

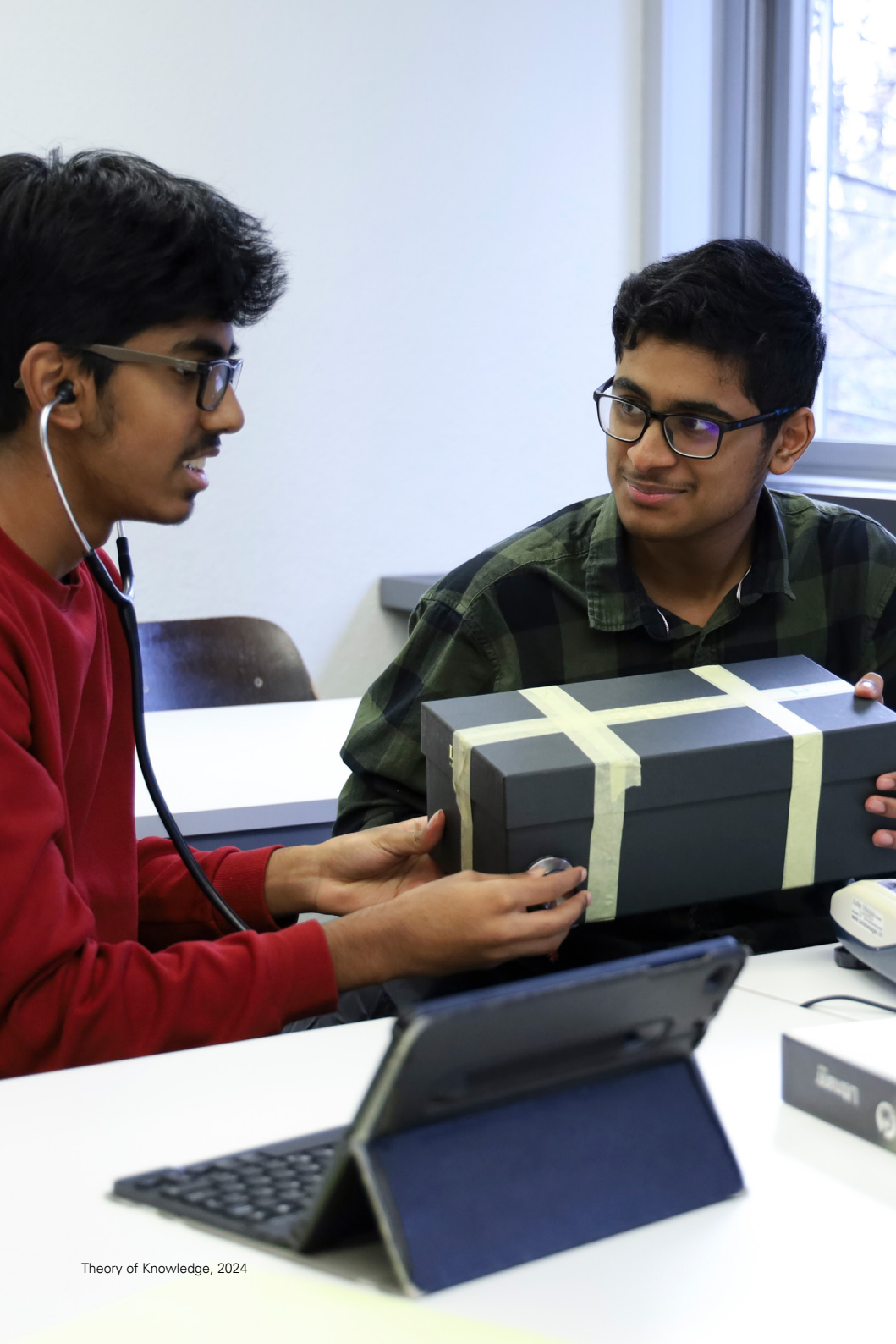
Ig



# IB WORLD SCHOOL

International Baccalaureate  
Bilingual Secondary School Diploma  
at the LG





# The International Baccalaureate

The IB Diploma Programme is a two-year programme designed for upper secondary schools. The philosophy of the IB organisation broadly coincides with that of the Swiss secondary school diploma (maturité): Ensuring a balanced general education is the central objective.

Internationality and an understanding of foreign cultures and ways of thinking are given particular emphasis in the IB. The IB Diploma also encompasses other innovative cross-curricular and interdisciplinary elements: Students are required to engage in projects for the common good and to contemplate the different ways in which the individual disciplines achieve insights in the theory of knowledge, which is incorporated at appropriate points in the curriculum in the form of reflection days (see “IB Core Subjects” chapter).

## **The International Baccalaureate (IB)**

The IB is a non-profit organisation headquartered in Geneva. Among other courses, it offers the Diploma Programme, which culminates in the IB Diploma. This diploma enjoys an excellent reputation and is widely recognised by universities all over the world, given that the results are internationally comparable. More than 1.95 million students in over 5900 schools in over 160 countries worldwide follow one of the four IB programmes on offer.

Literarygymnasium Rämibühl has been an IB World School since the 2002/03 school year and in doing so, benefits from international networks and the valuable further education programmes for IB teachers.

## **The benefits of an IB Diploma**

Graduates of the IB / Secondary School Diploma double degree programme are characterised by above-average study skills, since they already had to demonstrate flexibility, resilience and independence at school. Interdisciplinary skills, such as argumentation, presentation and writing academic texts, are practised on a regular basis. Last but by no means least, the students acquire outstanding English language skills, which are also recognised on paper: They can obtain the

Bilingual Secondary School Diploma and also the Bilingual IB Diploma.

Since the IB Diploma is one of the most widely recognised diplomas in the world, it often exempts students from time-consuming assessments and language examinations (TOEFL etc.).

Students also tend to use both school-leaving qualifications to obtain sought-after internships, given that the combination of IB qualification and national curriculum qualification is rare.

The IB Learner Profile (see page 15) describes 10 attributes that are particularly emphasised during the IB course

- in-depth exploration of cultural differences
- reflecting on the various forms of knowledge
- activities for the common good

As a result, the main objectives of academic secondary school programmes – the ability to study and greater social maturity – can be achieved to a high degree. And speaking in the language of the IB - 10 reasons why the IB Diploma Programme is an ideal preparation for university:

## The International Baccalaureate at the LG Rämibühl



Literarygymnasium Rämibühl is one of the two public canton schools in the Canton of Zurich offering the IB / Secondary School Diploma double degree. Students in the IB classes obtain both the Swiss secondary school diploma (maturité) as well as the globally recognised International Baccalaureate Diploma at the end of their secondary school studies. The syllabuses and the number of hours taught in the six IB diploma subjects (three of which are taught immersively) have been modified in such a way that the requirements for both qualifications are met. The programme is geared towards lower secondary school students who are looking for an additional challenge

### Focus of the educational programme

The following are emphasised more strongly in the IB classes than in the other courses:

- acquiring a good command of English
- encouraging independence
- training in a variety of forms of work
- composing longer pieces of work



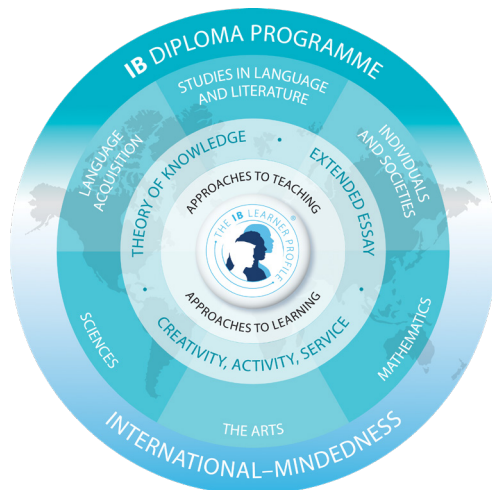
## Immersion teaching

There are few methods more conducive to language acquisition than immersion – immersion in the foreign language world. The IB course takes this into account. The subjects of maths, biology and history are taught in English from the beginning of the third class until the end, which corresponds to around 1,300 lessons. The switch to English as the language of teaching takes place in carefully measured steps in the third grade. The newly formed class attends a two-week intensive English course in the third class to help them get started with the immersion. The main subject in the IB classes is English. The language combination of English/Spanish is not possible, since the Swiss Maturité Recognition Regulations (MAR) only stipulate Spanish as a specialisation subject. English is the working language in the IB programme in which assignments and examinations are completed (of course, foreign languages and German are excluded).



## The IB subjects / The secondary school diploma subjects

Each school can compose its own individual range of subjects from the second ring in the illustration shown below, but - as with the secondary school diploma - different areas must be covered.



Area	Possible subjects	Chosen at the LG	Level*
<b>Studies in Language and Literature</b>	Over 80 languages are available	German English	HL HL
<b>Individuals and Societies</b>	History, geography, business and management, economics, philosophy, psychology, etc.	History	SL
<b>Sciences</b>	Biology, chemistry, physics, environmental sciences, etc.	Biology	SL/HL
<b>Mathematics</b>	Various maths courses in different subject areas	Mathematics: Analysis and Approaches	SL/HL
<b>The Arts</b> (oder ein zusätzliches Fach aus einem anderen Bereich)	Music, visual arts, theatre studies, etc.	French or Latin or Italian	SL/HL SL/HL SL/HL

\* There are Standard Level (SL) and Higher Level (HL) courses, with correspondingly higher number of hours (see next page).

These 6 subjects naturally correspond to the corresponding secondary school diploma subjects. Additional subjects are added for the secondary school diploma: Music or visual arts, the supplementary subject and sport.

## IB timetable (valid from academic year 23/24)

	IB	3. KI	4. KI	5. KI	6. KI
German	G1 HL	4	4	4	4 <sup>1)</sup>
English(=SP)	G2 HL	3 <sup>2)</sup>	3	4	4
French		3	3	3	
3rd language: L/It		3	3	3	
Language selection: F/L/It	G6				4
Language project: F/L/It				1	
Focus HL: F/It/L/Bio					1
Mathematics	G5 <small>SL</small> HL	3	4	<small>4</small> 5	4 <sup>3)</sup>
Biology	G4	2	2	1 + 1 <sup>4)</sup>	3
Chemistry		2	2		
Physics		2	2		
Physics oder Chemistry				2	
Information technology		2	2		
History	G3 SL	3	3	2 <sup>2)</sup>	3
Geography		2	2	2	
Introduction to economics +law			1		
Visual arts / Music		2	2	2	
Supplementary subject					3
Diploma assignment					1
Sport		3	3	3	3
<b>weekly lessons</b>		<b>34</b>	<b>35.5</b>	<b>33</b> (34)	<b>30</b> (32)
ToK (Theory of knowledge / Project half days)				X	X
CAS (Creativity, Activity, Service / Project weeks)				X	X
Biology special week				X	
Immersion		8	9	10	10

- 1) Introduction to writing guidance in the sixth class
- 2) Including 1 half-class lesson
- 3) Individual support during the semester 6.1.
- 4) Including one hour as a half-class

G1-G6 Group 1- 6 as per IB programme  
 HL Higher level  
 SL Standard level

## Options and levels of the IB subjects

One of the benefits of the IB programme is that students have the opportunity to set their own preferences through the various options available to them.

The IB differentiates between various demanding programme types for languages. The native language and languages that have been studied for many years are categorised as so-called Language A. There are two variants: Literature (strongly orientated towards the classical literary canon and the structure of text-critical methods, at the LG: German) and Language and Literature (non-literary texts are also studied in addition to literary texts, at the LG: English and French).

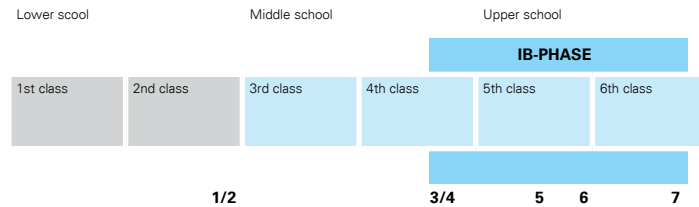
A foreign language which has only been studied for a few years is categorised as Language B. The programme focuses very strongly on language acquisition here (at the LG: Italian). Latin is studied as a Classical Language.

The question arises as to whether students want to take a particular subject as an advanced course - at Higher Level (HL) - or as a standard course - at Standard Level (SL) - irrespective of the programme type. At least 3 subjects must be completed as Higher Level subjects, with a maximum of 4. German and English are always Higher Level subjects at the Literargymnasium, whereas history is always taken as a Standard Level subject. This means that students can choose between HL and SL for maths, biology and their chosen language (French, Italian, Latin). Students are given additional hours in the chosen higher-level subjects, but the class is not divided.



Language study trip Oxford, 2023

## IB phase, selection time



1. Decision for the bilingual education programme with double degree IB/secondary school diploma (with English as main subject) and choice of profile language Italian or Latin
2. Choice of art subject (visual arts or music)
3. Language selection: French or Italian or Latin (the chosen language becomes an IB subject and is continued in the sixth class)
4. Decision as to which IB subjects are completed as Higher Level subjects.
5. Selection of the supplementary subject
6. Determination of the topic of the diploma assignment / extended essay
7. Written IB examinations (externally corrected)

## Special weeks at the IB

Various special weeks are organised in the immersion classes, customised to the specific needs of the immersion class. The overview shows the current status, although changes are conceivable.

	Autumn semester	Spring semester
3rd class	Language study trip to England	
4th class	Statistics days Week in French-speaking Switzerland Italian or Latin Week (in Italy)	Introduction CAS and ToK CAS week
5th class	Working week in a German-speaking country Block week (before Christmas holidays)  Biology focus week	Higher-level focus week Intensive days visual arts/music, ToK days Collaborative Sciences Project CAS week in Italy
6th class	Writing week Maturaarbeit / extended essay block week (before Christmas holidays) IB orals (before sports holidays)	Maturareise Exam preparation week IB final exams



CAS Projekt: The Last Supper, 2024

# The IB Core Subjects

The IB programme attaches great emphasis to balance, which is why the so-called “core subjects” constitute an important addition. Alongside academic skills, CAS and ToK also train social skills and philosophical thinking. The extended essay requires students to compose their first academic paper.



Theory of Knowledge, 2024

## CAS - Creativity, Activity, Service

CAS stands for “Creativity, Activity, Service”. All students are required to complete at least 2 projects per C/A/S during the two IB years: creative (music, dance, artistic expression, writing, etc.), sporting and community projects (social work, organisation of events, aid campaigns, etc.). In each case, the learner has to slip into a new role. Regular school sports lessons, for example, do not count, but working as a football coach for children does. Time is made available in the form of two block weeks. The objective is to generally promote personal development.

## ToK – Theory of Knowledge

The objective of “Theory of Knowledge” is to provide an overall view: How real is “reality” actually? What are the different forms of knowledge? What are the possibilities and limits of the natural sciences, social sciences and all the other disciplines? How do perception and reality, feeling and reason, logic and intuition, knowledge and belief relate? Such questions are discussed using concrete examples and taking a playful approach. ToK is taught within the framework of reflection days, which are held approximately once a month.

## Extended Essay

A written paper on a freely chosen topic is required for the IB programme - the so-called “Extended Essay”. The text must be a discussion text; no artistic works are permitted. The volume is limited to 4000 words and the work is assessed by IB assessors. It is composed in English, except if the chosen subject area is a modern foreign language or German.

## Final examinations

There is a secondary school diploma examination at the IB learner profile IB learend of the bilingual education programme – as with all other classes – with the difference being that the subjects taught immersively are assessed in English.

The diploma exams for the International Baccalaureate are always scheduled in May prior to the secondary school diploma. They are held at the school, but the tasks are set centrally and the work is assessed by IBO assessors.

All six IB subjects are assessed in writing, usually comprising two papers of 90 or 120 minutes each. However, the diploma also includes written papers or oral exams, which are taken over the course of the two IB years.

The internal subject specialists are responsible for around 20-30% of the final grade. Forty-two points can be achieved in the six IB subjects (6 x 7 points) and a further 3 points together in the two “subjects” ToK and extended essay, resulting in a maximum score of 45 points. CAS must be fulfilled, although no points are awarded.


The costs for the IB final exams must be paid by the parents and currently amount to a maximum of CHF 900.-

## Communication

Regular briefings for parents and pupils in the form of letters from the IB coordination and the school management, visit days and class teacher lessons ensure the flow of information. There is also the option of confidential one-to-one meetings for students and parents at any time.

The IB coordination team at the school is responsible for all organisational or content-related questions in connection with the course:

Anja Nickel      anja.nickel@lgr.ch  
Kevin Heutschi      kevin.heutschi@lgr.ch




## IB learner profile

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.

As IB learners we strive to be:

<p><b>INQUIRERS</b> We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</p>	<p><b>OPEN-MINDED</b> We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</p>
<p><b>KNOWLEDGEABLE</b> We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</p>	<p><b>CARING</b> We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</p>
<p><b>THINKERS</b> We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p>	<p><b>RISK-TAKERS</b> We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</p>
<p><b>COMMUNICATORS</b> We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p>	<p><b>BALANCED</b> We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.</p>
<p><b>PRINCIPLED</b> We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</p>	<p><b>REFLECTIVE</b> We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</p>

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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