



The International Baccalaureate Diploma Programme

Parent and Student Guide
Examination Session 2026

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Mission Statements

Gymnasium Klosterneuburg

The International Baccalaureate Diploma Programme is an integral part of the long-established, local community state school Bundesgymnasium and Bundesrealgymnasium Klosterneuburg. Since completing the authorisation process in 2010, BG/BRG Klosterneuburg is also an authorised IB World School.

In addition to teaching the Austrian National Curriculum, our school offers pupils the opportunity to complete the International Baccalaureate Diploma Programme (IBDP).

The world we live in is one of increased international cooperation, where cities, federal states, countries and even entire continents move closer together. Further and sustainable development of our school, answering the call of a united Europe and ready to take up the challenges of the world, has therefore become indispensable. The IB Diploma, with its central focus on intercultural competences, achieved ideally together with the “Matura” at the end of the pupils’ final school year, decisively boosts our pupils’ career opportunities in an increasingly internationalised professional world.

The International Baccalaureate Organization

The International Baccalaureate® (IB) is more than its educational programmes and certificates. At its heart the IB is motivated by a mission to create a better world through education and promotes intercultural understanding and respect, not as an alternative to a sense of cultural and national identity, but as an essential part of life in the 21st century.

The educational philosophy of the IBO states that

“The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.”

The International Baccalaureate Organization (IBO), a non-profit educational foundation based in Switzerland, offers the Diploma Programme for pupils in the final two years of secondary school.

As a membership organisation, the IB provides curriculum and assessment development, teacher training and information seminars, electronic networking and other educational services to many schools around the world.





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.

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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The IB Diploma Programme (IBDP)

The International Baccalaureate Diploma is an internationally recognised school-leaving certificate. An academically rigorous programme – the IB Diploma Programme – taught in the last two years of school, provides the necessary preparation for final assessments.

Pupils learn more than a collection of facts. The Diploma Programme prepares pupils ideally for university and encourages them to:

- ask challenging questions
- develop a strong sense of their own identity and culture
- become active, compassionate and lifelong learners
- develop the ability to communicate with and understand people from other countries and cultures.

The IBDP's educational aims are embodied in the structure and content of the Programme itself. The IBDP curriculum model, illustrated below, contains six academic areas or subject groups surrounding a core of diploma requirements.



The core requirements aim to teach students how to conduct research, how to ask questions about the world, and to contribute to their own physical, social and creative development.

IB Subjects at Gymnasium Klosterneuburg

Exam Session 2026

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
English A Literature SL/HL	English B HL	Economics HL	Biology HL	Mathematics analysis and approaches SL	Film SL
German A Literature SL/HL	German B SL/HL	Psychology HL	Chemistry HL		Music SL
Self-taught Language A Literature SL	French B SL/HL	History SL	Computer Science SL		Visual Arts SL
	Spanish B SL		Physics SL		
	German ab initio SL		Sports, Exercise and Health Science SL		
	Spanish ab initio SL				

Diploma candidates are required to select **at least one** subject from subject groups 1 - 5.

Instead of a Group 6 subject, you may prefer to choose two subjects from either Group 2, Group 3 or Group 4, in order to fulfil certain university requirements or to fit a particular career path.

By studying a subject from one of each of the subject groups 1 – 5, pupils are exposed to the two great traditions of learning: the humanities and the sciences. Distribution requirements ensure that the science-oriented pupil is challenged to study modern languages and that the natural linguist becomes familiar with laboratory procedures.

Three subjects are taken at **higher level (HL)**, the others at **standard level (SL)**.

HL courses are taught for 240 teaching hours over the two years (4 classroom hours/week).

SL courses 150 hours over the two years (3 classroom hours/week).

Pupils achieve depth of study in the context of a broad and coherent curriculum over the two-year period.

The IB pattern is a deliberate compromise between the early specialisation preferred in some national systems and the greater breadth found in others.

In each area of the curriculum, care is taken to foster active citizenship and global perspectives.

GROUP 1 - Language A: Literature

English A: Literature (SL/HL)

German A: Literature (SL/HL)

Self-taught language A: Literature (SL)

What will I study?

The Language A Literature course is not only a pre-university literature course, but also a study of how literature reflects and is reflected by the world. One of the main objectives of the course is to raise awareness of literature as art and of writers as craftsmen. Emphasis is placed on analysing, interpreting and discussing literature on various levels. In this light, the course encourages you to think independently and draw your own conclusions, always based on the tools of literary analysis. Aware of the fact that literature opens up the mind to different cultures and different opinions, we pursue a global, international and fraternal perspective, which gives you an insight into the cultures, traditions and literary achievements of world literature.

You will be introduced to a range of texts from different periods, styles and genres, with the aim of the course being that you develop your ability to analyse individual texts in detail and make relevant connections between them.

Another goal is to develop your power of expression, both in oral and written communication. And of course, to encourage a lasting joy of and interest in literature and language.

How will I be assessed? English A & German A SL/HL

External assessment: (SL 70%, HL 80%)

- Paper 1: Guided literary analysis (SL 35%, HL 35%)
You will analyse one (SL)/two (HL) literary passage(s), from one (SL)/two different (HL) literary form(s), each accompanied by a question.
- Paper 2: Comparative Essay (SL 35%, HL 25%)
You will write one comparative essay based on two works studied in the course from a choice of four general questions.
- HL essay (HL 20%)
You will submit an essay on one work studied during the course. The essay will be 1,200 – 1,500 words in length.
- Self-taught language A only: Individual oral (SL 30%)
Supported by an extract from one work written originally in the language studied and one from a work studied in translation, you will offer a prepared response of 15 minutes.

Internal assessment:

- Individual oral (SL 30%, HL 20%)
Supported by an extract from one work written originally in the language studied and one from a work studied in translation, you will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher.

Who is this course for?

In the IB Diploma Programme, you must choose a Language A course in either your mother tongue or your language of education.

It is also possible to choose two Language A courses. In that case, a Language B course does not need to be chosen.

GROUP 2 - Language Acquisition

Language B: English (HL)

Language B: French (SL/HL)

Language B: German (SL/HL)

Language B: Spanish (SL)

What will I study?

Language B is a highly stimulating language course that offers the training ground necessary to refine your language skills, in order to correctly interpret various literary and non-literary texts as well as produce different text formats, e.g. articles, adverts, news reports, speeches, formal and informal correspondence etc. The course is not intended solely for the study of specific subject matter or content but aims at enhancing communication skills based on five curriculum themes and conceptual understanding of language acquisition.

How will I be assessed?

External assessment: Written component (75%)

- Paper 1: written production (25%)
SL: Testing productive skills in a variety of text formats, based on 5 themes, in an exam of 1.15 hours.
HL: Testing productive skills in a variety of text formats, based on 5 themes, in an exam of 1.30 hours.
- Paper 2: reading and listening abilities (50%)
SL: Listening comprehensions lasting 45 minutes, reading comprehensions of 1 hour.
HL: Listening and reading comprehension exams each lasting 1 hour.

Internal assessment: Oral component (25%)

The Individual Oral is an oral activity which will be internally assessed by the teacher and externally moderated by the IB.

SL: Based on a choice of two visual stimuli, the student has to give a presentation, answer follow-up questions and get involved in a discussion in a 15-minute oral exam. The photo is related to one of the five themes.

HL: Based on a choice of two literary extracts, the student has to give a presentation, answer follow-up questions and get involved in a discussion in a 15-minute oral exam. The novels used are related to one of the five themes.

Who is this course for?

You must choose at least one foreign language at “B” level if by the time the Diploma Programme starts you have received two years or more of teaching in that language. The only exception is if you choose two languages at “A” level.

It is the school’s policy that international students who join our school in year 9 (=5th form) or earlier have to take German B or German A. An additional B-language can be chosen.

N.B. English B HL/French B HL will be acknowledged as one of your three written examinations for the Austrian “Reifeprüfung”.

German ab initio (SL)

Spanish ab initio (SL)

What will I study?

This course is designed for students with no prior experience of the target language, or for those students with very limited previous exposure.

The main topics covered will centre around your immediate environment, which includes, amongst other topics:

- identities
- experiences
- human ingenuity
- social organization
- sharing the planet

The main aim of the course is to enable you to reflect on your own native traditions in comparison with those of German-speaking/Spanish-speaking countries.

How will I be assessed?

External assessment: Written component (75%)

- Paper 1: Productive skills (25%) - two written tasks of 70 – 150 words each from a choice of three tasks, choosing a text type for each task from among those listed in the examination instructions.
- Paper 2: Receptive skills (50%) – listening and reading comprehensions

Internal assessment: Oral component (25%)

The internal assessment consists of an interactive skills task in the form of an individual oral assessment. Students are required to make an individual presentation in response to a visual stimulus, before engaging in one-to-one discussion with the teacher, firstly on the topic of the stimulus, followed by general conversation based on topics from at least one additional theme listed in the syllabus.

Who is this course for?

German or Spanish ab initio are strongly recommended to all our international students who on commencing the Diploma Programme in the last two years of school, do not have enough years of language learning to attempt their foreign language at “B” level.

Spanish ab initio is also an exciting opportunity for pupils in “Langform-Französisch” to add Spanish to their language portfolio. The course is taught exclusively in the afternoon and requires no “Schularbeiten”.

N.B. German ab initio is compulsory for all international students who join our school in year 10 or later and do not have any prior knowledge of German.

GROUP 3 - Individuals and Societies

Economics (HL)

What will I study?

Why does Apple produce smartphones in China? Why does the price of petrol always change? Why are airline tickets generally more expensive in August than in February? Economic principles are useful in attempting to answer any of these questions. The course is designed to give you a basic understanding of the economic theories that drive our personal economic decisions, national economic decisions, and many of the decisions made by our international neighbours. A major focus is put on real world examples and what needs to be done to resolve them.

Microeconomics

Competitive markets: demand and supply, the market equilibrium, price mechanism, market failures and corresponding externalities, elasticities, government intervention as well as market structures and profit maximisation concepts.

Macroeconomics

The level of overall economic activity, aggregate demand and aggregate supply, macroeconomic objectives, inequality and poverty, demand-side and supply-side policies as well as sustainable levels of growth.

The Global Economy

International trade, exchange rates, the balance of payments, economic integration, economic development, the barriers to economic growth and development, poverty cycles, strategies to promote economic growth and development, the roles of foreign aid and multilateral development assistance, Sustainable Development Goals, as well as effects of exchange rate on the balance of payments and absolute and comparative advantage.

How will I be assessed?

External assessment (80% HL)

The final exams consist of three papers at HL.

- Paper 1 (20% HL): Extended response paper.
- Paper 2 (30% HL): Data response paper.
- Paper 3 (30%) Policy paper.

Internal assessment (20% HL)

You will keep a portfolio to include three commentaries of current news items involving the use of economic concepts and terminology (800 words maximum each).

Who is this course for?

If you are interested in economics and problems concerning our world, you are welcome to solve them! The course will take into consideration current economic problems in economies all over the world and we will discuss possible policies that should be taken to resolve them.

Possible career paths requiring economics include: accounting and finance, business, project management, public policy, consulting, law, investment banking, market research.

History (SL)

What will I study?

IB History is a world history course based on a comparative and multi-perspective approach to history. The course focuses on key historical concepts such as change, causation and significance.

Students study the following:

- **The move to global war**

Japanese expansion in East Asia (1931-1941)

German and Italian expansion (1933-1940)

The focus of this prescribed subject is on the causes of expansion, key events, and international responses to that expansion.

- **Authoritarian states (20th century)**

The conditions that facilitated the rise of authoritarian states in the 20th century, as well as the methods used by parties and leaders to take and maintain power are explored as are the impact of the leaders' policies, both domestic and foreign, upon the maintenance of power.

- **The Cold War: Superpower tensions and rivalries**

This topic focuses on how superpower rivalries changed according to styles of leadership, strength of ideological beliefs, economic factors and crises involving client states. An international perspective is promoted by requiring the study of leaders, countries and crises from more than one region of the world.

How will I be assessed?

External assessment SL

- Paper 1: Source analysis paper (30%)
Written answers to structured source-based questions.
- Paper 2: Essay paper (45%) Two historical essays.

Internal assessment SL (25%)

Each student undertakes a historical investigation into a topic of their choice made up of:

- A detailed analysis of two sources (500 words)
- An investigation (1300 words)
- A reflection on what undertaking the investigation highlighted to them about the methods used by, and the challenges facing, the historian. (400 words)

Who is this course for?

History is for you if you are interested in learning about European and World history and enjoy analysing and evaluating historical evidence from the 20th century. The course will help you strengthen your critical thinking skills, your ability to conduct an academic argument based on evidence and to achieve an extremely proficient level of essay writing in English.

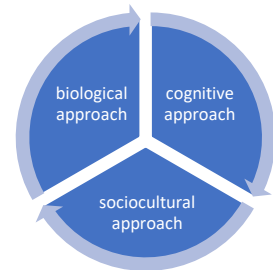
Possible career paths requiring history include international relations, law, civil service, politics, and management. The ability to evaluate evidence, debate, think critically and argue a case persuasively is essential in many other careers.

Psychology (HL)

What will I study?

In general, psychology may be defined as the systematic study of behaviour and mental processes. Using scientific research methods, IB Psychology provides you with a critical understanding of human behaviour and mental processes, as seen from three different approaches.

Throughout the course you will therefore have a look at human behaviour from three different perspectives: The biological approach (considers biological determinants of behaviour, such as hormones and neurotransmitters), the cognitive approach (considers mental processes such as memory, emotion, and bias) and the sociocultural approach (considers sociocultural aspects such as social identity and stereotypes).



In addition to these three approaches which build up the core curriculum, two options will be studied. The first of these will be abnormal psychology (explanations and treatments for disorders such as depression or PTSD), the second option will be developmental psychology (how and why people's behaviour and thinking change over time). In year two, you will need to conduct your own research in the form of replicating an existing psychological experiment and analysing and discussing the result.

Another purpose of the course is to draw connections to Theory of Knowledge (TOK), which is at the core of the IB Diploma Programme. You will be encouraged to develop skills of critical thinking and analysis.

How will I be assessed?

At the end of year two you will have to sit three exam papers, as listed below. These are externally assessed. In addition to that you will have to replicate and analyse a simple experimental study based on an original psychological study that has already been carried out by a researcher. This will count as your internal assessment (IA).

External assessment:

Paper 1, HL (40%): Assessment on Part 1 of the syllabus (3 core approaches)

Paper 2, HL (20%): Assessment on the optional part of the syllabus (2 options)

Paper 3, HL (20%): Assessment on research methodology

Internal assessment:

20% HL: A report of a simple experimental study replicated by you and your colleagues

Who is this course for?

This course is designed for those who are particularly interested in human behaviour and its determinants. It is for students who want to learn more about behaviour and mental processes in order to understand each other better in terms of how individuals interpret meanings, relationships and mental health. Possible career paths requiring psychology include business psychology, behavioural economics, health and abnormal psychology, psychotherapy, criminal psychology, experimental psychology, occupational psychology, human resources and medicine.

GROUP 4 - Sciences

Biology (HL)

What will I study?

A new IB Biology course will be launched in February 2023 for first teaching from September 2023.

The new biology curriculum is built on four broad conceptual themes which are discussed on different levels of organization:

Unity and Diversity (e.g. water, DNA, cells, evolution, biodiversity and conservation)

Form and Function (e.g. proteins, lipids, membranes, gas exchanges, muscles, ecological niches)

Interaction and Interdependence (e.g. enzymes, cell respiration, photosynthesis, chemical and neural signalling, disease, populations)

Continuity and Change (e.g. DNA replication, protein synthesis, mutation, reproduction, inheritance, climate change)

How will I be assessed?

External assessment

Students sit two external examinations:

Paper 1A includes multiple-choice questions on the syllabus

Paper 1B includes data-based questions that are syllabus related, addressing all themes.

Paper 2A includes data-based questions from unfamiliar contexts and short-answer questions.

Paper 2B includes extended-response questions that focus on holistic knowledge and understanding of a wide range of syllabus content, skills, concepts and understandings.

Internal assessment

A 'scientific investigation' will allow students to collaborate and support each other within small groups. Where appropriate, students will be able to share similar methodologies, provided that the independent or dependent variable differ, and the data collected is unique to each student.

Students submit an individual report, with a maximum word count of 3,000 words.

Who is this course for?

This course is ideal for you if you want to get an insight into scientific research by performing numerous practical experiments in which you can try out different outdoor equipment and laboratory technologies, e.g., microscopes, data-loggers, dissecting instruments, etc. It will also enable you to build up a basic repertoire of scientific methods and teach you to design your own experiments that can evolve from a biological question or might express or prove a known fact. Additionally, you will learn to evaluate, analyse and read scientific data deriving from your own experiments and from authentic scientific research.

Higher Level Biology is a rigorous course aimed at pupils who prefer sciences and intend to do further study in the field of biology, medicine or chemistry.

Possible career paths requiring biology are medicine, pharmacy, biochemistry, organic chemistry, forensic science, biomedical research, veterinary medicine, and of course all branches of biology (anthropology, botany, genetics, microbiology, neuroscience, ecology, evolutionary biology, zoology).

N.B. IB Biology at HL is an essential requirement for entrance to most medical schools worldwide.

Chemistry (HL)

What will I study?

A new IB Chemistry course will be launched in February 2023 for first teaching from September 2023.

The new chemistry curriculum is built on two broad organizing concepts:

Structure and Reactivity

Both of these concepts are subdivided into topics and subtopics, which are all connected through the idea that structure determines reactivity, which in turn transforms structure.

How will I be assessed?

External assessment

Students sit two external examinations:

Paper 1A includes multiple-choice questions on the syllabus and paper

Paper 1B includes data analysis questions. These papers provide an opportunity to assess some of the experimental skills and techniques.

Paper 2 includes short-answer and extended-response questions of intertwining skills, concepts and understandings placed into a suitable chemistry context.

Internal assessment

A 'scientific investigation' will allow students to collaborate and support each other within small groups. Where appropriate, students will be able to share similar methodologies, provided that the independent or dependent variable differ, and the data collected is unique to each student.

Students submit an individual report with a maximum word count of 3,000 words.

Who is this course for?

Chemistry aims to impart the skills and knowledge required to get an overview of basic chemistry, including the Austrian curriculum. The amount of factual knowledge might be smaller than in other science subjects, but logical and mathematical skills are necessary more often. The course could suit you if you have profound thinking skills and enjoy pursuing a topic until you have fully understood it.

Possible career paths requiring chemistry include medicine, chemical engineering, biomedical science, ecology, analytical chemistry, food science, environmental science, marine biology, mining engineering, forensic science, geology, pharmacy, veterinary medicine.

N.B. Chemistry HL is an essential requirement for entrance to most medical schools worldwide.

Computer Science (SL)

What will I study?

A new IB Computer Science course will be launched in February 2023 for first teaching from September 2023.

The new computer science curriculum is organized into three areas of learning:

- Systems in theory (theoretical underpinnings of the course)
- Systems in practice (the practical application of the theory)
- Systems in context (which connects the theory and practice to real-world scenarios and applications)

In addition, there are four themes: Abstraction, Design, Development, and Evaluation.

The development of solutions at local, national or global scales lies at the heart of this computer science course.

How will I be assessed?

External assessment

Students sit two external examinations:

Paper 1 focuses on problem solving and combines syllabus content from the systems in theory and systems in practice areas of learning. Section B of paper 1 requires students to read, understand, interpret and write code in either Java or Python.

Paper 2 focuses on applying theory and practice to real-world contexts and combines syllabus content from systems in theory, systems in practice and systems in context

Internal assessment

Framed as a report, the student will document their process following the software development life cycle (SDLC) to create a solution that solves a real-world problem. They will need to conduct a user-centered investigation into the needs and wants of the client and users, design and develop their solution, and test and evaluate the solution.

Students will submit an individual report, with a maximum of 3,000 words.

Who is this course for?

If you are interested in computing and/or plan a technical or economic course of study, the Computer Science course will prepare you ideally for this.

Computer science requires an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices work. Computer scientists work to understand, model and solve local, national and global problems. In response, computational solutions are developed to address these problems and facilitate the development of a world that is safe and sustainable for future generations.

Possible career paths requiring computer science include database administration, programming, systems analysis, web/software design, IT product development, multimedia design, technical support, telecommunications.

Physics (SL)

What will I study?

A new IB Physics course will be launched in February 2023 for first teaching from September 2023.

The new physics curriculum is grouped into five broad organizing themes:

Space, time and motion
The particulate nature of matter
Wave behaviour
Fields
Nuclear and quantum physics

How will I be assessed?

External assessment

Students sit two external examinations:

Paper 1A includes multiple-choice questions and paper 1B includes data analysis questions. These papers provide an opportunity to assess some of the skills on graphing, units and uncertainties.

Paper 2 will begin with a number of short-response questions, each focusing on a narrow area of the curriculum and will end with one extended-response question.

Internal assessment

A 'scientific investigation' will allow students to collaborate and support each other within small groups. Where appropriate, students will be able to share similar methodologies, provided that the independent or dependent variable differ, and the data collected is unique to each student.

Students submit an individual report with a maximum word count of 3,000 words.

Who is this course for?

The IB Diploma in Physics meets the admission requirements for engineering and technological studies at international universities. Physics is also the basis for many other sciences such as oceanography, seismology, and astronomy and is applied in all natural sciences. Since many mathematical concepts were developed by physicists, learning physics will help you master them and facilitate your understanding of mathematics.

Physics is an attempt to understand the world around us, challenging our imagination with concepts such as relativity. Physics leads to discoveries, such as computers, satellites, and GPS. Physicists study the largest galaxies and the smallest subatomic particles and everything in between. They are problem solvers; they make mathematics practical. And, even when the job market is slow, physicists can find well-paying jobs.

Possible career paths requiring physics include engineering, architecture, maths.

Sports, Exercise and Health Science (SL)

What will I study?

The Sports, Exercise and Health course aims to increase your background knowledge and understanding of health and human performance in relation to sport and exercise. It involves the study of the science that underpins physical performance.

The course is divided into two sections:

Core: basic general sport theory

- Topic 1: Anatomy
- Topic 2: Exercise physiology
- Topic 3: Energy systems
- Topic 4: Movement analysis
- Topic 5: Skill in sport
- Topic 6: Measurement and evaluation of human performance

Options: more detailed material on two specific areas, which will be chosen by the teacher: e.g. Psychology of Sport, Nutrition, Health, Training.

All sections include theoretical and practical work, e.g., training programmes, investigation of factors affecting physical performance (cardiovascular response, range of joints, trajectory characteristics of thrown objects, etc.)

How will I be assessed?

External assessment: (80%)

- Paper 1 (20%): tests knowledge of the core in the form of multiple-choice questions.
- Paper 2 (35%): consists of data-based questions, short-answer questions and extended-response questions about the core.
- Paper 3 (25%): tests knowledge of the options in short-answer questions.

Internal assessment: (20%)

You will complete a portfolio of 40 hours of practical work. This is composed of a mixture of short- and long-term investigations covering the topics studied. Additionally, all pupils will take part in an interdisciplinary Group 4 project, in which they analyse a common topic or problem.

Who is this course for?

If you are interested in sport, physiology, anatomy, neuromuscular function and nutrition and want to learn more about the science behind the body and physical activity, this course will interest you.

Possible career paths requiring sports, exercise and health science include sports science, sports management, sports psychology, teaching, physical and movement therapy, health management etc.

GROUP 5 - Mathematics

Mathematics: analysis and approaches (SL)

What will I study?

The topics studied in IB Mathematics: analysis and approaches (SL) allow a deeper understanding of what maths is and how it can be useful in real-life situations.

- Numbers and algebra: Basic algebraic concepts and applications, sequences and series, binomial theorem, solving equations
- Functions: functional concepts and applications, linear/quadratic/reciprocal/exponential/polynomial/rational functions
- Geometry and trigonometry: right and non-right-angled trigonometry, applications in 2 and 3 dimensions, unit circle, circular functions, trigonometric equations
- Statistics and probability: descriptive statistics, basic probability concepts, modelling data, binomial and normal distribution, regression and correlation
- Calculus: Differential and integral calculus and their application (optimization, curve discussion, kinematics)

A GDC (graphic display calculator) is obligatory.

How will I be assessed?

External assessment SL 80%

The external assessment is divided into two papers, both based on the whole syllabus. Both papers are divided into a short response part and an extended-response part.

- Paper 1 (40%): No calculators allowed
- Paper 2 (40%): Graphic display calculator required

Internal assessment SL 20%

You must complete a mathematical exploration project. The topic of the exploration will be chosen by you. The emphasis lies on mathematical communication.

Who is the course for?

The IB Mathematics: analysis and approaches (SL) course is meant for pupils with a basic knowledge of mathematical concepts who may need a mathematical background in their future studies.

GROUP 6 - The Arts

Film (SL)

What will I study?

This course will help you understand how stories are told in films and to get a knowledge of filmmaking traditions. You will also learn how to tell stories through film and how to produce your own movies.

Part 1: Reading film: You will learn to understand how meanings are constructed within and through film texts. (Why and how does a movie make me react in the way I do?). Film scenes and whole movies will be analysed in a detailed way (construction, cinematography, editing, etc.).

Part 2: Contextualizing film: You will watch films and study filmmaking traditions from various countries. This way you will get a deeper understanding of your own culture's filmmaking history as well as intercultural exchange and interdependence in filmmaking.

Part 3: Exploring film production roles: You will have the opportunity to develop skills in film production, ranging from initial planning to technical planning and physical production. You will have to maintain a film journal. This is your own record of your development as a DP filmmaker.

How will I be assessed?

External assessment

Textual analysis (30%)

Students demonstrate their knowledge and understanding of how meaning is constructed in film. They do this through a written analysis of a prescribed film text based on a chosen extract from that film. Students consider the cultural context of the film and a variety of film elements. Students submit the following: A textual analysis (1,750 words maximum) and a list of all sources used.

Comparative study (30%)

Students carry out research into a chosen area of film focus, identifying and comparing two films from within that area and presenting their discoveries as a recorded multimedia comparative study. Students submit the following:

- a. A recorded multimedia comparative study (10 minutes maximum).
- b. A list of all sources used.

Internal assessment (40%)

Film portfolio

Students undertake a variety of film-making exercises in film production roles, led by clearly defined filmmaker's intentions. They acquire and develop practical skills and techniques through participation in film exercises and the creation of at least one completed film. Students submit the following.

- a. Portfolio pages (9 pages maximum: 3 pages maximum per film production role) and a list of all sources used.
- b. A film reel showing engagement in three different production roles (9 minutes maximum: 3 minutes maximum per film production role, including one completed film).

Who is this course for?

- You love to watch movies; like to tell stories and want to learn how to tell these stories in your own movies;
- want to know more about the people who made film history;
- are interested in how stories are narrated in films; are willing to overcome an attitude towards films that is limited to the terms of "does or does not please/entertain me"

Music (SL)

What will I study?

We are very pleased to offer a course in Music that adds to the advanced instrumental skills many of you already have while deepening and developing your experiences in exploring, performing and creating music.

Through participating in the study of music you will develop your knowledge and your potential as a musician, both personally and collaboratively.

You will learn how to engage with a diverse range of music that will broaden your musical horizons and provide stimuli to your own music-making.

You will connect theoretical studies to practical work as researcher, creator and performer and learn to experiment with musical material and stimuli from the areas of inquiry across local and global context.

How will I be assessed?

External assessment

You will select samples of your work for a portfolio submission. You submit: a) written work demonstrating engagement with, and understanding of, diverse musical material. b) practical exercises in creating and performing.

Additionally, you will present, and perform to an audience, a collection of works demonstrating engagement with diverse musical material from four areas of inquiry. This includes solo or ensemble performances and an own composition or improvisation.

Internal assessment

You will submit an experimentation report with evidence of your musical processes in creating and performing in two areas of inquiry.

Who is this course for?

This course is for you if you

- are highly enthusiastic about music in general
- already play an instrument at an average level
- love to perform in public and like to learn elementary skills for creating your own music
- would like to have an appropriate foundation for further study in music at university level or in music career pathways or
- pursue other careers, but want to engage in the world of music as a lifelong participant

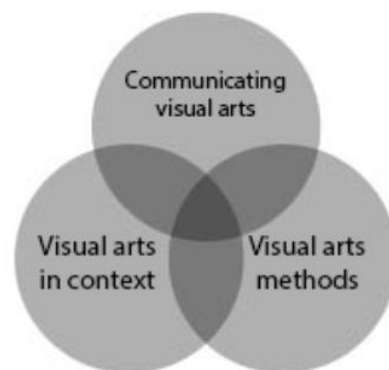
Possible career options requiring music include (but are not limited to): Professional musician (soloist or member of an orchestra or band), music teacher or instrumental teacher, music therapist, performance marketer, musical artist representative, venue manager

Visual Arts (SL)

What will I study?

The Visual Arts core syllabus consists of three equal interrelated areas which will be investigated through theoretical practice, art-making practice, and curatorial practice.

You might explore various media and techniques (drawing, painting, three-dimensional design, printmaking, photography, etc.). Activities are selected from the fine arts, popular arts (i.e. posters, commercial art, photos, motion pictures) and design (product design, graphic design, textile design or fashion design).



You will be encouraged to develop your own unique style of visual language, and there will be many possibilities for the creation, reproduction and dissemination of your own visual messages.

Through studio-based classroom activities you will develop your creative and imaginative skills. You will also develop your capacity to analyse art works and make personal responses to art works. Throughout the course students are required to maintain a visual arts journal.

How will I be assessed?

External assessment: (60%)

- Part 1 Comparative study (20%)
Students are required to analyse and compare artworks, objects or artifacts by different artists from different cultural contexts.
- Part 2 Process Portfolio (40%)
Students submit carefully selected materials which demonstrate their experimentation, exploration, manipulation and refinement of a variety of visual arts activities.

Internal assessment: (40%)

- Part 3 Exhibition
Students submit a selection of resolved artworks for their exhibition. The selected pieces should show evidence of their technical accomplishment and an understanding of the use of materials, ideas and practices. Students also evidence the decision-making process which underpins the selection of this connected and cohesive body of work in the form of a curatorial rationale.

Who is this course for?

This course is for you if you enjoy expressing yourself by drawing, painting, sculpting, new media and others, and if you like analysing and interpreting works of art from different periods and cultures.

This course is also for you if you are interested in visual experiences and activities and in a flexible programme, where you can develop and produce works of art with imagination and creativity.

Possible career paths requiring Visual Arts include: architecture, web design, graphic design, stage/interior design, fashion design, textile design, conservation/restoration, digital media design, photography.

The Diploma Core

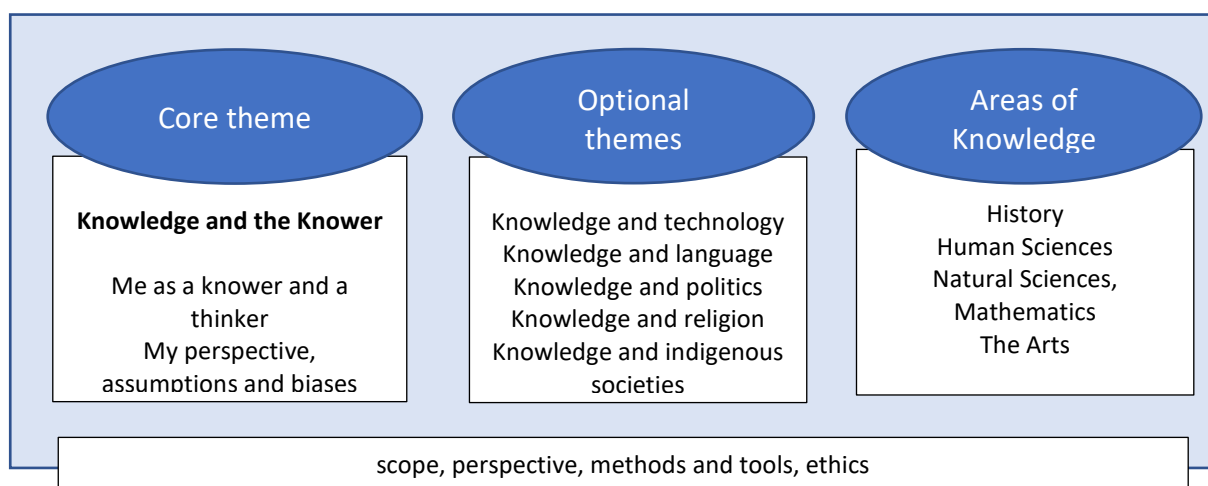
The IB programme offers three special features in addition to the traditional strengths of a broad liberal arts curriculum. These elements are referred to as *diploma requirements* since every diploma candidate is *required* to participate. They are: Theory of Knowledge, CAS, and an Extended Essay.

Theory of Knowledge (TOK)

What will I study?

In Theory of Knowledge (TOK), you will be encouraged to think critically about the nature of knowledge and to challenge knowledge claims which you will learn to identify in the knowledge acquired in other IB subjects but also in the fabric of your own personal thought and prejudice.

In terms of content, the TOK course is built around the central question “How do we know”. We will start our investigation through the core theme “Knowledge and the Knower” in which students will reflect on their own knowledge, perspectives, assumptions and biases. Further, you will explore knowledge and knowing within two from the following five themes: Knowledge and technology, Knowledge and language, Knowledge and politics, Knowledge and religion, Knowledge and indigenous societies. TOK also centres around the exploration of knowledge questions in five areas of knowledge (AOKs), which are History, Human Sciences, Natural Sciences, Mathematics and the Arts.



One of the major goals of the course is to explore themes and areas of knowledge (AOKs) through the “knowledge framework”. You can think of it as being a tool for exploring links and comparisons between the core theme, optional themes and areas of knowledge (AOKs). The knowledge framework is composed of scope, perspective, methods and tools as well as ethics. Consequently, students will learn to both appreciate the qualities of some of the areas of knowledge but also their shortcomings and “blind spots”. Through exposure to ambiguity and uncertainty of knowledge, critical thinking is highly encouraged, which will be beneficial for all other IB subjects.

Since the course aims at building on students’ own experience and promoting critical, independent thinking, the focus in terms of methods is on discussion and debate. In class, but also through minor reading and writing tasks they will learn to challenge their own biases, to clarify their values and to develop a fascination with the richness of knowledge as a human endeavour.

The TOK class is an obligatory course which reflects some of the core elements of the IB learner profile, like independent critical and creative thought, “intellectual risk-taking” and “international-mindedness”. No matter what direction your future studies and personal experiences in life will take you, the TOK course will accompany you and help fulfil the ideal of a curious, critical and creative human-being.

How will I be assessed?

In class, you will be assessed on the standard of your contribution to class discussions and minor written assignments.

Additionally, you will need to meet two major Diploma requirements:

1. Exhibition (33 %)

During the first year, you are required to create an exhibition that explores how TOK manifests in the world around us. It is composed of three individual objects that will be linked to a knowledge question. The final product is a document in which you “display” the three objects of your choice and add a commentary for each. The exhibition is assessed internally by your TOK teacher and externally moderated by the IB at the end of the course. To do your work justice, you will finally showcase your exhibition to an audience, either online or in person.

2. Essay (max. 1600 words; 67%)

During the second year, you choose your essay title from a list of six prescribed options. Though guidance and assistance are offered by the TOK teacher throughout the writing process, assessment is eventually done externally, according to the two main criteria in the TOK subject guide:

- Understanding knowledge questions
- Quality of analysis of knowledge issues

The Extended Essay (EE)

IBDP candidates are required to undertake original research and write an Extended Essay of about 4000 words. This aspect of the programme offers the opportunity to investigate a topic of special interest and to become acquainted with the kind of independent research and writing skills expected at university level. A total of about 40 hours of private study and writing time is recommended. You may choose to write on a topic in one of the subjects available in the IB Diploma curriculum. Throughout the entire process you will be closely guided by a supervisor.

Reflection is an important aspect of the Diploma Programme core and you will be required to reflect in written form on your progress as you complete your research work for the Extended Essay. Students are required to have three mandatory reflection sessions with their supervisors. The final session, a concluding interview, is also known as *viva voce*, and lasts between 20 and 30 minutes.

CAS (Creativity, Activity, Service)

In our school-system, emphasis is very often placed on gaining factual knowledge, whereas attention to developing your own personality is limited. An all-round education should offer you a balance between cognitive and personal development. CAS encourages you to develop your social abilities, your physical well-being and your creative talents. As such, CAS is an opportunity to educate you as a whole. In order to have the full benefit of this course, you should experience all three “strands” of CAS in a balanced way:

- Creativity: This includes experiences in the arts, depending on the personal abilities of each student. It also includes any other experiences that involve critical thinking, such as planning activities or problem solving.
- Activity: This includes any physical exertion that contributes to a healthy lifestyle.
- Service: This includes all unpaid and voluntary activities that are dedicated to the well-being of others and teach you to respect the rights, dignity and autonomy of all those involved.

Your CAS programme begins at the start of the Diploma Programme (in September of year 11) and continues regularly, ideally on a weekly basis, for at least 18 months with a reasonable balance between creativity, activity, and service. You also have to undertake a CAS project of at least one month’s duration that challenges you to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making.

Examples of possible CAS activities (having been carried out by our students so far):

Within our school:

- Being part of the mediation team, taking part in drama class, writing for the school newspaper, filming and photographing of school events, being a delegate to the Model European Parliament, leading guided tours on our school Open Day or participating in our school’s sports club.

Outside our school:

- Stage and costume design for local theatre groups, helping at various social institutions in and around Klosterneuburg: Gruft, SOMA, Red Cross, Kindergartens or Homes for the Elderly.

Of course, there are almost no limits to your personal ideas for other activities!

IB subjects Exam session 2026

Please choose 3 HL subjects and 3 SL subjects:

Group 1: Studies in Language and Literature – *Please choose one*

- ☐ German A: Literature (SL or HL)
- ☐ English A: Literature (SL or HL)
- ☐ Self-taught Language A: Literature (SL)

Group 2: Language Acquisition – *Please choose at least one*

- ☐ English B (HL)*
- ☐ French B (SL or HL) *
- ☐ Spanish B (SL)
- ☐ German B (SL or HL) **
- ☐ German ab initio (SL)**
- ☐ Spanish ab initio (SL)

* English and French B IB examinations at Higher Level are recognised and grades converted for the österreichische Reifeprüfung.

Austrians must choose either one or both.

**International students must choose German B (if they joined BG Klosterneuburg in the 5.Klasse) or German ab initio (if they joined in the 7.Klasse).

Group 5: Mathematics

- ☒ Mathematics SL

Groups 3, 4, and 6:

Please choose at least one subject from Groups 3 and 4.

A Group 6 subject is optional. You may prefer to choose two subjects from either Group 2, Group 3 or Group 4, in order to fulfil certain university requirements or to fit a particular career path.

Please note that it is only possible to choose one subject from any of the vertical blocks!

Group 3	Economics HL (2/3)	Psychology HL (2/3)	History SL (1/2)	
	or	or	or	
Group 4	Biology HL (4/3)	Chemistry HL (3/4)	Physics SL (2/3)	Computer Science SL (3/3) Sports, Exercise, Health SL (3/3)
				or
Group 6				Film SL (3/3) Music SL (2/2) Visual Arts SL (2/2)

() represent additional afternoon teaching hours in the 7./8. Klasse, anticipated for Cohort 2026

Which IB subjects match my career plans?

Choosing the right subject combinations for the career you are interested in is important. While it is not possible to offer every IB Subject at a State school, we do try hard to provide those that are relevant for most of our pupils.

Here are some examples of IB subject combinations that you can do at our school:

Medicine

HL subjects	Biology	Chemistry	Language B
SL subjects	Maths	History	Language A

Law

HL subjects	Language A	Psychology	Language B
SL subjects	Maths	History	Science

Economics

HL subjects	Economics	Language A	Language B
SL subjects	Maths	History	Computer Science

Psychology

HL subjects	Psychology	Biology	Language B
SL subjects	Maths	Language A	Sports, Exercise and Health Science

Marketing

HL subjects	Psychology	Language A	Language B
SL subjects	Maths	Science	Group 6 subject

Technology

HL subjects	Language A	Economics	Language B
SL subjects	Maths	Physics	Computer Science

Arts

HL subjects	Language A	Biology or Chemistry	Language B
SL subjects	Maths	History	Group 6 subject

Linguistics

HL subjects	Language A	Language B	Language B
SL subjects	Maths	History	Science

N.B. It is essential that students who wish to study in the UK consult university websites for specific admissions criteria. Please contact our university counsellor, Rebecca Kmentt MA should you have questions in this regard.

My IB Diploma

Before you fill in the form sent via Edu Flow, you can use this form to visualise your thoughts.

My Higher Level subjects represent my academic focus and interests and fulfil the requirements of my university course:

First draft:

Higher level

Higher level

Higher level

Standard level

Standard level

Standard level

Second draft:

Higher level

Higher level

Higher level

Standard level

Standard level

Standard level
