

# International Baccalaureate Programme



LOMOND  
SCHOOL  
SCOTLAND





## Introduction

At Lomond School we look to the future, and our curriculum is no exception. Times are changing and we want to ensure that every young person in our care has a curriculum pathway that prepares them for life, challenges them to be the best they can be and inspires them to go out into the world and make a difference.

Our Senior 5 and 6 pupils (sixth form) now have the choice of two International Baccalaureate (IB) Programmes – the IB Diploma Programme (IBDP) and the IB Career-related Programme (IBCP) – as well as our existing SQA courses.

Founded in 1968, the International Baccalaureate aims to develop enquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. Their programmes encourage both

personal achievement and academic rigour: challenging pupils to excel in world-renowned courses, whilst at the same time securing the skills and attributes required to thrive in our unpredictable and competitive world.

Today, over 1.3 million IB pupils attend over 5300 schools in 158 countries and numbers are

growing rapidly every year.

The ethos underpinning the IB reflects our own school philosophy and values, and we are delighted to be introducing a qualification which truly encapsulates who we are as a school.

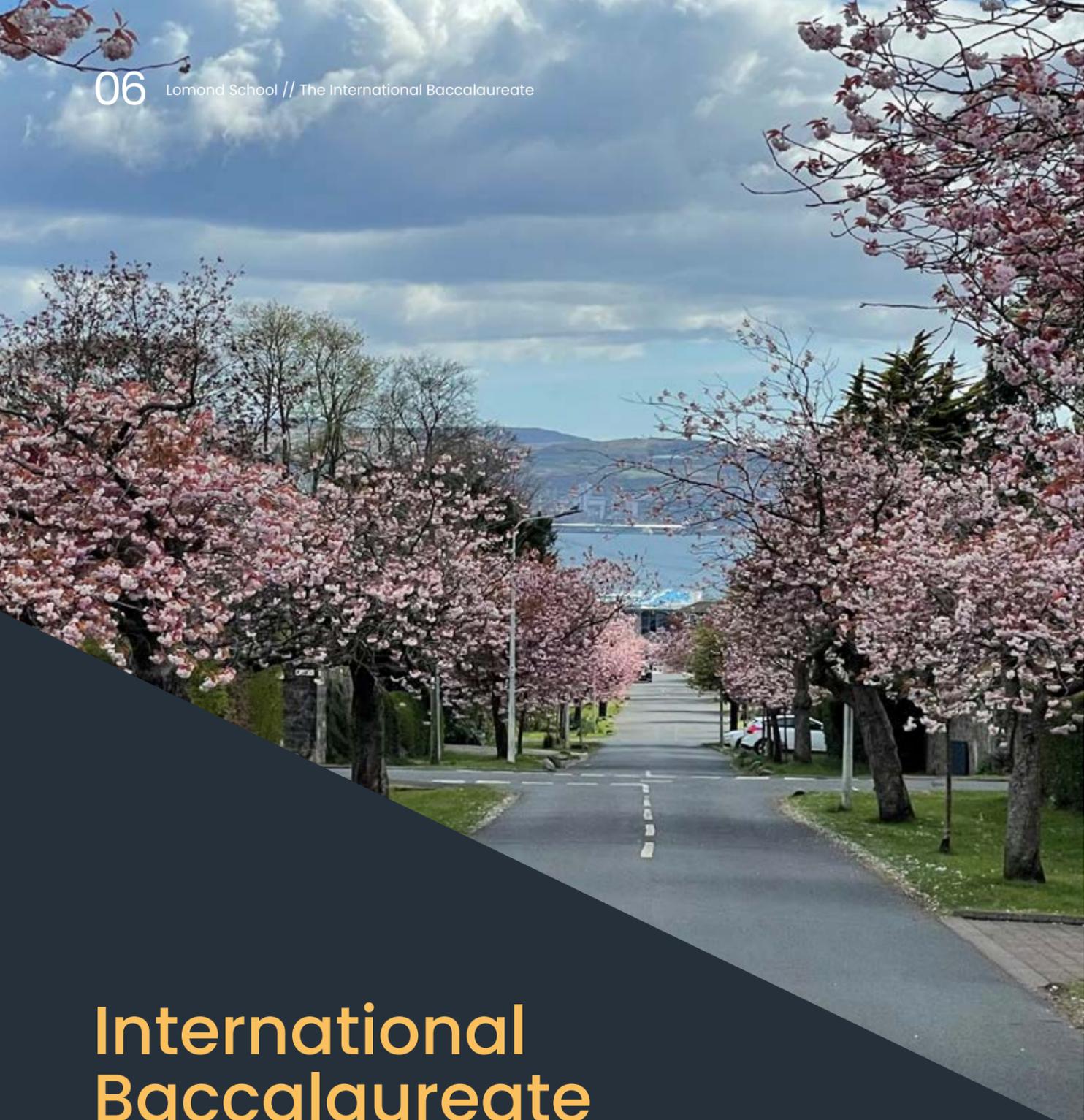
“The IBO is globally renowned for delivering exceptional education programmes which are synonymous with putting the child firmly at the centre. Within all IB programmes, the skills young people develop for life beyond school are valued with parity of esteem alongside the grades on their certificates. Success cannot be achieved by mere memorisation or repetition; there has to be originality of thought, a critical awareness and the ability to make connections across different subject disciplines.”

**Principal, Johanna Urquhart**

# Why choose the International Baccalaureate?

The International Baccalaureate gives our young people a portable, globally recognised qualification which is valued by universities, colleges and employers at home and abroad. It is more than just a set of examination results: valuing both academic success and skills for lifelong learning and work. Now more than ever we are aware of the challenges life brings and we know that merely passing exams is often not enough to thrive in our demanding twenty-first century world. What is needed is resilience, independence and the ability to solve complex problems alongside an inquiring mind, a sense of being able to give back and an understanding that we have a role to play in making our world a better place. Both the Diploma Programme and Career-related Programme are excellent preparation for ambitious pupils who have a passion to succeed and the determination to make a positive impact on the world.





# International Baccalaureate Pathways

The International Baccalaureate offers specialism as well as breadth and our young people choosing the IB have their sights set on a wide range of vocations and careers.



## Zara

Chosen Pathway:  
Diploma Programme

Zara wishes to embark on a career in international relations and politics, with a focus on diplomacy and conflict resolution.

*"I chose IBDP because I believe it will help me to develop the international mindset and co-operative values that will be vital in my chosen career."*



## Amy

Chosen Pathway:  
Career-related Programme

Amy aspires to join the Armed Forces after studying either Business or Journalism at University.

*"I have chosen the IBCP as I have the opportunity to gain an HNC in Business now, rather than waiting until I leave school. The IBCP is something different and is valued worldwide so if I decide to move to another country it will be more recognisable as a qualification."*



## Ethan

Chosen Pathway:  
Diploma Programme

Ethan is determined to pursue a career in Medicine.

*"I have chosen the IB Diploma Programme as it appealed to me due to its popularity worldwide. I think that studying the IB will improve my research and communication skills while helping me be more aware of the wider world."*



“Real success is not defined merely by the grades on a certificate; it is who we are as people and what we do with our talents that counts. The IB Learner Profile encapsulates all we wish for our pupils at Lomond: that they are hungry for knowledge and can seek it for themselves; that they can think deeply about their learning and reflect on their place in the world; that they are fearless, resilient and embrace change and that they have the confidence to seize the day - and their dreams.”

Claire Chisholm, **Academic Depute**

# The IB Diploma Programme (IBDP)

The International Baccalaureate Diploma Programme (IBDP) is a rigorous and challenging experience which offers our young people both breadth and depth of study. Pupils choose six subjects to study over two years and must study English, Mathematics, Science, a language and a social subject. These subjects are not studied in isolation and the Core element of the Programme serves to promote high-level research and writing skills, intellectual discovery, creativity, engagement in the arts, a healthy lifestyle and a sense of social responsibility.



Approaches to Teaching and Learning (ATL) and International Mindedness are embedded throughout the programme – including in lessons – and foster positive attitudes toward learning, social responsibility and intercultural understanding. ATL explicitly emphasises thinking, communication, social, self-management, research skills and ensures

that IB pupils are not just passive recipients of facts and data.

These subjects are not studied in isolation as, unlike other curricula, the IBDP Core ensures pupils make connections across all aspects of their learning and can understand – and articulate – that all learning is intertwined and linked.



# The IB Diploma Programme Curriculum at Lomond School

## Diploma Programme Courses

IBDP pupils study six subjects from within the IB subject groups: three are studied at Standard Level and three at Higher Level

### Core

Creativity, Activity, Service (CAS)

Theory of Knowledge (TOK)

Extended Essay (EE)

## Course Choices\*

### IB Diploma Programme

English Literature

Spanish

French

Ab Initio Italian (beginners)

Economics

Geography

History

Biology

Chemistry

Physics

Sports, Exercise and Health Science

Computer Science

Mathematics: Application and Interpretations

Mathematics: Analysis and Approaches

Theatre

Visual Arts

\*Courses will run subject to our timetable structure and demand. Please contact our registrar for the latest subject availability.

## **Creativity, Activity, Service (CAS): Co-ordinated by Mrs Caroline Hoole**

For the CAS section of the Programme, pupils complete activities focused on creativity, activity and service and produce a reflective diary which is submitted for assessment. CAS activities can be carried out during the holidays as well as at school and pupils are encouraged to challenge themselves: trying out new sports like wake-boarding or skiing; volunteering for a charity or giving back to the community in some way; or perhaps learning a new instrument. There are so many possibilities to explore! The overall aim of CAS is to help pupils to develop a rounded personality by broadening their life experiences and encouraging them to embrace challenge and healthy risk.



## **Theory of Knowledge (TOK): Co-ordinated by Mr Alister Minnis**

What distinguishes the Theory of Knowledge (TOK) from other subject lessons is that it is not the study of a specific body of knowledge but the study of the nature, origin and limits of human knowledge. TOK gives pupils the opportunity to: reflect on the acquisition and production of knowledge; question the claims that we make about knowledge and enquire into the nature of knowledge itself. Pupils are asked to consider 'How do I know what I know?' and to make connections between the subjects they study. The course is structured around Ways of Knowing and Areas of Knowledge; and elements of TOK are also embedded within each individual subject studied. Pupils become aware of their status as Knowers and of the relationship between Personal Knowledge and Shared Knowledge.

## Extended Essay (EE): Co-ordinated by Dr Michelle Cotter-MacDonald

The Extended Essay aims to develop our IB pupils' research and academic writing skills. With support from a supervisor, they choose a subject to investigate – usually in one of the disciplines they are studying already but going beyond the bounds of the taught curriculum – to produce a formal, fully researched piece of academic writing of 4,000 words. The essay is assessed externally and contributes points to the overall Diploma. The value of the EE is that it offers an excellent foundation for university coursework, encouraging independent research and academic integrity alongside the skills of formal writing.



“The IB Diploma Programme (IBDP) is recognised for its academic integrity, range, and the high level of study skills each pupil must develop to succeed. It has rightly become known as a pre-university program and provides the most excellent preparation for higher education, giving pupils a distinct advantage, whichever university course they choose to embark upon.”

Claire Chisholm, **Academic Depute**

# The IB Career-related Programme (IBCP)

Twenty-first century life places complex demands on school leavers and graduates looking for work, so enabling our young people to become self-confident, skilled and career-ready should be an essential part of their education. The IBCP prepares pupils for the world of further study and work as well as developing their personal qualities and professional skills. It is an innovative educational pathway that offers a flexible blend of academic and career-related studies. At Lomond School, we have chosen to focus on Business as the career-related study and IBCP pupils will complete an HNC in Business alongside two or three IBDP subjects of their choice. This means that our IBCP pupils will leave school in possession of a Further Education qualification alongside their IBDP subjects; and this together with the core, coupled with practical experience in the business sector, will set them apart from their peers.



IBCP pupils will select a minimum of two IB Diploma Programme subjects alongside the HNC in Business, which will be delivered in school and assessed by SQA. At the heart of the programme is a unique Core consisting

of Personal and Professional Skills, Service Learning, Language Development and a Reflective Project. This combination of academic, practical and personal experiences ensures pupils are university and career ready.

# The IB Career-related Programme Curriculum at Lomond School

<b>Career-related Study</b>	HNC in Business
<b>Diploma Programme Courses</b>	IBCP pupils study a minimum of two IBDP subjects from the list shown
<b>Core</b>	<p>Language development (Italian for beginners in the context of Business)</p> <p>The Reflective Project</p> <p>Personal and Professional skills</p> <p>Service Learning</p>

## Course Choices\*

### IB Career-related Programme

English Literature

Economics

Geography

History

Biology

Chemistry

Physics

Sports, Exercise and Health Science

Computer Science

Theatre

Visual Arts

\*Courses will run subject to our timetable structure and demand. Please contact our registrar for the latest subject availability.

## Career Related Study: Co-ordinated by Mrs Karen Ferguson

The Career-related Study (CRS) is the main feature of the Career-related Programme and is enhanced by the two or three DP courses and the four-part IBCP Core. The CRS at Lomond School will be the HNC Business, a course which provides practical skills and theoretical knowledge to meet the needs of employers. HNC qualifications are academically rigorous whilst offering real-life contexts and experiences and will provide essential life skills as well as a positive transition from school to Further and/or Higher education. HNC Business will be delivered by two Lomond staff, over two years, and concludes with an internally assessed Graded Unit. Pupils must acquire 12 credits: ten of which are mandatory, and two, to be delivered in the second year, are free choice. This gives flexibility and allows us to tailor the course to pupils' interests and the ever-changing world of Business. This is an incredibly exciting course which covers: Managing People and Organisations, Marketing: An Introduction, Economic Issues: An introduction, Accounting for Business: An Introduction, Business Fundamentals and Emerging Technologies, Communication: Business Communications, Business: Graded Unit 1 and Preparing to Start a Business.



## Service Learning and Personal and Professional Skills: Co-ordinated by Mrs Nicola Harwood

Service Learning (SL) is the development and application of knowledge and skills towards meeting an identified and authentic community need.

In this research-based approach, pupils often undertake service initiatives related to topics studied previously in their academic disciplines, utilising skills, understandings and values developed in these studies.

Personal and Professional Skills (PPS) is designed to develop attitudes, skills and strategies to be applied to personal and professional situations and contexts now and in the future.

In this course the emphasis is on skills development for the workplace, as these are transferable and can be applied in a range of situations.



## Language Development: Co-ordinated by Mr David Vescio

Language Development (LD) ensures that all pupils have access to a language programme that will assist and further their understanding of the wider world within the context of their Career-related Study. The ability to communicate in more than one language is essential to the IB Mission Statement which outlines the need for a better and more peaceful world through intercultural understanding and respect.

Language development encourages pupils to improve their proficiency in a language other than their best language. At Lomond School IBCP pupils will learn Italian language and culture in the context of Business and though there is no formal assessment, they will complete a portfolio demonstrating their progress.



## Reflective Project: Co-ordinated by Mr Stuart Louden

The Reflective Project (RP) is an independent study, presented as a piece of academic writing and contributes towards the IBCP award. Pupils can choose their area of interest but it must be inspired by the Career-related Study, which is Business, and linked to a moral or ethical dilemma within it. With guidance from a supervisor, pupils will be taught to develop the research and writing skills that they will need for success at college, university and also in their chosen careers. The Reflective Project promotes high-level research and communication skills, intellectual discovery, and creativity.

“I feel passionately that the IBCP provides our pupils with a more contextualised and vocational path to follow in their senior years. The HNC works seamlessly with the CP as a whole due to the skills developed: research, problem solving, report writing. There are many opportunities for collaborative teaching and learning across the Language, Service Learning, PPS and Reflective Project units.”

Mrs Karen Ferguson, **Head of Business & Economics**





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To find out more about the International  
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