

 <b>BLINDERN</b> VIDEREGÅENDE SKOLE <b>APPLICATION FOR ADMISSION</b> <b>International Baccalaureate Diploma Programme</b> <b>Application deadline March 1<sup>st</sup> 2021</b>
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Send completed application form for Blindern videregående skole to:

Blindern videregående skole  
P.O.Box 3803 Ullevål Stadion  
N-0805 OSLO  
Tlf.: + 47 90 80 80 59

Student surname: ..... Student first name: .....

Address: ..... Postal Code: .....

Mobile tel: ..... Email: .....

Resident in Oslo municipality: Yes  No  Male  Female

Date of Birth: ..... Norwegian identity no. (11 digits): .....

Norwegian residence permit: Yes  No

1 <sup>st</sup> nationality:	2 <sup>nd</sup> nationality (if applicable):
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Name of parent: 1.....

Mobile tel: ..... Email: .....

Name of parent: 2.....

Mobile tel: ..... Email: .....

Previous schooling (in particular the 4 last years):

2020/21	
2019/20	

<b>2018/19</b>	
<b>2017/18</b>	
<b>Before 2017</b>	

**1. Please explain your motivation for choosing the IB DP.**

**2. What qualities do you have that make you a good candidate for IB DP?**

<b>1<sup>st</sup> language</b>	<b>2<sup>nd</sup> language (if applicable)</b>
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**All students enrolled in the IB programme have to study two languages. The following questions are intended to give us a better idea of your (possible) prior experience with languages.**

**Please explain your prior experience with the English language. Have you been taking English classes? If so, how old were you when you first started? Would you consider yourself at a beginner, intermediate or fluent level?**

<p><b>Please explain your prior experience with the Norwegian language. Have you been taking Norwegian classes? If so, how old were you when you first started? Would you consider yourself at a beginner, intermediate or fluent level?</b></p>
<p><b>Please explain your prior experience with any other languages (reading/writing/speaking skills).</b></p>

<b>Enclosed (Please tick)</b>	<b>The following documentation is required. Applications without the necessary documentation enclosed cannot be adequately processed. If in doubt, make certain that you contact the school. All information will be treated in the strictest confidence.</b>
	Diploma from Norwegian "ungdomsskole" (lower secondary school) and/or other similar schools.
	Transcripts of mid-term grades from Vg1 studiespesialisering, or similar 10 <sup>th</sup> /11 <sup>th</sup> year of schooling, MYP qualification.
	An evaluation of the candidate's suitability/letter of recommendation. The letter should be signed and stamped. Referees: Subject teacher/home room teacher, counsellor or Head/Principal.
	A copy of "Bostedsattest"(Certificate of Residence) issued recently by the "Folkeregister" to confirm your address in Oslo.

**Applicants must have a registered address in Oslo municipality by the application deadline which is 1<sup>st</sup> March 2021.**

Applicants who are in the process of moving to Oslo are eligible to apply for a place. They will, however, not secure a place until they provide documentation to prove that they have moved to an Oslo address together with or in order to join their parent(s)/legal guardians before the start of the school year. **The deadline for providing documentation is the 21<sup>st</sup> of June.**

N.B. Students **must** have a registered address in Oslo municipality throughout the time they attend the school.

**PLEASE READ CAREFULLY:**

**Subject choices explained:**

A **higher-level** subject is taught over 5 hours a week, standard **level** over 3 hours in average. **Higher** means, in other words, greater in-depth study, although it does not necessarily require greater previous knowledge of the subject. The **higher** level subjects extend beyond the level of similar subjects taught under the Norwegian national secondary school's syllabus.

You must choose six subjects, at least one from each of the first five groups (1, 2, 3, 4 and 5) and a sixth from groups 1, 2, 3, 4 or 6. Tick off the appropriate subjects and level. You may not choose more than six subjects. For further information refer to page four of this form.

Choice of subjects:

You must choose at least three higher level subjects, but not more than four. Please indicate your subject choice by ticking off the box.

You are recommended to choose English as one of your subjects. If diagnostic testing shows this to be necessary, the school will require that you study English as one of the Diploma subjects.

Please refer to the "Guide to the Choice of Courses" for further information.

**Subject groups:**

	Higher Level	Standard Level
<b>Group 1 Language A</b>	<input type="checkbox"/> Norwegian Lang. and Lit. <input type="checkbox"/> English Lang. and Lit.	<input type="checkbox"/> Norwegian Lang. and Lit. <input type="checkbox"/> English Lang. and Lit. <input type="checkbox"/> Self-taught lang. 1)
<b>Group 2 Language B</b>	<input type="checkbox"/> Norwegian 2) <input type="checkbox"/> English	<input type="checkbox"/> Norwegian <input type="checkbox"/> French
<b>Group 3 Individuals and Societies</b>	<input type="checkbox"/> History <input type="checkbox"/> Social and Cultural Anthropology <input type="checkbox"/> Global Politics	<input type="checkbox"/> History <input type="checkbox"/> Social and Cultural Anthropology <input type="checkbox"/> Global Politics
<b>Group 3 and 4</b>		<input type="checkbox"/> ESS Environmental Systems and Societies 3)
<b>Group 4 Experimental sciences</b>	<input type="checkbox"/> Chemistry <input type="checkbox"/> Physics <input type="checkbox"/> Biology	<input type="checkbox"/> Chemistry <input type="checkbox"/> Physics <input type="checkbox"/> Biology
<b>Group 5 Mathematics</b>	<input type="checkbox"/> Analysis and Approaches	<input type="checkbox"/> Analysis and Approaches <input type="checkbox"/> Applications and Interpretations
<b>Group 6 The arts</b>		<input type="checkbox"/> Visual arts

Please check that you have:  at least 3 but no more than 4 subjects at Higher Level  
 Choose 1 subject from groups 1 -5, plus visual arts or a second subject from groups 1-4

**Subjects/courses may not be started if there are an insufficient number of registered applicants.**



# IB-BLINDERN



## A GUIDE TO THE CHOICE OF COURSES Diploma session of May 2023 THE INTERNATIONAL BACCALAUREATE

**The International Baccalaureate** is an internationally recognised examination offered by over 4000 schools in 125 countries, and it qualifies for matriculation into most institutions of higher education, world-wide.

Examinations are held in May, each year, on the same days, in every country in the Northern hemisphere. A uniform standard is maintained through the use of identical examination papers and an international network of examiners.

IB at Blindern requires a student to study languages, social sciences, natural sciences and mathematics over two years. It is based on the first year of Norwegian videregående skole, or similar academic preparation. The IB Diploma course, which is taught in English, is designed to cater for internationally mobile student applicants and Norwegian students interested in a secondary school education offering notably a somewhat greater in-depth study in three of the university preparatory subjects, taught in English.

To achieve the IB diploma, the student must have passed examinations in six subjects with a total score of minimum 24 points, and submitted an Extended Essay in accordance with the requirements for such essays. Furthermore, students must have successfully completed a course in Theory of Knowledge, as well as the CAS programme (creativity, activity, service), a non-academic programme covering both years, for a total of at least 150 hours.

Students may sit their Diploma a total of three times over three different examination sessions. Those who do not meet the Diploma requirements will receive Certificates in subjects where they obtain a pass grade.

N.B. Norwegian “generell studiekompetanse” may be achieved with a minimum of 20 points and Norwegian A or B at standard or higher level.

### **Blindern videregående skole offers the following subjects:**

1. A-language (mother tongue): Norwegian, English
2. B-language (foreign language): Norwegian, English, French
3. Individuals and Societies: History, Social and Cultural Anthropology, Global Politics  
3./4. ESS Environmental Systems and Societies
4. Experimental Sciences: Physics, Biology, Chemistry
5. Mathematics Analysis and Approaches, Applications and Interpretations
6. The arts Visual Arts

**At least three of the subjects, and not more than four, must be read at higher level.**

**Theory of Knowledge** deals with the methods applied to the study of various academic subjects, not the subjects themselves. It discusses how knowledge is obtained, and encourages a critical and rational approach to "truths" presented both in academic subject matter, and elsewhere in society.

**The language of instruction at Blindern is English, and English language books are used throughout the entire course. All tests are conducted in English, as are all final examinations.**

**Students must cover the fees for books and study materials.**

**We wish to point out that attainment levels required in higher level subjects extend well beyond the level of similar subjects in schools belonging to the national secondary school system.**

### **GROUP 1: LANGUAGE AND LITERATURE A (first language)**

#### **- Norwegian, English**

The courses are intended for highly competent users of the language. A key aim of the Language and Literature courses is to encourage students to question the meaning generated by language and texts and raise awareness that meaning is not fixed but can change in respect to contexts of production and consumption. The course deals with written and spoken texts from a wide range of literary forms and non-literary text-types. Students are encouraged to develop skills of literary and textual analysis, and also the ability to present their ideas effectively.

### **GROUP 2: LANGUAGE B (second language)**

Language B is an additional language-learning course designed for students with some previous knowledge of the language. It may be studied at either SL or HL. The main focus of the course is on language acquisition and development of language skills. These language skills will be developed through the study and use of a range of written and spoken material. This material will extend from everyday oral exchanges to literary texts, and will be related to the culture(s) concerned. The material will be chosen to enable students to develop mastery of language skills and intercultural understanding. It will not be intended solely for the study of specific subject matter or content.

### **GROUP 3: INDIVIDUALS AND SOCIETIES**

#### **Social and Cultural Anthropology HL/SL**

Social Anthropology is the comparative study of culture and human societies. It explores both the universal principles of social and cultural life and characteristics of specific societies and cultures. Anthropologists are particularly interested in such subjects as kinship relations, symbolism, exchange, language, ethnicity, gender and power relations. Social and cultural anthropologists are increasingly concerned with urban as well as rural society, North as well as South, and with the study of aspects of all modern nation states.

In addition to this, HL focuses also on theoretical perspectives in anthropology and the students have to plan and undertake a certain amount of fieldwork and produce a report on their research.

## **History HL/SL**

The curriculum deals with modern history from the French Revolution up to 1990. Both levels study topics in modern history and work on documentary questions assigned on the topics.

In addition to this, HL students study regional options (e.g. Europe from 1780 - 1990).

The course is evaluated through internal assessment (an in-depth study) and the final examination. There is no oral component in this subject.

## **Global Politics SL/HL**

The 21st century is characterized by rapid change and increasing interconnectedness, impacting individuals and societies in unprecedented ways and creating complex global political challenges. Global Politics is an exciting, dynamic subject that draws on a variety of disciplines in the social sciences and humanities, reflecting the complex nature of many contemporary political issues. The study of global politics enables students to critically engage with different and new perspectives and approaches to politics in order to comprehend the challenges of the changing world and become aware of their role in it as active global citizens.

SL and HL students study the four core units and undertake an engagement activity through a case studies approach, HL students also examine and evaluate two global political challenges, which by their nature are complex, contestable and interlinked; this provides further depth at HL.

## **GROUP 3 AND 4:**

### **Environmental systems and societies SL**

An interdisciplinary SL course that counts as either an individuals and societies or a science course. Through this course students study the interrelationships between environmental systems and societies and gain awareness of the impact of complex system of societies on the natural world. The course aims to encourage international perspective as well as consideration of local and global environmental issues, and promotes an understanding of the scientific methods. To cover the course requirements students will study eight different topics, they will also be involved in laboratory and field work.

## **GROUP 4: EXPERIMENTAL SCIENCES**

While the skills and activities of group 4 science subjects are common to students at both SL and HL, students at HL are required to study some topics in greater depth, to study additional topics and to study extension material of a more demanding nature in the common options. The distinction between SL and HL is one of breadth and depth.

### **Physics HL/SL**

Both levels in this course give students a comprehensive groundwork in the basic concepts of physical science. The core topics covered include mechanics, energy and climate changes, thermal physics and the properties of matter, waves, electricity and magnetism, atomic and nuclear physics. In addition, the students and teacher together choose from a set of optional topics which includes biomedical physics, historical physics, astrophysics and optics. The HL course goes into the topics in greater detail than the SL course. A sound background in mathematics is necessary in order to complete the course successfully.

### **Biology SL/HL**

In this subject, students will cover a number of core topics: cells, the chemistry of life, genetics, ecology, human health and physiology. Practical work will support the theory. Some background in chemistry is desirable.

## **Chemistry HL/SL**

Although this course can be chosen by students without previous background in the subject, it is an advantage to have followed a course in Natural Sciences the year before. The curriculum consists of a theoretical part with a subject specific core and additional topics at HL. In addition to this comes the lab work. The core topics covered are atomic theory, periodicity, states of matter, energetics, kinetics, equilibrium, acids and bases, oxidation and reduction, organic chemistry. In addition, the students and teacher together choose from a set of optional topics, which includes: higher organic chemistry, higher physical chemistry, modern analytical chemistry, fuels and energy. The HL course is considerably more demanding than the SL course.

## **GROUP 5: MATHEMATICS**

All mathematics courses share 60 hours of common content (Number and algebra, Functions, Geometry and trigonometry, Statistics and probability, Calculus) as well as a common process-oriented task that enables to develop investigational, problem-solving and modelling skills and exploring an area of mathematics.

**Mathematics applications and interpretation course (AI) SL** focuses on the application of mathematics and technology in diverse areas in a data-rich world. It emphasizes the meaning of mathematics in context and deals with topics that are often used as applications or in mathematical modelling. Students are solving real-world problems by constructing and communicating solutions in a mathematical language and interpreting the conclusions or generalizations plays an important role in the way the course is shaped. Mathematics AI will enable students to develop strong technology skills, and be intellectually equipped to appreciate the links between the theoretical and the practical concepts in mathematics.

**Mathematics analysis and approaches course (AA) HL and SL** focuses on analytical expertise in a world where innovation makes a deep understanding of mathematics necessary. The course aims to develop important mathematical concepts in a comprehensible, coherent and rigorous way and emphasises a nuanced and balanced approach. Students are encouraged to apply their mathematical knowledge to solve abstract problems as well as those set in a variety of meaningful contexts. Mathematics analysis and approaches is a theoretical course that suits students who will pursue university studies where mathematics plays a minor or major role, and/or students who enjoy working with mathematics. It has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. Mathematics AA will enable students to develop insight into mathematical form and structure, and to be intellectually equipped to appreciate the links between concepts in different topic areas. The HL course is far more demanding than the SL course. Students will take a placement test during the first week of school and they will be advised in their choice of level.

## **GROUP 6**

### **Visual Arts SL**

Previous experience in art is an advantage but not a requirement. The curriculum in the first year consists of drawing, theory of colours, an introduction to ceramics, sculpture, graphics (etching, cold needle), painting (any medium), and history of art. During the second year, the students work independently and in depth on a topic of their own choice under the guidance of the teacher. The exam consists of the evaluation of the students' studio work viewed by an external examiner.