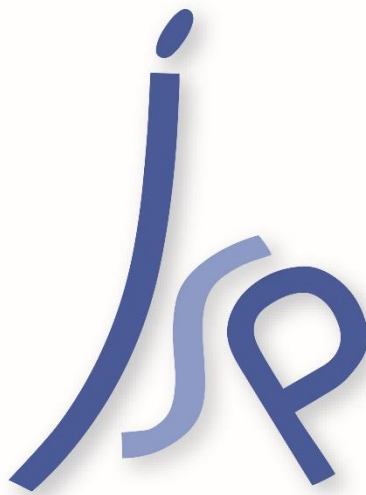


International School of Paris
Diploma Programme Handbook
Class of 2020



International School of Paris
Educating *for* complexity

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The International Baccalaureate Learner Profile

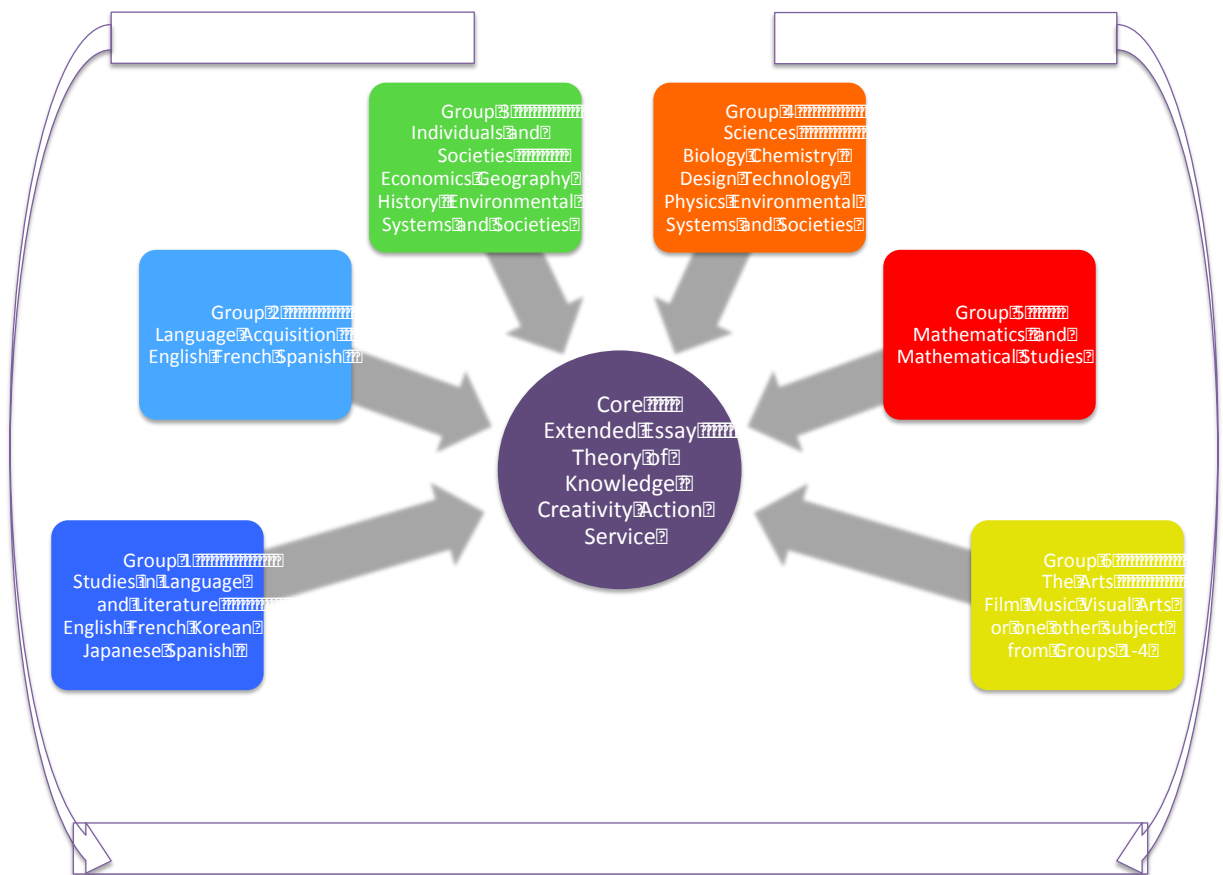
The IB learner profile represents ten attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities. (IB, 2013)

Disposition	Description
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 analyze 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 International Baccalaureate Diploma Programme

The International Baccalaureate Diploma Programme (IB DP) was established in Geneva in 1968 to provide an international, and internationally recognized, university-entrance qualification for students studying outside of their home country. The IB's goal is to provide students with the values and opportunities that will enable them to develop sound judgments, make wise choices, and respect others in the global community. The IB Programme equips students with the skills and attitudes necessary for success in higher education and employment; it has the strengths of a traditional liberal arts curriculum, but with three important additional features, shown at the center of the hexagonal curriculum model (below). Today the IB DP has expanded so that more than half the students opting for it come from state or national systems rather than from international schools. As the IB DP has grown, so too has its reputation for excellence; the IB DP is now recognized in almost every country in the world as a one of the pre-eminent pre-university qualifications.

The curriculum model



Program of study

The IB Diploma Programme at ISP builds on our IB Middle Years Programme (IB MYP), a broad yet demanding course of study in Grade 6-10 (ages 11-16). The IB Diploma Programme is a two-year (Grade 11 & 12, or ages 16-19) international curriculum that allows students to fulfil the requirements for university entrance of their national or state education systems. Internationally mobile students are able to transfer into the IB Diploma Programme from other IB World Schools, as well as from other school systems.

[See ISP's full IB curriculum from Grade 6 to 12](#)

Entry requirements

To be eligible for the IB DP, ISP students should have passed the IB MYP Personal Project and successfully completed the school's community and service requirements. In order to ensure access to an IB Diploma Higher Level course, a student must have studied the subject in Grade 10 and gained at least an end-of-year level 5 or equivalent. In order to ensure access to an IB Diploma standard level course, a student must have gained at least an end-of-year MYP level 4 (or equivalent) in the last year that he/she studied the subject. Please note that if a subject is not offered in Grade 9 and 10, such as group 3 economics, a student should have gained a suitable grade in another subject from the same group.

External applicants are assessed individually. There are no universal, formal entry requirements; however, in order to have access to instruction and to the course materials, it is a pre-requisite that a student has competent English skills — speaking, listening, reading and writing. If a student does not have sufficient English skills, then we may require that that he/she take a summer English language course before enrolling in the IB Diploma Programme in Grade 11.

Course selection

All Grade 11 and 12 courses at ISP are IB courses. Students should start the process of choosing their personal program by consulting the list of subjects offered by ISP.

As well as considering their personal strengths in individual subjects, when making course selections students should also take into account their future education and career plans. Students should become familiar with the specific requirements of the universities in the countries to which they intend to apply as **different universities in different countries have different entrance requirements**. It is very important that you are aware that specific subjects or combinations of subjects could be required (or excluded) by the country or university of your choice. Information about universities around the world is available from ISP's university counselors.

It is strongly recommended that students spend as much time as possible discussing their options with as many people as possible, including parents and teachers. Decisions made at this stage in a student's education could affect the rest of their lives, so it is vital that choices are made only after full research and consultation.

To be eligible for the IB Diploma, each student is required to follow six IB courses, with **one subject taken from each group in the curriculum model**:

- Group 1: language A (literature and/or language and literature)
- Group 2: second language (language acquisition)
- Group 3: individuals and societies
- Group 4: experimental sciences
- Group 5: mathematics
- Group 6: arts OR one subject from groups 1-4

Further, all IB Diploma students must choose

- Three courses at higher level (HL)
- Three courses at standard level (SL)

In addition, all IB Diploma students must complete

- A course in the Theory of Knowledge (TOK)
- A 4,000-word Extended Essay in a subject of their choice
- A Creativity, Activity, Service (CAS) program

Grading

All IB courses, HL and SL, are graded on the IB 7-point scale:

7: Excellent

6: Very Good

5: Good

4: Satisfactory

3: Mediocre

2: Poor

1: Very Poor

Graduating with the ISP high school diploma

If a student fulfills the graduation requirements set out by the school (see below), he/she will be awarded an ISP high school diploma. This is the equivalent of an American high school diploma, but may also have equivalency in other countries. The conditions for the award of the ISP high school diploma are determined by the school and are not contingent on any external examinations.

IB certificates

The majority of our students will take some examinations under the supervision of the International Baccalaureate. There are many subjects available at ISP; for a school of our size we offer an unusually generous and wide variety of courses. An IB certificate will be awarded externally, by the IB, for any IB examination taken. IB certificates are typically used in conjunction with an ISP high school diploma to earn advanced standing credit. The award of IB Certificates is independent of the ISP high school diploma.

IB Diploma

A student will be eligible for the award of the IB Diploma if he/she meets the criteria outlined by the IB (below). This will include taking external examinations in all courses, plus completing additional work specific to the IB Diploma: Theory of Knowledge (TOK), Creativity, Activity, Service (CAS) and the Extended Essay (EE). The award of the IB Diploma is made externally by the IB. The award of the IB Diploma is independent of the ISP high school diploma.

Usually over 90% of our students each year take the IB Diploma, and the recent pass rate at ISP has been higher than the average rate worldwide. However, students are not obliged to take the IB Diploma. Some students may feel that their needs are not best met by this course, and may choose to organize their program in a different way. It may be that the IB Diploma is not required either by a student's university of choice or in the country where the student would like to study; in these cases a student may, or may not, complete CAS, TOK or the Extended Essay. A student may choose fewer than three higher level subjects, or all six subjects at standard level, or even select a combination of subjects that does not meet the requirements for the IB Diploma.

The award of the IB Diploma

To be a successful IB Diploma student, it is necessary to be punctual both to classes and to school, to have an excellent attendance record, and to complete work on time and to an appropriate standard. In all courses,

students must complete mandatory coursework assignments; typically this coursework amounts to 25% of the final grade for each course, although in some cases it may be higher or lower. The key to doing this work to an acceptable standard is organization, and the importance of keeping to internal deadlines cannot be stressed enough.

There is a maximum of seven points available for each of the six required elective courses; in addition, there are three points available for the combination of TOK and the Extended Essay. This makes a maximum total of 45 points. A minimum of three courses must be at Higher Level.

In general, in order to receive the IB Diploma, a student will have to score at least a 4 in each subject, or 24 points or more in total. The full criteria for passing the IB DP are set out below and students need to be aware that a score of 24 points will not always guarantee a pass.

The IB Diploma will be awarded to a candidate whose total score is 24, 25, 26 or 27 points, provided all the following requirements have been met:

- Numeric grades have been awarded in all six subjects registered for the IB Diploma;
- All CAS requirements have been met;
- Grades A (highest) to E (lowest) have been awarded for both Theory of Knowledge and an Extended Essay, with a grade of at least D in one of them;
- There is no grade 1 in any subject;
- There is no grade 2 at higher level;
- There is no more than one grade 2 at standard level;
- Overall, there are no more than three grade 3s or below;
- At least 12 points have been gained on higher level subjects (candidates who register for four higher level subjects must gain at least 16 points at higher level);
- At least nine points have been gained on standard level subjects (candidates who register for two standard level subjects must gain at least six points at standard level);
- The final award committee has not judged the candidate to be guilty of malpractice.

The IB Diploma will be awarded to a candidate whose total score is 28 points or above, provided all the following requirements have been met:

- Numeric grades have been awarded in all six subjects registered for the IB Diploma;
- All CAS requirements have been met;
- Grades A (highest) to E (lowest) have been awarded for both Theory of Knowledge and an Extended Essay, with a grade of at least D in one of them;
- There is no grade 1 in any subject;
- There is no more than one grade 2 at higher level;
- There are no more than two grade 2 at standard level;
- Overall, there are no more than three grade 3 or below;
- At least 11 points have been gained on higher level subjects (candidates who register for four higher level subjects must gain at least 14 points at higher level);
- At least eight points have been gained on standard level subjects (candidates who register for two standard level subjects must gain at least 5 points at standard level);
- The final award committee has not judged the candidate to be guilty of malpractice.

The award of the ISP high school diploma

High school honors diploma

- Participation in six courses, each from a different subject group, during Grade 11 and 12 (other than TOK);
- An average score of 21 points across all six courses over the two years;
- No score lower than a 2 in any course in Grade 12;

- Satisfactory participation in the Service component of CAS (equivalent number of reflections) to those required for IB Diploma candidates. Creativity and Activity are optional;
- Minimum 90% attendance in each course over the two years.

High school diploma

- Participation in six courses during Grade 11 and 12 (other than TOK).
- An average score of 18 points across all six courses over the two years.
- Satisfactory participation in the Service component of CAS (equivalent number of reflections) to those required for IB Diploma candidates. Creativity and Activity are optional.
- Minimum 90% attendance in each course over the two years.

Promotion from Grade 11 to Grade 12

To be promoted from Grade 11 to Grade 12 at the end of the first year of the IB Diploma Programme, a student must meet the requirements of the ISP high school diploma; this includes meeting the required attendance in each course.

University entrance

The IB Diploma is a rigorous and demanding program that provides students with a first-class preparation for their future after ISP. Students follow a course of study with a global reputation for academic excellence, and universities throughout the world recognize the IB Diploma as an entrance qualification to higher education degree courses. In some countries, such as the United States and Canada, the IB Diploma qualifies students for advanced placement or academic credits; furthermore, students with the IB Diploma are accepted at a higher rate at selective US universities than those with other qualifications. In general, European universities prefer the IB Diploma for entrance over IB certificates or the high school diploma. European universities may require standardized tests (SAT, ACT), if a student only has the high school diploma or the high school diploma with IB certificates.

ISP has a strong record in placing its graduates in universities around the world. We employ four counselors for English-speaking universities (North America and the UK), for European universities, for Korean universities, and for Japanese universities. [A detailed list of university acceptances](#) can be found on our website. Below is a sample of the many universities around the world where ISP graduates have been accepted:

Continental Europe

Bocconi, Business School, Milano
 CLCF, Conservatoire Libre du
 Cinéma Français, Paris
 EHL, Ecole Hôtelière de Lausanne
 IE-University, Segovia, Spain
 Paris 1 (Panthéon-Sorbonne)
 Paris School of Business
 Politecnico di Milano
 Rotterdam School of
 Management
 Sciences-Po, Le Havre, Menton,
 Dijon
 SKEMA Business School, Nice
 Strate College, Paris

University of Leiden, Netherlands

Japan

ICU
 Keio University
 Kyoto University
 Kyushu University
 Nagoya University
 Sophia University
 TOKyo Institute of Technology
 TOKyo University
 Tsukuba University
 Waseda University
 Yokohama National University

Korea

Hong Ik University

KAIST Korea Hankuk
 University of Foreign
 Studies
 Korea University
 Seoul National University

United Kingdom

Cardiff University
 City University
 Goldsmiths College
 Imperial College London
 King's College London
 London School of Economics and
 Political Science
 Loughborough University
 Royal Holloway, University of
 London

University College London	Bard College	New York University
University of the Arts London	Barnard College	Oberlin College
University of Bath	Bates College	Parsons New York
University of Bristol	Bennington College	Reed College
University of Cambridge	Boston University	Rice University
University of Durham	Bowdoin College	Smith College
University of Edinburgh	Brandeis University	Tufts University
University of Exeter	Bryn Mawr College	University of Chicago
University of Leeds	Carnegie Mellon University	University of Pennsylvania
University of Manchester	Case Western Reserve University	University of Southern California
University of Oxford	George Washington University	University of Virginia
University of St Andrews	Georgetown University	Vassar College
University of Warwick	Grinnell College	
University of York	Hampshire College	
United States	John Hopkins University	
American University	Kenyon College	

The core IB curriculum

Theory of Knowledge (TOK)

Theory of Knowledge is a course focused on the question, “How do we know?” Students are taught to seek out knowledge through critical thinking and analysis of the ways of knowing: perception, emotion, reason, imagination, faith, intuition, memory and language. By the end of the course, students should be proficient in formulating arguments and analyzing knowledge claims. The central features of the Theory of Knowledge course are critical analysis questions called “knowledge issues”.

TOK course content

Students complete one hundred hours over the two-year course. The course is comprised of eight units focused on the following Areas of Knowledge and other main themes; each unit lasts approximately five weeks, and is taught by a teacher specialized in that area of study. These units are:

- Mathematics
- Natural sciences
- Human sciences
- History
- Art
- Ethics
- Religious knowledge systems
- Indigenous knowledge systems

Assessment

In the second year (Grade 12) of the course, students are officially assessed for their IB Diploma, based solely on two pieces of work:

- The TOK essay on a prescribed title (1,200–1,600 words). This is supervised by a teacher in the school, and then graded externally by an IB examiner.
- The TOK group presentation (approximately ten minutes per student). This is supervised and assessed by a teacher in the school. The final grade is then sent to the IB.

The final TOK grade and the final Extended Essay grade are entered into the Diploma points matrix (see below) to award a possible maximum of 3 extra points to be added to a student's Diploma score. Candidates not submitting satisfactory work in either area will fail the Diploma.

The Extended Essay

The Extended Essay is an in-depth study of a limited topic within a subject. Its purpose is to provide a student with an opportunity to engage in independent research at an introductory level. Emphasis is placed on the process of engaging in personal research, on the communication of ideas and information in a logical and coherent manner, and on the overall presentation of the Extended Essay in compliance with IB guidelines. Students are required to devote 40+ hours to the essay over the course of twelve months.

Subject choice

In choosing a subject, an essential consideration should be the personal interest of the student. The subject should offer the opportunity for in depth research but should also be limited in scope. It should present the candidate with the opportunity to collect or generate information and/or data for analysis and evaluation.

Extended Essays submitted in Language B (Spanish or French) or Literature A1 (Japanese, Korean, French or English) must be written in that language.

All other essays must be in English.

Organization of the Extended Essay

The Extended Essay is limited to 4,000 words and should include an abstract, an introduction, a development methodology, a conclusion, a bibliography, and any necessary appendices.

Assessment

The Extended Essay is externally examined. Marks are awarded against a set of published criteria (both general and subject-specific).

The final Extended Essay grade and the final TOK grade are entered into the Diploma points matrix (see below) to award a possible maximum of three extra points to be added to a student's Diploma score. Candidates not submitting satisfactory work in either area will fail the Diploma.

The Diploma points matrix

ToK/EE	A	B	C	D	E
A	3	3	2	2	Failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing condition				

The CAS program

As a result of their CAS experience as a whole, including their reflections, there should be evidence that students have:

- Increased their awareness of their own strengths and areas for growth: They are able to see themselves as individuals with various skills and abilities, some more developed than others, and understand that they can make choices about how they wish to move forward;
- Undertaken new challenges: A new challenge may be an unfamiliar activity, or an extension to an existing one;
- Planned and initiated activities: Planning and initiation will often be in collaboration with others. It can be shown in activities that are part of larger projects, for example, ongoing school activities in the local community, as well as in small student-led activities;
- Worked collaboratively with others: Collaboration can be shown in many different activities, such as team sports, playing music in a band, or helping in a kindergarten. At least one project, involving collaboration and the integration of at least two of Creativity, Activity and Service, is required;
- Shown perseverance and commitment in their activities: At a minimum, this implies attending regularly and accepting a share of the responsibility for dealing with problems that arise in the course of activities.
- Engaged with issues of global importance: Students may be involved in international projects but there are many global issues that can be acted upon locally or nationally (for example, environmental concerns, caring for the elderly);
- Considered the ethical implications of their actions: Ethical decisions arise in almost any CAS activity (for example, on the sports field, in musical composition, or in relationships with others

involved in service activities). Evidence of thinking about ethical issues can be shown in various ways, including journal entries and conversations with CAS advisers;

- Developed new skills: As with new challenges, new skills may be shown in activities that the student has not previously undertaken, or in increased expertise in an established area. This focus on learning outcomes emphasizes that it is the quality of a CAS activity (its contribution to the student's development) that is of most importance.

ISP students are expected to

- Self-review at the beginning of their CAS experience and set personal goals for what they hope to achieve through their CAS program and keep their ManageBac CAS page up-to-date;
- Plan, do and reflect (plan activities, carry them out and reflect on what they have learned);
- Undertake at least three formal interviews with their CAS adviser;
- Take part in a range of activities, including at least one project, some of which they have initiated themselves;
- Keep records of their activities and achievements, including a list of the principal activities undertaken;
- Show evidence of achievement of the eight CAS learning outcomes.

IB language programs

ISP offers language programs for mother-tongue or native speakers or near-native speakers (language A), for those still acquiring the language (language B), and for beginners (ab initio). Language A and B courses are available at higher and standard levels.

The International Baccalaureate at ISP, Grade 6-12

	IB MYP: Grade 6-7	IB MYP: Grade 8-9	IB DP: Grade 11-12
Group 1 First Language	English, Language A or B	English, Language A or B	Studies in Language and Literature
Group 2 Second Language	French, Language A or B	French, Language A or B	Language Acquisition
Group 3 Humanities	Integrated Humanities	Integrated Humanities	One subject from: History, Geography, Economics, Environmental Systems & Societies (SL)
Group 4 Sciences	Integrated Sciences	Integrated Sciences	One subject from: Biology, Chemistry, Physics, Environmental Systems & Societies (SL)
Group 5 Mathematics	Mathematics	Extended Mathematics or Standard Mathematics	Mathematics or Mathematical Studies (SL)
Group 6 The Arts	Visual Arts, Music, and Theatre	Visual Arts, Music, and Theatre	One subject from: Visual Arts, Music, Film or a subject from Groups 1-4.
Group 7 Technology	Integrated Technology	Integrated Technology	-
Group 8 Physical Education	Physical Education	Physical Education	-
MYP Option A including tutored Mother-tongue	One subject from: Mother-tongue or Spanish A, Japanese A, Korean A, Hindi A, Spanish B, Chinese B, Initiation au Français, Cultures et Sociétés Françaises	One subject from: Mother-tongue or Spanish A, Japanese A, Korean A, Hindi A, Spanish B, Chinese B, Initiation au Français, Cultures et Sociétés Françaises	-
IB & ISP Elements	Personal & Social Education, Community & Service	Personal & Social Education, Community & Service	Personal & Social Education, Creativity, Activity & Service, Extended Essay, TOK.

Group 1: Studies in Language and Literature

Literature (English, French, Japanese, Korean)

The Language A: Literature course is primarily a pre-university course in literature. It is aimed at students who intend to pursue literature, or related studies, at university, as well as students whose formal study of literature will not extend beyond this point. The former would normally follow the higher level program and the latter the standard level program.

The program encourages students to see literary works as products of art and their authors as craftsmen whose methods of production can be analyzed in a variety of ways, and on a number of levels. This is achieved through the emphasis placed on exploring the means used by different authors to convey their subjects in the works studied. The comparative framework emphasized for the study of these works further enforces it.

Language A1 higher level is a course for native or near-native speakers. The students study 13 texts: seven texts are chosen from the IB prescribed list of authors (originals in A1 Language), three texts chosen from the IB Works in Translation List (translations into A1 Language) and three texts are chosen by the individual teacher.

Language A1 standard level is designed for native or near-native speakers. The students study ten texts: five texts are chosen from the IB prescribed list of authors (originals in A1 Language), two texts are chosen from the list of IB works in translation (translations into A1 Language) and three texts are chosen by the individual teacher.

Part 1: Works in translation (HL 3 texts, SL 2 texts), students submit a reflective statement and literary essay on one work studied in this part.

Part 2: Detailed study (HL 3 texts, SL 2 texts, representing a range of genres), assessed by formal oral commentary examination. Poetry is compulsory for higher level.

Part 3: Literary genres (HL 4 texts, SL 3 texts), all drawn from one of the following genres: drama, poetry, prose fiction or prose other than fiction, assessed in Paper 2 of the written examination

Part 4: Options (HL 3 texts, SL 3 texts), assessed as an oral presentation.

In addition to the written and oral work prescribed by IB, there will be regular internally assessed written and oral assignments.

There is also a possibility of other A1 languages being studied as “self-taught” subjects at standard level only. We will provide tuition, in English, for the “world literature” part of this course, while the student should have a private teacher for the remainder of the course. Students should work closely with the coordinator of externally-taught languages, who will make every effort to find a teacher and to provide resources, but the parents will bear the financial burden of the teacher.

Assessment

- Completion of ONE written assignment
- Completion of three (HL) or two (SL) oral assessments
- Two external examination papers

Language A: Language and Literature (English, French)

Language A: Language and Literature is directed towards developing and understanding the constructed nature of meanings generated by language and the function of context in this process (in language and literature). This course is designed for students who have experience of using the language in an academic context, and supports future academic study in the subject by developing a high social, aesthetic and cultural literacy, as well as effective communication skills.

A key aim of the Language A1: Language and Literature course is to encourage students to question the meaning generated by language and texts, which, it can be argued, is rarely straightforward and

unambiguous. 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.

Part 1: Language in cultural context. Language in cultural context looks at the audience and purpose of texts and how language, language changes, and meaning are shaped by culture and context. It involves the study of topics such as language and power, language and belief, language and taboo, language and gender, language history and translation.

Part 2: Language and mass communication. Language and mass communication looks at different forms of mass communication and how these use language to inform, persuade or entertain. It involves the study of topics such as the media institutions, political and legal language, popular culture, and advertising.

Part 3: Literature – texts and contexts (HL 3 texts, SL 2 texts). Texts and contexts examine meaning in a text as shaped by culture: that is, by the contexts of the circumstances of its production, by what the reader brings to it, and by social context, cultural heritage and historical change.

Part 4: Literature – critical study (HL and SL 3 texts), or the close reading of texts.

The assessment model for Language A: Language and Literature is the same at higher level (HL) and standard level (SL), but there are significant quantitative and qualitative differences between the levels. For example, HL students study six literary texts, SL students study four; HL students produce four written tasks of up to 1,000 words during the course, SL students three; and the questions in the essay assessment paper are the same for both levels, but with different assessment criteria applied.

Assessment

- Completion of TWO (HL) or ONE (SL) written assignment(s)
- Completion of two oral assessments
- Two external examination papers

Group 2: Language Acquisition

English, French, Spanish

Language B (HL or SL) is an additional language learning course designed for students with some previous learning of that language. The foci of these courses are language acquisition, intercultural understanding, 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, and are related to the culture(s) concerned.

The core—with topics common to both levels—is divided into **three** areas and is a required area of study:

- Communication and media
- Global issues
- Social relationships

In addition, at both SL and HL, teachers select **two** from the following **five** options.

- Cultural diversity
- Customs and traditions
- Health
- Leisure
- Science and technology

Assessment for both HL and SL

Completion of one written assignment:

- Receptive and written productive skills: Creative writing of 300-400 (SL) or 500-600 (HL) words plus 100-word rationale, based on the core (SL) or 150-word rationale, based on one of the literary texts read.

Completion of two oral assessments:

- Individual oral: 15 minutes' preparation time and a 10-minute (maximum) presentation and discussion with the teacher;
- Interactive oral (based on the core): three classroom activities assessed by the teacher.

Two external examination papers:

- Paper 1 (receptive skills): Text-handling exercises on four written texts, based on the core;
- Paper 2 (written productive skills): Compulsory writing exercises.

Group 3: Individuals and Societies

History

All students, higher and standard level, look at one of the prescribed subjects which is assessed through a source based examination paper. The prescribed subjects are:

- Military leaders
- Conquest and its impact
- The move to global war
- Rights and protest
- Conflict and intervention

All students will also explore two key topics in world history. These will be chosen from:

- Origins, development and impact of industrialization (1750–2005)
- Independence movements (1800–2000)
- Evolution and development of democratic states (1848–2000)
- Authoritarian states (20th century)
- Causes and effects of 20th-century wars
- The Cold War: Superpower tensions and rivalries (20th century)

In addition HL students will study one of four regional options:

- History of Africa and the Middle East
- History of the Americas
- History of Asia and Oceania
- History of Europe

Assessment

Historical investigation: 1,500-2,000 words (SL 25%, HL 20%)

Paper 1 (HL/SL): Source analysis paper: five source questions (1 hour)

Topic: the Arab-Israeli conflict

Paper 2 (HL/SL): Essay paper: two timed essays (1.5 hours)

Based on two world history topics

Paper 3 (HL): Essay paper: three timed essays (2.5 hours)

Regional options

Economics

Why has the Euro fallen in value? Why is inflation a problem? What factors influence the price of oil? What policies can a government use to reduce traffic congestion? Why has the Chinese economy grown so quickly? Why does the US have such a large trade deficit? These are the types of questions with which the IB Diploma economics syllabus is concerned.

The course will enable students to develop an understanding of microeconomic and macroeconomic theories and concepts and their real world application. In addition, it develops an awareness of development issues that nations face as they undergo the process of change.

No prior knowledge of economics is required, however higher level economics students should be taking at least standard level mathematics due to the mathematical content of the higher level course. Standard level economics students would benefit if they feel comfortable using mathematical tools such as index numbers, percentages, simple multiplications and being able to draw and interpret graphs. However there is no requirement to study standard level mathematics, mathematical studies would be acceptable.

Course outline

Section 1: Microeconomics

- Competitive markets: demand and supply
- Elasticity
- Government intervention
- Market failure
- Theory of the firm (HL Only)

Section 3: International economics

- International trade exchange rates
- The balance of payments economic
- Integration terms of trade (HL Only)

Section 2: Macroeconomics

- The level of overall economic activity
- Aggregate demand and aggregate supply
- Macroeconomic objectives
 - Fiscal, monetary and supply-side policies

Section 4: Development economics

- Measuring economic development
- The role of domestic factors
- The role of international trade
- The role of foreign direct investment
- The role of foreign aid and multilateral development assistance
- The role of international debt
 - The balance between markets and intervention

Assessment

Internal assessment

Candidates must produce a portfolio of four commentaries, each 650-750 words, based on a news media extract, linking economic theory to a real-world situation. Three of the four commentaries must have as their main focus a different section of the syllabus, although it is acceptable for commentaries to make reference to other sections. The fourth commentary can focus either on a single section or on two or more sections of the syllabus. School deadlines in both Grade 11 and Grade 12 will be determined for both a draft and final version of the required commentaries.

External assessment

- Extended-response question paper (**HL and SL**): 1 hour
- Each question is divided into two parts and may relate to more than one section of the syllabus.
- A data-response paper (**HL and SL**): 2 hours
- Short-answer question paper (**HL**): 1 hour
- This paper is based on all five sections of the syllabus

Geography

The syllabus consists of two parts: Part one, a number of themes from which there are seven options. Standard level students will study two options and higher level students will study three.

Part one geographical themes

The options are used to study and acquire geographical concepts and skills which are also relevant to other schemes. The themes examine the nature of human populations and the human ability to exploit resources. Development is essentially a complex consequence of this exploitation

- Freshwater ion (higher level)
- Oceans and coastal margins
- Extreme environments
- Geophysical hazards
- Leisure, tourism and sport
- Food and health
- Urban environments

Part two geographical perspectives – global change

Population distribution—changing population

Global climate—vulnerability and resilience

Global resource consumption and security

Higher level students will additionally study

- Power, places and networks
- Human development and diversity
- Global risks and resilience

Teaching is largely based on case studies, and students' research skills and inquiry methodologies are emphasized. Specific skills include data analysis, including simple statistical analysis, presentation of arguments and results in short essays, map work, etc.

Both higher and standard level will have to carry out internal assessment work. A fieldwork trip is planned for both higher and standard level students, to facilitate practical research work and completion of the internal assessment.

Assessment

- **Internal assessment:** Coursework based upon fieldwork undertaken by the student
- **External assessment:** External examination (two papers at standard level, three papers at higher level)

Group 4: Experimental sciences

Biology, Chemistry, Physics and Environmental Systems and Societies

Biology, chemistry and physics are available at both higher and standard Levels, while nature of science and environmental systems and societies is studied at standard level only. Through studying biology, chemistry or physics, 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 characterizes these subjects. The aims enable students, through the overarching theme of “the nature of science”, to:

- Appreciate scientific study and creativity within a global context through stimulating and challenging opportunities;
- Acquire a body of knowledge, methods and techniques that characterize science and technology.
- Apply and use a body of knowledge, methods and techniques that characterize science and technology;
- Develop an ability to analyze, evaluate and synthesize scientific information.
- Develop a critical awareness of the need and the value of effective collaboration and communication during scientific activities;
- Develop experimental and investigative scientific skills including the use of current technologies.
- Develop and apply 21st century communication skills in the study of science.
- Become critically aware, as global citizens, of the ethical implications of using science and technology;
- Develop an appreciation of the possibilities and limitations of science and technology
- Develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

Group 4 students at standard level (SL) and higher level (HL) undertake a common core syllabus, a common internal assessment (IA) scheme and have some overlapping elements in the option studied. The syllabus encourages the development of certain skills, attributes and attitudes. 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, in the additional higher level (AHL) material and in the common options.

Experimental work is carried out both individually and in small groups and support is given where possible to students for whom English is a second or other language.

Biology, Chemistry, Physics: Assessment

All subjects are assessed through three written examination papers in addition to the presentation of laboratory reports prepared over the two-year course. All students must also show evidence of participation in the trans-disciplinary group 4 project.

Higher level	Paper 1	20%
	Paper 2	36%
	Paper 3	24%
	Internal assessment (laboratory work)	20%
Standard level	Paper 1	20%
	Paper 2	40%
	Paper 3	20%
	Internal assessment (laboratory work)	20%

Environmental Systems and Societies: Assessment

Standard level	Paper 1	20%
	Paper 2	32%
	Paper 3	24%
	Internal assessment (laboratory work)	24%

Biology

Higher level

Higher level biology is an in-depth study of modern biology and provides a sound foundation for college and university courses in biology, medicine, biochemistry, environmental studies, etc. A solid foundation in biology and a good working knowledge of chemistry are required for this course.

Core

- Cell biology
- Molecular biology
- Genetics
- Nucleic acids
- Metabolism, cell respiration and photosynthesis
- Ecology
- Evolution and biodiversity
- Human physiology
- Plant biology
- Genetics and evolution
- Animal physiology

Options (two of the following are taught)

- Neurobiology and behavior
- Microbes and biotechnology
- Ecology and conservation (further)
- Human physiology

Standard level

Standard level biology meets different needs than the higher level course. The course contains compulsory core material and in addition students have to study two optional topics.

Core

- Cell biology
- Molecular biology
- Genetics
- Ecology
- Evolution and biodiversity
- Human physiology

Options (two of the following are taught)

- Neurobiology and Behavior
- Microbes and Biotechnology
- Ecology and Conservation Further
- Human Physiology

All students are expected to attend a residential field trip in Grade 12 in order to complete the group 4 project requirement.

Chemistry

Higher level

Higher level chemistry is an in-depth study of modern chemistry and provides a sound foundation for college and university courses in chemistry, medicine, biochemistry, pharmacology, environmental studies, chemical engineering, etc. This chemistry course requires previous knowledge as certain areas of the subject are studied in considerable detail.

The comprehensive syllabus contains core material and two option topics:

Core

- Stoichiometric relationships
- Atomic structure
- Periodicity
- Chemical bonding and structure
- Energetics/thermochemistry
- Chemical kinetics
- Equilibrium
- Acids and bases
- Redox process
- Organic chemistry
- Measurement and data processing

Options (two of the following are taught)

- Biochemistry
- Materials
- Energy
- Medicinal chemistry

Standard level

Standard level chemistry has been specifically designed for the student who wishes to know more of the applications of chemistry, while still wanting to further their knowledge of the more "pure" aspects of the subject.

The common core of the syllabus covers similar material to the higher level course although not in the same detail.

Core

- Stoichiometric relationships
- Atomic structure
- Periodicity
- Chemical bonding and structure
- Energetics/thermochemistry
- Chemical kinetics
- Equilibrium
- Acids and bases
- Redox process
- Organic processes
- Organic chemistry
- Measurement and data processing

Options (two of the following are taught)

- Biochemistry
- Materials
- Energy
- Medicinal chemistry

All students are expected to attend a residential field trip in Grade 12 in order to complete the group 4 project requirement

Physics

Higher level

Higher level physics is relevant to university courses in physics, engineering or electronics, and would be useful to anyone wishing to study mathematics or science at a higher level. It encourages the student to think in a logical, consistent and mathematical way. IB higher level mathematics is extremely useful, although not essential, for this course. The topics covered are:

Core

- Measurements and uncertainties
- Mechanics
- Thermal physics
- Waves
- Electricity and magnetism
- Circular motion and gravitation
- Atomic, nuclear and particle physics
- Energy production

Additional topics

- Wave phenomena
- Fields
- Electromagnetic induction
- Quantum physics and nuclear physics

Options (two from the following)

- Astrophysics
- Relativity
- Imaging physics
- Engineering physics

Standard level

Standard level physics places a strong emphasis on problem solving abilities both in practical and theoretical work. The course provides a useful grounding in basic physics and therefore has relevance to the other sciences and mathematics. In addition, work on language in science and a general understanding of current scientific issues are given emphasis. Practical work also encourages the student to think resourcefully. The core topics studied are the same as those for higher level. Two options are also studied.

Core

- Measurements and uncertainties
- Mechanics
- Thermal physics
- Waves
- Electricity and magnetism
- Circular motion and gravitation
- Atomic, nuclear and particle physics
- Energy production

Options (two from the following)

- Astrophysics
- Relativity
- Imaging Physics
- Engineering Physics

All students are expected to attend a residential field trip in Grade 12 in order to complete the group 4 project requirement

Environmental systems and societies (SL only)

Environmental systems and societies (ESS) is a trans-disciplinary subject, which can be taken to fulfill the students' requirements in both group 3 and group 4, thus leaving the student able to choose an additional subject from any group (including another group 3 or 4 subject).

The main purpose of this course is to give students a coherent perspective on the interrelationships between environmental systems and societies. To really understand the causes and effects of environmental problems, and how people try to manage them, we will need to look at the issues from many angles (e.g. scientific, ethical, historical, economic, cultural and socio-political). This is called a "holistic" approach.

By the end of this course students will be able to adopt an informed personal response to current environmental issues (i.e. know where they stand and why). They will also understand the impact of the choices and decisions we make in our own lives on the environment.

We will use local contexts to teach underlying theory, incorporating as much fieldwork and laboratory practical work as possible, and the theory applied in a series of international case studies. Students will gain an appreciation of the global diversity of environments and ecosystems, cultural and historical differences in attitudes to the environment, and differing perspectives on sustainability.

Core topics:

- Systems and models
- The ecosystem
- Human population, carrying capacity and resource use
- Conservation and biodiversity
- Pollution management
- The issue of global warming
- Environmental value systems

Design technology (SL and HL)

At both standard and higher level, students study units based around the core topics which are: the design process, product design, green design, product innovation, materials, product development and evaluation. Higher level students also study energy, structures, mechanical design, and advanced manufacturing techniques. All students study the chosen option, human factors design, which consists of human factors design and data, research and testing, modeling, health and safety legislation, design for usability and contexts, with the extra topics at higher level covering sustainable development, digital humans, design for disability and design for purpose and beyond usability — designing for pleasure.

Internal assessment is worth 36% of the total mark and consists of the group 4 project and short internal investigations (18%) and the longer design project, the topic of which the student chooses in consultation with the teacher (18%). For standard level, the practical project is allocated 30 hours whereas higher level students have 45 hours and consequently are expected to produce a more complex and demanding study. Examples of possible design and make projects are: a small piece of furniture or jewelry for oneself; an educational toy for a particular age group or group with learning/physical disabilities; an aid in the kitchen for elderly/handicapped users; a prototype for a lighting system, etc.

The short investigations are on a variety of topics, including evaluation and designing fair tests, designing for a specific or general end user, property testing and materials evaluation with specific focused tasks on wood, metals and plastics. The short investigations do not use the full design cycle and focus on specific aspects of the core subjects. About one third of the allocated time is spent on practical work. Most internal assessment takes place during the latter part of the course when students have become familiar with the assessment criteria.

Assessment

Internal assessment:

- Investigations and group 4 project
- Design project (student choice)

External assessment:

- Paper 1: 30 multiple choice questions on the core
- Paper 2:
 - o Section A: One data-based question and several short-answer questions on the core
 - o Section B: One extended response question on the core (from a choice of three)
- Paper 3: Several short-answer and extended response questions on the chosen option, human factors design (all compulsory)

Group 5: Mathematics

Higher level

The higher level (HL) mathematics course caters for students with a good background in mathematics who are competent in a range of analytical and technical skills. The majority of these 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. Others may take this subject because they have a strong interest in mathematics and enjoy meeting its challenges and engaging with its problems. The course consists of the study of seven topics, all of which are compulsory. Students must study all the sub-topics contained within each of the topics in the syllabus.

Study topics

Topic 1: Algebra

Topic 2: Functions and equations

Topic 3: Circular functions and trigonometry

Topic 4: Vectors

Topic 5: Statistics and probability

Topic 6: Calculus

Option syllabus

Students must study all the sub-topics in one of the following options:

Topic 8: Statistics and probability

Topic 9: Sets, relations and groups

Topic 10: Series and differential equations

Topic 11: Discrete mathematics

Assessment

Internal assessment

Mathematical exploration 20%: The internally assessed component in this course is a mathematical exploration. This is a short report written by the student based on a topic chosen by him or her, and it should focus on the mathematics of that particular area. The emphasis is on mathematical communication (including formulae, diagrams, graphs and so on), with accompanying commentary, good mathematical writing and thoughtful reflection. This accounts for 20% of final assessment.

External assessment

There are three written examination papers:

- Paper 1 (2 hrs): 30% of final assessment (no calculator allowed)
- Paper 2 (2 hrs): 30% of final assessment (graphic display calculator (GDC) required)
- Paper 3 (1 hr): 20% of final assessment (graphic display calculator (GDC) required)

Standard level

The standard level mathematics course caters for students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology and business administration.

The course consists of the study of seven topics, all of which are compulsory. Students must study all the sub-topics contained within each of the topics in the syllabus.

Study topics

Topic 1: Algebra

Topic 2: Functions and equations

Topic 3: Circular functions and trigonometry

Topic 4: Vectors

Topic 6: Statistics and probability

Topic 7: Calculus

Assessment

Internal assessment

The internally assessed component in this course is a mathematical exploration. This is a short report written by the student based on a topic chosen by him or her, and it should focus on the mathematics of that particular area. The emphasis is on mathematical communication, with accompanying commentary, good mathematical writing and thoughtful reflection. This accounts for 20% of the final assessment.

External assessment

There are 2 written papers:

- Paper 1 (1 hr 30 min): 40% of final assessment
- Paper 2 (1 hr 30 min): 40% of final assessment

Mathematical studies (SL)

The mathematical studies course is available at standard level (SL) only. It caters for students with varied backgrounds and abilities. More specifically, it is designed to build confidence and encourage an appreciation of mathematics in students who do not anticipate a need for mathematics in their future studies. Students taking this course need to be already equipped with fundamental skills and a rudimentary knowledge of basic processes.

The course consists of the study of eight topics, all of which are compulsory. Students must study all the sub-topics contained within each of the topics in the syllabus.

Study topics

Topic 1: Introduction to the graphic display calculator

Topic 2: Number and algebra

Topic 3: Sets, logic and probability

Topic 4: Functions

Topic 5: Geometry and trigonometry

Topic 6: Statistics

Topic 7: Introductory differential calculus

Topic 8: Financial mathematics

Assessment

Internal assessment

The project is an individual piece of work involving the collection of information or the generation of measurements, and the analysis and evaluation of the information or measurements. This accounts for 20% of the final grade.

External assessment

There are two written papers:

- Paper 1 (1 hr 30 min): 40% of final assessment
- Paper 2 (1 hr 30 min): 40% of final assessment

Group 6: The arts

Film

Part 1: Textual analysis

The detailed study of film sequences.

It is essential that students are able to understand how meanings are constructed within and through film texts, and to view the production of these texts in a broader framework. Students should be able to identify how film uses a range of devices to represent experiences and stories, as well as to convey meanings and values. They should be able to acquire and use the appropriate tools for analysing films from various countries and place these within wider socio-cultural perspectives. Students will develop both their own enjoyment of film and lifelong habits of critical inquiry.

Students will learn to move between close textual analysis of specific scenes and analysis of films as a whole, contextualizing meanings within a larger framework.

Part 2: Film theory and history

This is study of films and film-making traditions from more than one country.

Film is influenced by and is in part a product of its own history and tradition, as well as the social, economic and institutional forces that surround it. Similarly, film is influenced by the observations and research of practitioners and scholars.

Students will learn about films from more than one country to enhance their understanding of films familiar to them and also of films from other countries that may be less familiar to them.

Part 3: Creative process — techniques and organization of production

This is the development of creative, analytical and production skills within film-making.

Students will have the opportunity to develop skills in film production. This is a complex process that requires creative and analytical skills as well as meticulous organization, and almost always involves close collaboration with others.

Students will study the overall structure of film-making, the nature of the relationships in a production team, and the need for discipline and protocol on set or location. Students should be encouraged to work in a variety of roles to enable them to explore their skills and aptitude in different fields.

Assessment

External assessment

- Independent study (SL and HL 25%)
- Presentation (SL and HL 25%)

Internal assessment

- Production portfolio (SL and HL 50%)

Music

The study of music allows for exploration of the shared human perceptions and emotions which temper our lives; those common or singular experiences which by other means are imperfectly expressed, or cannot be expressed at all.

What does the study of music entail? We learn to hear pitch in sound and pattern in rhythm. We learn to listen and look for distinctions and beauty. We learn to be surprised, moved and inspired by the similarities and differences in music.

Higher level

This is designed for the specialist music student with a background in musical performance and composition, who may pursue music at university or conservatoire level. HL students must complete all three components of the course. SL must choose between Performing and Creating.

Solo performance (option for SL)

This is designed for the student who has a background in musical performance.

The program for the presentation should be suitable for the chosen instrument or voice, with attention given to the balance of styles and character, if appropriate.

It is not necessarily in the student's interest to submit a presentation where the student performs on more than one instrument, or both sings and plays.

Creating (option for SL)

This is designed for the student who has a background in musical composition.

Composition can begin from imitating other music, or from the sheer joy of improvising. Students may also arrange existing music for an ensemble or experiment with music technology.

Sounds can then be explored experimentally to create music which can be purely aesthetic, purely functional, purely traditional, or designed to fulfill any other expressive purpose.

Group performance (option for SL)

This is designed for students with a general interest in music, or those without prior experience, particularly members of ensembles.

The only compulsory part of the syllabus, common to higher level (HL) and all standard level (SL) options, is musical perception. It consists of two compulsory sections for SL and three for HL students. The IB prescribes works for study for section A. In section B (and C for HL) students respond to music drawn from different times and places.

Within this component is also a significant piece of coursework that establishes musical links across two musical cultures. This is an opportunity for the student to engage in a sustained investigation into aspects of music that really interest them.

Assessment

Higher level

External assessment

- Listening paper (2 ¼ hours) 30%
- Musical investigation 20%

Internal assessment

- Creating 25%
- Solo performing 25%

Standard level

External assessment

- Listening paper (2 ¼ hours) 30%

Internal assessment

- Creating 50%
- Solo performing 20%

Visual arts

- The visual arts core syllabus at SL and HL consists of three equal interrelated areas:
- Visual arts in context
- Visual arts methods
- Communicating visual arts

Students are required to investigate the core syllabus areas through exploration of the following practices:

- theoretical practice
- art-making practice
- curatorial practice

The visual arts journal

Throughout the course students at both SL and HL are required to maintain a visual arts journal. This is their own record of the two years of study

Assessment

The course content and assessment objectives are the same for HL and SL, but HL students are expected to produce a larger body of work and work of greater depth. The assessment criteria are therefore differentiated according to level.

External assessment

Part 1: Comparative study	20%
Part 2: Process portfolio	40%

Internal assessment

Part 3: Exhibition	40%
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IB coursework deadlines, Class of 2020

All assignments are due by the ISP submission dates set out below. Please note that final deadlines (day/month) will be confirmed closer to the date by the subject teachers and communicated to the students and parents through ManageBac. It is the student's responsibility to ensure that he/she makes a careful note of the due date for each assignment—for written work and oral presentations—and presents this work on time.

IB Diploma deadlines and interim submission dates are placed on ManageBac and are posted in the IB Study Room, and are communicated to the parents in the bulletin. The school will not accept that a student has not been informed of IB coursework deadlines.

Students who anticipate having difficulty meeting a deadline *must* see the teacher well before the due date to discuss strategies which will allow them to meet their commitments. Students with an absence for the day that an assignment was due must hand in the assignment by email where possible, or on their return. They are also responsible for finding out what new assignments there may be and when they are due.

Failure to meet a coursework deadline will result in that student being suspended from class until the assignment is complete.

Coursework assignment	Deadline
All Language and Literature written tasks	February 2020
Language Acquisition written task Spanish	February 2020
Language Acquisition written task French	January 2020
Language Acquisition written task English	December 2019
History IA	October 2019
Geography IA	November 2019
Economics portfolio	February 2020
ESS	October 2019
Science IA	October 2019
Mathematics	November 2019
Music	
Musical Investigation	December 2019
Performance	February 2020
Composition	January 2020

Visual arts

Exhibition (art vernissage) March 2020

Comparative study June 2019

Curatorial rationale March 2020

Film

Textual analysis February 2020

Independent study March 2020

Production portfolio March 2020

TOK

Essay February 2020

Extended Essay September 2019

Policy to practice for IBDP deadlines

Coursework Deadlines

The school has published a list of coursework deadlines, and we expect students and teachers to respect these. A significant proportion of each subject grade is derived from coursework scores; therefore, the school has a duty to do all it can to ensure that each student's coursework represents their best efforts. The school has a right and a responsibility to set internal coursework deadlines that

- a) ensure that the teacher and student, and the school and our families, have shared expectations for the submission of IB DP coursework;
- b) provide students with 'scaffolding' around which to build their own time-management skills and so manage their coursework commitments successfully;
- c) provide students and teachers with a framework that, as far as is possible, avoids simultaneous demands from different subjects, ensuring that every student has sufficient time and support to submit quality work in each subject area;
- d) ensure that students do not fall behind, and so have multiple demands for coursework late in Grade 12;
- e) act as a trigger for support services, if required;
- f) do **not** seek to fail or exclude students.

The coursework schedule should give every student the opportunity to produce their best work, and should ensure that every student meets each deadline by submitting work that would be sufficient to meet all the internal assessment requirements.

1. Coursework

Coursework refers to work that is completed independently and not under examination conditions; coursework marks contribute towards the final grade of the subject concerned. There are two categories of coursework:

- internally assessed written or practical work which is sampled and moderated;
- externally assessed written or practical work all of which is sent to an examiner.

It is the responsibility of each department to keep the published coursework deadlines up-to-date for each component on Managebac and to ensure that all stakeholders are aware of major coursework requirements, including dates of submission, deadlines and the necessary IBO guidelines. In determining these dates, the Head of Department will consult with the teachers in their department and leave sufficient time for the marking, internal moderation, standardisation and administration.

- All oral language exams will take place on dates specified by the IBDP coordinator and Vice Principal of Organisation in the internal examinations schedule and leave sufficient time for the marking, internal moderation, standardisation and administration.
- All ToK presentations will take place on dates specified by the IBDP and ToK coordinators and Vice Principal of Organisation in the internal examinations schedule and leave sufficient time for the marking, internal moderation, standardisation and administration.
- All Theatre presentations will take place on dates specified by the IBDP and Vice Principal of Organisation in the internal examinations schedule and leave sufficient time for the marking, internal moderation, standardisation and administration.
- The Visual Arts exam will take place on dates specified by the Head of Department, IBDP coordinator and Vice Principal of Organisation in the internal examinations schedule and leave sufficient time for the marking, internal moderation, standardisation and administration.

Where a coursework deadline is found to clash with that of another subject or an external event, a Head of Department may decide to adjust the final coursework deadline. In such circumstances, the Head of Department (HoD) should communicate the adjustment to all concerned (all HoD's, students, parents at the earliest opportunity). Such adjustments may only be initiated by the Head of Department and with the agreement of the HoD team and IB Diploma coordinator.

Parents will receive a copy of the coursework calendar along with details of our expectations in terms of meeting deadlines via the Student Handbook and the bi-monthly bulletin.

2. Consistency

Coursework that is submitted electronically does not require a cover sheet and the file to be uploaded should not contain the candidate number or name.

Coursework that is submitted on paper must be accompanied by a cover sheet. Cover sheets require the following information:

- name;
- candidate number;
- subject and (if necessary) component;
- title;
- word count.

All written coursework should be uploaded to Managebac appropriately labelled.

Course work that is for electronic upload must have

- subject and (if necessary) component;
- title;
- word count.

filled in on the screen prior to uploading.

The file must NOT contain

- name;
- candidate number.

Hard copies of the completed coursework must be handed in to the front desk by the same date. Once the work has been received, the appropriate IB paperwork must be completed by the student and the teacher (electronically when available) within 30 working days if the submission date is before February 15th. All extended essays and ToK essays are sent directly to Managebac. These will then be available to the Supervisors and coordinator.

3. The use of the word "Deadline".

Students

The deadline for students is in two parts:

- the submission date – when Coursework should be handed in by students. This can be an interim date or a final date and these are set internally as described above. Students who do not meet this deadline need to be identified. (see below)

If this is an interim date the Coursework will be returned to students within a reasonable time and with sufficient guidance in the form of written comments as well as criteria referenced marks to enable them to

monitor their academic performance.

Students should receive feedback on coursework within a period set with the agreement of the relevant Head of Department and published in the Student Handbook and other relevant documents (i.e. the bi-monthly bulletin). See below for more guidance.

- the final acceptance date – for those students who failed to meet the submission date and after which no Coursework will be accepted.

Work submitted at this stage forfeits the opportunity of feedback. Coursework must be the independent work of the student concerned. The schools' [Academic Honesty Policy](#) explains the procedures to be followed in the event of suspected malpractice.

A student who anticipates a difficulty in meeting a deadline should discuss the difficulty **as soon as it is identified** with the subject teacher or the Head of Department; any request for an extension must be in writing and will trigger a referral to the homeroom teacher, Head of Grade (HoG) and IBDP coordinator. The IBDP coordinator and head of department may grant an extension if the circumstances are very exceptional and beyond the student's control.

Any student who has unforeseen difficulty **near the deadline** will be required to bring proof of the difficulty; in the case of illness, this should be a doctor's certificate. This will trigger a referral and a record of the outcome will be logged by the subject teacher, homeroom teacher, Head of Grade (HoG) and IBDP coordinator.

Candidates are free to revise and redraft a piece of coursework without teacher involvement before submitting the final piece. Candidates should be advised to spend an appropriate amount of time on the work commensurate with the marks available.

Teachers

The deadline for teachers entails the following obligations:

Plan to finish and submit your coursework marks before the last available date. The deadline is the last available date for submission **not** the target date.

Marks will be registered on IBIS from February 15th until approximately April 5th depending on the school calendar for the year. Once the marks are registered the names of the sample will be known and the sample can be prepared by the subject teacher. All student work submitted to the IB must be in the possession of the IB Diploma Coordinator 10 working days before the official IB receiving date of April 20th or the end of term, whichever is soonest.

In the case of written and practical work the correct emform provided by the IB must be completed and when necessary dates and signatures will be obtained from both a member of staff and the student on the appropriate form when a completed piece of coursework is handed in, providing evidence of:

- the date the coursework was handed in;
- the identity of the designated member of staff who received the work.

If a student looks likely to fail to meet a final acceptance date (for example, by missing an interim deadline), and there are no obvious grounds for granting an extension, the HoD, the homeroom teacher, HoG and IBDP coordinator must be alerted in order to assess whether there are any extenuating circumstances before using the standard letter (see appendix 1) to inform parents of the missed deadline. A copy of this letter should be sent to the Homeroom teacher, HoG and IBDP coordinator.

In the case of oral commentaries and presentations, the appropriate forms and the recordings must be

completed through Managebac. All recordings MUST be verified immediately after the completion of the commentary or presentation in the presence of the student. The final marks must be available to the IBDP coordinator no later than 5 working days after the recording. Once the sample candidates are known the teacher has 10 working days to prepare the LIA.

4. Internally assessed work DURING the course.

Oral Presentations and Portfolio Performances: Where there is more than one class of a particular subject in the year group, the department will apply internal moderation/cross-marking procedures to ensure consistency of assessment between teachers. Any recordings MUST be verified immediately after the presentation or performance.

5. More guidance on monitoring student progress on coursework.

Interim deadlines should be used to monitor progress and give feedback for coursework that contributes a significant proportion of marks and/or which is undertaken over a significant period of time.

- Ensure that an appropriate amount of classroom time is spent on the task so that the teacher is familiar with each student's work in progress and can regularly monitor and discuss aspects of the work with the student.
- Ensure that students document the specific stages of the development of work, starting with an early part of the task such as topic choice, list of resources and/or preliminary research.
- Where drafting is inherent in the skills being tested, subject-specific guidance and exemplification will indicate its role in relation to the type of writing being undertaken and any interim assessment allowed in these circumstances.
- Retaining of copies of each student's work where appropriate at given stages in its development.

6. Marking and Standardisation (Moderation/Cross marking)

In marking coursework, teachers should pay close attention to the requirements of the specification. Teachers should note that it is their responsibility to award marks for coursework in accordance with the marking criteria detailed in the subject-specific guide and support documents. Teachers must show clearly how the marks have been awarded in relation to these marking criteria. The centre's marks must reflect the relative attainment of all the candidates. Where standards are found to be inconsistent, the relevant teacher(s) should make adjustments to their marks or re-consider the marks of all candidates for whom they were responsible. The new marks should be checked by the HoD.

Standardising

Approach 1

- teachers meet to discuss assessment criteria or performance descriptors, topics and the approaches used for the task;
- teachers grade the work from their own classes;
- teachers swap samples and carry out blind marking;
- if necessary, teachers mark further work or reassess their own class work;

difficult cases are further discussed before results are entered with Head of Department or DP coordinator, if necessary.

Approach 2

- teachers combine and distribute the student work among themselves for assessment;

- the results are returned to the class teacher, who reassesses all the work or the work of students who have unexpected results;
- unusual cases are considered by all teachers concerned and with Head of Department or DP coordinator, if necessary.

Approach 3

- samples from all classes are distributed;
- all teachers assess the same pieces of work;
- differences in results are discussed to gain a clearer and more consistent understanding of the application of the assessment criteria or performance descriptors with HoD or IBDP coordinator if necessary;
- when all teachers are confident they have a consistent understanding of the application of the assessment criteria or performance descriptors, each teacher assesses his/her own class.

7. Guidance for teachers and/or subject areas where coursework requirements have not been met

Further guidance will be provided to the HoD on standardisation and on a case-by-case basis where an individual teacher or subject fails to meet the requirements for coursework.

The following actions will be taken where a significant problem has not been rectified:

- approving and monitoring the teacher's arrangements for assessment;
- informing Secondary Leadership.
- informing the IBO.

8. The Predicted Grade (PG)

The term Predicted Grade is used to describe the following ONLY:

- The grade required by universities or tertiary education clearing organisations (UCAS). There are published required dates managed by the University Counsellors. These are based on evidence and the subject teachers' professional opinion of the student in their classes
- The grade required by the IB after all internal assessments have been completed. The IBO deadline for the Predicted Grade is April 10th. Teachers are required to send the information to the IBDP coordinator 10 working days prior to this date or 10 working days before the end of term whichever is sooner.

Homework

Homework is an extension of the regular daily school work and is given in all courses. The functions of homework are to help students prepare for classes, and develop the skills of organization, time management, independent responsibility, self-direction and self-discipline.

Long-range assignments such as reports and projects take careful planning and organization on the part of the student. Parents are encouraged to assist in monitoring student progress toward the completion of the assignments, but should not do the students' work for them. Parents can be most helpful to their children by providing a routine time and a place that is conducive to undisturbed study. Students can seek help in developing more effective study skills from their teachers, counselors, and the learning support department.

The amount of homework assigned normally increases as the student progresses through school and varies throughout the year. By Grade 11 and 12 this will be between a minimum of ten and twelve hours a week.

The nature of the homework will vary but it can be assumed that students will always be required to be reading set texts in preparation for lessons and reading around all of their subjects as a matter of course. Getting work done on time requires careful planning, organization, determination, and self-discipline. These qualities are important in the later working-careers of students and in their personal lives. To promote the habit of punctuality, while recognizing that difficulties can arise, our policy is that:

- All assignments are due by the deadline set by the teacher (Diploma coursework or any other assignment). It is the class teacher's responsibility to ensure that the due date – for written work and oral presentations – is clearly understood by all of the students in the class. IB Diploma deadlines are placed in the school's Assessment Timeline and made available to the parents.
- Students who anticipate having difficulty meeting a deadline **must** see the teacher *well before* the due date to discuss a possible extension. An extension may be granted if the teacher judges that there is an acceptable and legitimate reason.
- Students with an absence for the day that an assignment was due should hand in the assignment by email where possible or on their return. They are also responsible for finding out what new assignments there may be and when they are due.

Extra help with schoolwork

Students may be asked to stay after school for help with schoolwork. This is our way of ensuring the best academic progress possible for your child. The school also has a resource specialist team who will help individual students who are experiencing specific difficulties. Please ensure that your son/daughter knows to call home if he/she has been asked to remain in school for this extra help.

Academic Honesty Policy

ISP is committed to academic honesty and will ensure that all students in the IB Diploma Programme are aware of what this entails. While we trust that all students enrolled in the school will submit work of their own that is appropriately referenced, we feel that it is necessary to give guidelines as to what this means and what the consequences will be if any work does not meet this standard.

Academic dishonesty and malpractice

Although the following list is not exhaustive, academic dishonesty can, in general, take several forms:

- Plagiarism: taking work, words, ideas, pictures, information or anything that has been produced by someone else and submitting it for assessment as one's own;
- Copying: taking work of another student, with or without his or her knowledge and submitting it as one's own;
- Exam cheating: communicating with another candidate in an exam, bringing unauthorized material into an exam room, or consulting such material during an exam in order to gain an unfair advantage;
- Duplication: submitting work that is substantially the same for assessment in different courses without the consent of all teachers involved;
- Falsifying data: creating or altering data which have not been collected in an appropriate way;
- Collusion: helping another student to be academically dishonest.

Prevention of academic dishonesty

ISP, in line with IB recommendations and practice, may submit random or selected pieces of work to external bodies for verification and evaluation of sources. Students should be able to submit electronic copies of any work to either the teacher or the relevant curriculum coordinator for such verification at any time. We recommend that students keep all rough notes and drafts that they produce in preparing work for submission to teachers or examiners in order to be able to defend themselves against charges of malpractice.

Procedure for investigating suspected cases of academic dishonesty

If a teacher, or another member of staff, suspects that a student may have breached the school's standards of academic honesty, he or she will inform the IB DP coordinator. The latter will investigate the matter, and will inform the student of the concerns of the teacher, giving the student the chance to reply to the accusations. If it can be shown that inappropriate work has been submitted, the IB DP coordinator will make a recommendation to the Secondary School principal as to whether or not the case is one of academic dishonesty, or of an academic infringement. Again, in line with the IB's policy and practice, the determining difference between these two possibilities will be one of intent. The principal will decide the outcome of the case.

The consequences of academic dishonesty

Any student who has found to be academically dishonest in any of the above ways, or otherwise, will have a record of this put into his or her student file, and this will be communicated to the student's parents. If the work has been submitted as an official piece of IB coursework, it will not be accepted; if there is time for him or her to do so, the student will be allowed to resubmit another piece of work in its place. If there is not time for the student to produce new work, he or she will normally not receive a grade for that course and will therefore not receive an IB Diploma. A second violation will result in the student being removed from that particular IB DP course, and his or her being disallowed from being able to take an IB certificate in that subject. In addition the student will not receive credit towards the high school diploma for the course. If a student submits work to the IB which is later recognized as having been produced dishonestly, the IB will not award a diploma to that student.

Students should recognize that they are ultimately responsible for their own work and that the consequences of any breaches of the standard of academic honesty will be theirs alone. They should speak to teachers regularly about their work and show drafts of it at various stages in the production process. They should ask teachers for advice if they are at any time unsure of what they have done in relation to referencing sources.

Turnitin.com

After some unfortunate incidents where students have not been awarded their Diploma due to an innocent oversight, ISP currently uses “turnitin.com” as a useful tool for electronically collecting work that will be submitted to Diploma examiners. All Extended Essays and TOK essays will be submitted this way, and subject teachers will tell students if they want any particular piece of work to be submitted through “turnitin.com”

We encourage students to use the draft submission facility prior to the deadline. This will identify all their quotations, with their sources.

Assessment: FAQ

Why does ISP use a 7-1 scale?

We do so to be consistent. We are an International Baccalaureate school and our scale is an adaptation of the IB Diploma Programme 7-point scale. Our own assessment principles also require that students’ performances be compared to agreed standards and criteria.

Each level on the 7-1 scale has a set of statements describing the quality of work required (descriptors).

How do I convert a 7-1 grade to an A-F grade?

There is no direct universally-accepted conversion, although ISP does provide clear guidance and support to students entering schools or colleges that use the A-F grading system. To know what a 7-1 grade means, please read the descriptor.

IB grade	7	6	5	4	3	2	1
Letter grade	A+	A	B+	B	C	D	F

Will having grades on the 7-1 scale put me at a disadvantage if I transfer to a system which uses a different scale?

It should not. Our grade scale has a clear advantage over many other evaluation scales; it describes the levels of achievement in terms of the quality of work and skills required while most other scales confine themselves to a single adjective per level. University admissions offices have told us that our students will be at no disadvantage provided the meaning and context of the grades is made clear. We provide documents which do both: the table of descriptors, our college profile, and charts of grade distributions.

How does a student or teacher know what the “expectations” are?

The student is usually given the expectations for a particular task in the form of a rubric when the assignment is given. The end-of-year expectations for individual courses are available on the school website, and can be obtained from the head of department of each subject.

How do teachers standardize their expectations?

Teachers of the different sections of the same course do this by talking to each other, and looking at the work of students not in their own sections; this is called internal moderation and is good professional practice in many schools.

How difficult is it to score a 7?

Any student who meets the criteria for a 7 will score a 7, and the teacher should interpret the criteria at the grade level of the course concerned. The criteria are achievable at all grade levels.

What is a passing score for a course?

There are no passing grades for each course, although to earn the IB Diploma you should aim to score a 4 (satisfactory) or better.

Information directory

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