

# Diploma Programme

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Handbook for parents and students

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## 1. Introduction

Dear Students and Parents,

It is great pleasure to welcome both new and returning pupils to the 2017/2018 school year.

This handbook has important information for everyone about our school. It is important that we all understand the expectations and responsibilities that are required by the school as these help us provide a safe and comfortable learning environment for all our pupils. Please familiarize yourself with the information provided in the handbook.

Have a happy, successful and enjoyable school year!

Principal of ISoB

Imińska Górska



## 2. ISOB Mission and Philosophy.



### **Mission**

Our main aim is to establish a sense of independence, creativity and responsibility among our students, who are participants in social, environmental and cultural life. We pride ourselves on helping students to appreciate both their national heritage and their importance as citizens of the global community. We make great efforts to develop compassionate adults who will contribute to the creation of a better and more harmonious world.

### **Philosophy**

The IB philosophy focuses on inter-cultural awareness, understanding and holistic education. It promotes student-centered programmes as well as an individual approach. Students are exposed to the interrelatedness of various disciplines, skills and experiences.

## 3. IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.



IB learners strive to be:

<b>Inquirers</b>	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.
<b>Knowledgeable</b>	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.
<b>Thinkers</b>	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
<b>Communicators</b>	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
<b>Principled</b>	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.
<b>Open-minded</b>	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.
<b>Caring</b>	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.
<b>Risk-takers</b>	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.
<b>Balanced</b>	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.
<b>Reflective</b>	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.



## **4. General regulations**

### **I. General**

#### **Article 1: Scope**

- 1.1 The International Baccalaureate Organization (hereinafter, together with its affiliated entities, the “IB”) is a foundation that has developed and offers four programmes of international education: the Primary Years Programme (“PYP”), the Middle Years Programme (“MYP”), the Diploma Programme (“DP”) and the International Baccalaureate Career-related Programme (“CP”). It authorizes schools (known as IB World Schools and hereinafter “schools”) to offer one or more of these programmes to their students (hereinafter “candidates”).
- 1.2 This document describes the regulations that apply to those schools that have been authorized as IB World Schools to offer the DP and is intended for schools, candidates and their legal guardians. When used herein the term “legal guardians” encompasses parents and individuals with legal guardianship of any candidate enrolled in the DP. If a candidate is of legal age, the school’s duties towards legal guardians specified herein also apply towards the candidate.
- 1.3 The IB has developed the DP as a pre-college/pre-university programme aimed at candidates in the 16–19 age range. It is implemented in the last two years of secondary education. The DP is designed to lead to “The Diploma of the International Baccalaureate” (hereinafter “IB Diploma”) or “Diploma Programme Course Results” (hereinafter “DP Course Results”) for subjects/elements forming part of the DP.
- 1.4 These regulations are intended as guidance for schools about their roles and responsibilities, and as information for candidates and legal guardians about the IB and the DP.

#### **Article 2: Role and responsibilities of schools**



- 2.1 In addition to articles in these *General regulations: Diploma Programme* (hereinafter “general regulations”) schools must comply with the *Rules for IB World Schools: Diploma Programme*, available in a separate document, as well as with the administrative requirements detailed in the *Handbook of procedures for the Diploma Programme* (hereinafter “handbook”), which is the handbook for DP coordinators and teachers and is supplied to schools by the IB.
- 2.2 Because the IB is not a teaching institution and does not provide teaching services to candidates, the DP is implemented and taught by IB World Schools. The schools are entirely independent from the IB and are responsible for the implementation and quality of teaching of the DP, whether courses are provided solely in the classroom or by means of a combination of classroom-based and online courses offered by an IB-approved online course provider.
- 2.3 Schools are responsible for informing candidates and legal guardians about the general characteristics of the DP and how the school implements it. Additionally, schools must inform candidates and legal guardians of the assessment services offered by the IB and any restrictions or prohibitions that apply to the DP.
- 2.4 The IB cannot guarantee that a school will remain capable and willing to implement the DP. Consequently, schools bear sole responsibility towards candidates and legal guardians if, for any reason, a school’s authorization to implement the DP is withdrawn by the IB or a school decides to terminate its authorization.
- 2.5 The IB sets the curriculum and assessment requirements leading to the award of the IB Diploma or DP Course Results and is the sole organization entitled to award them. The IB Diploma or DP Course Results is awarded to candidates who have satisfied the assessment requirements in accordance with these general regulations and the administrative requirements detailed in the handbook. Schools must comply with the details, deadlines and procedures stated in the handbook for the relevant examination session.





- 2.6 Schools are responsible for ensuring that candidates comply with all assessment requirements for the DP. If candidates do not comply with these requirements, then no grade will be awarded in the subject(s)/element(s) concerned.
- 2.7 To qualify for the award of the IB Diploma a candidate must follow the course of study and undertake assessment for the DP at a school authorized to offer the DP or via an IB-approved online course provider. In addition to subject requirements, the IB Diploma has three further requirements (collectively known as the “core”): an extended essay and theory of knowledge, which are both assessed, as well as creativity, activity, service (hereinafter “CAS”), a programme of activities that must be successfully completed.
- 2.8 A candidate will be awarded DP Course Results if they follow the course of study and assessment for the selected subject(s) and/or one or more core elements. Subjects of the DP normally include both internal and external assessment.
- 2.9 Schools are responsible for appointing a DP coordinator to manage the implementation of the DP in the school. This person will be available during the written examinations in May/November and when results are issued to ensure that all candidates receive their results. Additionally, schools must ensure that an appropriate contact person, who may or may not be the coordinator, is available after results have been issued to candidates to request the enquiry upon results service on their behalf and/or register them for the forthcoming examination session, if appropriate.
- 2.10 Schools are responsible for the secure storage of IB examination stationery and examination papers for a forthcoming examination session and for the conduct of the examinations according to the procedures described in *The conduct of IB Diploma Programme examinations*. The school must immediately notify the IB via IB Answers of any breach in the procedure for the secure storage of such material. The school must provide the IB with statements and other relevant information concerning the breach and reasonably cooperate with the IB in investigating and addressing such a breach.



### **Article 3: Candidates and their legal guardian(s)**

- 3.1 Except where provided otherwise in these general regulations or the handbook, candidates and their legal guardian(s) must use the school's DP coordinator as the intermediary for any communication with the IB. If either a candidate or his or her legal guardian(s) has a question about the general characteristics of the DP, its administration or how the school implements it, they must raise the matter with the school's DP coordinator.
- 3.2 Candidates, whether studying for the IB Diploma or DP Course Results, must complete all requirements within the two-year period of the programme or within an extended period of study if a candidate retakes one or more subjects.
- 3.3 Candidates are required to act in a responsible and ethical manner throughout their participation in the DP, as determined by the IB at its sole discretion, which includes not engaging in academic misconduct (as defined in article 20), and must be in good standing at the school at the time of the examinations.
- 3.4 The IB is entitled to refuse to mark or moderate assessment submissions if a candidate has acted in an irresponsible or unethical manner in connection with that part of assessment for the DP, or if a candidate submits inappropriate material that is unrelated to the content of the assessment. In such cases the Final Award Committee (defined in article 16) is entitled to take action.

### **Article 4: Equal opportunities statement**

- 4.1 It is the practice of the IB to make its programmes available to all students from IB World Schools. No student will be excluded by the IB on the grounds of race, nationality or national origin, ethnicity, culture, gender, age, sexual orientation, religious affiliation, political beliefs, disability or any other personal characteristic as prohibited by law. Schools must implement their duties under these rules in a manner that enables this practice to be upheld.



4.2 It is the practice of the IB to make its assessment available to all candidates from IB World Schools who have fulfilled the school's and the IB's academic requirements and paid the required fees to register for an IB examination session. No candidate will be excluded by the IB on the grounds of race, nationality or national origin, ethnicity, culture, gender, age, sexual orientation, religious affiliation, political beliefs, disability or any other personal characteristic as prohibited by law. Schools must implement their duties under these rules in a manner that enables this practice to be upheld. The IB will make all reasonable efforts and/or accommodations, or as may otherwise be required by law, to enable candidates to participate in its assessments.

### **Article 5: Recognition of the IB Diploma**

The IB actively promotes wide recognition and acceptance of the IB Diploma as a basis for the exit of secondary/high school education and/or entry to courses at universities and other institutions of higher/ further education, but the requirements of individual institutions and the relevant authorities of a country are beyond the IB's control and subject to change. The IB, therefore, does not guarantee recognition of the IB Diploma or DP Course Results, and does not accept responsibility for the consequences of any change in recognition practice by a university or other institution or relevant authorities in a country. Consequently, candidates and legal guardians bear the sole responsibility for verifying the entry requirements of the universities and other institutions of higher/further education to which they are interested in applying.

### **Article 6: Property and copyright in materials produced by candidates**

6.1 Candidates produce materials in a variety of forms that are submitted to the IB as part of the assessment requirements. These assessment materials (hereinafter "materials") include all forms of written work, audio and visual materials, computer programs and data and, in certain cases, may contain images or voices of the candidates.

6.2 Candidates retain copyright in all materials submitted for assessment purposes, but by submitting those materials, subject to article 6.4,



candidates and their legal guardians thereby grant the IB a non-exclusive, charge-free, worldwide licence, for the duration of the applicable jurisdiction's copyright protection, to reproduce submitted materials, to use the image and voice of the candidate where they appear on audio or video materials and to reproduce any musical performances in any medium for assessment, educational, training, commercial and/or promotional purposes relating to the IB's activities, or to related activities of which it approves. Such licences become effective from the date of submission to the IB.

- 6.3 Where the IB uses these materials for purposes other than assessment, it may modify, translate or otherwise change them to meet particular needs and will, in most cases, anonymize them before publication in print or in electronic form. If the purpose of the publication is to focus on work of a particularly high standard, then the candidate and school may be identified. In such cases, the IB will inform the school beforehand and the school will inform the candidate.
- 6.4 Under exceptional circumstances a candidate and/or a candidate's legal guardian may withdraw the aspects of the licence relating to use of a candidate's work outside an assessment context as referred to in article 6.2 for a specific piece of work. In such cases, the IB must be notified in accordance with the procedure described in the handbook. The candidate must submit a written notification to the school's DP coordinator who has the duty to inform the IB by the due date set forth in the handbook. In these cases, the IB will use the material only for assessment purposes as defined in article 6.5.
- 6.5 Under the licence granted upon submission for assessment purposes, the IB can electronically scan, store or reproduce submitted materials in any medium in order to allow the materials to be communicated to examiners, moderators and any other persons involved in the assessment process or



any subsequent appeals (including third-party vendors and/or services providers). The materials may also be used in the training of examiners. Materials for which a candidate has withdrawn the aspects of the licence relating to use of candidate work outside an assessment context will not be placed in any IB publications or used for any commercial or promotional purposes.

- 6.6 Materials submitted for assessment, or reproductions of them, are either internally assessed by teachers in the schools (whose marks are moderated) or externally assessed by IB examiners. Wherever the materials or reproductions are held during their assessment, for example, by the school or a third party, they are always held on behalf of the IB and in a manner that is compliant with applicable privacy regulations.
- 6.7 All materials submitted to the IB for assessment, and reproductions of such materials, become the property of the IB. Once the materials have been assessed, the IB is entitled to retain the materials for record-keeping purposes or to eventually destroy them according to its needs and legal obligations.
- 6.8 Candidates are entitled to request the return of a copy of their externally assessed work, provided such application is made for a May session by 15 September in the same year and for a November session by 15 March of the following year. In all cases, to be valid the application must be submitted to the IB by the school's DP coordinator according to the procedures stated in the handbook.

## **Article 7: Use of candidate data**

- 7.1 "Candidate data" under these general regulations is any information or data relating to a candidate that can identify the candidate or make the candidate identifiable, whether by itself or in combination with other information, such as name, address, email address(es), date of birth, phone number(s), financial information, assessment results, materials, image, voice, and/or mental and physical health information.



- 7.2 The IB operates globally and is subject to a variety of legal requirements about personal data, personal information and privacy; therefore, it manages protecting candidate data on a global basis. Schools are based all over the world and are subject to data protection and privacy laws and regulations regarding candidate data in their respective countries. Each school hereby represents and warrants to the IB that it complies with the applicable data protection and privacy laws in its respective country with regard to candidate data, and will fully cooperate with the IB in complying with any such laws.
- 7.3 The IB shall not be responsible for schools' compliance with any data protection or privacy law applicable to them, and schools undertake to hold the IB harmless with regard to any legal action taken by candidates, their legal guardians or other third parties with respect to any data protection or privacy law.
- 7.4 Each school hereby represents and warrants to the IB that any collection, processing and/or sharing of candidate data with the IB is done in accordance with all data protection and privacy laws that may be applicable to them. To the extent required under data protection or privacy law applicable to them, each school undertakes to seek express consent from candidates and/or their legal guardians for processing of candidate data for the purposes listed in article 7.6.
- 7.5 Each school hereby undertakes, to the extent required under the applicable law of its respective country, to only use or process the candidate data as necessary for the purpose for which it was collected as defined in article 7.6. Each school further hereby undertakes that, to the extent required under applicable law, they have implemented appropriate technical and organizational measures to protect candidate data against unauthorized or unlawful processing and against accidental loss, destruction, damage, alteration or disclosure, and that they have taken reasonable measures to ensure the reliability of, and compliance by, any employees who have access to candidate data.
- 7.6 Candidate data may be used:



- to register candidates in the DP and administer the DP and its requirements for the candidate and school, including sensitive personal data if making determinations about assessment accommodations
- to provide DP support and services for the candidate and school, including website services and online forums, assessment services and accommodations, delivery of courses online to the candidate and assisting candidates and their school with providing information to institutions of higher education (such as universities and colleges or governmental authorities related to admission to institutions of higher education)

for use in research and statistical analysis related to the IB's mission, including research on assessments and results and the effectiveness of the DP

- for advertising and promotional purposes for the IB (such as student and/or alumni networks and social media platforms)

for educational, training, commercial and other compatible purposes

to engage in and process transactions with the candidate or school

to fulfill statutory, regulatory, reporting and/or legal obligations.

7.7 To the extent required under data protection or privacy law applicable to them, schools undertake to fully and duly inform, and obtain the consent of, each candidate and/or their legal guardian, that the schools and/or the IB may transfer candidate data outside the country in which it was initially collected and to a country that may not have sufficient and adequate or comparable levels of data protection, in some cases to third parties, for the purposes discussed above. To the extent required under applicable law, the schools shall inform candidates about third parties to whom their candidate data may be transferred. With regard to the IB, such third parties include schools, approved online course providers, institutions of higher education (such as colleges and universities or governmental authorities related to admission to institutions of higher education), ministries and departments of education, assessment service providers (such as examiners, moderators, third-party vendors, and other persons involved in the assessment process or any subsequent appeals), and other contractors of the IB. Each school



shall ensure that any transfers are done in compliance with requirements governing international and onward data transfers. Each school represents and warrants to the IB that any candidate data transferred to the IB by the school may be further transferred as described above without violating the privacy or data protection rights of any candidates.

7.8 Candidates or their legal guardians may inquire as to the nature of the candidate data processed about them by their schools to the extent permitted under data protection or privacy law applicable to the candidate and his or her respective school.

Each school undertakes that a candidate or his or her legal guardian may direct their requests to the school in accordance with their local legal requirements. Schools may not generally make requests from the IB for candidate data on behalf of a candidate. In the event that the IB receives a request regarding candidate data from a candidate or his or her legal guardian, each school undertakes to provide the IB with full cooperation and assistance.

## **II. The Diploma Programme**

### **Article 8: Content and requirements of the IB Diploma**

8.1 Candidates for the IB Diploma must satisfy assessment requirements in six subjects and the core. All higher level subjects, the core and at least one standard level subject must be taught over the two years of the programme. Should circumstances demand it, up to two standard level subjects may be taught during the first year and assessed at the end of that first year as anticipated subjects. It is also permissible, should circumstances require it, to teach one standard level subject during the first year and one standard level subject during the second year, with assessment requirements met at the end of each corresponding year. Language ab initio and pilot subjects must always be taught throughout the two years of the programme.





8.2 The six subjects must be selected from six groups as described in the relevant handbook for the examination session, with at least three and not more than four subjects being offered at higher level and the others at standard level. Recommended teaching time is 240 hours for higher level courses and 150 hours for standard level courses.

8.3 In addition to the six subjects, candidates for the IB Diploma must complete the core requirements of:

- a. a course in theory of knowledge including the required assessment, for which the IB recommends at least 100 hours of teaching over the two-year period of the DP
- b. CAS activities, for which the IB recommends at least 150 hours for the required combination of experiences
- c. an extended essay in a subject available for this purpose to be submitted for assessment, for which the IB recommends approximately 40 hours of work by candidates.

8.4 A subject or subjects (or core requirement) taken by a candidate in addition to the six subjects for the IB Diploma cannot contribute to the award of an IB Diploma.

8.5 It is the school's responsibility to ensure that each candidate submitting an extended essay is supervised by a teacher at the school with appropriate qualifications and/or experience in the subject chosen by the candidate and is familiar with the DP. The supervisor may not be a relative of the candidate nor a person who is not a teacher at the school.

8.6 An IB Diploma candidate must be registered for an extended essay in one of the DP subjects listed in the handbook as available for the relevant examination session. The extended essay does not have to be written in a subject that has been selected as one of that candidate's six diploma subjects, subject to the advice and approval of the school.



8.7 Extended essays in group 2 are intended for language acquisition learners. Candidates are not permitted to submit a group 2 extended essay in their group 1 language(s).

8.8 Retake candidates (as defined in 11.4) wanting to improve the grade for their extended essay may submit either a revised or a new extended essay. If a higher grade is not obtained, the grade from the original essay will stand. A new extended essay can be registered in the same or in a different DP subject.

8.9 The IB may develop new subjects on a pilot basis which a limited number of schools may offer on the understanding that the syllabus content and assessment methods may change during the lifetime of the syllabus. A pilot subject must be taught over the two years of the programme and therefore cannot be taken as an anticipated subject. A pilot subject in groups 1, 2, 3 or 4 can contribute to the award of a Bilingual IB Diploma (defined in article 14.2).

8.10 An interdisciplinary subject meets the requirements of two groups through a single subject. In accordance with article 8.4, a further subject must then be chosen to meet the requirement of six subjects for the IB Diploma. The additional subject may be chosen from any group, including one already covered by the interdisciplinary subject. An interdisciplinary subject can contribute to the award of a Bilingual IB Diploma.

8.11 A school-based syllabus (hereinafter “SBS”) may be designed by a school according to its own needs and teaching resources and is developed in consultation with and approved by the IB. An SBS may only be offered at standard level. Only schools that have already entered candidates for two DP examination sessions may offer an SBS. The syllabuses have to be approved by the IB before teaching can commence and are subject to periodic review. Subject to the appropriate group criteria being satisfied, an SBS may be authorized as an alternative to a subject in groups 2, 3 4 or 6. In such circumstances, an individual candidate may use the subject to fulfill the requirements of one group, but not two. No candidate may be registered for more than one SBS, or for an SBS and a pilot subject for the IB Diploma. An SBS cannot contribute to the award of a Bilingual IB Diploma.



8.12 If the conditions of entry into an institution of higher/further education require an IB Diploma Candidate to have completed subjects different from that specified in the current handbook, a candidate may be allowed to make a reasonable substitution on presentation of appropriate university admissions documentary evidence to the IB by the DP coordinator at the candidate's school. This is referred to as a "non-regular" diploma and the combination of subjects must be authorized by the IB.

## **Article 9: Diploma Programme Course Candidates**

9.1 Candidates who study and are assessed for subjects, but choose not to take the entire IB Diploma, are referred to as Diploma Programme Course Candidates ("DP Course Candidates"). The subjects chosen are referred to as DP courses and may include the core requirements of theory of knowledge, the extended essay and/or completion of a CAS programme. DP Course Candidates receive DP Course Results. The grades for theory of knowledge and the extended essay will be recorded on the DP Course Results as well as the completion of CAS, if appropriate.

9.2 With regard to DP core requirements, a DP Course Candidate may register for more than one extended essay in the same session. An IB Diploma Candidate may register for a second extended essay as a DP Course Candidate, if this is required for exceptional reasons. No candidate, regardless of his or her registration category, is permitted to register for theory of knowledge or the CAS programme more than once in the same session.

9.3 Any subject or core requirement taken by a DP Course Candidate cannot subsequently contribute to the award of an IB Diploma.



9.4 The regulations and procedures that apply to IB Diploma Candidates in respect of theory of knowledge, the extended essay and CAS also apply to DP Course Candidates.

## **Article 10: Response languages**

10.1 In groups 1 and 2 candidates must complete their examinations and other forms of assessment in the target language. For subjects in groups 3 to 6, and theory of knowledge, candidates must use English, French or Spanish as their response language. Other response languages (including Chinese, German and Japanese) are also available for certain subjects, as stated in the handbook. An extended essay in groups 1 and 2 must be written in the language of the subject chosen and for subjects in groups 3 to 6 an extended essay must be presented in English, French or Spanish. Other available response languages for an extended essay, and exceptions to the above, are specified in the handbook.

10.2 Candidates may be permitted to write their examinations and other forms of assessment in languages other than English, French or Spanish for certain IB projects in groups 3 and 4, theory of knowledge and the extended essay. If the conditions detailed in article 13 are met, this will lead to the award of a Bilingual IB Diploma. The IB reserves the right to make such languages for such projects mainstream from time to time and therefore available to all candidates as response languages upon notice by the IB.

10.3 The same response language must be used for all components of a subject. However, if a subject is being retaken and the desired response language is not available in the target session for the subject concerned, internal assessment can be carried over from a previous session resulting in more than one response language for the same subject.



### III. Assessment

#### Article 11: Candidate registration

11.1 Candidate registration is an application by a candidate to take DP assessments. The registration process is conducted using the IB information system (IBIS), a secure web-based service used by DP coordinators. Registration must be undertaken by the school's DP coordinator. No other method is available to register candidates. Candidates cannot register themselves for an examination session or make amendments to an existing registration. This cannot be done on their behalf by their legal guardian(s) either.

11.2 A candidate for the IB Diploma or DP Course Results must be registered by a school for each intended examination session and must take the requisite courses and assessments at that school. The school must complete the registration requirements on behalf of the candidate and pay the related fees by the relevant deadlines. It is the sole responsibility of the school to ensure that candidates are registered correctly for an examination session.

11.3 A school may accept an external candidate from another IB World School authorized to offer the DP if the school the candidate normally attends does not offer a particular IB subject. However, all academic and administrative responsibility for that candidate will remain with the school that has registered or will register that candidate for a DP examination session. The candidate must not be registered by both schools, unless advised to do so by the IB. Similarly, in the case of a retake candidate, the school at which he or she is registered must accept all academic and administrative responsibility for that candidate and cannot be delegated elsewhere. Candidates taking online courses with an IB approved online provider are subject to the conditions specified in the current handbook.

11.4 The following categories of registration are available.



- a. Anticipated: for candidates intending to complete the requirements for one or two standard level subjects (excluding languages ab initio and pilot subjects) at the end of their first year of the DP
- b. Diploma: for candidates intending to complete the requirements for the award of an IB Diploma
- c. Course: for candidates taking one or more subjects and/or core requirements who are not seeking the award of the IB Diploma
- d. Retake: for previous IB Diploma Candidates who are seeking to improve on their results

11.5 If an IB Diploma Candidate retakes a subject to improve his or her results, the highest grade for the subject/core requirement will contribute to the award of the IB Diploma. Similarly, if an anticipated candidate retakes a subject in his or her IB Diploma session, the highest grade will normally contribute to the award of the IB Diploma.

## **Article 12: Grades**

Performance in each subject is graded on a scale of 7 points (maximum) down to 1 point (minimum). Performance in theory of knowledge and the extended essay are each graded on a scale of A (maximum) to E (minimum). The CAS requirement is not assessed. For the IB Diploma, a maximum of 3 points is awarded for combined performance in theory of knowledge and the extended essay. The maximum total DP points score is 45.

## **Article 13: Award of the IB Diploma**

13.1 All assessment components for each of the six subjects and the additional Diploma requirements must be completed in order to qualify for the award of the IB Diploma, except under the conditions stipulated in articles 18 and 19 of these regulations.

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



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

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

#### **Article 14: Form of the results**

14.1 Successful IB Diploma Candidates will receive an IB Diploma and a document entitled "Diploma Programme (DP) Results" listing the total IB Diploma points score, the subject grades, confirmation of the completion of



all CAS requirements and any points awarded and individual grades for the combination of theory of knowledge and the extended essay.

14.2 A Bilingual IB Diploma will be awarded to a successful candidate who fulfills one or both of the following criteria.

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

14.3 An IB Diploma Candidate who fails to satisfy the requirements for the award of an IB Diploma will receive DP Course Results indicating the grades obtained in individual subjects, together with results in theory of knowledge and the extended essay, and confirmation of the completion of all CAS requirements, as appropriate.

14.4 DP Course Candidates receive DP Course Results indicating the results obtained in individual subjects and the core requirements, as appropriate.

## **Article 15: Enquiry upon results**

15.1 A candidate's assessment material may be re-marked, returned to the school (in electronic format or as a photocopy) and/or subject to re-moderation (for internal assessment) as part of the enquiry upon results service, the details and fees for which are specified in the handbook. The categories and conditions of this service are subject to change and therefore are in accordance with the details given in the handbook for the examination session concerned. All enquiries upon results must be submitted by the school on behalf of the candidate.

15.2 Re-marking a candidate's assessment material may lead to a higher or a lower grade for the subject. Therefore, before submitting a request for an





enquiry upon results service that may result in a change of grade, the school must obtain the written consent of the candidate or his or her legal guardian ensuring that the candidate and/or the legal guardian are aware that the grade may go up or down.

15.3 If the school's DP coordinator believes the process leading to the grade upon remarking or re-moderation did not respect the procedures defined in these general regulations and/or the handbook, the coordinator may request, on behalf of the candidate, a report on the re-mark. Before requesting a report the school must obtain the consent of the candidate(s) or his or her legal guardian(s).

15.4 Beyond the enquiry upon results service, the coordinator may not request a subsequent re-marking of work or a further moderation of marks for internal assessment. However, the candidate is entitled to submit an appeal under the conditions defined in article 22.

#### **Article 16: IB DP Final Award Committee**

16.1 The IB DP Final Award Committee is the body that formally awards the IB Diploma and DP Course Results on the basis of the grades determined by grade award procedures. The award is made by the committee on behalf of the IB Board of Governors.

16.2 The Final Award Committee consists of representatives of the IB Board of Governors, of the Examining Board and senior IB assessment staff, and is chaired by the chair of the Examining Board. The IB Board of Governors established the Examining Board, which comprises senior IB examiners, with the principal aim of safeguarding and enhancing the academic standards of the DP.

16.3 The Final Award Committee may delegate decisions on cases of alleged academic misconduct to a sub-committee, but the Final Award Committee is the body that has authority to make the final decision in all special cases (as defined in section IV) with respect to the award of the IB Diploma and DP Course Results.



## IV. Special cases

### **Article 17: Candidates with assessment access requirements**

17.1 A learning support requirement(s) is any permanent or temporary requirement(s) that could put a candidate at a disadvantage and prevent him or her from being able to demonstrate his or her skills and knowledge adequately or as may otherwise be defined by law.

17.2 The IB is able to offer minimal guidance on the teaching of candidates with learning support requirements. However, it is the responsibility of the school to identify and meet the individual needs of candidates enrolled in the school.

17.3 A learning support requirement(s) often necessitates assessment access arrangements. The IB is able to authorize inclusive assessment arrangements for a candidate with assessment access requirements.

17.4 If a candidate needs inclusive assessment arrangements, the DP coordinator must make such arrangements and, where appropriate, request authorization for inclusive assessment arrangements from the IB according to procedures stated in the handbook.

17.5 If the inclusive assessment arrangements authorized by the IB are considered inappropriate for a candidate by a school, a candidate or the candidate's legal guardian(s), the DP coordinator may request a re-evaluation of the candidate's needs to decide whether the authorized arrangements are appropriate. A first reevaluation of the arrangements will be undertaken by the IB staff who authorized the arrangements. If the first re-evaluation does not then meet with agreement from the school, a second re-evaluation will be undertaken jointly by persons with appropriate qualifications, one who is an IB employee not involved in the original decision and one who is not an employee of the IB. No further reevaluations are possible after the second re-evaluation. The IB must receive any re-evaluation request from the DP coordinator within one month of the coordinator having received initial confirmation of the authorized



inclusive assessment arrangements or the result of the first re-evaluation request, as appropriate.

17.6 If a candidate is granted inclusive assessment arrangements (and these are properly implemented by the school), candidates and/or their legal guardian(s) are not entitled to claim that they are affected by adverse circumstances in the event that assessment results following such arrangements are not at levels desired and/or anticipated by candidates. The authorization of inclusive assessment arrangements is the sole accommodation by the IB for candidates with learning support requirements.

#### **Article 18: Candidates affected by adverse circumstances**

18.1 Adverse circumstances are defined as those beyond the control of the candidate that might be detrimental to his or her assessment performance, including severe stress, exceptionally difficult family circumstances, bereavement or events that may threaten the health or safety of candidates. The same circumstances may affect a group of candidates or all candidates within a school. Adverse circumstances do not include:

- a. shortcomings on the part of the school at which the candidate is registered, including, but not limited to, errors, mistakes, or negligence of a school with respect to registration of candidates, timeliness of requests for inclusive assessment arrangements or consideration of adverse circumstances, implementation of authorized inclusive assessment arrangements, and requests for extensions under article 18.2
- b. the failure of candidates to improve performance despite receiving authorized inclusive assessment arrangements.

18.2 Where a candidate or group of candidates is affected by adverse circumstances prior to the submission of early components (for example,



the extended essay, theory of knowledge essay or internal assessment marks/sample work), an extension to the submission deadline may be authorized by the IB upon receipt of the required documentation (available in the handbook) from the school. An extension must be formally authorized by the IB and is the only possible accommodation that can be offered.

18.3 Any application for special consideration in cases of adverse circumstances must be submitted to the IB by the school's DP coordinator on behalf of the candidate(s). The application must be received within 10 calendar days of the completion of the final assessment component of the subject concerned and must be supported by a statement written by the DP coordinator as well as by appropriate evidence.

18.4 If the IB accepts that the performance of a candidate has been affected by adverse circumstances, the IB may, at its discretion, give special consideration to the case, provided that this would not give an advantage in comparison with other candidates. If a candidate's circumstances are deemed "adverse" and qualify for special consideration, an adjustment will be made to the candidate's total mark in the affected subject(s) and/or IB Diploma requirement(s). If the candidate is within one or two scaled marks of the next higher grade boundary, the candidate's grade in the affected subject(s) (and only in such affected subjects) will be raised; in the case of theory of knowledge and the extended essay, one mark away from the next higher grade boundary is required for a grade adjustment to be made. This is the only possible accommodation for candidates in the event of adverse circumstances. If a candidate's marks are not within the required range, then no adjustment will be made.



## **Article 19: Candidates with incomplete assessment**

19.1 “Incomplete assessment” means that a candidate has not submitted one or more components of the assessment requirements in a subject.

19.2 Any application for special consideration in cases of incomplete assessment must be submitted to the IB by the school’s DP coordinator on behalf of the candidate. The application must be received within 10 calendar days of the completion of the final assessment component of the subject concerned and must be supported by a statement written by the DP coordinator as well as by appropriate evidence.

19.3 In cases of incomplete assessment in a subject, the IB may, at its discretion, award a grade for the subject if both of the following circumstances are established.

- a. An acceptable reason is provided by the school for the incomplete assessment being beyond the candidate’s control, such as illness or injury, the death or funeral of a close relative, unavoidable attendance at a hospital or court of law.
- b. The candidate has submitted sufficient work, leading to at least 50 per cent of the total marks available in that subject and including an externally assessed component.

19.4 If both of the foregoing conditions are fulfilled, marks for the missing component will be calculated using an established procedure and based on the candidate’s marks for completed components as well as on the distribution of marks of other candidates in the same subject. If more than one examination is missed, it will be at the discretion of the Final Award Committee whether grades are issued to the candidate in the subjects concerned. The determination of a mark for a missing component by statistical means and “consideration” (as described in article 18.4) will not be applied to the same subject/level being assessed.



19.5 The grounds for incomplete assessment, such as forced school closure during the written examinations in May or November, may affect a group of candidates or all candidates in the school. In a case where more than one candidate is affected, the Final Award Committee will give the same consideration to all candidates.

## **Article 20: Candidates suspected of academic misconduct**

The IB defines academic misconduct as behaviour (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another candidate is also regarded as academic misconduct. Academic misconduct is a breach of these regulations and includes, but is not restricted to:

- a. plagiarism—this is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment
- b. collusion—this is defined as supporting academic misconduct by another candidate, for example, allowing one's work to be copied or submitted for assessment by another
- c. duplication of work—this is defined as the presentation of the same work for different assessment components and/or DP core requirements
- d. misconduct during an IB examination (for example, taking unauthorized material into an examination, behaviour that disrupts the examination or distracts other candidates, or communicating with another candidate)
- e. unethical behaviour such as the inclusion of inappropriate material in any assessment materials or the breach of ethical guidelines when conducting research



- f. any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, falsifying a CAS record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination via any form of communication/media).

## **Article 21: Investigating cases of suspected academic misconduct**

- 21.1 If questions arise about the authenticity of a candidate's work before submission for assessment, the situation must be resolved within the school. If possible academic misconduct (for example, plagiarism, collusion) is identified after a candidate's work has been submitted to the IB for assessment, the school's DP coordinator must inform the IB as soon as possible.
- 21.2 When a school, an examiner or the IB establishes evidence to suspect academic misconduct by a candidate, the school will be required to conduct an investigation and provide the IB with statements and other relevant documentation concerning the case. If a school fails to support the investigation into possible academic misconduct, no grade will be awarded to the candidate in the subject(s) concerned.
- 21.3 If the IB notifies a school that a candidate is suspected of academic misconduct and that the IB has the intention of initiating an investigation, at the discretion of the head of school it is permissible for the candidate to be withdrawn from the session or from the subject(s) in which academic misconduct may have occurred. However, at the discretion of the IB the investigation into the suspected academic misconduct by the candidate may still proceed and a decision be reached on whether to uphold or dismiss academic misconduct. If a candidate is withdrawn from a subject no mark for that subject may contribute to the award of a grade in a future examination session.
- 21.4 Candidates suspected of academic misconduct must be invited, through the school's DP coordinator, to present a written statement



that addresses the suspicion of academic misconduct. If a candidate declines to present a statement, the investigation and decision on whether the candidate is in breach of regulations will still proceed.

21.5 The majority of cases of suspected academic misconduct will be presented to a sub-committee of the Final Award Committee. The sub-committee will normally comprise IB staff, school representatives, and chief/deputy chief examiners, but any group or combination of these persons may make decisions on cases subject to the approval of the Final Award Committee. The sub-committee will be chaired by the chair or vice-chair of the Final Award Committee, or a chief examiner nominated by the vice-chair.

21.6 Decisions of the sub-committee are made on behalf of and under the supervision of the Final Award Committee. After reviewing all statements and evidence collected during the investigation, the sub-committee will decide whether to dismiss the suspicion of academic misconduct, uphold it, or ask for further investigations to be made. If the sub-committee is unable to reach a decision, then the case will be referred to the Final Award Committee.

21.7 If the sub-committee decides that a case of academic misconduct has been established, a penalty will be applied in the subject(s) concerned. The penalty will, in the judgment of the sub-committee, be proportionate with the severity of the misconduct.

21.8 If no grade is issued for a subject that contributes to a candidate's IB Diploma, no IB Diploma will be awarded to the candidate. DP Course Results will be awarded for other subjects in which no academic misconduct has occurred. Except in cases of serious or repeated misconduct, the candidate will be permitted to register for future examination sessions, which may include the session that follows six months later, if the relevant registration deadlines are met. In the case of an IB Diploma Candidate, if the session in which the academic misconduct has been established is the candidate's third examination session towards achieving the award of the IB Diploma, no further IB examination sessions will be permitted.





21.9 If the candidate has already been found in breach of regulations in any previous session, this will normally lead to disqualification from participation in any future examination session.

21.10 If there is substantive evidence, the IB is entitled to conduct an investigation into academic misconduct after a candidate's results have been issued. If academic misconduct is subsequently established by the Final Award Committee, or its sub-committee, the candidate's grade for the subject(s) concerned may be withdrawn from the candidate which will also result in the withdrawal of his or her IB Diploma where applicable.

## **V. Appeals**

### **Article 22 Admissibility of an appeal**

22.1 The IB accepts appeals in relation to five areas of decision-making during an examination session. Appeals are possible against:

- a. results—when a school has reason to believe that a candidate's results are inaccurate after all appropriate enquiry upon results procedures have been completed
- b. a decision upholding academic misconduct, but not the penalties imposed for misconduct
- c. a decision in respect of special consideration—following a decision not to give special consideration to a candidate as a consequence of alleged adverse circumstances
- d. a decision in respect of inclusive assessment arrangements
- e. an administrative decision not covered by one or more of the foregoing circumstances that affects the results of one or more candidates.

22.2 The appeals process is divided into two stages. Each stage will usually require the payment of a fee. The fee will be refunded if the decision being appealed changes.



22.3 A stage one appeal can only be requested by the head of school or by the DP coordinator from the school at which the candidate (known as the appellant) was registered.

22.4 A stage one appeal is a review of the case by senior assessment officers of the IB who were not directly involved in making the original decision.

22.5 A stage two appeal can be requested directly by a candidate or his or her legal guardian(s) in addition to the head of school and DP coordinator if the outcome of a stage one appeal is not satisfactory.

22.6 The stage two process grants the candidate a formal hearing by a constituted panel with one member independent from the IB. A request for appeal at either stage must be submitted with a completed appeal request form that can be obtained from the IB via the IB Answers service. Detailed information on the appeals process can be found in *Diploma Programme: Assessment appeals procedure*, which can be also obtained from the IB Answers service.

## **Article 26: Governing law**

These general regulations and all other procedures relating to the assessment requirements of the IB Diploma shall be governed by and construed in accordance with the laws of Switzerland without reference to its conflict of laws or similar provisions that would mandate or permit application of the substantive law of any other jurisdiction.

## **Article 27: Arbitration**

Any dispute, controversy or claim arising out of, or in relation to, these general regulations, including the interpretation, validity, breach or termination thereof, shall be finally settled by arbitration by the Geneva Chamber of Commerce in accordance with the Swiss Rules of International Arbitration of the Swiss Chambers' Arbitration Institution ("Rules") in force on the date when the notice of arbitration is submitted in accordance with such Rules. The



number of arbitrators shall be one, the seat of the arbitration shall be Geneva and the arbitral proceedings shall be conducted in English. The parties hereby agree to use information technology systems and electronic communications to the extent permitted in conducting any arbitral proceedings. Notwithstanding the foregoing, the IB may seek injunctive relief with respect to a violation of intellectual property rights or confidentiality obligations in any applicable jurisdiction.

#### **Article 28: Entry into force and transitory rules**

The IB may amend these general regulations from time to time. This version of the general regulations enters into force on 1 September 2016 and applies to all candidates commencing the DP on or after that date.



## 5. Diploma Programme curriculum framework



IB Diploma Programme students must choose one subject from each of five groups (1 to 5), ensuring breadth of knowledge and understanding in their best language, additional language(s), the social sciences, the experimental sciences and mathematics. Student may choose either an arts subject from group 6, or a second subject from groups 1 to 4.

At least three and not more than four subjects are taken at higher level (240 teaching hours), while the other subjects are taken at standard level (150 teaching hours). Students can study and take examinations in English.

Group 1	Polish A Literature HL/SL, English A Literature HL/SL, Spanish A Literature HL/SL, French A Literature HL/SL, German A Literature HL/SL, Language A Literature SL school supported self-taught programme
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Group 2	English B HL/SL, French B ab initio/SL/HL, Spanish B ab initio/SL/HL, German B HL/SL/ab initio
Group 3	History HL/SL, Geography HL/SL, Psychology HL/SL
Group 4	Biology HL/SL, Chemistry HL/SL, Physics HL/SL/ Environmental systems and societies SL,
Group 5	Mathematics HL/SL/Mathematical studies SL
Group 6	Visual arts or a second subject from groups 2-4

In addition to disciplinary and interdisciplinary study, the Diploma Programme features three core elements that broaden students' educational experience and challenge them to apply their knowledge and skills.

## 5.1. Core

*The Theory of Knowledge* (ToK) course is, in the description of the IB, is "central to the educational philosophy of the Diploma Programme." Integrated with the whole of the DP curriculum, it is described as:

*a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. ... The TOK course examines how we know what we claim to know. It does this by encouraging students to analyse knowledge claims and explore knowledge questions. A knowledge claim is the assertion that "I/we know X" or "I/we know how to Y", or a statement about knowledge;; a knowledge question is an open question about knowledge.*

*While there are arguably many ways of knowing, the TOK course identifies eight specific ways of knowing (WOKs): language, sense perception, emotion, reason, imagination, faith, intuition, and memory. While each of these will be explored, some will be examined in greater detail during the inquiry into the TOK Areas of Knowledge (AOKs): mathematics, the natural sciences, the human sciences, the arts, history, ethics, religious knowledge systems, and indigenous knowledge systems. This course will focus on six of the eight areas.*

The purpose of the TOK course is not to descend into relativism and to ultimately decide that knowledge is subjective. It seeks instead to foster critical thinking about knowledge, to lead students to be able to engage consciously their own knowledge and learning process, to inquire into their own



perspectives, and to encounter other perspectives in a spirit of understanding and mutual respect.

In the words of the IB, again:

*It offers students and their teachers the opportunity to:*

- *reflect critically on diverse ways of knowing and on areas of knowledge*
- *consider the role and nature of knowledge in their own culture, in the cultures of others and in the wider world.*

*In addition, it prompts students to:*

- 1) *be aware of themselves as thinkers, encouraging them to become more acquainted with the complexity of knowledge*
- 2) *recognize the need to act responsibly in an increasingly interconnected but uncertain world.*

*As a thoughtful and purposeful inquiry into different ways of knowing, and into different kinds of knowledge, TOK is composed almost entirely of questions. The most central of these is "How do we know?"*

The TOK final assessment is concluded on the basis of two tasks: an essay, written on a topic provided by IB and assessed externally, and a presentation (individual or small group) to be assessed internally (with external verification by IB). Both tasks are to be concluded in year two of the program

***Creativity, action, service (CAS)*** is at the heart of the Diploma Programme. It is one of the three essential elements in every student's Diploma Programme experience. It 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. CAS enables students to enhance their personal and interpersonal development through experiential learning. CAS activities should continue on a regular basis for as long as possible throughout the programme. Successful completion of CAS is a requirement for the award of the IB diploma.



The *extended essay* of some 4,000 words offers the opportunity for IB students to investigate a topic of special interest, usually one of the student's six DP subjects, and acquaints them with the independent research and writing skills expected at university. It is intended to promote high-level research and writing skills, intellectual discovery and creativity - resulting in approximately 40 hours of work. It provides students with an opportunity to engage in personal research on a topic of their choice, under the guidance of a supervisor. This leads to a major piece of formally presented, structured writing of no more than 4,000 words, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject. It is recommended that students follow the completion of the written essay with a short, concluding interview - *viva voce* - with the supervisor. In countries where normally interviews are required prior to acceptance for employment or for a place at university, the extended essay had proved to be a valuable stimulus for discussion.

## 5.2. Polish A

### Group 1

The course is well balanced and cohesive.

Students have opportunities to compare and contrast aspects such as the content of the works, themes, styles and techniques, the approaches of different authors and critical perspectives.

There is four parts of the course, which are taught in any particular order, but teachers will find that certain assessment deadlines, as well as the development of student skills, will have an impact on the decisions regarding teaching sequence. Teacher takes into account the learning outcomes and the time required for each part of the course.

Students study **10** works at SL and **13** works at HL.

Teacher selects works for study from the list: *Prescribed literature in translation* and *Prescribed list of authors*

Two-year-course is divided into 4 parts of teaching:

Part 1: Works in translation

**Number of works studied: Two at SL, three at HL**



All works are chosen from the prescribed literature in translation (PLT) list.

Part 2: Detailed study

**Number of works studied: Two at SL, three at HL**

All works are chosen from the prescribed list of authors (PLA). Each work is from a different literary genre and by a different author. At HL one of the genres is poetry.

Part 3: Literary genres

**Number of works studied: Three at SL, four at HL**

All works are chosen from the same literary genre from the prescribed list of authors (PLA).

Part 4: Options

**Number of works studied: Three at SL, three at HL**

Works are freely chosen by the teacher.

**Internal assessment (30% of all Assessment)**

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

**SL**

**Individual oral commentary (10 minutes)**

Students present a formal oral commentary and answer subsequent questions on an extract from a work studied in part 2. (30 marks)

**Individual oral presentation (10–15 minutes)**

The presentation is based on works studied in part 4. It is internally assessed and externally moderated through the part 2 internal assessment task. (30 marks)

**HL**

**Individual oral commentary and discussion (20 minutes)**

Formal oral commentary on poetry studied in part 2 with subsequent questions (10 minutes) followed by a discussion based on one of the other part 2 works (10 minutes). (30 marks)





### **Individual oral presentation (10–15 minutes)**

The presentation is based on works studied in part 4. It is internally assessed and externally moderated through the part 2 internal assessment task. (30 marks)

### **5.3. English A, German A, Spanish A, French A**

Language A: English Literature, Language A: German Literature, Language A: French Literature and Language A: Spanish Literature comply with the IB learner profile. They belong to Group 1 courses.

The courses are designed for students who have experience of using the language of the course in an academic context. To fulfill the requirements of the IB Diploma Programme, all students must study a group 1 subject. Language A: literature course is offered at SL and HL.

The course in each case is designed to support future academic study by developing a high social, aesthetic and cultural literacy, as well as effective communication skills. In the language A: literature course, focus is directed towards developing an understanding of the techniques involved in literary criticism and promoting the ability to form independent literary judgments.

Language A: literature is a literature course that may be studied in as many as eighty languages. Our school offers Language A (English, German, French, Spanish): literature course. The course is built on the assumption that literature is concerned with our conceptions, interpretations and experiences of the world. The study of literature can therefore 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 enables an exploration of one of the more enduring fields of human creativity, and provides opportunities for encouraging independent, original, critical and clear thinking. It also promotes respect for the imagination and a perceptive approach to the understanding and interpretation of literary works. Through the study of a wide range of literature, the language A: literature 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. In view of the international nature of the IB and its commitment to intercultural



understanding, the language A: literature course does not limit the study of works to the products of one culture or the cultures covered by any one language. The study of works in translation is especially important in introducing students, through literature, to other cultural perspectives. The response to the study of literature is through oral and written communication, thus enabling students to develop and refine their command of language.

Language A: English/German/French/Spanish literature is a flexible course that allows teachers to choose works from prescribed lists of authors and to construct a course that suits the particular needs and interests of their students. It is divided into four parts, each with a particular focus.

- **Part 1:** Works in translation
- **Part 2:** Detailed study
- **Part 3:** Literary genres
- **Part 4:** Options (in which works are freely chosen)

The course can be studied at two levels: High Level (HL) and Standard Level (SL)

### **The differences between the HL and SL**

The model for language A: literature is the same at SL and HL but there are significant quantitative and qualitative differences between the levels.

SL students are required to study 10 works, whereas HL students are required to study 13.

Two of the assessment tasks for SL are less demanding than the comparable HL tasks.

- Individual oral commentary—SL students present a 10-minute formal oral commentary on one of two works studied in part 2 of the course, whereas HL students present a formal oral commentary on poetry studied in part 2 and then engage in a discussion with the teacher on one of the other two works studied.
- Paper 1—both SL and HL students write a literary analysis of a previously unseen prose passage or poem. However, SL students write in response to two guiding questions, whereas HL students write a literary commentary with no assistance from guiding questions.



In addition, the external assessment criteria for papers 1 and 2 and the internal assessment criteria are clearly differentiated. HL students are expected to show a deeper understanding of content and writers' techniques than SL students. The requirements for depth of knowledge and understanding and for demonstrating the skills of analysis, synthesis, evaluation and organization are less demanding at SL than at HL.



### The distinction between SL and HL

Part of the course	SL	HL
Part 1: Works in translation	Study of two works in translation from the prescribed literature in translation (PLT) list	Study of three works in translation from the prescribed literature in translation (PLT) list
Part 2: Detailed study	Study of two works, each of a different genre, chosen from the prescribed list of authors (PLA)	Study of three works, each of a different genre (one of which must be poetry), chosen from the prescribed list of authors (PLA)
Part 3: Literary genres	Study of three works of the same genre, chosen from the PLA	Study of four works of the same genre, chosen from the PLA
Part 4: Options	Study of three works freely chosen	Study of three works freely chosen
External assessment	SL	HL
Paper 1: Literary analysis	A literary analysis of a previously unseen passage in response to two guiding questions	A literary commentary on a previously unseen passage
Internal assessment	SL	HL
Individual oral commentary	A 10-minute oral commentary based on an extract from one of the works studied in part 2	A 10-minute oral commentary on poetry studied in part 2, followed by a discussion based on one of the other two works studied



## ASSESSMENT OUTLINE SL

Assessment component	Weighing
<b>External assessment (3 hours)</b>	<b>70%</b>
<b>Paper 1: Guided literary analysis (1 hour 30 minutes)</b> The paper consists of two passages: one prose and one poetry. Students choose one and write a guided literary analysis in response to two questions. (20 marks)	<b>20%</b>
<b>Paper 2: Essay (1 hour 30 minutes)</b> The paper consists of three questions for each literary genre. In response to one question students write an essay based on at least two works studied in part 3. (25 marks)	<b>25%</b>
<b>Written assignment</b> Students submit a reflective statement and literary essay on one work studied in part 1. (25 marks) The reflective statement must be 300–400 words in length. The essay must be 1,200–1,500 words in length.	<b>25%</b>
<b>Internal assessment</b> This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	<b>30%</b>
<b>Individual oral commentary (10 minutes)</b> Students present a formal oral commentary and answer subsequent questions on an extract from a work studied in part 2. (30 marks)	<b>15%</b>
<b>Individual oral presentation (10–15 minutes)</b> The presentation is based on works studied in part 4. It is internally assessed and externally moderated through the part 2	<b>15%</b>
internal assessment task. (30 marks)	



## ASSESSMENT OUTLINE HL

Assessment component	Weighing
<b>External assessment (4 hours)</b>	<b>70%</b>
<b>Paper 1: Literary commentary (2 hours)</b> The paper consists of two passages: one prose and one poetry. Students choose one and write a literary commentary. (20 marks)	<b>20%</b>
<b>Paper 2: Essay (2 hours)</b> The paper consists of three questions for each literary genre. In response to one question students write an essay based on at least two works studied in part 3. (25 marks)	<b>25%</b>
<b>Written assignment</b> Students submit a reflective statement and literary essay on one work studied in part 1. (25 marks) The reflective statement must be 300–400 words in length. The essay must be 1,200–1,500 words in length.	<b>25%</b>
<b>Internal assessment</b> This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	<b>30%</b>
<b>Individual oral commentary and discussion (20 minutes)</b> Formal oral commentary on poetry studied in part 2 with subsequent questions (10 minutes) followed by a discussion based on one of the other part 2 works (10 minutes). (30 marks)	<b>15%</b>
<b>Individual oral presentation (10–15 minutes)</b> The presentation is based on works studied in part 4. It is internally	<b>15%</b>
assessed and externally moderated through the part 2 internal assessment task. (30 marks)	



## **Written examination papers**

At SL and at HL there are two examination papers that are set and assessed externally. They are designed to allow students to demonstrate their competencies in relation to the language A: literature assessment objectives and to specific parts of the syllabus. Paper 1 is linked to the skill of literary analysis and paper 2 is linked to the works studied in part 3: literary genres. At HL, paper 1 also requires students to demonstrate their competency in writing a literary commentary.

In both examination papers students are expected to support their answers with specific references to literary texts—in paper 1 with references to the unseen passage, and in paper 2 with references to the works studied in part 3. Retelling of the plot or content of a work or extract is not expected in any component of the assessment.

## **Written assignment**

At SL and at HL students are required to complete an assignment of 1,200–1,500 words, with a reflective statement of 300–400 words, based on a work studied in part 1 of the course and assessed externally. Reflection on an interactive oral is part of the assignment and some of the writing is completed during supervised class time.

If the word limit is exceeded, the assessment of the reflective statement will be based on the first 400 words and the assessment of the essay on the first 1,500 words.

## **Internal assessment**

Internal assessment is an integral part of the course and is compulsory for both SL and HL students. It enables students to demonstrate the application of their skills and knowledge. The preparation of students for the internal assessment tasks should be part of normal classroom teaching.

At SL students are required to present a 10-minute oral commentary (including subsequent questions) on an extract taken from one of the part 2 works studied. At HL the commentary will be based on a poem or an extract from a poem. Students present a 10-minute commentary and this is followed by a 10-minute discussion on one of the other part 2 works.



Both SL and HL students are also required to complete an oral presentation on one or more of the part 4 works studied.

At SL and HL the weighting is 15% for the commentary and 15% for the presentation.

#### 5.4. Language A – Literature: school supported self-taught programme

ISOB offers a school supported course in Language A – Literature self-taught programme to those students who choose their native language, other than Polish, English, German, French or Spanish, as Language A – Literature programme.

Self-taught students may study language A: literature at SL only. They will be expected to meet the same syllabus requirements as for taught SL students, but with the exception of part 4, where all three works must be chosen from the PLA.

Assessment in Language A – Literature self-taught course

Assessment component	Weighing
<b>External assessment (3 hours)</b>	<b>70%</b>
<b>Paper 1: Guided literary analysis (1 hour 30 minutes)</b> The paper consists of two passages: one prose and one poetry. Students choose one and write a guided literary analysis in response to two questions. (20 marks)	<b>20%</b>
<b>Paper 2: Essay (1 hour 30 minutes)</b> The paper consists of three questions for each literary genre. In response to one question students write an essay based on at least two works studied in part 3. (25 marks)	<b>25%</b>
Students submit a reflective statement and literary essay on one work studied in part 1. (25 marks) The reflective statement must be 300–400 words in length. The essay must be 1,200–1,500 words in length.	<b>25%</b>





<b>Alternative oral examination (20 minutes)</b> This component consists of two compulsory oral activities that are externally assessed by the IB	<b>30%</b>
<b>Section 1: Individual oral commentary (10 minutes)</b> Students present a formal oral commentary on an extract from a work studied in part 2. (30 marks)	<b>15%</b>
<b>Section 2: Individual oral presentation (10 minutes)</b> Students make a presentation based on two works studied in part 4. (30 marks)	<b>15%</b>

Whenever possible, self-taught students are given assistance with specific aspects of their studies. This is done either in a special class for the self-taught students or in a class of students preparing a taught language A. Such an arrangement is meant to equip self-taught students with the information and skills necessary for carrying out the part 1 written assignment task, and for answering paper 1 and paper 2. Students will also have guidance in choosing extracts in preparation for section 1 of the alternative oral examination and in preparing their individual presentation for section 2 of the oral.

### 5.5. English B, German B, French B, Spanish B

Language B is a language acquisition course developed at two levels – **standard level (SL)** and **higher level (HL)** – for students with some background in the target language. At SL the minimum prescribed number of hours is **150** and at HL it is **240** hours. SL and HL are differentiated by the recommended number of teaching hours, but also by the depth of syllabus coverage, the study of literature at HL, and the level of difficulty and demands of assessment and assessment criteria.

The focus of the course is language acquisition and intercultural understanding. The language B syllabus approaches the learning of language through meaning. Through the study of **the CORE and the OPTIONS at SL and HL, plus two literary works at HL**, students build the necessary skills to reach the assessment objectives of the language B course through the expansion of their receptive, productive and interactive skills.



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

Also, at HL, students read **two works of literature originally written in the target language**, selected by the teacher.

## **ASSESSMENT**

There are **six assessment objectives** for the language B course. Students will be assessed on their ability to:

- communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding
- use language appropriate to a range of interpersonal and/or cultural contexts
- understand and use language to express and respond to a range of ideas with accuracy and fluency
- organize ideas on a range of topics, in a clear, coherent and convincing manner
- understand, analyse and respond to a range of written and spoken texts
- understand and use works of literature written in the target language of study (HL only).



Throughout the DP programme students are assessed internally and are prepared for external assessment. Formative tasks are given to provide the students with opportunities to develop their linguistic competence in the four skills: speaking, writing, listening and reading as well as in grammatical accuracy. These formative forms of assessment might be short vocabulary tests, quizzes, oral presentations, written tasks on various text types covered during the course, grammatical tests, reading or listening comprehension checks, etc. They are marked against IB criteria:

Oral communication, Visual interpretation, Writing, Reading.

The internal IB assessment comprises two kinds of performance – individual oral and interactive oral. The **individual oral** to be assessed must be recorded and sent to IBO for moderation. It usually takes place in the spring of the second year of DP.

Additionally, each student is expected to take part in 3 **interactive oral** tasks during the DP, the best of which is sent to IBO for assessment. Interactive orals are not recorded.

The details are presented in the table below.

#### STANDARD LEVEL ASSESSEMENT

Assessment component	weighing
External assessment (students' performances assessed outside the school)	70%
Paper 1 (1 hour 30 minutes): Receptive skills Text-handling exercises on four written texts, based on the core.	25%
Paper 2 (1 hour 30 minutes): Written productive skills One writing exercise of 250–400 words from a choice of five, based on the options.	20%
Written assignment: Receptive and written productive skills Inter-textual reading followed by a written exercise of 300–400 words plus a 100-word rationale, based on the core. In a rationale students must introduce the assignment, stating their aim(s) and how their aim(s) have been achieved.	20%



<b>Internal assessment</b> Internally assessed by the teacher and externally moderated by the IB.	30%
<b>Individual oral (8–10 minutes)</b> Based on the options: 15 minutes' preparation time a 3-4 minute (maximum) presentation (a picture with captions as a stimulus) and 5-6 minute discussion with the teacher.	20%
<b>Interactive oral activity</b> Based on the core: Three classroom activities assessed by the teacher, based on some visual or audio material. It is usually a debate or a discussion during which a student has to demonstrate his abilities to justify his opinions and maintain the conversation.	10%

## HIGHER LEVEL ASSESSEMENT

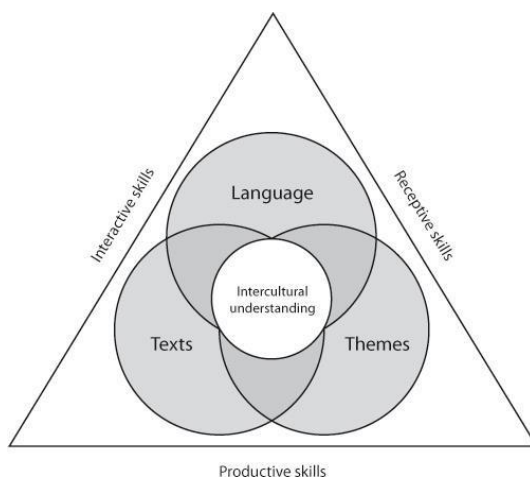
Assessment component	weighing
External assessment (students' performances assessed outside the school)	70%
<b>Paper 1 (1 hour 30 minutes): Receptive skills</b> Text-handling exercises on five written texts, based on the core.	25%
<b>Paper 2 (1 hour 30 minutes): Written productive skills</b> Two compulsory writing exercises. Section A: One task of 250–400 words, based on the options, to be selected from a choice of five. Section B: Response of 150–250 words to a stimulus text, based on the core.	25%
<b>Written assignment: Receptive and written productive skills</b> Creative writing of 500–600 words plus a 150-word rationale, based on one of the literary texts read. In a rationale students must introduce the assignment, stating their aim(s) and how their aim(s) have been achieved.	20%



<b>Internal assessment</b> Internally assessed by the teacher and externally moderated by the IB.	30%
<b>Individual oral (8–10 minutes)</b> Based on the options: 15 minutes' preparation time and a 3–4 minute (maximum) presentation (a picture with captions as a stimulus) and 5–6 minute discussion with the teacher.	20%
<b>Interactive oral activity</b> Based on the core: Three classroom activities assessed by the teacher, based on some visual or audio material. It is usually a	10%
debate or a discussion during which a student has to demonstrate his abilities to justify his opinions and maintain the conversation.	

## 5.6. French *ab initio* SL, German *ab initio*

### Syllabus outline



Three areas of study—language, texts and themes— provide the basis of the twoyear language *ab initio* course. These three fundamental areas are interconnected and should be studied concurrently. Interactive, productive and receptive skills are developed through study in these three areas and are of equal importance.



The language *ab initio* course is displayed above in a diagram with intercultural understanding at its heart to demonstrate both its importance and its interrelatedness within the areas of language, texts and themes. Intercultural understanding is defined as an ability to demonstrate an understanding of cultural diversity and/or similarity between the target culture(s) and the student's own. The student develops a greater awareness of his or her own culture(s) through learning about another. Intercultural understanding provides both the link between the three areas of the course and the lens through which they should be addressed. **Language**

Language acquisition will be achieved through the development of **receptive**, **productive** and **interactive** skills and competencies. Elements of language include vocabulary, grammatical structures, register, pronunciation and intonation.

- **Receptive skills:** the ability to comprehend straightforward written and spoken language. Receptive skills entail not only understanding the message but also its cultural and contextual connotations.
- **Productive skills:** the ability to write and speak the target language effectively. Productive skills entail producing and delivering a message or text that is not only coherent but also appropriate to context and purpose.
- **Interactive skills:** the ability to understand and respond effectively to written and spoken language. Interactive skills entail not only conveying messages and responding to written and spoken language but also demonstrating an awareness of social context.

### **Theme**

The three IB French/ German *ab initio* themes (individual and society, leisure and work, urban and rural environment) are made up of a series of 20 topics. These serve as the foundation for the acquisition of the language and the study of different text types (examples are listed below). Through the study of the three interrelated themes, students will develop the skills necessary to fulfill the assessment objectives of the language *ab initio* course.



### Prescribed topics

Individual and society	Leisure & work	Urban & rural environment
Daily routines	Employment	Environmental concerns
Education	Entertainment	Global issues
Food & drink	Holidays	Neighborhood
Personal details, appearance & character	Media	Physical geography
Physical health	Sport	Town & services
Relationships	Technology	Weather
Shopping	Transport	

### Examples of text types

Avertisement	Label	Questionnaire
Article from journal, magazine	Letter: formal/informal	Radio program
Blog	List	Recipe
Book	Map	Report
Brochure	Menu	Review
Diary	Message	Short story
Email	Note	Social networking site
Essay	Notice	Song
Film	Novel	Speech
Flyer	Picture	Survey
Interview	Poem	Timetable
Invitation	Postcard	Travel guide
	Poster	Web page

### Assessment outline



Assessment component	Weighting
<b>External assessment</b>	<b>75%</b>
<b>Paper 1 (1 hour 30 minutes): Receptive skills</b>	<b>30%</b>
Understanding of four written texts. (40 marks)	
Text-handling exercises.	
<b>Paper 2 (1 hour): Productive skills</b>	<b>25%</b>
Two compulsory writing exercises. (25 marks)	
Section A (7 marks): <b>One</b> question to be answered from a choice of two.	
Section B (18 marks): <b>One</b> question to be answered from a choice of three.	
<b>Written assignment: Receptive and productive skills</b>	<b>20%</b>
A piece of writing, 200–350 words, demonstrating intercultural understanding and written in the <b>target language</b> . (20 marks)	
<b>Internal assessment (10 minutes): Interactive skills</b>	<b>25%</b>
<b>Individual oral (25 marks)</b>	
Three-part oral internally assessed by the teacher and externally moderated by the IB towards the end of the course.	
<ul style="list-style-type: none"><li>• Part 1: Presentation of a visual stimulus (from a choice of two) by the student.</li><li>• Part 2: Follow-up questions on the visual stimulus.</li><li>• Part 3: General conversation including at least two questions on the written assignment.</li></ul>	

## 5.7. Spanish ab initio SL

### Syllabus outline

The aim of this course is to enable students to communicate effectively in Spanish, in a wide range of authentic situations and to a range of audiences, in both spoken and written form. They will also be able to understand a wide range of written texts and spoken material and respond accordingly. It is hoped





that their experience and efficiency in using the target language will provide them with the confidence and enjoyment to further their language studies or use in work or leisure throughout their future life.

The cultural context of Spanish speaking countries within which this Language B is studied will provide exposure to the ideas and attitudes of these nations by means of texts and recorded material, creating an appreciation of cultural and international diversity.

The three areas of Language, Cultural Interaction and Message, linked to the assessment criteria, will be explored across the four main language-learning skills of Listening, Speaking, Reading and Writing. The language objective will demand a degree of depth, precision and range. In order to fulfill the Cultural Interaction, students will be exposed to a wide range of authentic material encompassing different perspectives, and encouraged to practice their language skills in different social situations.

## Language

Language acquisition will be achieved through the development of **receptive**, **productive** and **interactive** skills and competencies. Elements of language include vocabulary, grammatical structures, register, pronunciation and intonation.

- **Receptive skills:** the ability to comprehend straightforward written and spoken language. Receptive skills entail not only understanding the message but also its cultural and contextual connotations.
- **Productive skills:** the ability to write and speak the target language effectively. Productive skills entail producing and delivering a message or text that is not only coherent but also appropriate to context and purpose.
- **Interactive skills:** the ability to understand and respond effectively to written and spoken language. Interactive skills entail not only conveying messages and responding to written and spoken language but also demonstrating an awareness of social context.

## Theme

The three IB Spanish *ab initio* themes (individual and society, leisure and work, urban and rural environment) are made up of a series of 20 topics. These serve



as the foundation for the acquisition of the language and the study of different text types (examples are listed below). Through the study of the three interrelated themes, students will develop the skills necessary to fulfill the assessment objectives of the language *ab initio* course.

### **Prescribed topics**

<b>Individual and society</b>	<b>Leisure &amp; work</b>	<b>Urban &amp; rural environment</b>
Daily routines	Employment	Environmental concerns
Education	Entertainment	Global issues
Food & drink	Holidays	Neighborhood
Personal details, appearance & character	Media	Physical geography
Physical health	Sport	Town & services
Relationships	Technology	Weather
Shopping	Transport	

### **Examples of text types**

Advertisement	Label	Questionnaire
Article from journal, magazine	Letter: formal/informal	Radio program
Blog	List	Recipe
Book	Map	Report
Brochure	Menu	Review
Diary	Message	Short story
Email	Note	Social networking site
Essay	Notice	Song
Film	Novel	Speech
	Picture	Survey
Flyer	Poem	Timetable
Interview	Postcard	Travel guide
Invitation	Poster	Web page



## Assessment outline

Assessment component	Weighting
<b>External assessment</b>	<b>75%</b>
<b>Paper 1 (1 hour 30 minutes): Receptive skills</b>	<b>30%</b>
Understanding of four written texts. (40 marks)	
Text-handling exercises.	
<b>Paper 2 (1 hour): Productive skills</b>	<b>25%</b>
Two compulsory writing exercises. (25 marks)	
Section A (7 marks): <b>One</b> question to be answered from a choice of two.	
Section B (18 marks): <b>One</b> question to be answered from a choice of three.	
<b>Written assignment: Receptive and productive skills</b>	<b>20%</b>
A piece of writing, 200–350 words, demonstrating intercultural understanding and written in the <b>target language</b> . (20 marks)	
<b>Internal assessment (10 minutes): Interactive skills</b>	<b>25%</b>
<b>Individual oral (25 marks)</b>	
Three-part oral internally assessed by the teacher and externally moderated by the IB towards the end of the course.	
<ul style="list-style-type: none"><li>• Part 1: Presentation of a visual stimulus (from a choice of two) by the student.</li><li>• Part 2: Follow-up questions on the visual stimulus.</li><li>• Part 3: General conversation including at least two questions on the written assignment.</li></ul>	

### 5.8. History HL/SL

The **‘Historia’** (ancient Greek) is an inquiry and a knowledge acquired by investigation. The **‘Historian’** is a detective who studies and writes about the past and, thanks to Diploma Programme (DP), will expand her/his knowledge on:



- **the gathering and sorting of historical evidence** by developing research skills of locating and selecting relevant and appropriate evidence, from books, articles, websites and audio-visual resources; recognizing the distinctions between different kinds of evidence: primary and secondary, textual, audio-visual, oral, graphic, tabular
- **the evaluation of historical evidence** by recognizing the subjective nature of the historical evidence, examining sources for information and interpretations, and for cases where they corroborate, complement or contradict each other, recognizing the value and uses of sources, and reasons to use them cautiously, recognizing and appreciating why and how opinions and interpretations differ
- **recognizing and understanding historical processes and their relationships to human experience**, activity and motivation by recognizing, explaining and analyzing causes and consequences, recognizing, explaining and analyzing continuity, change and development over time, recognizing, explaining and analyzing similarity and difference, relating human activities, experiences and motivations in history to a range of cultural and social dimensions, synthesizing material studied across time and space
- **organizing and expressing historical ideas and information** by posing questions and hypotheses and answering or testing them, handling and synthesizing several sources for one inquiry, selecting and deploying information and ideas, constructing narratives, with ideas, analysis and relevant substantiation, summarizing and arriving at conclusions.

History in DP is designed as two years learning experience on **standard** (*total teaching hours: 150*) and **higher level** (*240 hours*). The difference between each of levels can be demonstrated as follows:



	SL	HL
Syllabus	The study of one prescribed subject	The study of one prescribed subject
	The study of two topics from a choice of five	The study of two topics from a choice of five
		The study of three sections from one HL option
	A historical investigation	A historical investigation
Assessment	Paper 1 SL: a document-based paper set on the prescribed subjects, which assesses objectives 1–3	Paper 1 HL: a document-based paper set on the prescribed subjects, which assesses objectives 1–3
	Paper 2 SL/HL: an essay paper based on topics, which assesses objectives 1–4	Paper 2 SL/HL: an essay paper based on topics, which assesses objectives 1–4
		Paper 3 HL: an essay paper on each of the five HL options, which assesses objectives 1–4
	Internal assessment (IA): the historical investigation, which assesses objectives 1–4	Internal assessment (IA): the historical investigation, which assesses objectives 1–4

While many of the skills of studying history are common to both SL and HL, the HL student is required, through in-depth study, to synthesize and critically evaluate knowledge. The greater depth of study required for HL, and the greater demands this makes of the student, are exemplified through the nature of the learning outcomes for the HL options and assessed in the following ways.

- HL paper 1—the emphasis is on testing assessment objective 2: application and interpretation, and assessment objective 3: synthesis and evaluation, through the greater demands of the questions than in SL paper 1 (see “External assessment details—HL”).
- HL paper 3—the emphasis is on testing assessment objective 3: synthesis and evaluation, reflected in the markband descriptors (see “External markbands—HL”).

## Routes



Student will make a decision which level is an adequate for her/him as well as optional two routes which are going to be taught during two years course. Student is required to pick one option from:

- **Route 1: *History of Europe and the Islamic World***

The prescribed subject, so in depth study, is focused on *The kingdom of Sicily 1130–1302*. Two major topics are as follows *Dynasties and rulers* and *Wars and warfare*. High Level (HL) option is *Aspects of the history of medieval Europe and the Islamic world: 1. Monarchies in England and France 1066–1223, Emperors and kings 1150–1300, Late medieval political crises 1300–1485*, are taught using a range of sources of historical evidence and students are encouraged, through wide reading, to develop an appreciation and understanding of the views of historians that can be integrated into essays. As this is an in-depth study, encouraging synthesis of skills and material is essential. Practicing essay-writing skills in both timed and non-timed situations will be helpful to students.

**Textbooks:**

- W. Blockmans, P. Hoppenbrouers, *Introduction to Medieval Europe 300–1500*, Routledge 2007.
- J.T. Rosenthal, *Understanding Medieval Primary Sources. Using Historical Sources to Discover Medieval Europe*, Routledge 2012.
- M. Innes, *Introduction to early Medieval Western Europe, 300–900. The Sword, the Plough and the Book*, Routledge 2007.
- *From Roman Provinces to Medieval Kingdoms*, ed. by T.F.X. Noble, Routledge 2005.
- *Medieval Religion. New Approaches*, ed. C.H. Berman, Routledge 2005.
- R. McKitterick, *Atlas of the Medieval World*, Oxford 2004.

- **Route 2: *20<sup>th</sup> century***

The prescribed subject is focused on *Peacemaking, peacekeeping - international relations 1918–36*. Two major topics are as follows: *Causes, practices, and effects of wars* and *Origins and development of authoritarian and single party states*. HL options, so *Aspects of the History of Europe and*



**the Middle East: European diplomacy and the First World War 1870-1923; Interwar years: conflict and cooperation 1919-1939; The Soviet Union and Eastern Europe 1924-2000**, are taught using a range of sources of historical evidence and students are encouraged, through wide reading, to develop an appreciation and understanding of the views of historians that can be integrated into essays. As this is an in-depth study, encouraging synthesis of skills and material is essential. Practicing essay-writing skills in both timed and non-timed situations will be helpful to students.

#### **Textbooks:**

- K. Rogers, J. Thomas, History 20<sup>th</sup> Century World. Causes, Practices and Effects of Wars, Oxford 2010.
- K. Rogers, J. Thomas, History 20<sup>th</sup> Century World. The Cold War, Oxford 2008.
- B. Mimmack, D. Senes, E. Price, History 20<sup>th</sup> Century World. Authoritarian and Single Party States, Oxford 2010.
- IB Diploma Programme. 20<sup>th</sup> Century World History. Course Companion, Oxford 2009.
- K. Rogers, J. Thomas, History for the IB Diploma. Oxford IB skills and practice, Oxford 2012.
- J.L. Tomkinson, Studying History for the International Baccalaureate, Athens 2009.

<b>Assessment objectives</b>
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#### ***Assessment objective 1: Knowledge and understanding***

- Recall and select relevant historical knowledge
- Demonstrate an understanding of historical context
- Demonstrate an understanding of historical processes: cause and effect; continuity and change
- Understand historical sources (SL paper 1 and HL paper 1)
- Deploy detailed, in-depth knowledge (HL paper 3)
- Demonstrate knowledge and understanding of a specific historical topic (IA)



- ***Assessment objective 2: Application and interpretation***

- Apply historical knowledge as evidence
- Show awareness of different approaches to, and interpretations of, historical issues and events
- Compare and contrast historical sources as evidence (SL paper 1 and HL paper 1)
- Explain the importance of historical sources (HL paper 1)
- Present a summary of evidence (IA)

***Assessment objective 3: Synthesis and evaluation***

- Evaluate different approaches to, and interpretations of, historical issues and events
- Evaluate historical sources as evidence (SL paper 1, HL paper 1 and IA)
- Evaluate and synthesize evidence from both historical sources and background knowledge (SL paper 1 and HL paper 1)
- Develop critical commentary using the evidence base (SL/HL paper 2 and HL paper 3)
- Synthesize by integrating evidence and critical commentary (HL paper 3) □  
Present an analysis of a summary of evidence (IA)

***Assessment objective 4: Use of historical skills***

- Demonstrate the ability to structure an essay answer, using evidence to support relevant, balanced and focused historical arguments (SL/HL paper 2 and HL paper 3)
- Demonstrate evidence of research skills, organization and referencing (IA)

**Assessment objectives in practice**





Assessment objective	Which component addresses this assessment objective?	How is the assessment objective addressed?
1. Knowledge and understanding	Paper 1 SL Paper 1 HL Paper 2 SL/HL Paper 3 HL Internal assessment SL/HL	Paper-specific markscheme Paper-specific markscheme Component markbands and paper-specific markscheme Component markbands and paper-specific markscheme Assessment criteria
2. Application and interpretation	Paper 1 SL Paper 1 HL Paper 2 SL/HL Paper 3 HL Internal assessment SL/HL	Paper-specific markscheme Paper-specific markscheme Component markbands and paper-specific markscheme Component markbands and paper-specific markscheme Assessment criteria
3. Synthesis and evaluation	Paper 1 SL Paper 1 HL Paper 2 SL/HL Paper 3 HL Internal assessment SL/HL	Paper-specific markscheme Paper-specific markscheme Component markbands and paper-specific markscheme Component markbands and paper-specific markscheme Assessment criteria
4. Use of historical skills	Paper 2 SL/HL Paper 3 HL Internal assessment SL/HL	Component markbands and paper-specific markscheme Component markbands and paper-specific markscheme Assessment criteria



## 5.9. Geography

The Diploma Programme geography course integrates both physical and human geography, and ensures that students acquire elements of both scientific and socioeconomic methodologies. Geography takes advantage of its position to examine 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.

The geography course embodies global and international awareness in several distinct ways. It examines key global issues, such as poverty, sustainability and climate change. It considers examples and detailed case studies at a variety of scales, from local to regional, national and international.

The aims of the geography syllabus at SL and HL are to enable students to:

- develop an understanding of the interrelationships between people, places, spaces and the environment
- develop a concern for human welfare and the quality of the environment, and an understanding of the need for planning and sustainable management
- appreciate the relevance of geography in analysing contemporary issues and challenges, and develop a global perspective of diversity and change.

Throughout the course, there is considerable flexibility in the choice of examples and case studies to ensure that Diploma Programme geography is a highly appropriate way to meet the needs of all students, regardless of their precise geographical location.

### **Distinction between SL and HL**

Students at standard level (SL) and higher level (HL) in geography are presented with a syllabus that has a common core and optional themes. HL students also study the higher level extension. The syllabus requires the development of certain skills, attributes and knowledge.

Although the skills and activity of studying geography are common to both SL and



HL students, the HL student is required to acquire a further body of knowledge, to demonstrate critical evaluation, and to synthesize the concepts in the higher level extension.

## **Paper 2 - Core Theme -Geographic perspectives-global change [HL and SL Students]**

The core theme provides an overview of the geographic foundation for the key global issues of our times. The purpose is to provide a broad factual and conceptual introduction to each topic and to the United Nations' Millennium Development Goals (MDGs), in particular those concerning poverty reduction, gender equality, improvements in health and education and environmental sustainability. The progress made towards meeting these goals is also evaluated.

There are three compulsory topics in this core theme:

1. Population distribution-changing population
2. Global climate-vulnerability and resilience
3. Global resource consumption and security

## **Paper 1 - Optional Themes**

HL students study three options. SL students study two options. The options are:

- A. Freshwater – drainage basins
- B. Oceans and coastal margins
- C. Extreme Environments
- D. Geophysical hazards
- E. Leisure, tourism and sport
- F. Food and health
- G. Urban environments

## **Paper 3 - HL Core Extension - Global Perspectives-global interactions**

There are three compulsory topics in the HL extension:

1. Power, places and network
2. Human development and diversity
3. Global risks and resilience



## 5.10. Biology

IB Biology is a two-year course designed to meet the requirements for an IB Diploma. This is a very challenging and demanding course. It requires a commitment of both time and personal energy to be successful. Students will acquire a limited body of facts and at the same time develop a broad, general understanding of the principles of the subject. A core consists of five units that introduce students to the broad fundamentals of biology. However, it does not go into depth in any particular topic. HL students also study Additional Higher Level (AHL) material which covers the same topic units as the core, but now in additional depth. The depth of coverage is comparable to the first-year biology course offered at most major universities. Students also study two options. A teacher's selections are based upon her background interests, fields of knowledge as well as resources and equipment available at the school. The Curriculum Options give students the opportunity to explore a specialty area of biology in both breadth and depth. Like the AHL material, the level of coverage is comparable to that in university courses. Moreover all IB students must complete a multi-disciplinary research project – Group 4 Project. Working in team students will select a project; gather data, form conclusions, and present results. The Group 4 Project is designed to give students an appreciation of the processes that go on in real-world scientific research. The emphasis is on interdisciplinary cooperation and the processes involved in scientific investigation, rather than the products of such investigation. The course provides an adequate training in analytical and critical thought. It helps students become flexible and adaptable with respect to a rapidly changing world and possible roles they may wish to undertake. The methodology and the resources with which the sciences are presented will enhance the international perspective of our students. Email and web sites will be used to collaborate with other schools worldwide to exchange ideas and to promote awareness and understanding of different cultures. The IB Biology course is designed to meet the strict curriculum requirements so students can take the examinations with confidence. I have organized appropriate laboratory exercises and optional topics for study that conform to IBO requirements for the specific science course. All science teachers have collaborated and planned for the group 4 project and there is adequate instructional space for the group 4 courses.



The syllabus for the Diploma Programme biology course is divided into three parts: the core, the AHL material and the options. A syllabus overview is provided below:

### **Core**

Topic 1: Cell biology

Topic 2: Molecular biology

Topic 3: Genetics

Topic 4: Ecology

Topic 5: Evolution and biodiversity

Topic 6: Human physiology

### **Additional Higher Level**

Topic 7: Nucleic acids

Topic 8: Metabolism, cell respiration and photosynthesis

Topic 9: Plant biology

Topic 10: Genetics and evolution

Topic 11: Animal physiology

### **Options**

A: Neurobiology and behaviour

B: Biotechnology and bioinformatics

C: Ecology and conservation

D: Human physiology

### **External assessment details – SL**

#### **Paper 1**

**Duration:**  $\frac{3}{4}$  hour

**Weighting:** 20%

**Marks:** 30



- 30 multiple-choice questions on core material, about 15 of which are common with HL.
- The questions on paper 1 test assessment objectives 1, 2 and 3.
- The use of calculators is not permitted.
- No marks are deducted for incorrect answers.

### **Paper 2**

**Duration: 1¼ hours**

**Weighting: 40%**

**Marks: 50**

- Data-based question.
- Short-answer and extended-response questions on core material.
- One out of two extended response questions to be attempted by candidates.
- The questions on paper 2 test assessment objectives 1, 2 and 3.
- The use of calculators is permitted. (See calculator section on the OCC.)

### **Paper 3**

**Duration: 1 hour**

**Weighting: 20%**

**Marks: 35**

- This paper will have questions on core and option material.
- Section A: candidates answer all questions, two to three short-answer questions based on experimental skills and techniques, analysis and evaluation, using unseen data linked to the core and AHL material.
- Section B: short-answer and extended-response questions from one option.
- The questions on paper 3 test assessment objectives 1, 2 and 3.
- The use of calculators is permitted. (See calculator section on the OCC.)

## **External assessment details – HL**

### **Paper 1**

**Duration: 1 hour**

**Weighting: 20%**

**Marks: 40**

- 40 multiple-choice questions on core and AHL material, about 15 of which are common with SL.
- The questions on paper 1 test assessment objectives 1, 2 and 3.
- The use of calculators is not permitted.



- No marks are deducted for incorrect answers.

### **Paper 2**

**Duration:** 2¼ hours

**Weighting:** 36%

**Marks:** 72

- Data-based question.
- Short-answer and extended-response questions on core and AHL material.
- Two out of three extended response questions to be attempted by candidates.
- The questions on paper 2 test assessment objectives 1, 2 and 3.
- The use of calculators is permitted. (See calculator section on the OCC.)

### **Paper 3**

**Duration:** 1¼ hours

**Weighting:** 24%

**Marks:** 45

- Section A: candidates answer all questions, two to three short-answer questions based on experimental skills and techniques, analysis and evaluation, using unseen data linked to the core material.
- Section B: short-answer and extended-response questions from one option.
- The questions on paper 3 test assessment objectives 1, 2 and 3.
- The use of calculators is permitted. (See calculator section on the OCC.)

### **Internal assessment component**

**Duration:** 10 hours

**Weighting:** 20%

- Individual investigation.
- This investigation covers assessment objectives 1, 2, 3 and 4.

### **Internal assessment criteria**

The new assessment model uses five criteria to assess the final report of the individual investigation with the following raw marks and weightings assigned:



Personal engagement	Exploration	Analysis	Evaluation	Communication	Total
2 (8%)	6 (25%)	6 (25%)	6 (25%)	4 (17%)	24 (100%)

## NON IBO MONITORING

Written tests after every topic which are specified in the teaching plan

Oral and written tests between them

Homework – regularly

### 5.11. Chemistry

#### Subject description

Chemistry course combines academic study with the acquisition of practical and investigational skills through the experimental approach. Students learn the chemical principles through the study of quantitative chemistry, periodicity, atomic structure, bonding, energetic, kinetics, equilibrium, acids and bases, oxidation and reduction, organic chemistry, measurement and data processing. The chemistry course covers the essential principles of the subject and, through selection of options, allows students some flexibility to choose the topic of their interest.

**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.

**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.

#### Assessment

Assessment is divided into external and internal.





The **external assessment** consists of three written papers and worth 74% of the final assessment.

### Internal assessment criteria

The new assessment model uses five criteria to assess the final report of the individual investigation with the following raw marks and weightings assigned:

Personal engagement	Exploration	Analysis	Evaluation	Communication	Total
2 (8%)	6 (25%)	6 (25%)	6 (25%)	4 (17%)	24 (100%)

## 5.12. Physics

IB Physics covers strictly the physics curriculum required by the IB Diploma Programme and thus students can take subsequent examinations with confidence. The course lasts for two years. The emphasis is put on a deep comprehension of the principles and relations fundamental to physics, rather than on learning a large number of facts. The course also focuses on how the principles and relations in physics may be expressed using mathematical language. For that reason the course requires a lot of stamina from the students side. The core of the course consists of 8 units that give a student an overall view of physics without going into deep details on any of the units. HL students, in addition to the core course, study also the Additional Higher Level material (AHL) that gives an additional depth to the core units. This roughly corresponds to the General Physics course provided at the firstyear university studies. Students also study two options. The Curriculum Options allow students to explore physics as a specialty area in both breadth and depth. The teacher's choice of the options is made in such a way that the students are provided with an opportunity to appreciate the importance of physics for both fundamental sciences and highly advanced technological developments. As in the case of the AHL material, the options coverage corresponds to university level. All IB students are also required to complete a multi-disciplinary research project, a so-called Group 4 Project. Working in team students will select a project, gather data, form conclusions, and present results. In this way the



students will have an opportunity to appreciate the work flow that employed in the real world scientific research. The emphasis of the Group 4 Project is on this work flow and also the interdisciplinary collaboration, rather than on the products of the student investigation. The course provides an adequate training in analytical and critical thinking. It helps students become flexible and adaptable with respect to a rapidly changing world and possible roles they may wish to undertake. The methodology and the resources with which the sciences are presented will enhance the international perspective of students. Internet tools, such as e-mail, Skype, web pages will be used to collaborate with other schools worldwide to exchange ideas and to promote awareness and understanding of different cultures. The laboratory exercises and optional topics have been designed to conform with the IBO requirements. All science teachers have collaborated and planned for the Group 4 Project and there is an adequate instructional space for the Group 4 courses.

The syllabus for the Diploma Programme Physics Course is divided into three parts:

the core, the AHL, and the options.

A syllabus overview is provided below:

**Core**

- Topic 1: Physics and physical measurement
- Topic 2: Mechanics
- Topic 3: Thermal physics
- Topic 4: Waves
- Topic 5: Electricity and magnetism
- Topic 6: Circular motion and gravitation
- Topic 7: Atomic, nuclear and particle physics
- Topic 8: Energy production

**AHL**

- Topic 9: Wave phenomena
- Topic 10: Fields
- Topic 11: Electromagnetic induction
- Topic 12: Quantum and nuclear physics
- Topic 13: Quantum physics and nuclear physics



Topic 14: Digital technology

### Options

- Option A: A: Relativity  
Option B: Engineering physics  
Option C: Imaging  
Option D: Astrophysics

### External assessment details – SL

#### Paper 1

Duration: 3/4 hour

Weighting: 20%

Marks: 30

- 30 multiple-choice questions on core, about 15 of which are common with HL.
- The questions on paper 1 test assessment objectives 1, 2 and 3.
- The use of calculators is not permitted.
- No marks are deducted for incorrect answers.
- A physics data booklet is provided.

#### Paper 2

Duration: 1¼ hours

Weighting: 40%

Marks: 50

- Short-answer and extended-response questions on core material.
- The questions on paper 2 test assessment objectives 1, 2 and 3.
- The use of calculators is permitted. (See calculator section on the OCC.)
- A physics data booklet is provided.

#### Paper 3

Duration: 1 hour

Weighting: 20%

Marks: 35

- This paper will have questions on core and SL option material.



- Section A: one data-based question and several short-answer questions on experimental work.
- Section B: short-answer and extended-response questions from one option.
- The questions on paper 3 test assessment objectives 1, 2 and 3.
- The use of calculators is permitted. (See calculator section on the OCC.)
- A physics data booklet is provided.

## External assessment details – HL

### Paper 1

Duration: 1 hour

Weighting: 20%

Marks: 40

- 40 multiple-choice questions on core and AHL, about 15 of which are common with SL.
- The questions on paper 1 test assessment objectives 1, 2 and 3.
- The use of calculators is not permitted.
- No marks are deducted for incorrect answers.
- A physics data booklet is provided.

### Paper 2

Duration: 2¼ hours

Weighting: 36%

Marks: 95

- Short-answer and extended-response questions on the core and AHL material.
- The questions on paper 2 test assessment objectives 1, 2 and 3.
- The use of calculators is permitted. (See calculator section on the OCC.)
- A physics data booklet is provided.

### Paper 3

Duration: 1¼ hours

Weighting: 24%

Marks: 45

- This paper will have questions on core, AHL and option material.



- Section A: one data-based question and several short-answer questions on experimental work.
- Section B: short-answer and extended-response questions from one option.
- The questions on paper 3 test assessment objectives 1, 2 and 3.
- The use of calculators is permitted. (See calculator section on the OCC.)
- A physics data booklet is provided.

### Internal assessment criteria

The new assessment model uses five criteria to assess the final report of the individual investigation with the following raw marks and weightings assigned:

Personal engagement	Exploration	Analysis	Evaluation	Communication	Total
2 (8%)	6 (25%)	6 (25%)	6 (25%)	4 (17%)	24 (100%)

### NON IBO MONITORING

Written tests after every topic specified in the teaching plan

Oral and written tests between them

Homework - regularly

### 5.13. Environmental systems and societies

Environmental Systems & Societies is a quite challenging interdisciplinary subject between group 3 (Individuals and Societies) and group 4 (Sciences).

This subject deals with the interactions between systems such as our local environment and us. Through lessons, experiments, case studies, fieldwork



and a personal investigation, students will acquire skills and knowledge in order to build up their own informed response to serious environmental issues.

Unlike 'conventional' subjects, the ES&S approach gathers Biology, Physics, Chemistry, Geography and also Philosophy and Psychology. According to the DP schedule, eight topics will be studied:

Topic 1 – Foundations of environmental systems and societies

Topic 2 – Ecosystems and ecology

Topic 3 – Biodiversity and conservation

Topic 4 – Water and aquatic food production systems and societies

Topic 5 – Soil systems and terrestrial food production systems and societies

Topic 6 – Atmospheric systems and societies

Topic 7 – Climate change and energy production

Topic 8 – Human systems and resource use

At last but not at least, ES&S has several common points with CAS and Theory of Knowledge which make DP's core.

Final assessment is divided into two parts: external assessment and internal one, as described in the table below.

	<b>External assessment</b>		<b>Internal assessment</b>
	Paper 1	Paper 2	One report
Duration	1h	2h	10h
Weighting / marks	25% / 35 points	50% / A 25 points	25 % / 30 points
		and B 20 + 20 points	



Characteristics	Case study unseen, means: documents provided (Resource Booklet RB) + questions	A: short-answer B: select 2 essays out of 4	Individual investigation
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It is possible for the students to choose to write his/her extended essay in ES&S.

### 5.14. Mathematics

The nature of mathematics can be described in a number of ways: for instance, mathematics can be observed as an abstract system of ideas (mathematics is a queen of sciences), or as a useful tool (mathematics is a servant of sciences). For most people it is not one idea but it is a combination of these ideas. However, there is no doubt that mathematical knowledge help people understand the world they live in. Mathematics enters our lives in a few ways: calculating money for products; counting money, and sometimes interests, during bank transactions; estimating a length and width or weighing things and many other applications of mathematics. It, for most of people, also extends into their chosen profession: visual artists need to learn about perspective; musicians need to appreciate the mathematical relationships within and between different rhythms; economists need to recognize trends in financial dealings; and engineers need to take account of stress patterns in physical materials, even history has an area called cliometrics which uses mathematics. Mathematics is considered by scientists as a language to be very important to their understanding of events that occur in the natural world. Some people love the challenges offered by the logical methods of mathematics and the adventure in reason that mathematical proof offers. Others appreciate mathematics as an aesthetic experience or even as a cornerstone of philosophy. This prevalence of mathematics in people's lives, with all its interdisciplinary connections, provides a clear and sufficient rationale for making the study of this subject compulsory for students studying the full diploma.

Since individual students have different abilities, needs and interests, there are three different courses in mathematics which are designed for different types of



students: those who wish to study mathematics to the core, either as a subject in its own right or to pursue their interests in areas related to mathematics; those who wish to gain a degree of understanding and competence to understand better their approach to other subjects; and those who may not as yet be aware how mathematics may be relevant to their studies and in their daily lives. 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 for an individual student.

In making this selection, individual students should be advised to take into account the following factors:

- their own abilities in mathematics and the type of mathematics in which they can be successful,
- their own interest in mathematics and those particular areas of the subject that may hold the most interest for them
- their other choices of subjects within the framework of the Diploma Programme, - their academic plans, in particular the subjects they wish to study in future, - their choice of career.

We offered Mathematics on three levels: High Level (HL), Standard level (SL) and studies (S).

### **Mathematics SL**

This course is offered 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.

Students will have 150 teaching hours (60 min. each) and prepare a piece of written work that involves investigating an area of mathematics, called internal assessment. Students will study the following topics: algebra, functions and equations, circular functions and trigonometry, vectors, statistics and probability and calculus.

### **Mathematics HL**

This course is offered for students with a good background in mathematics and 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.

Students will have 240 teaching hours (60 min. each) and prepare a piece of written work that involves investigating an area of mathematics, called internal assessment. Students will study the following topics: algebra, functions and equations, circular functions and trigonometry, vectors, statistics and probability, calculus and discrete mathematics.

### **Assessment**

Assessment in the Diploma Program an integral part of teaching and learning. The most important aims of assessment in the Diploma Programme are that it should support curricular goals and encourage appropriate student learning. Both external and internal assessment are used in the Diploma Programme. IB examiners mark work produced for external assessment, while work produced for internal assessment is marked by teachers and externally moderated by the IB.

Internal assessment is an integral part of the course and is compulsory for all students. It enables students to demonstrate the application of their skills and knowledge, and to pursue their personal interests, without the time limitations and other constraints that are associated with written examinations. The internal assessment should, as far as possible, be woven into normal classroom teaching and not be a separate activity conducted after a course has been taught. Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics.

### **Mathematics HL**

Assessment components	Weighting
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<b>External assessment (5 hours)</b> <b>Paper 1 (2 hours)</b> No calculator allowed. (120 marks) Compulsory short-response and extended-response questions based on the core syllabus. <b>Paper 2 (2 hours)</b> Graphic display calculator required. (120 marks) Compulsory short-response and extended-response questions based on the core syllabus. <b>Paper 3 (1 hour)</b> Graphic display calculator required. (60 marks) Compulsory extended-response questions based mainly on the syllabus options.	<b>80%</b> <b>30%</b>     <b>30%</b>     <b>20%</b>
<b>Internal assessment</b> This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Internal assessment in mathematics HL is an individual exploration. This	<b>20%</b>
is a piece of written work that involves investigating an area of mathematics. (20 marks)	

## Mathematics SL

Assessment components	Weighting
<b>External assessment (3 hours)</b> <b>Paper 1 (1 hour 30 minutes)</b> No calculator allowed. (90 marks) Compulsory short-response and extended-response questions based on the whole syllabus. <b>Paper 2 (1 hour 30 minutes)</b> Graphic display calculator required. (90 marks) Compulsory short-response and extended-response questions based on the whole syllabus.	<b>80%</b> <b>40%</b>     <b>40%</b>



<b>Internal assessment</b> This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Internal assessment in mathematics SL is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)	<b>20%</b>
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### 5.15. Maths studies

This course is available only at standard level. It takes 150 hours, and its 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 the 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. These students may need to utilize the statistics and logical reasoning that they have learned as part of the mathematical studies SL course in their future studies.

The course syllabus focuses on important mathematical topics that are interconnected. The syllabus is organized and structured with the following tenets in mind: placing more emphasis on student understanding of fundamental concepts than on symbolic manipulation and complex manipulative skills; giving greater emphasis to developing students' mathematical reasoning rather than performing routine operations; solving mathematical problems embedded in a wide range of contexts; using the calculator effectively.

The course includes project work, a feature unique to mathematical studies SL within group 5. Each student completes a project, based on their own research; this is guided and supervised by the teacher. The project provides an opportunity for students to carry out a mathematical study of their choice using



their own experience, knowledge and skills acquired during the course. This process allows students to take sole responsibility for a part of their studies in mathematics.

### Assessment objectives

1. **Knowledge and understanding:** recall, select and use their knowledge of mathematical facts, concepts and techniques in a variety of familiar and unfamiliar contexts.
2. **Problem-solving:** recall, select and use their knowledge of mathematical skills, results and models in both real and abstract contexts to solve problems.
3. **Communication and interpretation:** transform common realistic contexts into mathematics; comment on the context; sketch or draw mathematical diagrams, graphs or constructions both on paper and using technology; record methods, solutions and conclusions using standardized notation.
4. **Technology:** use technology, accurately, appropriately and efficiently both to explore new ideas and to solve problems.
5. **Reasoning:** construct mathematical arguments through use of precise statements, logical deduction and inference, and by the manipulation of mathematical expressions.
6. **Investigative approaches:** investigate unfamiliar situations involving organizing and analysing information or measurements, drawing conclusions, testing their validity, and considering their scope and limitations.

Syllabus component: All topics are compulsory.

**Topic 1:** Number and algebra (20 hours)

**Topic 2:** Descriptive statistics (12)

**Topic 3:** Logic, sets and probability (20)

**Topic 4:** Statistical applications (17)

**Topic 5:** Geometry and trigonometry (18)

**Topic 6:** Mathematical models (20)

**Topic 7:** Introduction to differential calculus (18)

**Project:** 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. Students will not receive a grade for mathematical studies SL if they have not submitted a project. (25)

Students are expected to have access to a GDC at all times during the course.

### **5.16. Economics online – course provided by Pamoja**

Economics is the social science that describes the factors that determine the production, distribution and consumption of goods and services. 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 IB Diploma Programme economics 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 not to be studied in a vacuum – rather, they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability.

The ethical dimensions involved in the application of economic theories and policies permeate throughout the economics course as students are required to consider and reflect on human end-goals and values. The economics course encourages students to develop international perspectives, fosters a concern for global issues, and raises students' awareness of their own responsibilities at a local, national and international level. The course also seeks to develop values and attitudes that will enable students to achieve a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interdependent world.

SL and HL students of economics are presented with a common syllabus, with an HL extension in some topics. The syllabus for both SL and HL students requires the development of certain skills and techniques, attributes and knowledge – as described in the assessment objectives of the programme.



While the skills and activity of studying economics are common to both SL and HL students, the HL student is required to acquire a further body of knowledge – including the ability to analyze, synthesize and evaluate that knowledge – and to develop quantitative skills in order to explain and analyze economic relationships.

The economics course requires no specific prior learning. No particular background in terms of specific subjects studied for national or international qualifications is expected or required. The specific skills of the economics course are developed within the context of the course itself. The ability to understand and explain abstract concepts and the ability to write in a logically structured manner are distinct advantages in economics.

The development of certain skills in the Middle Years Programme (MYP) humanities course of study is excellent preparation for a Diploma Programme course in economics, which requires the student to undertake research, to demonstrate understanding and knowledge of concepts, and to exhibit the capacity to think critically.

The following specific skills, for example, which are identified and developed in the MYP humanities course, are encouraged in the Diploma Programme economics course:

- The ability to use sources such as graphs and tables in a critical manner
- The ability to analyze and interpret information from a wide range of sources
- The ability to make well-substantiated decisions and to relate them to realworld contexts

The aims of the Diploma Programme course in economics are to:

1. encourage the systematic and critical study of: human experience and behaviour; physical, economic social environments; and the history and development of social and cultural institutions
2. develop in the student the capacity to identify, to analyse critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society
3. enable the student to collect, describe and analyse data used in studies of society, to test hypotheses, and to interpret complex data and source material
4. promote the appreciation of the way in which learning is relevant both to the culture in which the student lives, and to the culture of



- other societies
5. develop an awareness in the student that human attitudes and beliefs are widely diverse and that the study of society requires an appreciation of such diversity
  6. enable the student to recognize that the content and methodologies of the subjects in group 3 are contestable and that their study requires the tolerance of uncertainty.
  7. develop an understanding of microeconomic and macroeconomic theories and concepts and their real-world application
  8. develop an appreciation of the impact on individuals and societies of economic interactions between nations
  9. develop an awareness of development issues facing nations as they undergo the process of change.

### 5.17. Psychology

Psychology is the systematic study of behaviour and mental processes. Psychology has its roots in both the natural and social sciences, leading to a variety of research designs and applications, and providing a unique approach to understanding modern society. IB psychology examines the interaction of biological, cognitive and sociocultural influences on human behaviour, thereby adopting an integrative approach. Understanding how psychological knowledge is generated, developed and applied enables students to achieve a greater understanding of themselves and appreciate the diversity of human behaviour. The ethical concerns raised by the methodology and application of psychological research are key considerations in IB psychology.

The aims of the psychology course at SL and at HL are to:

1. develop an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behavior
2. apply an understanding an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behavior to at least one applied area of study
3. understand diverse methods of inquiry
4. understand the importance of ethical practice in psychological research in general and observe ethical practice in their own inquiries



5. ensure that ethical practices are upheld in psychological inquiry and discussion
6. develop an awareness of how psychological research can be applied to address real-world problems and promote positive change

The study of the biological level of analysis, the cognitive level of analysis and the sociocultural level of analysis comprises the core of the psychology course. The three levels of analysis focus on three fundamental influences on behaviour: biological, cognitive and sociocultural.

The interaction of these influences substantially determines behaviour. The level of analysis approach reflects a modern trend in psychology towards integration and demonstrates how explanations offered by each of the three levels of analysis (biological, cognitive and sociocultural) complement one another and together provide more complete and satisfactory explanations of behaviour.

Additionally Students at SL must study one option and Students at HL must study two options out of five: Abnormal psychology, Developmental psychology, Health psychology, Psychology of human relationships. The study of the core (levels of analysis) provides a foundation and a broad overview of psychology, whereas the options allow students the opportunity to study a specialized area of psychology in depth (including empirical studies and theories), according to their own particular interests. During psychology course the Student will also learn the qualitative research methodology (HL level only) and conduct a simple experimental study.

The IB psychology course is a good basis for studying psychology at University settings.

### 5.18. Visual arts

Within IB Visual Art students will:

- develop the skills and techniques of investigation – both visual and written
- relate art to its cultural and historical contexts





- explore art concepts
  - explore art elements
  - develop and use the processes of art criticism and analysis
  - develop confidence and expertise in the use of various media
  - extend their knowledge of design
  - share their work with an audience through displays and exhibitions or presentations
  - extend individual investigation to inform practical work
  - make connections between ideas and practice—both their own and others'
- Students will do the above through the use of investigation work books (IWBs) which will provide the research, designs, and concepts of their studio work. Within grade 11 students will follow set units of work which will gradually become more personal allowing the student to explore their own interests and ideas. Grade 12 students will see a continuation of this with students developing their own body of work in preparation for their final exhibition.

The aims of the visual arts course at HL and SL are to enable students to:

- investigate past, present and emerging forms of visual arts and engage in producing,
- appreciating and evaluating these
- develop an understanding of visual arts from a local, national and international perspective
- build confidence in responding visually and creatively to personal and cultural experiences
- develop skills in, and sensitivity to, the creation of works that reflect active and individual involvement take responsibility for the direction of their learning through the acquisition of effective working practice

### **Assessment**

#### **Option A**

Studio 60%

External assessment



The student prepares a selection of his or her studio work in the form of an exhibition.

This is externally assessed by an examiner following an interview with the student about the work.

Investigation 40%

Internal assessment

The student presents selected pages of his or her investigation workbooks that have been produced during the course. This selection is internally assessed by the teacher and externally moderated by the IBO at the end of the course.

## 6. Grades

IB Grade Descriptors

### **Grade 7 Excellent performance**

Demonstrates: conceptual awareness, insight, and knowledge and understanding which are evident in the skills of critical thinking; a high level of ability to provide answers which are fully developed, structured in a logical and coherent manner and illustrated with appropriate examples; a precise use of terminology which is specific to the subject; familiarity with the literature of the subject; the ability to analyse and evaluate evidence and to synthesize knowledge and concepts; awareness of alternative points of view and subjective and ideological biases, and the ability to come to reasonable, albeit tentative, conclusions; consistent evidence of critical reflective thinking; a high level of proficiency in analysing and evaluating data or problem solving.

### **Grade 6 Very good performance**

Demonstrates: detailed knowledge and understanding; answers which are coherent, logically structured and well developed; consistent use of appropriate terminology; an ability to analyse, evaluate and synthesize knowledge and concepts; knowledge of relevant research, theories and issues, and awareness of different perspectives and contexts from which these have been developed; consistent evidence of critical thinking; an ability to analyse and evaluate data or to solve problems competently.



### **Grade 5 Good performance**

Demonstrates: a sound knowledge and understanding of the subject using subject-specific terminology; answers which are logically structured and coherent but not fully developed; an ability to provide competent answers with some attempt to integrate knowledge and concepts; a tendency to be more descriptive than evaluative although some ability is demonstrated to present and develop contrasting points of view; some evidence of critical thinking; an ability to analyse and evaluate data or to solve problems.

### **Grade 4 Satisfactory performance**

Demonstrates: a secure knowledge and understanding of the subject going beyond the mere citing of isolated, fragmentary, irrelevant or 'common sense' points; some ability to structure answers but with insufficient clarity and possibly some repetition; an ability to express knowledge and understanding in terminology specific to the subject; some understanding of the way facts or ideas may be related and embodied in principles and concepts; some ability to develop ideas and substantiate assertions; use of knowledge and understanding which is more descriptive than analytical; some ability to compensate for gaps in knowledge and understanding through rudimentary application or evaluation of that knowledge; an ability to interpret data or to solve problems and some ability to engage in analysis and evaluation.

### **Grade 3 Mediocre performance**

Demonstrates: some knowledge and understanding of the subject; a basic sense of structure that is not sustained throughout the answers; a basic use of terminology appropriate to the subject; some ability to establish links between facts or ideas; some ability to comprehend data or to solve problems.

### **Grade 2 Poor performance**

Demonstrates: a limited knowledge and understanding of the subject; some sense of structure in the answers; a limited use of terminology appropriate to the subject; a limited ability to establish links between facts or ideas; a basic ability to comprehend data or to solve problems.

### **Grade 1 Very poor performance**



Demonstrates: very limited knowledge and understanding of the subject; almost no organizational structure in the answers; inappropriate or inadequate use of terminology; a limited ability to comprehend data or to solve problems.

## 7. School Rules and Policies

### 7.1. The Code of School Behaviour

#### **The Code Of School Behaviour At The General Education School Complex Of Kazimierz Wielki University International School Of Bydgoszcz**

International School of Bydgoszcz promotes developing of internationally minded people who, recognizing their common humanity and sharing guardianship of the planet, help to create a better and more peaceful world.

Essential to effective learning is a safe, supportive and disciplined environment that respects the following rights:

- The rights of all students to learn • The rights of teachers to teach
- The rights of all to be safe.

**The Code of School Behaviour defines the responsibilities that all members of the school community are expected to uphold and recognizes the significance of appropriate and meaningful relationships.**

It outlines a consistent standard of behaviour in our school community, inclusive of students, staff and parents. The Code has been created to provide the best possible outcomes for students, recognizing the close relationship between learning, achievement and behaviour.

The school community will use The Code as a basis for providing:

- positive support to promote high standards of achievement and behaviour
- clearly articulated responses and consequences for inappropriate behaviour.

All members of the school community are to abide by The Code of School Behaviour in accordance with the following standards:

- **All members of the school community are expected to:**



- conduct themselves in a lawful, ethical, safe and responsible manner that recognizes and respects the rights of others.
- **Students are expected to:**
  - participate actively in the school's education program
  - take responsibility for their own behaviour and learning
  - demonstrate respect for themselves, other members of the school community and the school environment
  - behave in a manner that respects the rights of others, including the right to learn
  - cooperate with staff and others in authority.
- **Parents/care givers are expected to:**
  - show an active interest in their child's schooling and progress
  - cooperate with the school to achieve the best outcomes for their child
  - support school staff in maintaining a safe and respectful learning environment for all students
  - initiate and maintain constructive communication and relationships with school staff regarding their child's learning, wellbeing and behavior
  - contribute positively to behaviour support plans that concern their child
  - inform the class teacher if their child will participate in caring activities in the common room before and after lessons
- **The school is expected to:**
  - provide safe and supportive learning environments
  - initiate and maintain constructive communication and relationship with students and parents/care givers
  - promote skills of responsible self-management

### **Respect for Self**

Students are expected to show respect for one's self. Each student will aim for high standards of personal health and social responsibility. If students have issues, they are encouraged to discuss these with their teachers, the coordinator or the Principal. We will work together to resolve any issues that may arise.

### **Respect for Others**

Every student attending the International School of Bydgoszcz has the right to do so in a safe, friendly atmosphere. Verbal, physical and sexual harassment or bullying of others will not be tolerated under any circumstances. Any activity



that has a negative effect on others will be dealt with according to the severity of the situation.

### **Respect for Property**

Students are expected to respect the privacy and property of other students and the ISoB staff. All texts, equipment, library books and other materials must be cared for and returned when requested. Students are also expected to treat the school grounds and the school building with respect. Littering is strictly forbidden.

### **All students SHOULD:**

- Make an honest, consistent effort to do well in all subjects by utilizing their abilities to the maximum extent possible
- Attend all classes, punctually
- After the break wait for the teacher at the proper classroom according to the school timetable
- Listen and follow the teacher's commands/directions
- Be within the marked area during the outdoor breaks
- Tidy up the classroom after the lesson and leave it clean
- Prepare for all classes by bringing all required materials and completing all homework assignments
- Be responsible for any work missed in classes as a result of absences due to illness or extra-curricular activities
- Display acceptable hall and classroom behaviour and observe all school rules and procedures
- Be active and positive rather than unmotivated and negative
- Respect the rights and be considerate of the feelings of others in the school community by being courteous and responsible in word and deed
- Never participate in the humiliation of other students
- Solve all interpersonal conflicts and difficulties through the use of dialogue, school counselling services or other rational means
- Bring back any things taken from other classrooms



Students participating in caring activities before and after lessons are expected to join the class immediately.

**All students MUST NOT:**

- Leave the classroom without teacher's permission (if necessary only one person can leave the classroom in a time)
- Leave the school building and the school area without the teacher's permission
- Kick or hit others, spit, run, shout or insult others
- Run inside the school building
- Spend the breaks on the stairs
- Throw any objects towards others
- Take somebody else's belongings without the owner's permission
- Use any electrical devices and classroom equipment (computer, projector, screen, etc.) without the teacher's permission and supervision
- Come into the kitchen without a teacher's permission
- Change their seat without the teacher's permission
- Sit on any pieces of furniture, except for chairs, benches and sofas
- Damage or vandalise the plants
- Climb any furniture or windowsills
- Draw on the tables, the walls, the lockers or other pieces of furniture
- Slam the door
- Slide down the handrail of the stairs

**Severe Violation of the School Rules**

The following are some behavioural examples that are regarded as severe violations of the ISoB's rules with consequences ranging from warnings to removal from the school in accordance with the severity of the situation:

- Violent or threatening behaviour including bullying, racial harassment or discrimination
- Vandalism
- Smoking on any part of the school property
- Consuming alcohol and / or illegal drugs
- Setting off a false fire alarm
- Bringing weapons to school



### 7.1.1. Consequences for Unacceptable Student Behaviour

Consequences are to be applied to:

- provide the opportunity for all students to learn
- ensure the safety of staff and students
- assist students who exhibit challenging behavior to accept responsibility for themselves and their actions

International School of Bydgoszcz uses a range of consequences which include:

- admonition from the form teacher
- reprimand from the form teacher
- meeting between the form teacher with the DP coordinator
- observation of the class by psychologist/ meeting with parents
- admonition from the Principal
- meeting with Parents, Principal and psychologist
- lower mark of behavior
- written reprimand from Headmaster (may be issued without earlier admonition)
- suspension from the right of taking part in outside the School activities and representing the School outside in the situation when all possible ways of educational influence are used with no result, or when parents do not take up the cooperation with the school – do not fulfil previously accepted arrangements, and the student fails to follow the Statute obligations, School regulations, and generally accepted socio-moral rules, the Principal dismisses the student in accordance with the Teaching Staff resolution
- the removal of students may be applied in the case of a blatant and gross violation of the School Statute regulations or committing a crime.

The student may be expelled in the case of:

- violating the guidelines of the Statute and School regulations, or disrespecting school duties
- promoting lifestyles contradictory to the School educational programme
- distributing or using intoxicants, alcohol, and other harmful substances
- activities which threaten the good, morality, or safety of other students





## 7.2. Language Policy.

**A language policy is an action statement ... It is concerned less with where the students in a school are going, and more with how they are going to get there.**

*Language Policy in Schools*, Corson (1999)

(taken from *Programme standards and practices*: B1.20, IB 2005)

At International School of Bydgoszcz we believe that language is a primary means of communication and learning and as such supports the school's Mission and Philosophy. The school's goal is to help in the development of our students so they become responsible, self-confident world citizens with established sense of service to others.

ISoB has a language policy steering committee, comprising of language teachers, subject teachers, librarian, coordinators and Principal, with the purpose of collating the views of the school community, types of mother tongue, demand for foreign languages and to incorporate the requirements of IBDP rules with a plan to meet once a year for updating the policy as and when the need arises.

Our language programs aim to: enable students to learn and use language effectively, appropriately, accurately and confidently; develop students' powers of oral and written communication; develop listening skills in students; enable students to develop and use language skills in a variety of contexts and purposes; promote the appreciation, understanding, and analysis of literature; develop students' awareness of the role of language in relation to other areas of knowledge, develop students' awareness of the relationship between the languages and cultures with which they are familiar, enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes; encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures. The acquisition of language is a life-long process and is a central component of intellectual and personal growth of a human being. Many languages exist side by side within the ISoB community so students may explore and compare languages and cultures that are associated



with them and this approach makes a significant contribution to whole student development.

In providing quality education in English for students of all nationalities we acknowledge that English language learners will face a challenge hence the recognition of the important role that mainstream teachers play in developing students' language competence and a belief in the importance of mother tongue development. English as a Second Language Department, Special Educational Needs Department and Mother Tongue Support focus on developing proficiency in English as rapidly and effectively as possible in order to assist students in accessing the full educational programme and achieving the academic standards.

Every teacher at the International School of Bydgoszcz is a language teacher and recognizes the importance of this role within the IB philosophy. In addition to this, teachers are responsible for adapting their materials and teaching style to take into account the needs of students who are not native speakers of English. Subject teachers are encouraged to correct mistakes in English as well as content of written work and to provide missing vocabulary where feasible. Teachers should encourage students to speak English in class (except in Polish, French or Spanish classes). By integrating language into every aspect of the curriculum, we are teaching students the importance of culture, diversity, and sensitivity towards others which in turn enhances their personal growth, cognitive development, and facilitates international understanding. Through the strong emphasis on language, our goal is to foster a deep understanding about language and provide an opportunity for enjoyment, creativity, and intellectual stimulation through knowledge of language and literature.

### **Languages offered at International School of Bydgoszcz**

The language of instruction within the school is English and as such the key to student success in other subject areas lies in their level of competency in this language. English lessons have an obvious role to play in teaching and reinforcing language skills needed in other mainstream subjects. All subject areas, except our Group 1 Language A Literature and Group 2 Language acquisition are instructed in English.

- Group 1 - Studies in language and literature : English A Literature HL/SL,



Polish A Literature HL/SL, German A Literature HL/SL, French A Literature HL/SL, Spanish A Literature HL/SL, Language A – Self-taught SL

- Group 2 - Language acquisition : English B HL/SL, French ab initio SL/SL/HL, Spanish ab initio SL/SL/HL, German ab initio SL/SL/HL

Every Diploma Programme student must take Language A (Group 1): Literature at Higher Level or Standard Level and at least one subject from Language acquisition

(Group 2). Choice of language level in Group 2 depends upon the student's preference, level of proficiency and literacy in that language and her/his overall program of study.

### *Group 1*

*Literature A* is a literature course studied in the first language of the student or the language in which the student is most competent. This will normally be the language of the environment to which the student has been exposed from an early age. Students who intend to select three other HL subjects for their career or are not very confident in literature will be advised to take SL option. In the literature course, students will study some works that are originally written in a language different from the one being followed in their course. Students will write assignments, including a cross-cultural perspective, on these works. This will enable them to understand and appreciate the essence of the language.

Language A: literature standard level may be studied as a school supported self-taught subject in the following circumstances:

- where no teacher of the language is available
- where an external teacher is unable to see the candidate(s) on a frequent and regular basis and is therefore unable to meet the internal assessment requirements of the language A: literature course.

The school supported self-taught option is not considered appropriate for entries of more than five candidates in any language A: literature standard level. All self-taught candidates for the same language A: literature should follow the same programme of study.



## **Group2**

*Language B HL or SL* (a language learner who has had three or more years of experience with the language): Students learn to communicate effectively in a number of situations, from everyday exchanges to literary texts. In this way they develop mastery of language skills.

*Language ab initio SL* is for a beginner who has little or no experience of the language: Students gain a basic level of communication based on everyday exchanges and prescribed situations.

### **Standard Forms of Language and Handwriting**

Students should be exposed to the language and culture of different countries and no one form is considered to be 'standard'. It is necessary for older students to appreciate the different forms of language, for example, British or American English. The type of language a teacher is likely to use depends on where that teacher is from. The teacher will however point out differences in expression or spelling where appropriate.

Students also produce a variety of different forms of handwriting dependent on previous school experience. Throughout the school all forms of handwriting are acceptable, provided that it is neat and legible.

### **Professional Development**

Teachers are encouraged to be pro-active in their professional development. The school's strategic plan incorporates a vigorous policy of staff training and development. All teachers are provided with in-service training to look at school policy documents and at IBO workshops to look specifically at certain programme requirements, principles and methods. All subject teachers and administrators in our school are trained in cultural and linguistic awareness, and in the instructional techniques for working with second-language learners.

### **Communication to Stakeholders**

The Language Policy will be posted on the school webpage, made available in hard copy form in the main office and provided to all DPIB students and parents.



Members of the community will be invited to participate in our Language Policy Committee each year.

### 7.3. Assessment Policy

#### 1. Philosophy and Principles

Integral to International School of Bydgoszcz mission is educating independent, creative and responsible graduates. ISoB assessment policy reflects these principles which are also central to the IB Mission Statement and Learner Profile. We recognize that teaching, learning and assessment are interdependent and rely on clearly delineated criteria for success and the methods of assessment. We affirm the value of assessment in holistic education and are guided by the following principles:

*Students:*

- have differing learning styles and abilities
- have different experiences, expectations and needs
- perform differently according to the context of learning
- see self-assessment and peer assessment as natural parts of the learning process
- need to know their achievements and areas for improvement in the learning process
- should receive feedback that is meaningful and timely.

*Learning is:*

- dependent on prior knowledge and developmental in nature
- influenced by gender and socio-economic, cultural and linguistic factors
- shaped by well-informed and purposeful instructional approaches
- enhanced by direct experience and compelling situations



- a life-long experience

*Assessment is:*

- designed by teachers to incorporate a variety of methods and to be relevant and motivating to students
- geared toward appraisal of a broad range of concepts, attitudes, knowledge and skills appropriate to an international and increasingly complex world
- criterion-referenced using guidelines established by the IBO and made clear to students by teachers before coursework begins
- reflective of the attributes and desired outcomes of the IB Learner Profile
- a valuable aspect of lifelong learning.

## **2. Assessment Practices**

At International School of Bydgoszcz we believe that the most important aim of Diploma Programme assessment is to support and encourage student learning.

*What is assessment like?*

- It is integral with planning, teaching and learning
- It is fair, meaningful, and consistent opportunity for students to demonstrate their mastery of concepts and skills
- It is valid, reliable, and comprehensive
- It is clear to students and parents
- It reflects the taught curriculum
- It matches the learning objectives
- It meets DP criteria

*Why do we assess?*



- To recognize differences in learning styles
- To diagnose learning difficulties
- To extend the student's learning
- To encourage self-reflection
- To reward effort and achievement
- To help evaluate accuracy of courses
- To generate sufficient data for providing accurate feedback

*What are the types of assessment?*

- Summative – usually at the end of unit of work, end of topic, semester, year, also mock exams
- Formative – ongoing assessment which provides evidence of and for progression in learning and also diagnoses students' existing knowledge
- Self-assessment and peer-assessment – assessment which encourages students to take responsibility for their own learning and induces critical thinking skills

A wide range of formative and summative assessments includes: multiple-choice style quizzes and tests, short and extended responses, essays, research papers, projects, portfolios, class discussions, group and individual oral presentations, individual oral and written, works of art, commentaries, multimedia presentations, performances, problem solving teams, group critiques, historical investigations, experimental investigations, sketchbooks, investigation workbooks, studio work, fieldwork, response journals, and reflection logs. An accurate measure of the student's true achievement is continuously sought to inform teaching and learning.



Ongoing class discussions and individual consultations with teachers take place throughout each course. Peer and self-assessments help students to develop a range of effective strategies as they actively build their understanding of new concepts and learn how to judge the quality of coursework against well-defined criteria.

### 3. Differentiation

Differentiation occurs when necessary for students to demonstrate their understanding. Multiple intelligences are applied to formative assessments to foster critical and creative thinking. Emphasis on higher-order cognitive skills supports inquiry-based, constructivist learning.

### 4. Grading/marking

The ISoB grading scale is used along with IB assessment rubrics as specified in each of the subject guides. Both are given to students at the beginning of each course and are applied to formative and summative tasks. Summative results are analysed and assist in shaping formative assessments.

Students complete a sufficient variety of assessment items in order to maximize their opportunity to demonstrate what they know and can do. The quality of assessment items completed is consistently measured against clearly established standards (IB assessment criteria).

Formative and summative tasks may range from 10 percent to 40 percent of the student's grade. Final evaluation is based on cumulative achievement; students are required to earn **at least a grade of 2 in order to continue in an IB course in Grade 11 and at least grade 3 to be able to sit IB final exams.**





Both formative and summative items must be completed in order for students to progress to the next academic level. Students who fail to comply to designated standards are required to submit the assessments within an established timeframe after conferring with teachers who notify parents or guardians, the DP coordinator, and class tutor. Failure to fulfil assessment requirements results in removal from the course and failing grade earned.

### **5. Recording and reporting**

Teachers record grades on Managebac which provides online, immediate access to students and parents. Grades are updated on Managebac weekly. In addition, teachers may record grades in a standard record book. Both written and oral feedback affirm progress, diagnose needs, evaluate achievement, and assist in accountability.

Progress reports are issued orally or in a written form during parent-teacher meetings. Reports are issued during each semester. Parent/teacher conferences are scheduled minimum twice per year. As needed, teachers consult with parents on an individual basis.

The DP coordinator determines the retention of students in the program based on final grades and teachers' recommendations. Students may appeal the final grades according to school statute.

### **6. Re-sit examinations and appealing against the semester/final grade**

#### **§ 1**



1. Students who cannot be assessed because of excusable absenteeism (at the end of semester I or the end of the school year) have the right to take a re-placement examination.
2. Students who cannot be assessed (at the end of semester I or the end of the school year) because of inexcusable absenteeism may take a re-placement examination – if the School Board agrees – at the request of the student and/or his/her parents (guardians).
3. The re-placement examination also concerns students who:
  - study individually (on the basis of separate rules),
  - study abroad,
  - qualify to become a student of a higher form than the student's current certificate states,
  - change the school type or profile.
4. The Principal in agreement with the student and/or his/her parents (guardians) appoint a date for the re-placement examination. If the student, due to unfortunate circumstances, cannot take the exam at the appointed time, he/she has the right to do so at another time agreed with the Principal.
5. The parents' (guardians') presence is allowed during the re-placement exam.
6. The re-placement exam is supervised by the examining board appointed by the Principal. The examining board consists of:
  - the Principal or Head of the Diploma Programme
  - the subject teacher.
7. The re-placement exam consists of both written and oral parts.
8. After the re-placement exam a report is drawn up. The report includes:
  - the first names and surnames of the teachers who are the members of the examining board,
  - the date of the exam,
  - the exam tasks,



- the regulations of the exam.
9. The student's written exam papers and brief information about the oral part of the re-placement exam will be attached to the report.

## § 2

1. A final 'failed' grade (1) can be changed only as a result of the re-take exam, with the exception of final year students.
2. In exceptional cases the School Board may agree on two re-take exams (on two different subjects) only.
3. The re-take exam is carried out during the last week of the summer holidays. The exact date is settled by the Principal who appoints the examining board which includes:
  - the subject teacher as the examiner,
  - a teacher of the same or similar subject/related subject as a member of the examining board.
4. The form teacher has the right to be present during the exam but without the right to make any decisions.
5. The subject teacher can be exempted from membership of the examining board on his/her request. In this case the Principal appoints another teacher of the same subject as the examiner.
6. If the student, due to unfortunate, justified and documented circumstances cannot take the re-take exam, the Principal appoints another time of the re-take exam.
7. After the re-take exam a report is drawn up. It includes members of the examining board, the date of the re-take exam, the student's written work and exam tasks attached.



8. The subject teacher is obliged to prepare, in written form, the range of the material/programme the student has to revise to be well-prepared for the exam.
9. A student who fails the re-take exam does not advance to a higher form.
10. Taking into consideration the educational abilities of the elementary and middle school pupils the School Board may allow the pupil, who failed the re-take exam, to continue in a higher form *once* during any given educational stage. The examining board's decision is irreversible.

### § 3

1. Students and parents (guardians) have the right to appeal the semester or final grade.
2. The appeal must be lodged within 7 days after the end of the school year.
3. The appeal must be lodged in written form to the Principal.
4. In the case of a final educational or behaviour grade given against the rules, the
5. Principal will appoint an examining board which:
  - carries out a test in a written - and oral form and decides on the semester/final grade (in case of the semester or final educational classes grade),
  - in the case of a final behaviour grade – the School Board takes a vote on the issue; if the number of votes is equal the chairperson of the board makes the final decision.
6. The date of the test (mentioned in 4 above) is agreed with the student and his/her
7. Parents (guardians).
8. The examining board consists of:
  - o in the case of semester/final educational classes grade:
    - the Principal as the chairperson



- the subject teacher
  - another teacher of the same/similar subject o in the case of the final behaviour grade:
  - the Principal as the chairperson
  - the form teacher
  - appointed by the Principal one of the subject teachers working with the class
  - psychologist
9. The subject teacher can be exempted from the membership in the examining board on his/her request. In this case the Principal appoints another teacher of the same subject as the examiner.
10. The behaviour grade settled by the examining board cannot be lower than the previously given grade
11. A report documenting the boards' work is drawn up. This report includes:
- o in the case of the semester/final classes grade:
  - members of the board
  - the date of the exam
  - exam tasks
  - the result and the final grade o in the case of the final behaviour grade:
  - members of the board
  - the date
  - the result of voting
  - the final behaviour grade and its justification
12. Students' written work and brief information about oral tasks must be attached to the report.
13. If the student, due to unfortunate circumstances, cannot write the test at the appointed time he/she can do so in another time agreed with the Principal



14. A student graduates if he/she obtains favourable grades in all the subjects in the final year and also in all the compulsory subjects he/she has had in the previous years.
15. A student graduates with distinction if he/she achieves an average grade of at least 4,75 and a 'very good' or 'excellent' behaviour grade.

### **7. Transfer of Diploma Programme achievement levels into Polish grades**

For the sake of issuing a final semester/year report which enables the students to enter Polish system of education, there is a table of conversion of IB grades into Polish grades. Such reports are issued on Polish report forms only if need be and on request.

DP achievement level	Polish grade
7	6
6	6
5	5
4	4
3	3
2	2
1	1

### **8. Homework**

The ISoB homework policy stipulates up to 40 minutes of homework each night per subject. This time may vary depending on particular course loads and the nature of the assignment. Homework tasks are designed to provide optimal practice of a range of cognitive skills identified in course outlines. Regular review of homework promotes positive results in formative and



summative assessments. Peer assessments and class discussions are constructive instruments in homework review.

#### **9. Academic Honesty Policy Integration**

Academic honesty is strictly enforced following the guidelines set forth in the ISoB handbook. Evidence of malpractice is discussed with the student and their parents and results in no credit being awarded for the assignment. Repeated instances of malpractice result in removal from the course. The school regularly uses the online Turnitin service to verify authenticity of work submitted.

#### **10. Behaviour Grade**

The aim of the grading criteria system of behaviour is to recognize to what extent students follow the resolutions as given in The Code of School Behaviour and School Policies.

- The propose of the behaviour grading system is to:
  - Inform students about their behaviour and the progress in this matter
  - Help students plan their development
  - Motivate students to self-development
  - Inform parents (guardians) and other teachers about the progress and difficulties concerning the behaviour and about students' special abilities.



### Mark Grid (behaviour)

	The name of the grade	The name of the grade Abbreviation (Polish)
6	Excellent	wz – wzorowe
5	Very good	bdb – bardzo dobre
4	Good	db – dobre
3	Satisfactory	pop – poprawne
2	Non-satisfactory	ndp – nieodpowiednie
1	Reprehensible	ng – naganne

At the beginning of each school year the form teacher and subject teachers inform pupils and parents (guardians) about:

- The behaviour grading criteria
- The conditions of achieving a higher than predicted behaviour grade
- The consequences of the reprehensible behaviour grade

*End of semester I and the final behaviour grade takes into account:*

- Following the resolution as given in The Code of School Behaviour and School Policies
- A systematic attendance and active participation in school life





- Following the rules of cooperation with other students, teachers and school staff
- Respecting all people regardless of their race, skin colour, sex, language, nationality, views and beliefs
- Taking care of common good and order at School
- Acting in a responsible way taking into consideration their own and other people's lives, health and psychophysical and intellectual development
- The behaviour grade does not influence in any way the subject grade, the advancement to the next form and graduation (with the exception of the ('reprehensible' grade)
- The behaviour grade and semester/yearly educational classes grades are final unless a student or his/her parents (guardians) express their reservation to the teacher, then to the Principal, if they think that the final behaviour grade or a subject grade was given against the rules
- The School Board can decide not to allow a student to advance to a higher form or graduate if the student was given a 'reprehensible' behaviour grade twice
- A student who was given a 'reprehensible' behaviour grade three times does not advance to the higher form, or in case of final form students, do not graduate
- A student does not receive a final (semester) grade if he/she has been absent from more than half of the number of lessons during the course in a given school year

### **11. Integration of Assessment Policy**

Each of the areas of assessment, admissions, and language instruction are integral to providing ISoB students with a comprehensive education. The principal, DP coordinator, assistant coordinator, subject department chairpersons and class tutor review incoming freshman students' and new



students' standardized test scores, written samples, academic records, and teachers' recommendations. Collectively they reach a decision about each student's placement in the IB programme course of study. A personal interview is also scheduled.

Further details may be found in the school's language policy and *Diploma Programme: From Principles into Practice*.

## **12. Teacher Training**

Teachers consult the appropriate IB DP subject guides along with the school's written *Diploma Programme Handbook for Parents and Students* available in print and on the school's website. Mark schemes of previous exams are provided annually to guide teachers in evaluating their methodology, course content, and students' abilities.

This feedback, along with annual subject reports, provides further insight into IBO assessment standards.

The MyIB is available to teachers and used regularly to evaluate instruction and to share best practices with colleagues around the world.

All new DP subject teachers meet with the principal and DP coordinator for an overview of the curriculum, practices, and assessments before classroom instruction begins.

The DP Coordinator registers new teachers at the first available IB workshops. ISoB's DP faculty, many of whom are veterans in the program, freely engage in an exchange of ideas and in peer observations.

## **Assessment Policy Implementation, Evaluation and Review**

Through professional development efforts, International School of Bydgoszcz is implementing data-driven instruction as a tool for continuous improvement in each discipline.



Acknowledged as a working document, the *IB Diploma Program Assessment Policy* is written and compiled by ISoB faculty and coordinator. In order to facilitate the complex dynamic between teaching and learning, the policy is reviewed annually by the faculty, DP coordinator, administration, and guidance department. The *IB Diploma Program Assessment Policy* is available in written form and on the school's website.



## 7.4. Admission Policy

Students who wish to enrol in the IB Diploma Programme at the International School of Bydgoszcz need to meet the requirements as outlined below:

### 13. Required documents

- completed application form and a picture of the applicant
- a copy of student's official school reports, Certificate of Attendance and Enrollment issued by a previous school from the last two school years
- a copy of any detailed specialist reports if Special Educational Needs are identified in the application.

### 14. Entrance requirements

All interested students, non-ISoB, are required to take entrance tests for mathematics (written) and English (written and oral).

Entrance tests are administered at ISoB in the second part of June. It is also possible to make individual arrangements with students who come to Bydgoszcz in August. ISoB and non-ISoB students who want to take a subject at Higher Level must have at least *Good Grade* (dobry or equivalent in their national Grading scales) on a certificate from the previous school (Grade 10 or equivalent of the first class of Liceum Ogólnokształcące) and at least *Satisfactory Grade* (dostateczny or equivalent in their national Grading scales) to take a subject at Standard Level. Furthermore a behaviour mark must be at least Good. Having considered test results and certificates from previous schools ISoB will recommend an appropriate programme to each student.

### 15. Subject choices

Students accepted into the full Diploma Programme are requested to indicate their subject preferences by completing the Subject Preferences Form. Each students must choose three subjects at Higher Level and three subjects at Standard Level - one subject from each of five groups (1 to 5), ensuring breadth of knowledge and understanding in their best language, additional languages, the social sciences, the experimental sciences and mathematics. Student may choose either an arts subject from group 6, or a second subject from groups 2-4.



### *Core components*

The three core requirements of the DP: Creativity, Action, Service (CAS), Theory of Knowledge (TOK) and Extended Essay (EE) are compulsory for students following the Diploma Programme.

### *Self-taught mother tongue*

Advice and support will be given to students whose mother tongue is other than the currently offered Languages A and who want to include their mother tongue in their subjects programme. ISoB assists parents in searching for suitable language teacher. Any additional costs (e.g. tutor's remuneration) are the sole responsibility of the parents/guardians. It is expected that external tutors will inform the DP Coordinator of the student's progress on a regular basis.

## 4. Transfer students

ISoB accepts students who started the Diploma Programme at other IB schools on condition that ISoB currently offers the subjects they studied in their previous school. The transfer student needs to submit reports and/or a letter from their previous school which confirms that he/she was enrolled in the IB Diploma Programme. Students who wish to carry over any Internal Assessment tasks from their previous school need to ensure that all required IB forms have been completed and signed by their supervisors. All Group 4 lab works (including evidence of the Group 4 Project) must be documented and signed by the previous teachers.

## 7.5. Bullying and harassment policy

ISoB does not tolerate bullying or harassment. All members of the School community are committed to ensuring a safe, supportive environment, based on the school's values of learning, respect and cooperation.

Parents are actively encouraged to support the policy through:

- discussion of its meaning and implications with their children;
- accepting the School's considered actions when their children are found to be involved in harassment;
- work in partnership with the School toward resolution of these difficulties



There are many forms of bullying and harassment, including:

**Physical:** hitting, pushing, tripping, spitting on others

**Verbal:** teasing, using offensive names, ridiculing, spreading rumours

**Non-verbal:** writing offensive notes or graffiti about others, rude gestures

**Exclusion:** deliberately excluding others from the group, refusing to sit near someone

**Extortion:** threatening to take someone's possessions, food or money

**Cyber bullying:** using information and communication technologies to support deliberate, repeated hostile behaviour

### **Procedures for Dealing with Bullying and Harassment**

A student being bullied or harassed can deal with the problem as follows:

- Tell the person that he/she objects to the behaviour, and does not want it repeated
- Report the incident to an a member of staff, for example, their form teacher, subject teacher, psychologist, Student Council, DP Coordinator or the Principal. They will advise on strategies for dealing with the problem
- If the above fails, a formal complaint should be lodged with the DP coordinator, Student Council or the Principal.

When a person is made aware that he/she has been bullying someone else, the following procedures apply:

- He/she is encouraged to understand the offence caused by his/her behaviour and to cease it immediately (e.g. through discussion with his/her subject teacher, form teacher, psychologist, DP Coordinator or Principal).
- In absence of a satisfactory response, appropriate disciplinary action, involving the Student Council, DP coordinator or Principal, is undertaken.

## **7.6. Academic Honesty Policy**

An important aspect of being a responsible student is to practice academic honesty. Cheating therefore will not be accepted at International School of Bydgoszcz.



The **International Baccalaureate Organization** defines malpractice as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components.

Malpractice includes the following:

- a. Plagiarism: the representation of the ideas or work of another person as the candidate's own.
- b. Collusion: supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another.
- c. Duplication of work: the presentation of the same work for different assessment components and/or IB diploma requirements.
- d. Any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24

**Examples of what constitutes academic honesty, intellectual property, cheating.**

*Academic honesty:* Behaving and working honestly in researching and presenting schoolwork. This includes respecting the ownership of the ideas and material of other people, and behaving appropriately when sitting exams.

*Intellectual property:* Includes patents, registered designs, trademarks, moral rights and copyright. The law protects many forms of intellectual and creative expression

*Cheating:* Gaining an unfair advantage, including: Copy from another student during a test, Copy from the homework of another student, Hand in work as his/her own that has been copied, Do homework for another student, Give another student his/her own work to copy, Submit work done by another student, a parent, a friend or a private tutor, Copy the internal assessment work of other students, Give another student his/her work to copy, Use notes during a test unless allowed by the teacher or permitted by the examination rules, Purchase and submit pieces written by someone else, Write essays for other students.



### **The distinction between legitimate collaboration and unacceptable collusion made by the IBO**

1. “(...) For most assessment components candidates are expected to work independently but with support from their subject teacher (or supervisor in the case of extended essays).
  2. There are occasions when collaboration with other candidates is permitted or even actively encouraged, for example, in the requirements for some internal assessment.
  3. The final work must be produced independently, despite the fact that it may be based on the same or similar data as other candidates in the group. This means that the abstract, introduction, content and conclusion/summary of a piece of work must be written in each candidate’s own words and cannot therefore be the same as another candidate’s. For example, if two or more candidates have exactly the same introduction to an assignment, the final award committee will interpret this as collusion (or plagiarism), and not collaboration. It is essential that both teachers and candidates are aware of the distinction between collaboration and collusion. Teachers must pay particular attention to this important distinction to prevent allegations of collusion against their candidates. Whether or not candidates are allowed to work together on the requirements for internal assessment varies between groups and subjects.
- Group 3: In geography, for example, candidates might be presented with a research question by the teacher and then be required to work as part of a group to collect data together in the field. However, each candidate must write up their report of the fieldwork individually. The reports will have a similar research question and may have the same information collection in the appendices, but the way the information collection is described, analysed and evaluated must be different from the work of other candidates with whom they collected the information and must be entirely their own work.
  - Group 4: In group 4 subjects, including design technology, no collaboration is allowed in assessment tasks except in the area of data collection. Although there are different requirements depending on the subject, candidates ideally should work on their own when collecting data. When data collection is carried out in groups, the actual recording and processing of data must be undertaken independently if this criterion is to be assessed. For more subject-





specific details, refer to the appropriate subject guide. (This does not apply to the group 4 project, which by its very nature is a collaborative project and is assessed for personal skills only).

- Group 5: Candidates must be aware that the written work they submit must be entirely their own. When completing a piece of work outside the classroom, candidates must work independently. Although group work can be educationally desirable in some situations, it is not appropriate for the mathematics HL or mathematics SL portfolio.

For mathematical studies SL, group work must not be used for projects. Each project must be based on different data collected or measurements generated (...)”.<sup>1</sup>

### **Actions which will be taken by the school if a candidate is suspected of malpractice and subsequently found guilty**

When a teacher has reason to believe that malpractice has occurred, the following steps will be taken:

- The teacher will investigate the matter with the student(s) involved.
- The teacher will communicate the outcome of his/her investigation to the Diploma Programme Coordinator.
- The Coordinator will inform the Head of the school
- The Coordinator and the Head in consultation with the teacher may decide to issue a consequence. When a candidate has signed the cover sheet the IBO will be informed immediately about this fact.

### **Actions which will be taken by the IB if a candidate is suspected of malpractice and subsequently found guilty**

1.(...) The school’s Diploma Programme coordinator must inform the IB Organization if he or she identifies any malpractice (for example, plagiarism) in relation to a candidate’s work after the candidate has signed the cover sheet to the effect that it is his or her own work and constitutes the final version of that work. In such cases, or when an examiner or the IB Organization suspects

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<sup>1</sup> ‘Academic honesty’, IBO, August 2009



malpractice, the school will be required to conduct an investigation and provide the IB Organization with relevant documentation concerning the case. If questions arise about the authenticity of a candidate's work before the cover sheet has been signed, that is, before the work has reached its final stage, the situation must be resolved within the school.

2. Candidates suspected of malpractice will be invited, through the coordinator, to present a written explanation or defence.

3. Cases of suspected malpractice will be presented to the final award committee. After reviewing all evidence collected during the investigation, the committee will decide whether to dismiss the allegation, uphold it, or ask for further investigations to be made.

4. If the final award committee deems evidence of malpractice insufficient, the allegation will be dismissed and a grade will be awarded in the normal way.

5. If the final award committee decides that a case of malpractice has been established, no grade will be awarded in the subject(s) concerned. No IB diploma will be awarded to the candidate, but a certificate will be awarded for other subject(s) in which no malpractice has occurred. The candidate will be permitted to register for future examinations at least one year after the session in which malpractice was established.

6. If a case of malpractice is very serious, the final award committee is entitled to decide that the candidate will not be permitted to register for any future examination session.

7. If the candidate has already been found guilty of malpractice in a previous session this will normally lead to disqualification from participation in any future examination session.

8. An IB diploma, or a certificate, may be withdrawn from a candidate at any time if malpractice is subsequently established (...)”<sup>2</sup>

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<sup>2</sup> ‘General regulations: Diploma Programme’ , IBO, March 2011



### **How students can avoid academic dishonesty?**

Always strive to do all your work on your own. Do not give your work to another student. If you use someone else's words and thoughts, acknowledge them. Learn how to cite (reference) sources using the appropriate style. When in doubt, ask your teacher or a librarian.

### **Examples of conventions for citing and acknowledging original authorship**

- Students can use [http://www.netvibes.com/discoverycollegelibrary#Academic\\_Honesty](http://www.netvibes.com/discoverycollegelibrary#Academic_Honesty) .
- Teachers can also use <https://turnitin.com/static/index.php> to analyse works for plagiarism detection.

### **How the school will help?**

The good practices are expected to be introduced, modelled and used throughout the school. This policy is presented to candidates before they begin the Diploma Programme and then is reminded throughout the two years of the programme by the diploma coordinator coordinator and each DP teacher because for us academic honesty of our teachers and students is a crucial part of the teaching/learning process.

## **7.7. Clothes Policy**

Students must be neatly dressed in clothing appropriate for a multi-cultural, international, school environment.

Clothing must not detract from the school being a serious learning environment. We want students to take responsibility for dressing for school while maintaining autonomy.

We do not intend at this time to introduce a mandatory uniform. The school administration is the final arbiter of what is "appropriate."

We use the following as guidelines:

- Clothes must cover underwear, including when sitting
- Clothes must cover the torso (including, e.g. midriff, cleavage)
- Clothes must cover 2/3 of thighs



- Students must wear safe footwear (e.g. no plastic flip-flops, high-heels, etc)
- Clothing must not be torn or excessively faded
- Students must not have exposed tattoos or body piercing (discreet jewellery and piercing accepted)
- Clothing must not be see-through
- Clothing must not contain offensive images or words

### **Consequences**

Students who are not dressed according to the code will be asked to change into more appropriate attire or cover unacceptable clothing. On a subsequent occasion parents may be invited in to discuss the situation and the usual disciplinary procedures will be followed.

### **7.8. Attendance Policy**

A premium is placed on regular attendance. While it is often true that travel can be an educationally broadening experience for young people, it is difficult to reconcile travel during the school year with the demands of our academic program. The educational process includes participation in class. Parents must understand that the burden shall be on the student to make up all work missed while absent from school. Class activities and presentations often cannot be made up. This may have an academic impact on even the best students. There are three types of student absences:

- 1) **Excused Absence:** These are absences for personal illness or quarantine, as documented in a note from parent or physician; medical or dental care that cannot be scheduled after school hours; certain religious holidays; or death in the immediate family. All students must bring a note from their parents explaining the reason for an absence the first day they return to school. If a student is absent 3 or more days a note from a doctor is mandatory. Failure to bring a parent explanation or doctor's note will result in the absence being considered unexcused. It does not include absences due to family vacation, extending a weekend, returning to school late either semester or leaving early either semester.



- 2) **Unexcused Absence:** Absence without approval of a parent is considered unexcused. Absences for parties, sporting events (unless the student has an official letter from a national federation verifying participation), birthdays and other social activities are considered unexcused absences. Extending weekends and vacations are unexcused.
- 3) **Prearranged Absence:** Any absence that is foreseeable is considered to be a prearranged absence. Students must bring a note to the School Office from a parent explaining the circumstances and duration of the absence well in advance of the absence. The student will receive a form to circulate to all teachers notifying them of the absence. The student should ask for the work that will be missed during that time. If the absence is an official school function, one or more teachers may deny permission if the trip is considered detrimental to the academic success of the student. Prearranged absences should occur only in very rare instances.

Family vacation, extending a weekend, returning to school late either semester or leaving early either semester is not considered excused but the student should get the assignments and do them so he/she does not fall behind in concepts and skills. Assignments or tests that a student will miss due to prearranged absences are due **before** the student leaves or immediately upon their return. Any work or tests missed during an unexcused absence must be done since they are still expected to know the concepts and to be able to do the skills. A student not attending classes during any part of the day may not participate in any extracurricular event on that day, unless previously approved by the Principal or DP Coordinator. This includes concerts, plays and athletic contests.

If a student misses more than 10 percent of school in a semester, credit may not be given. This could mean repeating a grade level or receiving failing grades but being allowed to move on if the teachers feel the student has mastered the material and skills. Absences for any reason other than an official school trip count against the 10 per cent limit whether they are excused, unexcused, or prearranged. Things happen in class that students cannot effectively make up. Cases of students with more than 10 per cent will be reviewed if there are extenuating circumstances. It is essentially a parental responsibility to send their children to school on time and to talk to them about punctuality throughout the school day. Parental accountability is an expectation.



### Justified Excuse Form

Date / Data .....

Please accept this justification for the absence of my child from school /  
Proszę o usprawiedliwienie nieobecności mojego dziecka na zajęciach  
szkolnych

.....  
Name and surname of the child / Imię i nazwisko dziecka

Class / Klasa .....

Days / Dni: .....

The reason for the absence / Przyczyna nieobecności

.....  
....  
.....  
....  
.....  
....

Parent/guardian Signature  
Podpis rodzica/opiekuna

This form must be completed and given to the form teacher within three days after the child returns to school. / Proszę o dostarczenie usprawiedliwienia do wychowawcy w ciągu trzech od powrotu dziecka do szkoły.



## **7.9. Information Technology Policy at ISoB**

The technology mission at ISoB is to enable, energize and enhance education. The school provides access to various hardware and software resources, as well as to the internet. The Information Technology policy at ISoB is intended to allow the appropriate use of the technology resources of the school, and students will be encouraged to make use of the internet to support curriculum and research activities, either individually or as part of a group. Students will also be able to access a variety of information sources to which the school has acquired access; including news, selected information databases and holdings from other libraries.

The school believes that the benefits of having access to the internet are huge for both students and educators, but among the vast resources of content on the internet are materials that are not suitable for school-age children. It is not appropriate for students or teachers to purposefully locate material that is illegal, defamatory or offensive. As responsible members of the school community, it is expected that all students and other members of the community will follow and adhere to the guidelines contained within this section.

### **Accessing Information Technology**

#### ***Equipment***

It is expected that all students will respect the Information Technology equipment with which they have been provided.

Students are encouraged to use the school's computers and network and internet connections for educational purposes. Students must conduct themselves in a responsible, efficient, ethical and legal manner at all times. Unauthorized or inappropriate use of the resources, including violations of any of the guidelines below, may result in cancellation of the privilege and further disciplinary action being taken.

#### **Acceptable Usage Guidelines**

- Students may not enter a computer room unless a teacher is present or unless they have permission to do so;



- The computers may not be used for any other purpose other than as directed by the teacher in charge, and students are responsible for their behaviour and communication whilst using the internet;
- Students should not play games or use any other software unless the teacher has given specific permission for this;
- The network and computers may not be used for commercial or profit-making purposes, advertising or political lobbying;
- Students should not tamper with the setup of the computer system or network, and should not seek to cause damage or engage in any unlawful activities, or develop or use any programmes that harass other users, infiltrate other computer systems, or cause disruption to the school's network and computing resources;
- Students should avoid intentionally wasting storage, printing, connectivity or processing resources;
- Students should not seek access to restricted areas of the computer network from within or outside of the school;
- The equipment provided should not be swapped around, e.g., changing of keyboards, mice or other equipment from one computer to another is not allowed;
- Transmission or storage of any material in violation of any law or regulation or school policy is prohibited, including but not restricted to pornography or other material that is obscene, objectionable, inappropriate and/or harmful to children of any age;
- Privacy of communications over the internet and the school network cannot be guaranteed, and may be monitored, reviewed and inspected. Files stored on the school's network may also be subject to review and inspection;
- All communications and information accessible via the internet should be assumed to be privately owned property and subject to copyright. Correct attribution of authorship and reference must be observed at all times, without violation of copyright or other contracts;
- Students must not make use of another person's account / id / username / password, and should not allow other users to make utilize theirs, or share this information with other people;
- Students are expected to abide by the generally-accepted rules of network etiquette:





- Be polite, courteous and respectful in all communications, and use language appropriate to a school situations at all times while using the school's resources,
- Do not reveal names, addresses, phone numbers, other identifying content or passwords, of yourself or other people, when communicating on the internet, unless approved by the teacher,
- Do not agree to get together with someone you "meet" online without prior parental approval.



### ***Network Folders***

The school will issue each student a network folder (sometimes referred to as a home folder) that resides on the school's network. These are administered by the ISoB technology team. The purpose of this folder is for students to have a convenient storage location for work and assignments throughout the year, and to develop an electronic portfolio.

The network folder is the personal property of the student to whom access has been granted to it. No student should attempt to gain access to any other individual's personal network folder. When necessary, access can be gained by school administrators.

Individuals are responsible for backing up their stored data, and it is strongly recommended that all network users purchase and use a USB memory stick of appropriate storage capacity for this purpose. At the end of the academic year, the student should remove all data from their network. A copy of each student's completed electronic portfolio will be retained by the school.

Usage of network folders should be in accordance with the 'Acceptable Usage Guidelines' detailed earlier in this section.

## **7.10. Library Policy**

1. Resources of the school library are lent to the teaching staff, students and parents of ISoB students.
2. Library materials are lent only by the teacher librarian during the library opening hours.
3. Returned publications must be given to the librarian who puts it back on their place on the shelf.
4. Each member of the teaching staff can borrow any number of library materials for teaching purposes.
5. Each pupil can borrow any number of books (including textbooks) advised by the teacher and up to 10 books of their own choice.
6. Library materials are lent to the members of teaching staff for one school year.
7. Textbooks and other resources, advised by the teacher, are lent to the pupils for one school year. Other resources are lent for one month.



8. Crossing the due date causes suspension from borrowing books until the overdue ones are returned to the library.
9. Lost or damaged materials must be replaced or paid by cash.
10. Reference resources such as dictionaries, encyclopedias, multimedia materials are lent to be used only at the school. These materials can be lent home to the members of teaching staff in exceptional cases.
11. Borrowed publications must be returned to the library by at least one week before the end of the school year.
12. While using the library, pupils are supposed to keep quiet and order.
13. Eating or drinking is not allowed.

## 7.11 Special Education Needs/Inclusive Education Policy

### General Statement

This Special Educational Needs Policy is a part of a key element of ISoB's strategy to promote the inclusion and effective learning for all the students. At International School of Bydgoszcz we believe that every child is entitled to a full and balanced curriculum that helps to achieve their fullest potential and feel proud of what they can achieve and perform. All teachers at ISoB aim to provide each child with a broad, balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents, personal qualities and current needs. We want every child to be able to engage actively in learning process and so be able to reach their full potential in all areas of development. Sometimes, during a school career, a child may need an extra assistance and support. A student with special needs may need different help at school or home because of physical difficulties, learning difficulties, emotional and behavioural issues, or a combination of these. This policy aims to ensure that curriculum planning, learning and assessment for children with special educational needs takes account of the nature and extent of the difficulty experienced by the child.

### Objectives and expected results

The objective of the Special Educational Needs Policy is to improve the learning and raise the achievement of pupils with special educational needs. IB programme principles and practices call for school to be organized in ways that value student diversity and respect individual learning differences. Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.



Valuing diversity and difference is a key aspect of becoming more internationally minded and is an important goal of all IB programmes. The staff of International School of Bydgoszcz acknowledges that students have different educational and learning needs, abilities, and goals and gain knowledge and skills at different rates and through different means. Moreover, all students are capable of learning and they are unique. The school seeks to develop an inclusive curriculum by setting suitable learning challenges for all pupils, responding to pupils' diverse learning needs and overcoming potential barriers to learning and assessment for individuals and groups of students.

Our policy aims to meet these difficulties by:

- Identifying and assessing, at the earliest possible opportunity, barriers to learning and participation for students with SEN.
- Enabling all students to participate fully and effectively in lessons, to ensure every student experiences success in their learning and to value and encourage the contribution of all students.
- Working closely with parents to gain a better understanding of the student and involve them in their child's education.
- Making the curriculum accessible to all pupils through recognising the need for differentiation and employing a range of teaching and learning styles.
- Catering mainly for SEN students in the mainstream class, but recognising that some pupils may require specialised teaching which can better be provided within an individual or small group situation away from the main classroom.

### Identification Procedures

Identification of a student with a learning need can occur at any age or stage of development. Special Educational Needs may become apparent as a student progresses through the school. Children with SEN may be identified through parental information, the class teacher's observations, records and assessments, information from other teachers and adults in the class or through referrals from outside agencies. Initial concerns are recorded by describing the nature of the concern and recording the parents' views as well as the teacher's views. This involves also relationships with peers and adults together with input from all relevant staff. The SEN team will decide a course of strategies to be implemented in consultation and agreement with the parents. If the strategies are successful, then student's continued progress will be monitored by the class teacher. If the



strategies are unsuccessful, the team will determine if additional strategies need to be put into place or if further investigations need to be done to determine if there are SEN needs.

A student is to be considered to have special educational needs if he or she has a cognitive, social, emotional or physical difficulty which calls for provision to be made for him or her. The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs. When it becomes clear that a child is failing to make appropriate progress, additional support will be provided. In some cases outside professionals from health or social services may be involved with the child. The SENCO will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents will always be consulted and kept informed of the actions taken to help the child, and of the outcome of this actions.

#### Nature of intervention

ISoB has an identified list of children with special needs. Each term this list is reviewed by the Special Educational needs Coordinator (SENCO) who liaises with staff ensuring that the list is up to date, relevant and that the needs of the children are being met. The SENCO is a member of the school teaching staff who works closely with all colleagues to ensure the smooth running of the policy and that relevant documents and guidelines are in place and used throughout the school. If class teachers have concerns they can discuss these with the SENCO. The SENCO and the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include: □ accommodations, modifications and various supports to enable students to reach their potential □ different learning materials or special equipment □ some group or individual support □ extra adult time to devise the nature of the planned intervention and to monitor its effectiveness. Learning support enables students to succeed academically, socially and emotionally.



## Management of SEN within the school

We recognise that all staff are teachers of special educational needs. The Principal and the Governing Body have delegated the responsibility for the day to day implementation of the SEN Policy to the Special Educational Needs Coordinator (SENCO).

The SENCO is responsible for:

- Identifying, monitoring and reviewing pupils' needs with teachers, parents and support staff and with the pupils themselves.
- Overseeing the day to day operation of the SEN Policy.
- Co-ordinating provision for children with special educational needs.
- Liaising with and advising teachers and teaching assistants.
- Co-ordinating the efficient administration of the systems for identifying, assessing, monitoring and record keeping for children with SEN.
- Assisting class teachers and other teaching staff to develop and review Individual Education Plans.
- Liaising with parents/carers of children with SEN.
- Contributing to the in-service training of staff.
- Liaising with external agencies to support to development of children with SEN.
- Keeping the Principal and Governing Body fully informed and advising on pertinent SEN issues.

Class teachers are responsible for:

- Identifying pupils who require extra support in class, raising initial concerns and consulting the SENCO for advice and support.
- Creating an Individual Education Plan.
- Differentiating activities for all pupils, including more or less able children.
- Monitoring individual progress.
- Meeting with parents and outside agencies when appropriate.

Responsibilities of the IB DP Coordinator

- Is responsible for determining the general policy, the approach to provision so the needs of the children with special needs are met.
- contacts with the IBO
- prepares documentations for the IBO regarding special educational needs



- works collaboratively with teachers to support students with special educational needs.
- provides examination accommodations approved by the IBO and those arrangements which are permitted without prior authorization from the IBO.

The Governing Body will ensure that:

- The SEN policy is fully implemented.
- The success of the SEN policy is reported annually.

The role of Parents:

Partnership with parents is essential with special needs to ensure good progress for the child. To this end we hope that parents will aim to:

- Communicate to the school all information and documentation regarding their child's special education needs.
- Provide a good learning environment at home which provides opportunities for parents and children to participate together in developing language and numeracy.
- Attend review meetings each term with the class teacher.
- To attend other meetings with the SENCO/external professionals.
- To be aware of targets for their own children.
- Make appointments to see teachers if they are not happy or are dissatisfied with the provision for their child.
- Support the work of the school by engaging in activities at home.
- Being a role model at home by modelling their own involvement in different learning areas.
- Discussing the learning targets and actions to be taken by the school to meet those targets.

The role of the student:

Children are encouraged to take an active role with their special needs so that they can feel proud of their achievements, to this end we hope that children will aspire to:

- Become familiar with their learning goals.



- Know their targets and work hard towards them.
- Contribute to the selection of texts and materials that can help to achieve their goals.
- Contribute to the setting of the learning targets on the IEP.
- Encourage their parents to take an active role in helping them to improve.
- Reflect on their progress by participating in various assessments.

### SEN policy in the Diploma Programme

According to “Candidates with assessment access requirements last update July 2014” the DP coordinator will communicate with the IBO and send the necessary application forms for special assessment needs/inclusive assessment arrangements related to the IB examinations.

Two documents must be submitted:

“The first document is a psychological/psycho-educational/medical report from a psychological or medical service and the second is educational evidence from the school.

A psychological/psycho-educational/medical report may be written by medical, health, educational or psychological professionals with appropriate qualifications and/or professional licenses in their country of residence.

The IB reserves the right to query or reject a report if it considers that the signatory (or signatories) may not be suitably qualified to undertake the evaluation and identification.

It is not permitted for a relative of the candidate to write or be involved in the writing of the report.

All psychological/psycho-educational/medical reports must:

- be legible, on paper with a letterhead, signed and dated
- state the title, name and professional credentials of the person (or persons) who has undertaken the evaluation and diagnosis of the candidate
- state specifically the nature of the learning support requirement, and the tests or techniques used to arrive at the identification
- be consistent with the coordinator’s request for assessment arrangements
- be accompanied by a translation into English, French or Spanish, if it is not written in one of the IB working languages.





All psychological/psycho-educational reports must:

- be based on the candidate's performance on nationally standardized psychological tests (where available and published, recent editions of standardized tests should be employed)
- report results as standard scores, which have a mean of 100 and a standard deviation of 15, and not percentiles or age/grade equivalents Furthermore, it is not mandatory to test in all areas; the assessment may be in line with the candidate's learning support requirements. For example, if a student with learning support requirements only has difficulties in writing for which the school provides the use of speech recognition software, then the psychological report need not contain standard scores in reading and mathematics.

Educational evidence can be a letter/observational report from the coordinator and/or the candidate's subject teacher(s) outlining any difficulties which may be apparent in class plus a brief summary about the arrangements provided to the candidate in order to access learning and assessment. Educational evidence can also be provided by way of a detailed individualized educational plan for the student or a sample of work done under timed conditions without the assessment arrangements that are being requested (for example, without the use of additional time/word processor/word processor with spell check). (...) Most of the referred requests will be evaluated based on the information and evidence provided, but for some, discussion between the coordinator and IB Assessment centre may be necessary to decide on the most suitable arrangement(s) for the candidate." "Inclusive assessment arrangements are changed or additional conditions during the assessment process for a candidate with assessment access requirements. These enable the candidate to demonstrate his or her level of attainment more fairly and are not intended to compensate for any lack of ability." (Candidates with assessment access requirements, First published May 2009, Updated May 2011, September 2013, and July 2014, IBO)

Candidates who require inclusive assessment arrangements may be authorized:

- Extensions to deadlines
- Practical assistance
- Communicators
- Reading software
- Reader
- Transcriptions
- Scribes
- Word processor with spell checker



Besides additional time may be authorized for written examinations and for certain activities connected to internal assessment according to the candidate's assessed needs. The amount of additional time given to a candidate is directly linked to the degree of the access requirement. This would range from 10% additional time (6 minutes for each hour of the examination) for candidates with mild challenges to 25% additional time (15 minutes for each hour of the examination) or the standard applicable to most candidates to 50% additional time (30 minutes for each hour of the examination) for candidates with more severe challenges."

The school counsellor(pedagogue/psychologist) together with the DP coordinator and all teachersare responsible for helping identify special educational needs and have a responsibility for maximising achievement and opportunity of SEN students. If a student possesses a medical certificate before entering the Diploma Programme (and is regarded as SEN student) he/she should discuss the choice of subjects with the DP coordinator. If special educational needs appear at the beginningor during the school year SEN students or their parents should report to the school's counsellor(pedagogue/psychologist)and the DP coordinator with necessary medical certificates. Furthermore when a student is affected by a long-term illness, the DP coordinator together with teachers, the student and parents will organize special arrangement that will help the student to fulfil all requirements.

## Complaints

If a parent or carer has any concerns or complaints relating to the special provision made for their child with SEN they should in the first instance discuss this with the class teacher (other teachers may be involved if necessary). If the concern continues then they need to contact the SENCO. If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Principal.

## Review of the SEN Policy

This SEN Policy was developed through consultation with staff and parents/carers. It will be reviewed every year or in the light of changes to legal requirements. Any amendments will be presented to the Principal and Governing Body for approval.



## 8. Practical Information.

### 8.1. Lunch

The School Canteen is operated by an external provider. It is open from 7.00-17.00 each week day. A canteen menu is supplied on the school website and is also available at the secretary's office. Students are, of course, also able to bring their own meals from home.

### 8.2. Parking

Parents driving their children to school may park in the front car park of the School. It is preferred that children are dropped at the main reception to the school and make their own way to their designated areas.

### 8.3. Health Matters

New parents and the parents of returning students, who do not yet have a completed health record, are asked to complete a health form at the beginning of the year. Health records are kept in the Nurse's Office and are held in strictest confidence. This information is recorded and used as a reference when your child attends the nurse. Teaching staff will be informed of special health needs. If there are any changes in a child's health status, it is the responsibility of parents to inform the school. Parents are encouraged to keep unwell students away from school. If a student attends school and is not well enough to participate or is at risk of spreading infection, the nurse will contact parents to collect the student.

No child is to self-medicate at school. Exceptions are older children with allergies, asthma or diabetes that are known to the school. Parents whose children require occasional or regular medication at school need to deliver the medication and the request to administer medication form to the nurse.

If both parents are away from Bydgoszcz (Poland) for any length of time (even as little as overnight), and the children are under the care of a temporary guardian please notify your child's form teacher/secretary of the emergency contact details during your period of absence.

**It is essential that the School be notified of any changes of address or telephone numbers and has reliable up-to-date information.**



### **Nurse's Office**

Nurse is on duty (part time) to attend to First Aid and to assess students who become unwell at school and to provide support to parents and students. If a child presents to a nurse and has been assessed as requiring pain relief, with your consent, nurse can administer paracetamol. Consent is given on the Medical Information and Consent form; however, a nurse will always try to contact parents prior to administering paracetamol.

Parents of children who suffer from asthma or known allergies are required to arrange to see the nurse.

### **8.4. Trips**

The school may arrange trips for the students from time to time. These may be of a sporting, academic or other nature. All, or part, of the cost of these is usually in addition to school fees. These trips can be in Poland or abroad. Specific permission will be asked from parents for longer trips or day trips that extend beyond the normal school day.

When students are invited to participate in a sports trip or similar event that involves missing regular classes it is on the understanding that the student takes responsibility for finding out what work they have missed and catching up in a timely fashion.

When invited, parents are expected to attend a meeting about trips that involve overnight stays. They will then understand the purpose of the trip, the actual activities planned, and the behavioural expectations of students on such trips. Teachers giving up their time to sponsor such trips have a great deal of responsibility and deserve cooperation from students and families.

Please be aware that school rules and expectations apply on all trips and that students who misbehave, consume any drugs or alcohol (or are tacitly approving of such activities by being in close proximity to students consuming drugs or alcohol)

### **8.5. Lockers**

Lockers are school property and are assigned by the school office at the beginning of the year. Students will be given a locker for the year and a key for this locker. All lockers are clearly labeled with the child's name. Students must



use only the locker to which they have been assigned; they are expected to treat it properly by keeping it free from stickers, graffiti, scratches, or other damage. Open food or drinks may not be kept in the locker. If a student fails to observe these rules or loses the key, a student will be billed for the replacement of the key and repair of damage. All students must use their locker for safekeeping of their school materials, PE clothing, and backpacks. If a student forgets his or her key, a master key may be borrowed from the office. If a student loses their key, they will need to order a new key through the main office.

## 8.6. Visitors

The Principal assures all visitors a warm, friendly and professional welcome to ISoB, whatever the purpose of their visit.

The School has a legal duty of care for the health, safety, security and wellbeing of all pupils and staff. This duty of care incorporates the duty to „safeguard“ all pupils from subjection to any form of harm, abuse or nuisance. It is the responsibility of the teaching staff to ensure that this duty is uncompromised at all times.

In performing this duty, the ISoB recognizes that there can be no complacency where child protection and safeguarding procedures are concerned.

To minimize the disruption to school routine and to ensure our security, visits by friends/relatives of students must be requested in advance and permission must be received from the Principal/Head of PYP, MYP and DP. We are unable to accept visitors who have not followed this procedure and may, regrettably, have to send them away.

We ask you to accept \_\_\_\_\_ (name of visiting student),  
friend of ISoB student \_\_\_\_\_ (name of ISoB student),  
as guest student in grade \_\_\_\_\_ on \_\_\_\_\_ (max. two days).

I UNDERSTAND THAT:

- he or she must conform with school expectations at all times.
- ISoB does not take any legal responsibility for him or her.
- at any time during her or his visit, the school may withdraw permission at its absolute discretion and without an explanation.
- I can be reached at any time during the visit on the supplied telephone contact number.

Signature of parent/guardian

Date

Name of parent:

Address during visit:



Telephone numbers at which I can be contacted at any time during visit

### **8.7. Electronic equipment**

Cellular telephones, ipods, and personal digital assistants, MP3 devices may be used before school, during break, lunch, and after school. When the warning bell rings, all students are required to shut these devices off and promptly move to class. If the use of one of these devices is in any way impeding item will be confiscated. The student will collect the device from that particular teacher at the end of the day. Mobile phones are prohibited from use in locker rooms and changing areas and during class time.

### **8.8. Parent – Teacher – School Communication**

#### **Contact Procedure**

If you need to speak to someone about your son or daughter, please first contact his or her homeroom advisor or individual subject teacher. After that, you may then speak to the coordinator or finally, the principal.

#### **To Contact an Individual Teacher**

Please call the secretary and the teacher can be contacted to return your call. You can also make an appointment with a teacher by the school secretary. Please respect the privacy of teachers and do not contact them at home. You might also like to contact the teacher directly by email.

#### **Contacting You**

Please be sure to notify the school of all changes of address, telephone numbers, including office numbers, and email addresses. It is very important that we have information that allows us to contact both parents during the school day in case of an emergency.

#### **Contacting Your Child during the Day**

All personal arrangements between parents and children should be made before leaving home.

Please do not call in with messages for your child except in the case of an emergency.



## 8.9. Address List

### The School Steering Committee

Principal:	Imisława Górską	<a href="mailto:imislawa.gorska@ukw.edu.pl">imislawa.gorska@ukw.edu.pl</a>
DP coordinator	Małgorzata Kozielowicz	<a href="mailto:gosiakozielowicz@poczta.onet.pl">gosiakozielowicz@poczta.onet.pl</a>

### The Secretary Office

Secretary:	Julia Osinska	<a href="mailto:isob@ukw.edu.pl">isob@ukw.edu.pl</a>
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