

Designing Your Diploma Programme

Before you start the IB Diploma Programme, you need to select your six subjects for the Diploma. To help you with your decision, we would like you to start thinking about the following questions:

- ☐ What subjects are you interested in?
- ☐ What are your strengths?
- ☐ What are your plans/dreams for the future? What line of study/work are you hoping to pursue?
- ☐ What country do you want to attend university in?

The more you can tell us about your interests and ambitions, the more we can guide you in your choices!

This material is intended to be a guide to the requirements and possibilities of the Diploma. A short presentation of each subject currently offered at the school is included. If you want more information, please do not hesitate to contact your teachers or college advisor.

The Diploma Programme

The core of the Diploma Programme is set, and thus the same for all Diploma candidates; every student must complete the Theory of Knowledge course (TOK), CAS over a period of eighteen months and an independent research paper (the extended essay) of some 4000 words.

To complete the curriculum, Diploma candidates will select six subjects for their final examinations from the following subject groups:

Group 1 – Studies in language and literature

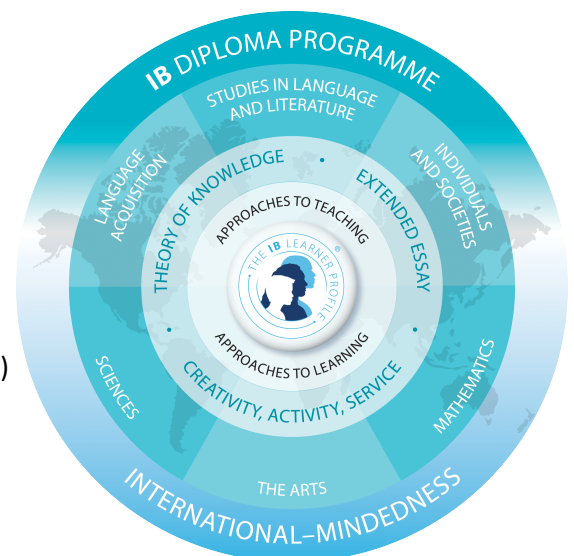
Group 2 – Language acquisition

Group 3 – Individuals and societies

Group 4 – Sciences

Group 5 – Mathematics

Group 6 – The arts (or an extra subject from groups 1-4)



The following subjects are offered for Diploma candidates for examinations May 2027 (A brief presentation of each subject will follow):

Group 1

Swedish A: Literature	SL/HL
Language A self-taught	SL
English A: Language and literature	SL/HL

Group 2

English B	SL/HL
Japanese ab initio	SL

Group 3

History	SL/HL
Business Management	SL/HL
Psychology	SL/HL

Group 4

Biology	SL/HL
Chemistry	SL/HL
Physics	SL/HL
Computer Science	SL/HL

Group 5

Mathematics: Applications and interpretation	SL
Mathematics: Analysis and approaches	SL/HL

Group 6

Visual Arts	SL/HL
A second subject from groups 1-4	

Regulations for a Valid Diploma

- ☐ Each subject group must be represented in the Diploma candidate's choices. However, if two subjects are picked from group 1, the candidate may, but does not have to, choose to take a subject from group 2. (The extra language in group 1 may also be taken instead of a group 6 subject, see above). For more information, please see your IB Coordinator or college advisor. Three Group 4 (Biology, Chemistry and Physics) subjects can be picked if required by special university programmes.
- ☐ A Diploma candidate must study a minimum of 3 (and a maximum of 4) subjects at higher level (HL)

Standard and Higher Levels

Higher Level courses represent 240 teaching hours; Standard Level courses cover 150 hours. By arranging work in this fashion, students are able to explore some subjects in depth and some more broadly over the two-year period; this is a deliberate compromise between the early specialization preferred in some national systems and the breadth found in others.

After the Diploma

When a student is awarded the Diploma, this automatically renders general eligibility to Swedish universities (for more information about a diploma without Swedish A please contact the college advisor). Since school systems around the world vary, so do university requirements. Most countries accept the Diploma as satisfying the general matriculation requirements for entry to all first degree courses and higher education institutions, and the general view is that Diploma candidates are well prepared for the demands of tertiary education. However, some universities require certain subjects and may only take into account the marks awarded for these specific subjects, and disregard the Diploma. There are many variations. If you know which university/universities or programmes you are interested in attending, contact the college advisor for further information about the requirements of the country/university you are interested in.

Subject presentation

A brief presentation of the subjects offered at NTI Gymnasiet Skövde will follow. If you have further questions regarding any of the courses, please contact the IB Coordinator or teacher responsible for the course.

Group 1

Swedish A: Literature SL/HL

The Swedish A Literature course aims to increase students' ability to read and appreciate literature and leads to an awareness of the ways in which literature is written. Exam components let students respond to literature orally and in writing. At higher level students study 13 works of varying genres over the two years, while they study 9 works at standard level. The reading list comprises a mix of works originally published in Swedish and works translated into Swedish. The literature course ultimately aims at encouraging the development of appreciation of literature and, through literature, understanding of the students' own society as well as other societies. Teacher responsible: Karin Sjölander.

Language A Self Taught: Literature SL

Students with a first language other than Swedish take their Language A course as a so called self-taught course. The course is by and large the equivalent of a Language A SL Literature course (see above), but the student studies his/her literature independently, with the guidance of a supervisor and a tutor. Teacher responsible: Karin Sjölander.

English A: Language and literature SL/HL

The English A: Language and literature course aims to develop the student's ability to engage with a range of texts, in a variety of media and modes, and from different periods, styles, genres and cultures. The course also aims to develop the skills of analysis, interpretation and evaluation of texts, to develop a sensitivity to the formal and aesthetic qualities of texts and to develop a confidence and creativity in communication by developing skills in listening, speaking, reading, writing, presenting and performing. There are 3 main parts of the course. *Readers, writers and texts* aims to introduce students to the notion and purpose of literature and the ways in which texts can be read, interpreted and responded to. *Time and space* draws attention to the fact that texts are not isolated entities, but are connected to time and space. *Intertextuality: connecting texts* focuses on the connections between and among diverse texts, traditions, creators and ideas. All 3 Parts will work with a breadth of non-literary texts and 6 literary works (HL) and 4 literary works (SL) Teacher responsible: Ruth Morrison Svensson.

Group 2

English B SL/HL

The English B courses are language acquisition courses for students with some previous experience of English. While learning English, students will explore the culture/s connected to it. Therefore the main focus of these courses is on language acquisition and intercultural awareness, centered around five themes - Identities, Experiences, Human ingenuity, Social organization and Sharing the planet – and, for HL students, a literature component. Teacher responsible: Karin Sjölander.

Language Ab Initio (Japanese) SL

Japanese *ab initio* course is a language learning course for beginners, designed to be followed over two years by students who have no previous experience of learning the target language or for those students with very limited previous exposure. Japanese *ab initio* course aims to develop a variety of linguistic skills, and a basic awareness of the culture using the language, through the study of a core syllabus and language-specific syllabus. The main focus of the course is on the acquisition of language required for purposes and situations usual in everyday social interaction. Japanese *ab initio* course is only available at standard level. Teacher responsible: Takae Dubar.

Group 3

History SL/HL

This course covers for example both 20th Century World History and the modern 20th Century History of Europe and/or Middle East/Africa (HL). The aim of history in the Diploma Programme is to explain trends and developments, continuity and change through time and through individual events. The course is concerned with individuals and societies in the widest context: political, social, economic, technological and cultural. Students should become aware that historical accounts involve judgments based on evidence and various sources like texts, artwork, movies etc. and that these judgments might be revised. Candidates will also be expected to plan, organize and present an individual historical investigation. Teacher responsible: David Reljanovic

Business Management SL/HL

Business management is the rigorous and critical study of the ways in which individuals and groups interact in a dynamic business environment. It is an academic discipline that examines how business decisions are made and how these decisions make an impact on internal and external environments. The ideals of international cooperation and responsible citizenship are at the heart of business and management. The IB Business Management programme is designed

to give students an understanding of business principles, practices and skills. Emphasis is also placed on understanding technical innovation and day-to-day business functions of marketing, human resource management and finance. Teacher responsible: Xinyi Zhong.

Psychology SL/HL

Psychology is the systematic study of behavior and mental processes. Psychology has its roots in both the natural and social sciences, leading to a variety of research designs and applications, and providing a unique approach to understanding modern society. IB psychology examines the interaction of biological, cognitive and sociocultural influences on human behavior, thereby adopting an integrative approach. Understanding how psychological knowledge is generated, developed and applied enables students to achieve a greater understanding of themselves and appreciate the diversity of human behavior. The ethical concerns raised by the methodology and application of psychological research are key considerations in IB psychology. Teacher responsible: Benjamin Strandman.

Group 4

Biology SL/HL

Biology is the study of life. We study how the smallest units of life work and how they make up bigger organisms that carry out all functions of life. We also study how the development of life has evolved over time and how traits are inherited from generation to generation. Are you curious about how the human body works? We spend both theoretical and practical work on understanding among other things our circulatory system, our immune system and reproduction. We use a number of ICT resources like animations, films and quizzes to facilitate learning. The course is both theoretical and practical similar to the other group 4 subjects. Practical work will reinforce theoretical studies and help students get a better understanding of theoretical concepts. When possible we do fieldwork outside of school. Teacher responsible: Anna Bergman.

Chemistry SL/HL

This is an introductory course to chemistry, allowing students to graduate from upper secondary school with a comprehensive and thorough understanding of the basic concepts in chemistry and the role it plays in their everyday life. The course is laboratory based. Furthermore, students will have to work on a science group project. Topics included in the course are atomic and electronic structure, ionic and covalent compounds, reactions to aqueous solutions, stichiometry, thermo chemistry, solutions, chemical kinetics, acids and bases, complexions, electrochemistry and environmental and organic chemistry. Teacher responsible: Joakim Tholander.

Physics SL/HL

This is an introductory course to physics, allowing students to graduate from upper secondary school with a comprehensive and thorough understanding of the basic concepts in physics and the role it plays in their everyday life. We will study some of the most fundamental laws forming our universe, such as: What is weightlessness? Can mass “disappear”? How can the energy of a motion be transferred into electric energy and why is that essential for the development of modern society? The course is laboratory based. Furthermore, students will work on a science group project. Teacher responsible: Michael Hutt.

Computer Science SL/HL

Computer science requires an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate.

Computational thinking involves the ability to:

- Think logically, abstractly, think ahead
- Use an inquiry based approach to problem-solving
- Develop algorithms and express them clearly
- Appreciate how theoretical and practical limitations affect the extent to which problems can be solved computationally

Teachers responsible: Stefan Folkesson.

Group 5

Mathematics: Applications and interpretation (Mathematics AI) SL

The course has been designed with the emphasis on the applied nature of mathematics. This appeals to the students who wish to understand how mathematics is related to real world day to day life situations and its relation to other subjects. Students who take this course will be interested in developing their skills in solving practical problems, harnessing technology and exploring mathematical models. This course is suitable for students who may go on to further study in subjects that utilize mathematics in a subtle way like social sciences, natural sciences, statistics, business, psychology or design. Teacher responsible: Michael Hutt

Mathematics: Analysis and approaches (Mathematics AA) SL/HL

Mathematics AA SL

There is a strong emphasis on calculus, algebra, graphical and numerical approaches in the **Analysis and Approaches SL course**. This course is aimed at developing strong skills in mathematical thinking and to become fluent in the construction of mathematical arguments. The Mathematics: Analysis and

Approaches course is designed for students who wish to study mathematics as a subject in its own right or to pursue their interests in areas related to mathematics. It will appeal to students who are interested in exploring real and abstract applications of mathematical concepts. They will enjoy problem solving and generalization. This course is different from **HL** in the respect that the content in Algebra, Geometry, Trigonometry and Calculus is greatly reduced.

This course is suitable for students who may go on to further study in subjects that have a significant level mathematics content, for example mathematics itself, engineering, physical sciences or economics. Teacher responsible: Joakim Tholander.

Mathematics AA HL

There is a strong emphasis on calculus, algebra, graphical and numerical approaches in the **Analysis and Approaches HL course**. This course is aimed at developing strong skills in mathematical reasoning and developing a strong sense of mathematical argument. The Mathematics: Analysis and Approaches course is designed for students who wish to study mathematics as a subject in its own right or to pursue their interests in areas related to mathematics. It will appeal to students who are interested in exploring real and abstract applications of mathematical concepts. They will enjoy problem solving and generalization. This course suits best students who wish for a career that has a significant level of mathematics content, for example mathematics itself, engineering, sciences or economics. Teacher responsible: Joakim Tholander.

Group 6

Visual Arts SL/HL

The students are given support for two consecutive years to find their own interests and research them in relation to the work of other artists, movements, cultures and changing environments. They are given the opportunity to discover, develop and enjoy the aesthetic, imaginative and creative faculties to suit their temperament and capabilities. Teacher responsible: Anton Grundvall.

A second subject from groups 1-4

Instead of a group 6 subject, a student may select an additional subject from groups 1 to 4.