UWC Atlantic College Subject Information (Including University and Career Guidance)

Please read this Subject Information Booklet before completing the preliminary subject choices form

Many of our students do their first/mother tongue/ best language as a self-taught teacher-directed option. This is perfectly acceptable and makes sense. English can then be done either as a Group 1 subject, focusing on literature or language and literature [if you are fluent in English] or as a Group 2 subject if you are learning the language. Students are expected to do one English course [either in Group 1 or 2] as this is the language of instruction in the school. Doing English will help you with all your other subjects. If you have a third language and enjoy languages it is often a good idea to do this as your choice instead of a Group 6 subject. You can also take a language at a beginner level.

GROUP 1: The Student's Best Language

Language A – Literature Higher Level

Language A is the student's best language, mother tongue, or the language of his or her secondary education.

This is a literary course aiming to study a wide range of texts both classical and contemporary from different genres, places and time periods. The IB course also includes the experience of studying literature in translation from other cultures.

The final examination (45% of the final grade) contains an unseen appreciation of prose and poetry as well as one essay based on a specially prepared genre. One piece of coursework is submitted to the examiners on a literature in translation text (25%). 30% of the final IB grade is gained by two oral tasks during the course.

In Higher Level students study 13 texts. The emphasis is placed on a student's autonomous ability to explore a writer's skills and techniques. Previous experience of the study of literature is desirable for this course although depending on a student's educational background it is not essential.

Please note that Language A Literature classes will only run if there are enough students to justify putting on a class and we are able to recruit a teacher. For languages not taught at the College students may opt to study their mother tongue as a Self-Taught language at Standard Level; the College will offer guidance throughout the two years and structured lessons for one year in the literature in translation component of this course, which will be taught in English.

Language A - **Language and Literature**

This course is available in English only. Language A is the student's best language, mother tongue, or the language of his or her secondary education.

This course combines elements of a literary course aiming to study a wide range of texts both classical and contemporary from different genres, places and time periods with the study of culture and media.

The final examinations (50% of the final grade) contain an appreciation of an unseen non-literary text and an essay based on a specially prepared genre. One piece of coursework is submitted to the examiners (20%). 30% of the final IB grade is gained by two oral tasks during the course.

Previous experience of the study of literature is desirable for this course although depending on a student's educational background it is not essential. The difference between Higher

and Standard Level is both in the number of texts studied and that at Higher Level more emphasis is placed on a student's autonomous ability to explore a writer's skills and techniques. Higher level students study six literary texts and standard level students study five, in addition to a wide range of other learning materials.

Students who are bilingual may choose to study two languages in Group 1 and omit Group 2.

GROUP 2: Language Acquisition

These are different language courses aimed at different levels of experience. Both courses develop written and oral competence, as well as understanding.

Ab initio: Language *ab initio* is a language acquisition course for students with little or no previous experience in the language. Working with broad themes, students will develop productive, receptive and interactive skills which can be applied to a range of everyday situations. Language *ab initio* is available at Standard Level only, in Arabic, French and Spanish.

Language B: Language B is an additional language course for students who have some background in the language already. It is a language acquisition course which develops receptive, productive and interactive skills. Working with core themes and topics, the course will introduce a range of texts and contexts, relating to the culture of the target language. At Higher Level the course will include the study of appropriate literary works. Language B is available at both Higher and Standard Level in English, French, and Spanish and at Standard Level in German. We require a minimum uptake of 6 students to offer a taught lesson.

GROUP 3: INDIVIDUALS AND SOCIETIES

Economics: Higher Level and Standard Level

At both Higher Level and Standard Level the course covers basic concepts, microeconomics, macroeconomics, international economics and development economics. No previous study of economics is presumed, and the course is suitable both for those wishing to study the subject further at university and those who are just curious about the Economic world.

Economics is all about the world around us; it is a highly engaging, broad and international subject. The dynamic nature of economics means that one day you can be studying the management decisions and competition models of Microsoft, and the next learning about the environment and pollution permits.

If you are interested in how society allocates scarce resources to people with unlimited wants, or want to know how the world works then Economics is the subject for you.

Geography: Higher Level and Standard Level

Geography is a dynamic subject which focus on the interactions between individuals, societies and physical processes in both time and space. It seeks to identify trends and patterns in these interactions at local, regional and global scale, which are an integral component to investigate the way in which people adapt and respond to geographical change, and to evaluate actual and possible management strategies associated with such change.

Throughout the course, students will study topics such as: population distribution; global climate; global resource consumption; oceans and coastal margins; power, places and networks; human development and diversity; global risks and resilience, amongst others which examine relevant concepts and ideas from a variety of disciplines, helping students to develop life skills and have an appreciation of, and respect for, alternative approaches, viewpoints and ideas.

Practical work is also an integral component of this subject, and student-led investigation will lead to one written report (Internal Assessment) based on a fieldwork question, primary and secondary data collection, and analysis evaluation.

No geographical knowledge and skills are needed, but some prior knowledge could be an advantage for those undertaking this subject.

Global Politics: Higher and Standard Level

Global politics is a dynamic subject which draws on a variety of disciplines in the social sciences and humanities, reflecting the complex nature of many present-day political issues. The course explores fundamental political concepts such as power, rights, liberty and equality through real world contemporary examples and case studies. The core units of the course together make up a central unifying theme of “people, power and politics.” The emphasis on people reflects the fact that the course explores politics not only at a state level but also explores the function and impact of non-state actors, communities and individuals.

Throughout the course issues such as human rights, development and conflict are explored through an explicitly political lens; politics provides a uniquely rich context in which to explore how people and power interact. A key aim of the course is to actively engage with global political issues, therefore the coursework element involves producing a report on a political issue that the students have engaged themselves in.

At Higher Level, in addition to the above, students will conduct an in-depth exploration of two global political case-studies of particular interest to them, such as climate issues or poverty in their region of origin. There is a particular emphasis on presenting and communicating research outcomes to a wider audience.

History: Higher Level and Standard Level

The History courses provide an opportunity for students to acquire an historical knowledge of the modern world and to develop the academic skills such as critical thinking, researching and evaluating evidence and writing essays, which are valuable not only in History, but in many other subjects too.

Higher Level students study a regional option specialising in the history of Europe or the History of the Middle East and Africa.

Both the European Higher Level and Standard Level courses focus on common themes in twentieth century World History, such as the causes and effects of wars, and the origins and development of authoritarian and single party states like Mao’s China. Students also study Japanese expansion in East Asia and German and Italian expansion prior to the Second World War as part of the Prescribed subject ‘The move to global war’.

For the Middle Eastern and African Higher Level course there is also a focus on common themes in twentieth century World History, such as the causes and effects of wars, and the origins and development of authoritarian states but with a focus on different examples

including the Arab-Israeli Conflicts and Nasser's Egypt. Students also study the Rwandan Genocide and the Conflict in Kosovo as part of the Prescribed Subject 'Conflict and Intervention'.

Social and Cultural Anthropology: Higher Level and Standard Level

Social and Cultural Anthropology is the comparative study of culture and human societies. Anthropologists seek an understanding of humankind in all its diversity. The subject can be studied at both Higher and Standard Level and exposes students to a range of anthropological perspectives, principles, practices and ways of thinking. The subject is key to fostering intercultural awareness and understanding.

All students will study four societies in depth. Topics of inquiry include social change, kinship, belief systems and power relations. Contemporary issues such as conflict, poverty, injustice, inequality and human rights are addressed. Higher Level students will also study a range of alternative theoretical perspectives which are present in Anthropological studies.

GROUP 4: EXPERIMENTAL SCIENCES

Biology: Higher and Standard Level

Biologists investigate the living world using many different approaches and techniques.

At one end of the scale is the cell, its molecular construction and complex metabolic reactions. At the other end of the scale biologists investigate the interactions that make whole ecosystems function.

Through studying Biology, students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, the emphasis on a practical approach. In addition, through the overarching theme of the "Nature of Science" this knowledge and skills will be put into the context of way science and scientists work in the 21st Century and the ethical debates and limitations of creative scientific endeavour.

At both Higher and Standard Levels, topics include Cell biology, Molecular biology, Genetics, Ecology, Evolution and biodiversity and Human physiology. At Higher Level the course deals with these topics in greater depth with increasing interest centred on Molecular genetics, Biochemistry, Plant biology and further Animal physiology. In addition to the core both Levels must take two options. While no previous knowledge for the course is required at either level, a basic grounding in Biology, Chemistry and Physics becomes more important as the course progresses.

Biology is taught practically. Students have opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers and evaluate and communicate their findings. The investigations may be laboratory based, in the field or they may make use of simulations and data bases.

Students develop the skills to work independently on their own design, but also collegiately, including collaboration with schools in different regions, to mirror the way in which scientific research is conducted in the wider community.

As public awareness and involvement in biological, sustainable and environmental matters are daily news items, studying Biology at this level helps to give students the ability to make informed decisions on such items.

Chemistry: Higher and Standard Level

The Higher Level course is an excellent preparation for students intending to continue studying Science or Medicine at university and, of course, for those who enjoy Chemistry. Elementary concepts are introduced at a molecular level and the course then proceeds in a logical manner to more advanced work in Physical, Organic and Inorganic chemistry. In the second year one further module is studied from the topics Materials, Biochemistry, Energy or Medicinal chemistry. These options provide students with an opportunity to apply their knowledge and understanding from the core components and relate them to current developments. They also help students to understand how chemistry can benefit the world in terms of improving health and tackling issues relating to the environment.

The Standard Level course has been specifically designed to give the 'non-scientist' a good understanding of the important role chemistry plays in modern society. Recently the course has been updated to include more challenging and relevant concepts so that it provides a better support for students that may go on to study other sciences such as Physics, Biology or Environmental sciences at university level. Much of the teaching time is devoted to fundamental concepts so students have a good understanding of the underlying chemical theory and in the second year students will also study one of the options detailed under Higher Level course.

Throughout both courses practical work is given emphasis and counts for 20% of the final mark. Student's practical, analytical and evaluative skills are developed during the first year of the course and then they will undertake a research based individual investigation during their second year. The investigation should reflect the students own interests and may be based on laboratory work or on researched data and involves completing a 12 page report.

For both levels it is desirable but not essential to have some previous knowledge of Chemistry.

Physics: Higher and Standard Level

At Higher Level there is a large experimental element to the course and a good grasp of mathematical techniques is an advantage. The course is an excellent preparation for those intending to study Physics, Engineering or closely related science and technical subjects at university.

The structure of the Standard Level course is similar to the Higher one and can be recommended to anyone though this course requires a certain level of mathematics as well.

The climax of the experimental programme at both levels is an individual investigation. In this investigation all skills gained during the course are expected to be used and the report written on it will contribute to the final grade awarded after the final examination.

No previous knowledge is assumed in the delivery of the courses in Physics. However, background knowledge is an advantage at both levels. The chapters are very different in size Mechanics being the longest topic. Concepts and laws learned here provide good base to help the students through the rest of the course.

The core topics covered at both levels include:

1. Physics and Physical Measurement (introductory chapter)
2. Mechanics
3. Thermal Physics
4. Waves

5. Electricity and Magnetism
6. Circular Motion and Gravitation
7. Atomic and Nuclear Physics
8. Energy Production

Topic 8 gives useful knowledge of burning issues at the beginning of the 21st century for all Physics students.
At Higher Level the core topics are extended and further topics are added. The Additional Higher Level includes Wave phenomena, Electromagnetic induction, Fields, Quantum and Nuclear Physics.

The students will also study one of the options listed below:

1. Relativity
2. Engineering Physics
3. Imaging
4. Astrophysics

Design Technology:

The aim of the course is to allow students the opportunity to develop their understanding of design awareness as well as how technology can impact on society and the environment. The course has a high element of design and practical work along with problem solving investigations. The work culminates in the Design Technology Project. This allows the student to apply the knowledge and skills developed during the course on order to solve a design problem of their own choice.

The syllabus content is listed below:

CORE

1. Human Factors and Ergonomics
2. Resource Management and Sustainable Production
3. Modelling
4. Raw Material to Final Product
5. Innovation and Design
6. Classic Design

ADDITIONAL HIGHER LEVEL

7. User-Centred Design (UCD)
8. Sustainability
9. Innovation and Markets
10. Commercial Production

Environmental Systems and Societies:

ESS is firmly grounded in both scientific exploration of environmental systems in their structure and function, and in the exploration of cultural, economic, ethical, political and social interactions of societies with the environment. Its interdisciplinary nature allows students to draw upon a range a subjects across Group 3 and Group 4, in order to establish connections between the natural and human environment.

The aim of this subject is to explain how the environment works and how it impacts on human life on the planet. It embraces both the scientific exploration of systems with the

environment, and the ways in which humanity interacts with this environment on social, economic, cultural and political level. The course explores some of the key environmental issues of the 21st Century and looks evaluate these issues in a holistic way.

The syllabus content is listed below:

1. Foundations of Environmental Systems and Societies
2. Ecosystems and Ecology
3. Biodiversity and Conservation
4. Water and Aquatic Food Production Systems and Societies
5. Soil Systems and Terrestrial Food Production Systems and Societies
6. Atmospheric Systems and Societies
7. Climate Change and Energy Production
8. Human Systems and Resource Use

Practical work, either through Lab or fieldwork are an integral component of the course, and there is a single piece of internal assessment (coursework) based on a student-led investigation of an environmental issue of global significance to be studied at a local scale. No previous scientific or geographical knowledge is needed, but it could be an advantage for those undertaking this subject.

GROUP 5: MATHEMATICS

Upon arrival at the College all students will take a diagnostic Maths test which will assist the students and the teachers to decide which is the best maths course for them.

Higher Level

This is a demanding subject which should prove a very useful preparation for the many university courses in which mathematics can be applied. The content of the course is predominantly pure mathematics, with some statistical applied mathematics. The final level attained is certainly more than comparable in standard with a British A Level course or a North American first year university course. A good background knowledge is desirable but not completely essential for a student with aptitude who enjoys the subject.

Standard Level Mathematics

This course is intended to provide a background of mathematical thought and competence for those not intending to undertake the Higher Level. It should normally provide a sufficient mathematical basis for students planning to pursue a university course in science, economics, etc., and might also appeal to arts orientated students with the capability of developing abstract mathematical ideas.

Standard Level Mathematical Studies

This course is intended for those students whose interests do not lie in a field where traditional, rigorous mathematical skills and techniques are needed. It should normally be considered appropriate for students planning to pursue a university course in humanities, languages, etc. It involves a project which offers considerable scope for pursuing individual interests.

General
Higher Level and Standard Level Mathematics include Investigation work and Standard Level Mathematical Studies includes Project work which are guided coursework which is assessed and contributes 20% of the final mark.

GROUP 6: THE ARTS

Music: Higher and Standard Level
The Higher and Standard Level courses are suitable for those students who love music; desire an outlet for their own creativity and who seek to develop a greater depth of understanding of music in all its great variety. There is a completely new syllabus from September 2018 and this does away with the previous formal exam and replaces it with 100% coursework. The new syllabus allows great flexibility for the student with support and advice from the teacher to develop a personal pathway through the course. There are opportunities for composition, performance and critical analysis of music, the course exposes students to forms, styles and functions of music from a wide range of historical and socio-cultural contexts. Students create, participate in, and reflect upon music from their own background and those of others. They develop practical and communicative skills which provide them with the opportunity to engage in music for further study, as well as for lifetime enjoyment. All students on an IB music course will have an individual lesson with a visiting instrumental teacher as part of the course and as part of their continuing musical development.

Visual Arts: Higher and Standard Level

The new Visual Arts exam is divided into three sections; Visual Arts in Context, Visual Arts Methods and Communicating Visual Arts. Both courses are open to complete beginners, although there is a difference in the amount of work expected from students on the SL course compared to HL students. The cultural background and individual needs of the student form the basis of the teaching programme. In order to take the subject at either level and achieve success, students require motivation, an open and inquisitive mind and a preparedness for investigation into different times, cultures and techniques.

The department has a computer lab, multi-purpose studio spaces, a print studio, a ceramics building and a chromakey special effects Photography and Film studio. During the first year students are involved in a series of projects, including: tribal identity, colour-physics and their global origins, observational figure drawing, digital photography frame composition, 1m-squared project, Yearbook design, basic Photoshop and Printmaking. Autumn Term culminates in a showcase of student's exam work in the form of a Fashion Show or Time Based Art Event for the entire College. As the course progresses, the students develop their individual themes and projects. In the second year, students embark on an increasingly individually structured programme intended to develop their own theoretic and technical skills with teaching on an individual tutorial basis.

The Art Department has strong links with international galleries, street art exhibitions and the expertise of practising artists, many also lecturing at universities and Colleges in South Wales and England. It is compulsory for all art students to select one 2 hour Art activity per term to develop their art practices in; Ceramics, Figure Drawing, Time Based Art or Printmaking via the Art extension sessions provided by Visiting Art staff. Co-curricular Art activities are available for art and non-art students including: Animation in Action, Ceramic celebrating Difference, Eco-Fashion Design and Felt making.

Course Selections at UWC Atlantic College within the International Baccalaureate Framework

Students completing the full IB Diploma Programme are required to study six. They must choose three subjects at Higher Level and three subjects at Standard Level. They must select *one* subject from groups 1, 2, 3, 4 and 5. They can then select either one subject from group six or another subject from groups 1 to 5. In addition, students must complete a course in Theory of Knowledge, the Extended Essay and the Creativity Action Service programme which is satisfied through the co-curricular programme at UWC Atlantic College.

Students are not encouraged to take 7 subjects or 4 Highers due to the demands of the curriculum. This may be possible under certain conditions, however, such as an arts subject in Group 6 or due to language proficiency in Group 2.

Subject Choices at UWC Atlantic College
(Please note: We require a minimum uptake of 6 students to offer any of the subjects below.)

	Group 1 *The Student's Best Language*	**Group 2** *Second Language*	**Group 3** *Individuals and Society*	**Group 4** *Experimental Sciences*	**Group 5** *Mathematics*	**Group 6** *The Arts & Electives*
Higher Level	English Literature English Language and Literature French German Norwegian Spanish	English B French B Spanish B	Economics Geography Global Politics History Social and Cultural Anthropology	Biology Chemistry Design Technology Physics	Mathematics HL	Music Visual Arts
Standard Level	English Language and Literature Chinese French German Italian Norwegian Spanish Self-taught *1	English B French B Spanish B Arabic *ab initio* French *ab initio* Spanish *ab initio*	Economics Environmental Systems and Societies*2 Geography Global Politics History Social and Cultural Anthropology	Biology Chemistry Environmental Systems and Societies*2 Physics	Mathematics Mathematical Studies	Music Visual Arts

*1The IB and the College provide the opportunity for students to study their mother tongue language by providing teacher supported self-taught options. This is encouraged as a means to remain connected to one's home culture.

*2 Environmental Systems and Societies is a transdisciplinary course. This means that students meet the requirements for groups 3 and 4 in one course and have more choice for their fifth and sixth subject as a consequence.

University and Career Guidance

All students will be supported by the University Guidance Office with planning their future career steps. The majority of students apply to universities for further studies after Atlantic College. Some students take a gap year to further follow the mission, gain professional experience and to fulfil military service.

The University Guidance Counsellor will meet with all students individually several times while in the College to discuss the student's personal aspirations and the respective application processes. The University Guidance Office also provides a wide range of presentations and workshops. The College has excellent relationships with many higher education institutions. Over 100 universities and colleges from around the world visit the College each year, so students can meet university representatives personally and get relevant information first hand. Information about scholarships and financial aid is also made available to students.

The University Guidance Office provides support on strategic application lists, and what is needed for the respective applications. There is also guidance in possibilities to reduce costs of applications and where the best financial support/scholarships will be provided for students with financial need. The College does not provide tutorials for SAT or other entrance or language tests. However, support materials are available in the library and online.

Students and parents are encouraged to reach out to the University Guidance Office with any enquiries or questions they might have about the student's life after Atlantic College.

University Examination and Interview Expenses
The College does not cover the cost of students' university applications, nor their attendance at university interviews. Applicants are also responsible for the cost of any additional testing such as SATs for the US, course specific tests in the UK and in a few instances extra English Proficiency qualifications.

Students are permitted to apply to a maximum of 10 institutions worldwide. For example the tests and applications to 6 US, 2 UK and 2 Canadian universities can cost over £900, although the US universities can waive the application fees in certain circumstances of demonstrated need. Students can seek advice from the Director of University Guidance. Students must pay the costs of testing and on-line applications with a credit card. Please note that a debit card is not accepted by College Board for SAT testing and CSS profiles.

International Baccalaureate examination fees are included in the scholarship or fees.

Additional costs may be incurred during the fourth term in connection with legalisation of the IB Diploma. The 2018 cost was £98. Students from Argentina, Mexico and Egypt usually pay double this amount as some universities need both the Diploma itself in addition to the Diploma Programme Course Results documents to be legalized. At present there are 69 countries on the list, and this list changes from year to year. Payment will be required at the time of registration for legalisation of the IB Diploma, which takes place in March of the second year of study.

Matrix of IB Prerequisite for Universities in most popular destinations
This matrix contains general guidelines that are a starting point but requirements for specific programmes can change. There is a wide variety of subjects and countries not listed here that can be studied at university level, many of which have no specific IBDP prerequisites. However, some programmes do have IB Diploma prerequisites in order to apply, and because entry requirements can vary and change, this information cannot be taken as definitive and is a guideline only. **It is essential that students conduct their own research to ensure their IB subject combination meets their needs.**

	United Kingdom	Canada	USA
Architecture	may require HL Mathematics; HL Physics; Visual Arts or DT and/or portfolio	may require HL or SL Mathematics; may require Chemistry and Physics at HL or SL	recommended HL Mathematics; HL Science and Visual Arts or DT and/or portfolio for B.Arch.
Art and design/ Performing Arts	Portfolio/audition usually required; relevant IB subjects usually required	Portfolio/audition usually required; relevant IB subjects recommended	Portfolio/audition usually required; relevant IB subjects recommended
Business/Commerce	may require SL or HL Mathematics	often at least requires SL Mathematics	no specific prerequisites
Economics	often require HL Mathematics, may require SL Mathematics	may require at least SL Mathematics	no specific prerequisites; IB Economics not required
Engineering	usually require HL Mathematics and HL Physics	usually require HL or SL Mathematics; usually require Chemistry and Physics at HL or SL	recommend HL Mathematics and one or more HL science, usually HL Physics
Humanities/ Social Sciences (BA)	usually requires relevant subject at HL if offered in IB (e.g. Geography)	no specific IB requirements	no specific IB requirements
Social Sciences (BSc)	usually requires relevant subject at HL if offered in IB (e.g. Geography)	may require SL Mathematics	no specific IB requirements
Sciences	may require SL or HL Mathematics and one or more HL science; recommended two sciences	may require HL or SL Mathematics; may require two sciences	recommend one or more HL science and HL or SL Mathematics
Law	may require English as a group 1 subject; essay-based subjects recommended (e.g. History)	*not available as undergraduate option*	*not available as undergraduate option*
English Literature	recommend English Literature	recommend English Literature	recommend English Literature
Medicine	required HL Chemistry and one other science, usually at HL; recommend HL	*not available as undergraduate option*	*not available as undergraduate option*

	Biology and at least SL Mathematics		
Psychology	may require SL Mathematics; may require one HL science	BSc may require at least SL Mathematics and two sciences	no specific prerequisites
Sources	*www.ucas.com*	*bigfuture.collegeboard.org*	*www.studyincanada.com*

Netherlands:
Most Bachelor of Science (BSc) course require at least SL Mathematics.
Medicine requires 3 sciences in the IB. This is not an option in the IB at UWC Atlantic College. Therefore students will need to apply with one "deficiency" or take an extra science test prior to applying.
Germany:
There are specific IB requirements for direct entry to German universities. These are:

- 2 languages at A or B level (one of which can either be Language A SL or HL or Language B HL only)
- One natural science subject (Biology, Chemistry, Physics) or Mathematics at HL
- Mathematics – Further Math, Mathematics HL or SL, Mathematical Studies
- One social science (History, Geography, Economics, Social Anthropology)
- A 6th subject can be Visual Arts, DT, Music, Environmental Systems and Societies, World Religions or another language (ab initio only as 3rd language), another science or social science listed above or a second math course (with Further Math only)
- All course have to be taken continuously can cannot be changed.

Sources: In German only
http://www.kmk.org/fileadmin/Dateien/pdf/ZAB/Hochschulzugang_Beschluesse_der_KMK/IB_Diploma_12.pdf

For all other countries IB recognition please see http://www.ibo.org/university-admission/recognition-of-the-ib-diploma-by-countries-and-universities/country-recognition-statements/ Please note that certain universities and programmes might have additional requirements.

English-language requirements:
Generally speaking it is not required to have English as a subject within the IB. However, it is highly recommended. Many universities will require proof of English-proficiency (if taught in English) which often can be demonstrated by a good grade in English in the IB Diploma, or a TOEFL or IELTS test score. It is important to check with each university/programme the student applies to.