

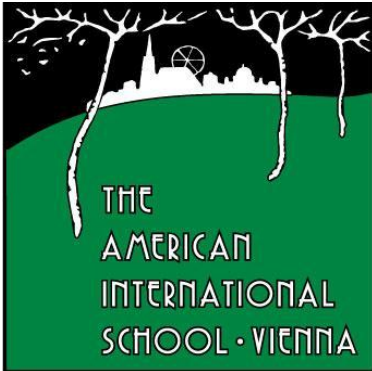
IB DIPLOMA PROGRAM MANUAL FOR THE AMERICAN INTERNATIONAL SCHOOL, VIENNA 2020-2021

Please note that the information in this handbook is subject to change.

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AIS · VIENNA MISSION STATEMENT



Within the rich cultural context of Austria, AIS ·Vienna

- Nurtures an inclusive learning community
- Challenges students to strive for personal excellence and to explore their passions
- Fosters respect through compassion for others and our world

(Approved by the AIS Executive Board April 28, 2014)

IB MISSION STATEMENT



The International Baccalaureate Organization 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 programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB LEARNER PROFILE

(IBO, 2013)

The aim of all IB programs 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.

IB learners strive to be:

Inquirers

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable

They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled

They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of other and to the environment.

Risk-takers

They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

WHOM TO CONTACT

High School Principal - Mr. Jarret Lambie

- High School Diploma requirements and graduation
- Assessment and grading
- Attendance

IB Coordinator and Dean of Curriculum - Ms. Beth Dagitses

- The IB program offered at AIS · Vienna
- Pre-requisite courses for the IB subjects
- IB course offerings and subject combinations
- IB assessment

HS Counselor, Grades 9-12 (A-L) - Mr. Sinbald Cheng

HS Counselor, Grades 9-12 (M-Z) - Ms. Amy Carey

- University application process, including university selection and career choice
- High School course offerings
- Transcript information
- PSAT, SAT, ACT, AP, TOEFL, UKCAT, BMAT, LNAT, IELTS*
- Academic progress

Admissions Director – Mr. Kilian Kröll

- The Austrian Ministry of Education
- The Bundesministerium für Wissenschaft, Forschung und Wirtschaft
- Transferable credits upon entering AIS · Vienna

CAS Coordinator - Dr. Elissavet Pontikakis

- Activities and projects for "Creativity", "Activity", and "Service"
- Long-term service projects
- Individual CAS program and activities

EE Coordinator - Ms. Mischele Jamgochian

- Overview of the Extended Essay
- Academic Honesty and Research Practices

Athletics Director - Mr. Andrew Harrison

Student Activities Coordinator - Mr. Justin Carnahan

- Sports program
- Student activities and clubs

Director of Curriculum - Ms. Debra Lechner

- High School curriculum

* PSAT (Preliminary SAT); SAT (Scholastic Assessment Test); ACT (American College Testing); AP (Advanced Placement); TOEFL (Test of English as a Foreign Language); UKCAT (UK Clinical Aptitude Test); BMAT (BioMedical Admissions Test); LNAT (National Admissions Test for Law); IELTS (Int. English Language Testing System)

WHAT IS THE IB DIPLOMA PROGRAM?

The IB Diploma Program (DP) is an academically challenging and balanced program of education with final examinations that prepares students aged 16 to 19 for success in university and life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students. The program has gained recognition and respect from the world's leading universities.

(www.ibo.org)

DIPLOMA PROGRAM CURRICULUM FRAMEWORK



(IBO)

Students choose courses from the following subject groups: studies in language and literature, language acquisition, individuals and societies, the sciences, mathematics, and the arts.

Students may opt to study an additional science, individuals and societies, or language course instead of a course from the arts.

Students will enroll in three higher level (HL) and three standard level (SL) subjects. Students at both levels are assessed against the same grade descriptors, however, HL students are expected to demonstrate aspects across a larger body of knowledge, understanding and skills.

THE IB DIPLOMA PROGRAM AT AIS

Group 1 "Studies in Language and Literature"	English A: Literature	HL	SL
	English A: Language and Literature	HL	SL
	German A: Literature	HL	SL
	German A: Language and Literature	HL	SL
	Mother tongue A: Literature (tutorial)	HL	SL
	Mother tongue A: Language and Literature (tutorial)	HL	SL
Group 2 "Language Acquisition"	German B	HL	SL
	French B	HL	SL
	Spanish B		SL
Group 3 "Individuals and Societies"	History		SL
	History of Europe	HL	
	Economics	HL	SL
	Psychology	HL	SL
Group 4 "Sciences"	Physics	HL	SL
	Chemistry	HL	SL
	Biology	HL	SL
Group 5 "Mathematics"*	Mathematics: Applications and interpretation	HL	SL
	Mathematical Studies: Analysis and approaches	HL	SL
Group 6 "The Arts"	Visual Arts	HL	SL
	Theater Arts	HL	SL
	A second choice from Groups 1-4	HL	SL

The IB Diploma subjects must be taken during the last two years of the student's High School program, culminating in the final examinations.

Additionally, a student must complete:

- **TOK**, a course examining the "Areas of Knowledge": mathematics, natural sciences, human sciences, history, the arts, a core theme, "Knowledge and the Knower" two optional "Themes": Knowledge and technology, Knowledge and language, Knowledge and indigenous societies, Knowledge and religion and Knowledge and politics;
- An **Extended Essay** of approximately 4000 words in one of the student's IB subjects;
- **CAS** (creativity, activity, service), is one of the three essential elements that every student must complete as part of the Diploma Program, CAS involves students participating in a variety of activities, including a service project, alongside their academic studies.

TOTAL POINTS REQUIRED FOR THE AWARD OF THE DIPLOMA

Grades earned in each of the six examinations are added together to obtain a composite score of 24 points to determine whether a candidate is awarded the IB diploma. ***There are some scores and certain combinations of scores, however, that may prevent a student from receiving the Diploma*** (see Appendix 1). ***In addition, many universities require more than the minimum 24 points.*** A student must also successfully complete the requirements for TOK, CAS, and the Extended Essay including any fractions of academic honesty.

TEACHER RECOMMENDATIONS

Depending upon the course of study as well as the country of destination, it may be necessary for a student to enroll in a course for which they may not be recommended. Students should engage in discussions with their teachers and parents in consultation with counselors and the IBDP Coordinator in order to determine the appropriate course and level.

UNIVERSITY REQUIREMENTS

Since the requirements for admission to university vary from country to country, as well as from one university to another within one country, it is recommended that the student contact the university of interest before starting the IB Program here at AIS. If study in the U.K. or other European universities is chosen, it is essential the student contact the universities of choice prior to the commencement of their program of study in order to determine which subjects are required at Higher Level as well as the minimum number of points required.

GUIDELINES FOR NEW STUDENTS TO AIS

Students will be placed according to the results of the placement tests given in English, German, Spanish and/or French, and Math. A new student may also have an interview with the Science Department Chair in order to determine the best course of study in preparation for the IB Diploma Program. New students should be aware that subjects offered at their previous school may not necessarily be on offer at AIS.

CHOOSING BETWEEN HIGHER AND STANDARD LEVEL

Students obviously have their own strengths and interests and these often determine the student's Higher and Standard Level subjects. Another consideration, however, is the program of studies a student wishes to matriculate at university. Someone wishing to pursue studies in medicine, for example should prepare for the Higher Level exams in chemistry and biology while a student pursuing a career in engineering should include both Higher Level Mathematics and Physics. In some cases, however, a department at a particular university, e.g., in the UK, may have specific recommendations for the Higher Level subjects. Students should contact the university of interest well in advance of starting the IB program

CHOOSING BETWEEN THE FULL IB DIPLOMA AND IB DIPLOMA PROGRAM COURSES

Some students who wish to enter university in the U.S. may wish to complete IB Diploma Program courses. In this case, a student may wish to concentrate on preparation for the SAT I and SAT II exams, active participation in extra-curricular activities as well as achieving the highest grades possible for each course. U.S. universities and colleges encourage students to take a challenging academic program, i.e. the IB Diploma or IB Diploma courses, as well as receive the best grades possible. NOTE: Students sitting in IB classes are required to complete the course by sitting the final external exams in May.

LANGUAGES AB INITIO SL

AIS does not offer ab initio languages, however, depending upon student need, language proficiency, and the master schedule, it may be possible to place a student in a level of language that can be supplemented by required private tutorial lessons. Please note that the additional fees are to be borne by the family. For more information, please contact the Head of Modern Languages or the IBDP coordinator.

TOK

(Theory of Knowledge Guide Draft, IBO, Geneva/The Hague, April 2019)

TOK plays a special role in the Diploma Program by providing an opportunity for students to reflect on the nature of knowledge. The task of TOK is to emphasize connections between areas of knowledge and link them to the knower in such a way that the knower can become aware of his or her own perspectives and those of the various groups whose knowledge he or she shares. TOK, therefore, explores both the personal and shared aspects of knowledge and investigates the relationships between them.

The raw material of TOK is knowledge itself. Students think about how knowledge is arrived at in the various disciplines, what the disciplines have in common, and the differences between them. The fundamental question of TOK is "How do we know that?" The answer might depend on the discipline and the purpose to which the knowledge is put. TOK explores methods of inquiry and tries to establish what it is about these methods that make them effective as knowledge tools. In this sense, TOK is concerned with knowing about knowing.

The individual knower has to try to make sense of the world and understand his or her relationship to it. He or she has at his or her disposal the resources of the areas of knowledge, for example, the academic disciplines studied in the Diploma Program. He or she also has access to ways of knowing such as memory, intuition, reason and sense perception, that help us navigate our way in a complex world.

The assessment model in theory of knowledge (TOK) has two components, both of which should be completed within the 100 hours designated for the course. Both the essay and the exhibition are assessed using global impression marking. The essay contributes **65%** of the final mark and the exhibition contributes **35%** of the final mark.

Part 1: Essay on a prescribed title

One essay is chosen from a list of six titles prescribed by the IB for each examination session. The maximum length for the essay is 1,600 words. All essays are externally assessed by the IB.

Part 2: The exhibition

Students are required to individually create an exhibition consisting of three objects, or images of objects based on their choice of one of 35 prompts, as well as an accompanying written commentary of 950 words on each object. This assessment takes place in year one of the course.

The Theory of Knowledge course at AIS is taught during the second semester of the anticipated year and the first semester of the diploma year of the IB candidate. Please refer to Appendix 2 for a description of the course. The mark for TOK in conjunction with the mark for the extended essay may contribute up to three additional points towards the IB Diploma.

Grades are awarded according to the following scale.

A	Excellent
B	Very Good
C	Satisfactory
D	Mediocre
E	Elementary

EXTENDED ESSAY

(Extended Essay Guide, IBO, Geneva/The Hague 2016)

The extended essay, offers the opportunity for IB students to investigate a topic of special interest, in the form of a 4,000-word piece of independent research. Students select an area of research from Diploma Program subjects, and become acquainted with the independent research and writing skills expected at university. This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject or subjects chosen. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. As an authentic learning experience, the extended essay provides students with an opportunity to engage in personal research on a topic of choice, under the guidance of a supervisor.

Grades are awarded according to the same scale used for TOK, A-E.

The mark for the essay in conjunction with the mark for TOK may contribute up to three additional points towards the IB Diploma. A student in the first year normally begins the essay in February and completes it in November of the second year.

THE DIPLOMA CORE POINTS MATRIX

(IBO, Geneva/The Hague, 2014. Effective May 2015)

		Theory of Knowledge (TOK)					
		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
Extended Essay	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

CAS

(CAS Guide, IBO, Geneva/The Hague, 2015)

CAS experiences can be associated with each of the subject groups of the Diploma Program. Teachers can assist students in making links between their subjects and their CAS experiences where appropriate. This will provide students with relevance in both their subject learning and their CAS learning through purposeful discussion and real experiences. It will motivate and challenge the students, strengthen subject understanding and knowledge, and allow students to enjoy different approaches to their subjects. However, CAS experiences must be distinct from, and may not be included or used, in the student's Diploma course requirements.

CAS is organized around the three strands of **creativity**, **activity** and **service** defined as follows

- **Creativity:** exploring and extending ideas leading to an original or interpretive product or performance
- **Activity:** physical exertion contributing to a healthy lifestyle
- **Service:** collaborative and reciprocal engagement with the community in response to an authentic need

As a shining beacon of our values, CAS enables students to demonstrate attributes of the IB learner profile in real and practical ways, to grow as unique individuals and to recognize their role in relation to others. Students develop skills, attitudes and dispositions through a variety of individual and group experiences that provide students with opportunities to explore their interests and express their passions, personalities and perspectives. CAS complements a challenging academic program in a holistic way, providing opportunities for **self-determination**, **collaboration**, **accomplishment** and **enjoyment**.

CAS enables students to enhance their personal and interpersonal development through experiential learning. A meaningful CAS program is a journey of discovery of self and others. For many, CAS is profound and life-changing. Each individual student has a different starting point and different needs and goals. A CAS program is, therefore, individualized according to student interests, skills, values and background.

Assessment of CAS

The various activities as well as the reflections for the activities are recorded in the CAS online record book "Managebac", which is assessed by the CAS Coordinator. An effort mark is recorded on the semester report card. The final self-evaluation completed by the student is a summative reflection upon the student's individual CAS program. The CAS Coordinator determines the completion of the final assessment as to whether the student has fulfilled the CAS requirement.

Examples of CAS experiences

Amnesty Youth Group	Knitting and creative knights
CAS bulletin board	Knowledge Bowl
CAS Fair	Math Corner
CAS mentors	Monitoring AIS Bus transportation
Chess Club	Plays & Performances
Choir and Honor Choir	NHS
Cooking Class	Olive Harvest in Crete
Diversity Club	Photography
Economics Club	Romanian Children Relief
Environmental Club	Rosbauer Lände refugee home
ES conversations/ buddy/ reading out	School bags project with supplies for children in need
Fun Coordinator for ES recess	Science Club
German tutoring & assistance for refugees	Senior Math Club
Habitat for Humanity	Speech and Debate
Instrumental String lessons	Student council
Junior Math Club	Student Led Model United Nations Club

COURSE SEQUENCES / OPTIONS TABLE

	GRADE 9	GRADE 10	GRADE 11	GRADE 12
ENGLISH	English 9 English 9 EAL Literature 9	English 10 English 10 EAL Literature 10	IB English A: Literature SL/HL I IB English A: Language and Literature SL/HL I	IB English A: Literature SL/HL II IB English A: Language and Literature SL/HL II
LANGUAGES In order to skip a level of a Modern Language, students should consult with the Head of the Modern Languages Department in order to discuss a plan of action, which could include extra work or a course to be completed over the summer. Students are required to take a placement test upon return in August.	German Native 9 or German Advanced A German Advanced A German Basic B German Intermediate B French Basic B French Intermediate B Spanish Basic B	German Native 10 or German Advanced B German Advanced B German Intermediate A German Intermediate C French Intermediate A French Intermediate C Spanish Intermediate A	IB German A: Literature SL/HL I or IB German A: Language and Literature SL/HL I IB German B HL I IB German B SL I IB German B HL I IB French B SL I IB French B HL I IB Spanish B SL I	IB German A: Literature SL/HL II or IB German A: Language and Literature SL/HL II IB German B HL II IB German B SL II IB German B HL II IB French B SL II IB French B HL II IB Spanish B SL II
SOCIAL STUDIES	World History 9	Modern European History or US History	IB History SL/HL I IB Economics SL/HL I IB Psychology SL/HL I	IB History SL/HL II IB Economics SL/HL II IB Psychology SL/HL II
SCIENCE	Introduction to Physical Science (IPS) IPS IPS	Chemistry Biology or Chemistry or Physics Biology or Chemistry or Physics	IB Biology SL/HL I IB Chemistry SL/HL I IB Physics SL/HL I	IB Biology SL/HL II IB Chemistry SL/HL II IB Physics SL/HL II
MATHEMATICS (**Students enrolled in the full diploma must take the exam for IB Math HL II in grade 12.) <i>Please refer to the Course Schedule book for a complete course description including prerequisites and course sequence.</i>	Algebra Integrated Geometry/Algebra Geometry Algebra II with Trigonometry	Integrated Geometry/Algebra Geometry Algebra II Algebra II with Trigonometry AP Calculus	Math: Applications and Interpretations (non-IB) IB Math: Applications and Interpretations SL I IB Math: Applications and Interpretations HL I IB Math: Analysis and Approaches HL I	Math: Applications and Interpretations (non-IB) IB Math: Applications and Interpretations SL II IB Math: Applications and Interpretations HL II IB Math: Analysis and Approaches HL II
VISUAL ARTS THEATER ARTS	Art I: Foundations	Art II: Explorations Drama	IB Visual Arts SL/HL I IB Theater Arts SL/HL I	IB Visual Arts SL/HL II IB Theater Arts SL/HL II

APPENDIX 1

Award of the Diploma

(General Regulations: IB Diploma Program, September 2016)

All assessment components for each of the six subjects and the additional IB Diploma requirements must be completed in order to qualify for the award of the IB Diploma.

The IB Diploma will be awarded to a candidate provided all the following requirements have been met.

- a. CAS requirements have been met.
- b. The candidate's total points are 24 or more.
- c. There is no "N" awarded for Theory of Knowledge, the Extended Essay, or for a contributing subject.
- d. There is no grade "E" awarded for Theory of Knowledge and/or the Extended Essay,
- e. There is no grade "1" awarded in a subject/level.
- f. There are no more than two grade "2"s awarded (HL or SL).
- g. There are no more than three grade "3"s or below awarded (HL or SL).
- h. The candidate has gained 12 points or more on HL subject (for candidates who register for four HL subjects, the three highest grades count).
- i. The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
- j. The candidate has not received a penalty for academic misconduct from the Final Award Committee.

A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB diploma. The examination sessions need not be consecutive.

Bilingual Diploma

A bilingual IB Diploma will be awarded to a successful candidate who fulfills one or more of the following criteria.

- a. Completion of two languages selected from group 1, with the award of a grade 3 or higher in both.
- b. Completion of one of the subjects from group 3 or group 4 in a language that is not the same as the candidate's group 1 language. The candidate must attain a grade 3 or higher in both the group 1 language and the subject from group 3 or 4.

APPENDIX 2

Websites

The public website provides information concerning IB schools, university recognition, and services:

Public IB Website: www.ibo.org

Scholarships

Scholarship post for recipients of the IB diploma and information are now available on:

<http://blogs.ibo.org/alumni/2014/05/06/scholarships/>

Examples of University Scholarships for IB Diploma Holders

Australia

University of Western Australia	University of Sydney
Griffith University	Deakin University
University of Melbourne	

Canada

University of Alberta	University of Calgary, Alberta
Dalhousie University	Simon Fraser University, B.C.
University of Toronto, Ontario	University of Saskatchewan
University of Victoria	

United Kingdom

University of Reading	City University London
University of Sussex	University of Sheffield
University of Nottingham	University of Roehampton
University of Liverpool	University of Essex
University of Kent	King's College London

United States

University of Bridgeport	Saint Michael's College
Kansas State University	University of Tulsa, Oklahoma
Missouri State University	Southern Methodist University
Worcester Polytechnic Institute	Northern Arizona University
New York Film Academy	Texas Tech University
Savannah College of Art and Design	University of Nebraska-Lincoln
Western Oregon University	Monmouth College
Texas State University San Marcos	Columbia College
The University of Tampa	Pacific University
Whitworth University	Mississippi State University
University of Dubuque	Oregon State University

Other

France	The American University of Paris
Germany	International University of Bremen
Hong Kong	The Hong Kong University of Science and Technology
Spain	IE University
International Campuses	SP Jain; SCAD – The University for Creative Careers

APPENDIX 3

Internet Resources

Austria	www.enic-naric.net/austria.aspx#anc07_55 www.uibk.ac.at/public_prod/owa/portal.overview_en?otp_id_in=6	<p>Recognition of the IB Diploma in Austria</p> <p>Links to universities</p>
Australia	https://www.studiesinaustralia.com/	Studies in Australia
Canada	http://you.ubc.ca/applying-ubc/international-baccalaureate/ www.queensu.ca/admission/apply/firstyear/requirements/ib.html www.webometrics.info/en/North_america/Canada https://www.ouac.on.ca/	<p>IB admissions requirements for University of British Columbia</p> <p>IB admissions requirements for Queen's University</p> <p>Rankings of Canadian universities</p> <p>Ontario Universities' Application Centre</p>
Denmark	http://studyindenmark.dk/	Study in Denmark
Germany	www.anabin.kmk.org under "Anerkennungs- und Beratungsstellen in Deutschland" www.studienkolegs.de	<p>The German university authorities for recognition specific to each Bundesländer.</p> <p>Students who receive the IB Diploma but do not meet the requirements for the specific Bundesländer.</p>
Hong Kong	http://www.studyinhongkong.edu.hk/en/	Study in Hong Kong
Ireland	www.educationinireland.com/en/Where-can-I-study-/View-all-Universities-Colleges/ www.cao.ie	<p>Universities in Ireland</p> <p>Applications Office</p>
Italy	www.thecompleteuniversityguide.co.uk/international/europe/italy/europe.graduateshotline.com/it.html	Universities in Italy
Korea	http://www.studyinkorea.go.kr/en/main.do;jsessionid=BAD6BFF210315D1518062CF49450DC30.node_20	Study in Korea
Netherlands	www.epnuffic.nl/en/#tab-foreign-education-systems https://www.studyfinder.nl/	<p>The Netherlands organization for international cooperation in higher education</p> <p>Universities in the Netherlands</p>
Spain	www.thecompleteuniversityguide.co.uk/international/europe/spain/ www.ie.edu/university/home/ http://www.esade.edu/web/eng	<p>Universities in Spain</p> <p>International University of Spain</p> <p>ESADE Business & Law School</p>

Sweden	www.studyinsweden.se/universities/ www.universityadmissions.se/intl/start	<p>Study in Sweden</p> <p>University Admissions in Sweden</p>
Switzerland	www.crus.ch/homenavigation/home.html?L=2 www.swissuniversities.ch/en/higher-education-area/studying/studying-in-switzerland/	<p>The Swiss organization of rectors for recognition of foreign upper secondary leaving certificate/diplomas</p> <p>Universities in Switzerland</p>
UK	www.ucas.com www.drama.ac.uk www.opendays.com www.direct.gov.uk www.student-support-saas.gov.uk/	<p>Search for courses and apply to UK universities</p> <p>List of drama schools</p> <p>List of university Open Days</p> <p>Student Finance and other information</p> <p>Student Finance plus other information</p>
USA	www.collegeboard.com www.ncaa.org www.petersons.com www.princetonreview.com	<p>Apply for SAT, search for colleges/courses.</p> <p>Sport at a U.S. college. Essential information</p> <p>Peterson's college database</p> <p>Research and ratings</p>
Other	www.eunicas.co.uk/ https://www.americanuniabroad.com/	<p>English programs in Europe</p> <p>American Universities abroad</p>