



SIS HANDBOOKS  
**INTERNATIONAL BACCALAUREATE  
DIPLOMA**  
2014-2016





Accredited



Founded in 1885

Accredited



## Background of the International Baccalaureate

The International Baccalaureate Diploma Programme was initiated in Geneva in 1969 to meet the educational needs of internationally mobile students in their final two college-preparatory years at school. The IB was developed with the purpose of unifying the best practices of different national education systems, facilitating geographical and cultural mobility and promoting international understanding through a shared educational experience.

The International Baccalaureate Organization (IBO) now offers three programmes of international education: the Diploma Programme, the Middle Years Programme (introduced in 1994) and the Primary Years Programme (introduced in 1997). Through the IB continuum of programmes schools have the opportunity to offer a continuous international educational experience from early childhood to school graduation.

There are currently 3875 IB schools in 147 countries offering the IB Diploma Programme across the world. 127,284 candidates from 2156 schools registered to take IB examinations in May 2013.

The IB Diploma programme is a rigorous two year course of study which meets the needs of highly motivated and academically oriented secondary students. The diploma is accepted worldwide as a high quality pre-university qualification and universities rightly perceive that a student who has completed the requirements of the IB diploma is well prepared for the demands of higher education.

The IB Diploma programme offers breadth of study through the range of subjects studied, the unifying nature of the Theory of Knowledge programme and the holistic nature of the Creativity, Action and Service programme. Depth of study is provided through the study of three subjects at the Higher Level and the Extended Essay.

Students alternatively have the opportunity to study a selection of IB Diploma Programme courses which contain many of the same elements as the diploma with less stringent requirements.

Much of the information in this handbook has been adapted from IB subject guides © International Baccalaureate Organization

The IBO website containing up-to-date information about all the IB programmes can be found at [www.ibo.org](http://www.ibo.org)

# **Sotogrande International School and the IB**

## **SIS Mission Statement**

We inspire learning and intercultural understanding, enriqueciendo la vida de nuestros niños y nuestro mundo.

The major features of the mission statement are the emphasis we place on teaching and learning (inspired learning); the promotion of intercultural understanding and the whole notion of enrichment both of our children's lives and, through contribution and service, the lives of others.

## **IBO Mission Statement**

The IBO aims to develop inquiring, knowledgeable and caring young people who help create a better and more peaceful world through intercultural understanding and respect.

To this end the IBO works with schools, governments and international organisations 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.

## **SIS D1/D2 Philosophy Statement**

We believe in the education of the whole person as a life long process.

The D1/D2 programme promotes the education of the whole person by emphasising intellectual, personal, emotional and social growth through all domains of knowledge. Learning is focused on the dynamic combination of knowledge, skills, independent critical and creative thought and international-mindedness.

We espouse the SIS values as a profile of the whole person as a lifelong learner.

Sotogrande International School has provided a high quality academic and extra-curricular programme for the local and international community of southern Spain since 1978.

SIS now offers all three IB programmes: the Diploma Programme, the Middle Years Programme and the Primary Years Programme.

As an alternative to the full IB Diploma, students have the option to study for IB Diploma Programme courses. In this case students may take five or six subjects at the higher or standard level and are not required to write an extended essay or complete the Theory of Knowledge assessments.

Our first cohort of IB students sat their examinations in May 2002. Typically, between 90 and 95% of students sit for the IB diploma. Our IB graduates have gained places at top universities across Europe and in the U.S.A.

### **IB Diploma Results Summary for the last 6 years**

<b>Year</b>	<b>2014</b>	<b>2013</b>	<b>2012</b>	<b>2011</b>	<b>2010</b>	<b>2009</b>
<b>Diplomas Awarded</b>	42	39	45	22	27	38
<b>Mean Points</b>	33	35	33	33	30	31
<b>Highest Score</b>	44	43	42	44	41	42
<b>Avg Grade</b>	5.33	5.57	5.30	5.37	4.75	5.05

A team of well-qualified and experienced teachers nurture and stimulate our IB students.

It is our aim to inspire students to realise their full potential as young adults, learners and individuals who can set and attain personal goals.

# The IB Diploma Model



## The Core Elements

In addition to the subject requirements, the IB Diploma programme includes three fundamental features that contribute to its strength and success. Through their involvement in these components of the course students develop skills which set them apart from other students when they progress to university or college. The student who satisfies the demands of the International Baccalaureate diploma demonstrates a strong commitment to learning, both in terms of the mastery of subject content and in the development of skills and discipline necessary for success in a competitive world.

### Theory of Knowledge (TOK)

The TOK course, a flagship element in the Diploma Programme, encourages critical thinking about knowledge itself, to try to help young people make sense of what they encounter. Its core content is questions like these: What counts as knowledge? How does it grow? What are its limits? Who owns knowledge? What is the value of knowledge? What are the implications of having, or not having, knowledge?

At the centre of the course is the student as **knower**. Students entering the Diploma Programme typically have 16 years of life experience and more than 10 years of formal education behind them. They have accumulated a vast amount of knowledge, beliefs and opinions from academic disciplines and their lives outside the classroom. In TOK they have the opportunity to step back from this relentless acquisition of new knowledge, in order to consider knowledge issues. The course encourages students to share ideas with others and to listen to and learn from what others think. In this process students' thinking and their understanding of knowledge as a human construction are shaped, enriched and deepened. Connections may be made between knowledge encountered in different Diploma Programme subjects, in CAS experience or in extended essay research.

### The Extended Essay

The extended essay is an in-depth study of a focused topic chosen from the list of approved Diploma Programme subjects - normally one of the student's six chosen subjects for the IB diploma. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. It provides students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (a teacher in the school). 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 chosen. Completion of the written essay is followed by a short, concluding interview, or *viva voce*, with the supervisor.

## **CAS**

Creativity, action, service (CAS) is at the heart of the Diploma Programme and is given great value at SIS, where we provide an extensive programme of global citizenship and community service opportunities. CAS involves students in a range of activities alongside their academic studies throughout the Diploma Programme. The three strands of CAS, which are often interwoven with particular activities, are characterized as follows.

**Creativity:** arts, and other experiences that involve creative thinking.

**Action:** physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma Programme.

**Service:** an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

All proposed CAS activities need to meet these four criteria:

- real, purposeful activities, with significant outcomes
- personal challenge - tasks must extend the student and be achievable in scope
- thoughtful consideration, such as planning, reviewing progress, reporting
- reflection on outcomes and personal learning.

It is also essential that they do not replicate other parts of the student's Diploma Programme work.

Successful completion of CAS is a requirement for the award of the IB diploma. CAS is not formally assessed but students need to document their activities and provide evidence that they have achieved eight key learning outcomes.



## The IB Subjects at SIS

Students on the IB Diploma Programme take six subjects, normally with three at the higher level (HL) and three at standard level (SL). At SIS the following choices are currently available and students choose one course from each group (with certain scheduling restrictions).

Students on Diploma Programme Courses choose five or six subjects, normally with two at HL and three or four at SL.

<b>Group 1</b>	Studies in language and literature	HL English Literature, SL English Language & Literature, Spanish Language & Literature, German Literature, Russian Literature
<b>Group 2</b>	Language acquisition	English B, Spanish B
<b>Group 3</b>	Individuals and Societies	Business and Management, Geography, History
<b>Group 4</b>	Experimental Sciences	Biology, Physics, SL Environmental Systems and Societies, Computer Science (provisional - may be subject to additional scheduling constraints)
<b>Group 5</b>	Mathematics	Mathematics, SL Mathematical Studies
<b>Group 6</b>	The Arts/Electives	Theatre, Visual Arts, Economics, Chemistry, Spanish Ab Initio

Generally, subjects studied at higher level will reflect the student's area of interest and specialisation, and will be covered in greater depth and breadth than subjects studied at standard level.



# The Subjects

## Group 1

### **Studies in Language and Literature: Language A**

Language A is designed for students who have experience of using the language of the course in an academic context. The study of texts, both literary and non-literary, provides a focus for developing an understanding of how language works to create meanings in a culture, as well as in particular texts.

#### *Literature: English HL, German, Russian*

The literature course is directed towards developing an understanding of the techniques involved in literary criticism and promoting the ability to form independent literary judgments. The study of literature can be seen as an exploration of the way it represents the complex pursuits, anxieties, joys and fears to which human beings are exposed in the daily business of living. It provides opportunities for encouraging independent, original, critical and clear thinking. Through the study of a wide range of literature, the course encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works are studied in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches.

#### *Language and literature: English SL, Spanish*

The focus of the language and literature SL course is directed towards developing and understanding the constructed nature of meanings generated by language and the function of context in this process. The course comprises four parts - two relate to the study of language and two to the study of literature. A key aim of the course is to encourage students to question the meaning generated by language and texts. Helping students to focus closely on the language of the texts they study and to become aware of the role of each text's wider context in shaping its meaning is central to the course.

## Group 2

### Language Acquisition

These courses are designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process encourages the learner to go beyond the confines of the classroom, expanding an awareness of the world and fostering respect for cultural diversity. Both independent and collaborative learning is encouraged.

#### *English B, Spanish B*

Language B is an additional language-learning course designed for students with some previous learning of that language. The main focus of the course is on language acquisition and development of language skills. These language skills should be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts related to the culture(s) concerned.

#### *Spanish ab initio SL*

The language ab initio course is organized into three themes. Each theme has a list of topics that provide the students with opportunities to practise and explore the language as well as to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students should be able to respond and interact appropriately in a defined range of everyday situations.

## Group 3

### Individuals and Societies

Group 3 subjects explore the interactions between humans and their environment in time, space and place.

#### *History*

History is the process of recording, reconstructing and interpreting the past through the investigation of a variety of sources. It gives people an understanding of themselves and others in relation to the world, both past and present. It is an exploratory subject that poses questions without providing definitive answers. In order to understand the past, students engage with it through exposure to primary historical sources and through the work of historians. Historical study involves selection and interpretation of data and critical evaluation of it. Students of history learn to appreciate the relative nature of historical knowledge and understanding, as each generation reflects its own world and preoccupations and as more evidence emerges.

#### *Business and Management*

Business and management examines business decision-making processes and how these decisions impact on and are affected by internal and external environments. The course is designed to develop an understanding of business theory, as well as an ability to apply business principles, practices and skills. The course considers the diverse range of business organizations and activities and the cultural and economic context in which business operates. Emphasis is placed on strategic decision-making and the day-to-day business functions of marketing, production, human resource management and finance. Links between the topics are central to the course, and this integration promotes a holistic overview of business activity.

#### *Geography*

Geography is firmly grounded in the real world and focuses on the interactions between individuals, societies and the physical environment. It identifies trends and patterns in these interactions and examines the processes behind them. It also investigates the way that people adapt and respond to change. Geography describes and helps to explain the similarities and differences between spaces and places. The course integrates both physical and human geography, and students acquire elements of both scientific and socio-economic methodologies. Geography examines relevant concepts and ideas from a wide variety of disciplines. This helps students develop an

appreciation of, and a respect for, alternative approaches, viewpoints and ideas.

### *Economics*

The study of economics is essentially about dealing with scarcity, resource allocation and the methods and processes by which choices are made in the satisfaction of human wants. As a social science, economics uses scientific methodologies that include quantitative and qualitative elements. The course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. These economic theories are applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability.

Economics has been placed as a Group 6 option so that students have the opportunity to choose two group 3 subjects for their IB Diploma

## Group 4

### Sciences

Through studying any of the group 4 subjects, students should become aware of how scientists work and communicate with each other. While the “scientific method” may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that distinguishes the group 4 subjects from other disciplines and characterizes each of the subjects within group 4.

There is no one scientific method for gaining knowledge of, or finding explanations for, the behaviour of the natural world. Science works through a variety of approaches to produce these explanations, but they all rely on data from observations and experiments and have a common underpinning rigour. The explanation may be in the form of a theory, sometimes requiring a model that contains elements not directly observable. Producing these explanations often requires an imaginative, creative leap. All of these explanations require an understanding of the limitations of data, and the extent and limitations of our knowledge. Science requires freedom of thought and open-mindedness.

The group 4 project is an interdisciplinary activity in which all science students (apart from Environmental Systems and Societies) must participate. It mirrors the work of real scientists by encouraging collaboration between schools across the regions. The emphasis is on the processes involved in scientific investigation rather than the products of such investigation.

#### *Biology*

Biology is the study of the science of living things and how they function. Students cover a variety of topics including cells, genetics, biochemistry, human health, ecology, plant science and evolution. Practical work and modeling using ICT is an important component of the course. Students can choose two option units from a selection to tailor the course towards their interests.

#### *Environmental Systems and Societies SL*

The course and involves a trans-disciplinary approach drawing from Science (especially Biology), Geography, Economics, Politics, Sociology and Philosophy. The prime intent of the course is to provide students with a perspective on the interrelationships between natural systems and human societies, enabling them to make informed personal responses to the global and local environmental issues that surround us in the news.

### *Physics*

Students study the properties and interactions of matter and energy. Main themes include mechanics, atomic and nuclear physics, waves, thermal physics, and electricity and magnetism. Option topics include biomedicine, historical physics, astrophysics and general and special relativity. Calculus is not a requirement, however, HL students must have a strong mathematical background.

### *Chemistry*

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems. Chemistry is a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science. The course includes the following themes: atomic theory, the periodic table, bonding and structure, organic chemistry and energy.

We have placed Chemistry as a Group 6 subject so that it can be taken in conjunction with Physics for those interested in the physical sciences and engineering, or in conjunction with Biology for those interested in the biological sciences and medicine.

### *Computer Science*

Computer science requires an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate. Computational thinking involves the ability to think procedurally, logically, concurrently, abstractly, recursively and think ahead; to utilize an experimental and inquiry-based approach to problem-solving; to develop algorithms and express them clearly and to appreciate how theoretical and practical limitations affect the extent to which problems can be solved computationally.

It is likely that students choosing Computer Science will be restricted in their choice of Group 3 subject so that they can also choose a second science.



## Group 5

### Mathematics

The nature of mathematics can be seen as a well-defined body of knowledge, as an abstract system of ideas, or as a useful tool. Mathematical knowledge provides an important key to understanding the world in which we live.

Because individual students have different needs, interests and abilities, there are three different courses in mathematics. Each course is designed to meet the needs of a particular group of students. Therefore, great care should be taken to select the course that is most appropriate. In making this selection, individual students are advised to take account of the following factors:

- their own abilities in mathematics
- their own interest in mathematics
- their other choices of subjects within the Diploma Programme
- the subjects they wish to study in future
- their choice of career.

#### *Mathematics HL*

This course caters for students with a very strong background in mathematics who are competent in a range of analytical and technical skills. The majority of students will be expecting to include mathematics as a major component of their university studies, either as a subject in its own right or within courses such as physics, engineering and technology. This course is a demanding one and focuses on developing important mathematical concepts in a comprehensible, coherent and rigorous way. Development of each topic features justification and proof of results. Students should be intellectually equipped to appreciate the links between concepts in different topic areas.

#### *Mathematics SL*

This course caters for students who already possess good knowledge of mathematical concepts, and who are equipped with the skills needed to apply mathematical techniques correctly. The majority of students will expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry and economics. The course focuses on introducing important mathematical concepts through the development of mathematical techniques in a comprehensible and coherent way.

The internally assessed component, the exploration, offers students of both HL and SL mathematics the opportunity for developing independence in their mathematical learning.

### *Mathematical Studies SL*

This course is equivalent in status to mathematics SL, but addresses different needs. It has an emphasis on applications of mathematics, and the largest section is on statistical techniques. It is designed for students with varied mathematical backgrounds and abilities. It offers students opportunities to learn important concepts and techniques and to gain an understanding of a wide variety of mathematical topics. It prepares students to be able to solve problems in a variety of settings, to develop more sophisticated mathematical reasoning and to enhance their critical thinking. The individual project is an extended piece of work based on personal research involving the collection, analysis and evaluation of data. Students taking this course are well prepared for a career in social sciences, humanities, languages or arts.

## Group 6

### **The Arts**

#### *Theatre*

The course is designed to encourage students to examine theatre in its diversity of forms around the world. This will be achieved through a critical study of the theory, history and culture of theatre, and will find expression through workshops, devised work or scripted performance. The course emphasizes the importance of working individually and as a member of an ensemble. Students are encouraged to develop the organizational and technical skills needed to express themselves creatively in theatre.

#### *Visual Arts*

This course emphasizes experimentation and investigation both technically and theoretically. It is designed to encourage students to research and explore the impact art has had on societies and cultures throughout history. The course comprises the work book, which records and illustrates in detail the research, experimentation and development leading towards the studio work, which is the range of finished and final pieces of art made ready for a final exhibition. The course is designed to enable students to study visual arts in higher education and also welcomes those students who seek life enrichment through visual arts.

## Assessment and the Grading System

Assessment of achievement in each subject of the IB Programme is based on coursework amounting to 20-50% of the total marks, depending on the subject, and final examinations taken in May of D2.

Each subject is graded on a scale of 1 (minimum) to 7 (maximum), as shown below. The grades are referenced to grade criteria rather than to performance of any group of students in any particular year.

Grade	Description
7	Excellent
6	Very Good
5	Good
4	Satisfactory
3	Mediocre
2	Poor
1	Very Poor

### Theory of Knowledge and Extended Essay

Assessment of TOK and the extended essay is by a system of bonus points. In TOK, work is assessed both internally and externally. Extended essays are graded externally. These two components are each graded in one of five bands.

<b>A</b>	Work of an excellent standard
<b>B</b>	Work of a good standard
<b>C</b>	Work of a satisfactory standard
<b>D</b>	Work of a mediocre standard
<b>E</b>	Work of a poor standard

It is possible to gain a bonus of up to 3 points for TOK and extended essay. The bonus points are determined according to the following matrix.

	TOK					
Extended Essay		<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
	<b>A</b>	+3	+3	+2	+2	+1F*
	<b>B</b>	+3	+2	+1	+1	F*
	<b>C</b>	+2	+1	+1	0	F*
	<b>D</b>	+2	+1	0	0	F*
	<b>E</b>	+1F*	F*	F*	F*	F

F\* :28 points overall are required to be eligible for the diploma if a student attains an E grade in either the extended essay or theory of knowledge. An E grade in both TOK and the extended essay is an automatic failing condition.

## **Award of the Diploma**

The IB Diploma is awarded to candidates who obtain a minimum of 24 points in the examinations, subject to certain conditions, including a minimum of 12 points gained in higher level subjects. The minimum score of 24 is based on the notion that a grade 4 represents a satisfactory level in each of the six subjects. A candidate must also complete the Creativity, Action and Service Programme to a satisfactory level. Full details of the conditions for award of the diploma may be subject to occasional minor adjustments and will be published to students during the first year of their course.

Excellent performance in the six subject areas results in a grade 7 for each, or a total of 42 points. The combination of points for subjects and bonus points means the maximum possible score for the IB diploma is 45.

## **Award of Diploma Programme Course results**

The IB DP Courses results statement is awarded to candidates for each subject in which they achieve a grade. As with the diploma, a grade 4 represents a satisfactory level of achievement.

## **Assessment Fee**

There is an assessment fee that must be paid by each candidate in order to be entered for the IB diploma. This fee is levied by the school to cover all costs associated with IB examinations and their assessment components.

The fee for the May 2014 examinations is 945 euros for the full diploma.

## University Recognition

The IB diploma is a passport to higher education. Universities around the world welcome the unique characteristics of IB Diploma students and recognise the way in which the programme helps to prepare students for university level education. IB students routinely gain admission to some of the best known universities in the world. European and American institutions such as Oxford, Yale and the Sorbonne have accepted the IB since its inception. Many North American universities and colleges offer course credits where students have achieved high points in higher level subjects since they view the IB as an honours programme of exceptional merit.

Most higher education institutions have established recognition policies for the IB diploma. Entry to Spanish universities is mainly through 'direct access', though specific 'Selectividad' examinations are recommended for entry to certain universities for certain courses. Students normally prepare for up to two specific subject tests. Official courses offered by Spanish State universities are usually studied in Spanish and some Autonomous Communities may request that non-Spanish students sit Spanish language university entrance examinations.

Many European institutions require a minimum number of IB points for entry onto a particular course and, for certain courses, minimum points in key subjects will also be required. Many higher education institutions in North America and the UK, and international universities in Europe, will also accept students onto courses with IB Diploma programme courses results.

Information about university recognition and entrance requirements, in terms of IB points, is displayed on the country information pages of the IB website: [www.ibo.org](http://www.ibo.org).

## Entry Requirements

At SIS we are keen to recruit students who are able to develop both academically and personally within an environment that fosters personalized learning and development. Students must demonstrate the academic potential to be successful in their chosen course of study. We value the unique attributes of applicants outside the academic domain, recognising the importance of merit and potential in these areas as important contributors to school life.

All applicants are judged on the basis of merit and potential, including their motivation to benefit from the range of opportunities available within the school and the contribution that a student can make to school life. The school interprets merit as the positive attributes of an applicant based on the evidence of prior achievement and involvement. Potential is interpreted as the scope for a student to benefit from what SIS has to offer and the promise for future achievement and contribution to the school.

All external applicants will be required to take admissions tests in both English and Mathematics.

Each applicant's individual case will be considered on its own merits. Please note that promotion within SIS from M5 to D1 is not automatic.





## IB Subject Options

Name:

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### **Instructions**

There are six columns representing the six subject options of the IB curriculum at SIS. You may only choose one subject from each option group. Students applying for the diploma programme (DP) choose six subjects, three at the higher level and three at standard level, with at least one Language A. Students applying for DP courses choose 5 or six subjects with two or three at the higher level.

Please note that this choice is provisional. Some options will not run if classes are not viable. Environmental systems and societies, mathematical studies and Spanish ab initio are only offered at the standard level.

### Option 1

- English A Literature HL
- English A Lang & Lit SL
- English B HL
- English B SL

### Option 2

- Spanish A Lang & Lit HL
- Spanish A Lang & Lit SL
- Spanish B HL
- Spanish B SL
- Spanish ab initio SL
- Russian A Literature HL
- Russian A Literature SL
- German A Literature HL
- German A Literature SL
- Other language A  
(specify). Requires prior  
consultation and may require  
additional payment

### Option 3

- Business &  
Management HL
- Business &  
Management SL
- Geography HL
- Geography SL
- History HL
- History SL

### Option 4

- Biology HL
- Biology SL
- Physics HL
- Physics SL
- Environmental Systems and  
Societies SL

### Option 5

- Mathematics HL
- Mathematics SL
- Math Studies SL

### Option 6

- Theatre HL
- Theatre SL
- Music HL
- Music SL
- Visual Arts HL
- Visual Arts SL
- Chemistry HL
- Chemistry SL
- Economics HL
- Economics SL
- Computer Science  
HL
- Computer Science  
SL

Psychology HL and SL may also be available in either Option 3 or Option 6 as an online course, subject to additional payment.

**WE INSPIRE LEARNING AND INTERCULTURAL UNDERSTANDING**  
ENRIQUECIENDO LA VIDA DE NUESTROS NIÑOS Y NUESTRO MUNDO

**OPENING MINDS. CREATING MAGIC . CHANGING THE WORLD**



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