



Introducing the Diploma

Education for a better world



Learner Profile



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:

INQUIRERS

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.

KNOWLEDGEABLE

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.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

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.

PRINCIPLED

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.

OPEN-MINDED

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.

CARING

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.

RISK-TAKERS

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.

BALANCED

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.

REFLECTIVE

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.

Core



United Nations
Educational, Scientific and
Cultural Organization

Member of



UNESCO
Associated
Schools

Core:
Creativity-Activity-Service
Theory of Knowledge
Extended Essay

- **For everyone**
- **Part of the diploma**
- **Partially in school, partially outside school**

Creativity–Activity–Service

- **Students plan, put in action and reflect**
- **Put in action outside classes**
- **CAS Coordinators give support**



Theory of Knowledge

- Nature of knowledge
- How do we know what we know?
- Part of all subjects, also TOK classes



Extended Essay

- **Small academic research (4000 words)**
- **One subject or World Studies EE**
- **Starts at the spring of DP1**



Subjects



Six subjects

- **Two levels: Higher Level (HL) and Standard Level (SL)**
- **6 subjects, 3–4 HL**
- **For scheduling reasons, not all subject combinations are possible**

Studies in Language & Literature	Language acquisition	Individuals and Societies	Sciences	Maths	Arts
English A Lang & Lit HL/ SL	Finnish B SL	Economics HL/SL	Biology HL/SL	Analysis and Approaches HL/SL	Visual Arts SL
Finnish A Literature HL/SL	French ab initio SL	Psychology HL/SL	Chemistry HL/SL	Applications and Interpretations HL/SL	
Self-taught Literature SL	Spanish ab Initio SL	Global Politics SL	Environmental Systems and societies SL		
		History HL/SL	Physics HL/SL		
<i>One Language A</i>	<i>Total of two languages</i>	<i>One from this group</i>	<i>One from this group (exception of non-regular diploma)</i>	<i>One from this group</i>	<i>Sixth is a free choice</i>
<ul style="list-style-type: none"> • Finnish A / Finnish B / Spanish ab initio <ul style="list-style-type: none"> • Biology / ESS SL • Chemistry / History / Visual Arts • Physics / French ab initio / Global Politics IB1 SL / Global Politics SL IB2 <ul style="list-style-type: none"> • Psychology / Economics • Math Analysis / Math Applications 					

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Overlaps

Finnish A / Finnish B-Finnish S2 / Spanish ab initio

Biology / ESS SL /

Chemistry / History/ Visual Arts

Physics / French ab initio/ Global Politics IB1 SL/ Global Politics SL IB2/

Psychology / ECS

Math Analysis / Math Applications

English lang.& Lit. HL/ SL

Higher Level and Standard Level

- **Higher Level is 240 hours: studies throughout the DP1 and DP2**
- **Standard Level is 150: gap terms or weeks**
- **Some subjects offered both on HL and SL, some only SL**

Diploma



Getting the diploma

- **Subjects are graded 1-7**
- **Passing grade on all components -> Lyseo graduate**
- **Diploma requirement min 24 diploma points**
- **All six subjects in the diploma**
- **At least three on a higher level**

**Subjects are graded
1–7**

- **Final Exams in May (or November)**
- **2–3 written exams in each subject (exception: Visual Arts)**
- **IA = (Internal Assessment) Coursework also is a part of the grade (20-35 % of the Final Exam Grade)**
 - **Languages: Individual Oral**
 - **Chemistry: Experimental Study**
 - **Mathematics: Exploration**
 - **Global Politics: Engagement Activity**
 - **History; Historical investigation**
 - **Visual Arts: Exhibition**

Core

- Theory of Knowledge graded F–A
- Extended Essay graded F–A
- TOK and EE together contribute to the diploma 0–3 diploma points
- CAS not graded; reflection

"Study Streams"

- **Architecture and Design**
- **Environmental Issues**
- **Human Sciences and Human Behaviour**
- **International Relations**
- **Literature and Arts**
- **Medicine**
- **Technology and Business**
- **My Dream Stream ?**

**Access ibo.org
DP Subject Briefs:**

<https://www.ibo.org/programmes/diploma-programme/curriculum/>

- Get familiar with the subjects of your own interest**
- Any questions, comments, concerns?**

