates and oversees the work of IB Coordinator and ESL Coordinator
- Overall responsibility for IB Diploma programme
- Student admissions to international programmes
- Communication with IB, the Council of International Schools (CIS), European Council of International Schools (ECIS) and the Swiss Group of International Schools (SGIS)
- Curriculum management and timetable planning
- Staff recruitment, induction and professional development
- Advises school management and administration on the operation and policies of the department

Cristina Cavalli, IB Coordinator / DIS Administration

- IB Diploma Coordinator
- Assists Head of DIS
- Communication between the Lyceum Alpinum Zuoz and the IB
- Organisation and administration of IB Internal Assessment and External Assessment
- Information to DIS teaching staff, students and parents
- Coordinates information flow between the DIS and other Lyceum departments
- Manages SCOLVIS data
- Records minutes at grade conferences
- Organisation and coordination of summer school courses

Justin Brunjes, ESL Coordinator

- Coordinates learning support for DIS students, especially in English language
- Assessment and placement of new students
- Production of information material for students
- Administration support

Tavis Davidson, CAS Coordinator

- Implementation and development of IB Diploma CAS programme
- Instruction and inspiration of students for participation in CAS
- Providing leadership for staff involved in CAS
- Instructing activity supervisors
- Ensuring that staff, parents and other students are kept informed about CAS
- Publicizing achievements
- Ensuring that students are prepared for the challenges they will face (actual preparation/training to be provided by an appropriate person)
- Reporting student achievement to the IB, as required by the Handbook of procedures for the Diploma Programme.

We wish you every success!

August 2010