

Diploma Programme

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 2019/2020 school year.

This handbook has useful 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.

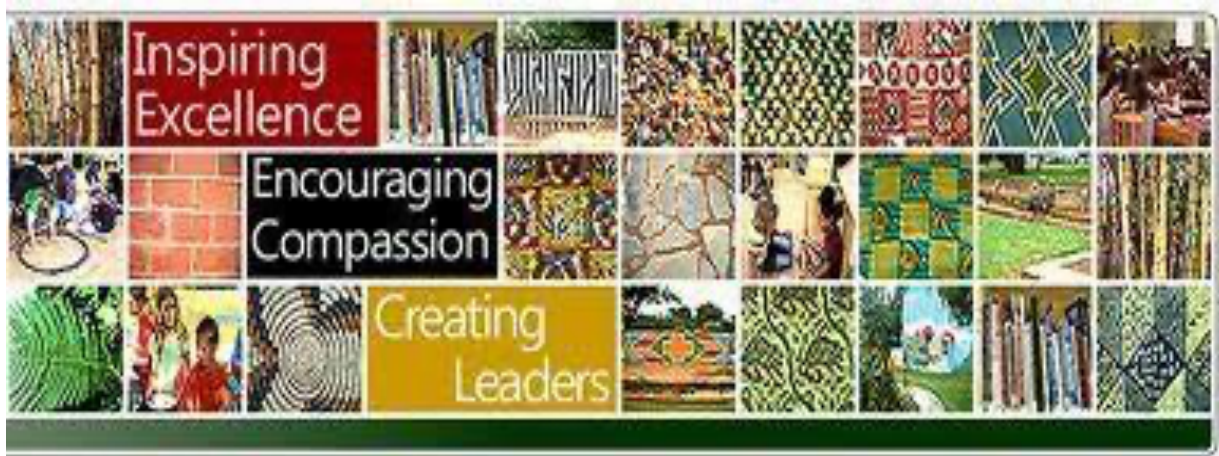
Have a happy, successful and enjoyable school year!

Principal of ISoB

Imisława Bugeja



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-centred 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:

Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
Thinkers	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
Open-minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
Risk-takers	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Balanced	We understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.



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 fulfil 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 fulfil 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 fulfils 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 23: 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 24: 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 25: 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 – Studies in Language and Literature

Language A – Literature HL/SL course

Language A – Literature SL school supported self-taught programme

Group 2 – Language Acquisition

Language B – HL/SL/ab initio

Group 3 – Individuals and Societies

Subjects at HL and SL



Group 4 – Sciences

Subjects at HL and SL

Group 5 – Mathematics

Mathematics – Analysis and Approaches

Mathematics – Applications and Interpretation

Group 6 – The Arts

Subjects at HL and SL

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

5.1.1 The Theory of Knowledge

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 consciously engage 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.

Course Description, ISoB Bydgoszcz DP Class of 2022

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:

The TOK course provides students with an opportunity to explore and reflect on the nature of knowledge and the process of knowing. [...] In TOK, students reflect on the knowledge, beliefs and opinions that they have built up from their years of academic studies and their lives outside the classroom. The course is intended to be challenging and thought-provoking – as well as empowering – for students.

The course centres on the exploration of knowledge questions, which are a key tool for both teachers and students. These are contestable questions about knowledge itself, such as: "What counts as good evidence for a claim?", "Are some types of knowledge less open to interpretation than others?", or "What constraints should there be on the pursuit of knowledge?". While these questions may initially



seem slightly intimidating, they become much more accessible when considered with reference to specific examples within the TOK course

The main idea behind TOK is not so much covering or discussing specific knowledge or “material” to be learned, but rather to work across the curriculum in what in essence is an extended exercise in honing critical thinking skills, about critical inquiry into how knowledge is constructed and how to assess the validity of claims, ideally helping students to learn to independently evaluate the quality of claims about knowledge for themselves. 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.

The subject, then, is less about “what we know” than “how do we know”. This is then placed into a context and framework designed by IB to integrate well with the main subjects of the curriculum (links to TOK are often made in other DP classes) as well as to form a consistent approach.

As IB describes the course in the subject guide:

Students are encouraged to examine the evidence for claims and to consider, for example, how we distinguish fact from opinion, or how we evaluate the credibility of claims that we are exposed to in the media. They explore different methods and tools of inquiry and try to establish what it is about them that makes them effective, as well as considering their limitations.

The following 12 concepts have particular prominence within, and thread throughout, the TOK course: evidence, certainty, truth, interpretation, power, justification, explanation, objectivity, perspective, culture, values and responsibility. Exploration of the relationship between knowledge and these concepts can help students to deepen their understanding, as well as facilitating the transfer of their learning to new and different contexts.

For those who have seen TOK in past years (students may well have older friends or siblings who have completed DP), the new revised programme starting in 2020 is both familiar and somewhat streamlined over past years.

The TOK curriculum is made up of three deeply interconnected parts.



- *The core theme – Knowledge and the knower: This theme encourages students to reflect on themselves as knowers and thinkers, and to consider the different communities of knowers to which we belong.*
- *Optional themes: This element provides an opportunity to take a more in-depth look at two themes of particular interest to teachers and students. The given themes all have a significant impact on the world today and play a key role in shaping people's perspectives and identities. Teachers select two optional themes from a choice of five: knowledge and technology; knowledge and language; knowledge and politics; knowledge and religion; and knowledge and indigenous societies.*
- *Areas of knowledge: The areas of knowledge (AOK) are specific branches of knowledge, each of which can be seen to have a distinct nature and sometimes use different methods of gaining knowledge. In TOK, students explore five compulsory areas of knowledge: history; the human sciences; the natural sciences; mathematics; and the arts.*

After first introducing the basic “tools” of TOK (which will be used in assessment!), the course will move on to discussion of two larger “themes” (starting with knowledge and language – given the multilingual and international nature of our students, it would be a shame not to), and then a second theme to be selected from the other four in discussion with students. The final topics covered will then be the five Areas of Knowledge.

Each of these topics and areas of knowledge are to be discussed within a concrete framework, to provide a fairly consistent structure to the discussions well as leading them toward the final assessments (discussed below).

To help teachers and students explore these three parts of the TOK curriculum, guidance and suggested knowledge questions are provided. These suggested knowledge questions are organized into a framework of four elements: scope, perspectives, methods and tools, and ethics. This "knowledge framework" encourages a deep exploration of each theme and AOK. Having these common elements run throughout the different parts of the curriculum also helps to unify the course and helps students to make effective connections and comparisons across the different themes and areas of knowledge. [...]

Assessment in TOK:

Assessment for the TOK course takes on two primary forms: the exhibition (at the end of year one) and the essay. (concluding the course in year two). Throughout year one students will practice the skills necessary to produce their final essay during year two. This final assessment, which is part of the IB diploma, is concluded on the basis of two tasks:



<i>Assessment component</i>	<i>Weighting</i>
<i>Internal assessment</i> <i>Theory of knowledge exhibition (10 marks)</i> <i>For this component, students are required to create an exhibition that explores how TOK manifests in the world around us. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</i>	<i>1/3 (33%)</i>
<i>External assessment</i> <i>TOK essay on a prescribed title (10 marks)</i> <i>For this component, students are required to write an essay in response to one of the six prescribed titles that are issued by the IB for each examination session. As an external assessment component, it is marked by IB examiners.</i>	<i>2/3 (67%)</i>

In greater detail:

The TOK exhibition assesses the ability of the student to show how TOK manifests in the world around us. The exhibition is an internal assessment component; it is marked by the teacher and is externally moderated by the IB.

Students are required to create an exhibition comprising three objects, or images of objects, and an accompanying written commentary on each object. To enable their exhibition to be marked by their TOK teacher and for samples of student work to be submitted to the IB for moderation, students are required to produce a single file containing:

- a title clearly indicating their selected IA prompt*
- images of their three objects*
- a typed commentary on each object that identifies each object and its specific real-world context, justifies its inclusion in the exhibition and links to the IA prompt (maximum 950 words)*
- appropriate citations and references.*

Each student must create an individual exhibition. Group work may not be undertaken by students. Multiple students in the same TOK class are permitted to create exhibitions on the same IA prompt. However, students in the same class are not permitted to use any of the same objects.

In this task, students will choose a knowledge-related prompt from a list provided by IB (there are over thirty to choose from related to different elements of the TOK curriculum)



and find three real-world examples to discuss and analyse in a TOK context. The context should be based on either the core theme of “the knower” or one of the optional themes. The examples which students choose should be *specific* and *real-world examples* – so, to name some examples from the subject guide, a photo of the student playing in a band and not a stock photo, an image of Picasso’s *Guernica* (or of a painting the student made in Visual Arts), or a specific news article or TED talk. The point is that the examples are genuine, and not generic; the analysis should be about specific things and not generalizations. This is to provide an opportunity for students to make links to the real world, while still guided by prompts provided by IB and the TOK framework (as we should be doing in class).

The TOK essay engages students in a more formal and sustained piece of writing in response to a title focused on the areas of knowledge. The essay is an external assessment component; it is marked by IB examiners. The essay must be a maximum of 1,600 words and must be on one of the six prescribed titles issued by the IB for each examination session.

The TOK essay is an external assessment component. Each student’s essay is submitted to the IB to be marked by IB examiners. The TOK Essay must be written in standard 12 type size and be double spaced. It is not primarily a research paper, but it is expected that specific sources will be used, and these must be acknowledged

In all work pertaining to the TOK course, presentations, writing assignments or class contributions, academic integrity is essential. This means, concretely, that the work must be entirely the student's own, without plagiarism or unacknowledged or inappropriate use of sources. All sources used must be appropriately cited and referenced. The work should be original and meet fundamental standards of academic work.

In addition to the final assessment for the IB diploma described above, students will receive regular semester grades for TOK which will be based on students participation, engagement, and how well they perform on a number of in-class and/or homework tasks.

In Year One, the Following Assessment Methods are Planned:

- 1) Student Mini-Exhibitions (up to 5 minutes, ca. 250 words), in which a student will be asked to present a sample object or item in a way similar to the final exhibition at the end of the year; these should not be the same objects and those used in the final exhibition!
- 2) Mini-essays (ca. 500 - 1000 words), teacher assessed written on analysis of a concrete TOK question, similar to the prompts for the final TOK essay in year two;



3) Discussion Contributions - as part of formative assessment, will be ongoing, teacher assessed.

4) The TOK Exhibition – topics should be selected by mid-April, a draft/outline of the analysis of three objects should be ready and presented to the instructor by early/mid May; the final exhibition (including sharing with other students in the class – form to be negotiated) will be in the first week of June.

In Year Two, the following assessment instruments are planned, as prescribed by IB:

1) Discussion Contributions / analyses - as part of formative assessment, will be ongoing, teacher assessed.

2) Mini-essays (ca. 500 - 1000 words), teacher assessed written on analysis of a concrete TOK question, similar to the prompts for the final TOK essay in year two; these will be earlier in the year to help hone writing skills while not distracting from the final essay.

3) TOK Essay first draft due in December, Year 2, final draft at the end of January, Year two for external submission. The essay itself is externally assessed; the semester grade will consider whether a student has been working regularly, observing deadlines, etc. IB requires three “interactions” in the process of writing the essay:

1. *Discussing the list of prescribed titles* – this also includes students discussing their ideas and thoughts regarding specific titles, working on their selection (and keeping the instructor informed of this progress) (October);

2. *Discussing the student’s initial exploration of their selected title* (for example, an essay plan, main ideas to be considered, sketched/drafted fragments). This, in essence, means regular work on the essay over a number of weeks, and not simply writing a draft at the last moment before the deadline (November-December).

3. *Discussion/revision of an initial draft the student’s essay*. A completed first draft should be ready by December. Feedback and suggestions for improvement will be given, so that the student can then submit the final version by the end of January.

Assessment Criteria:

The following assessment guidelines are those used by IB for final assessment. These will be used (with increasing strictness) over the two years of the TOK course.



TOK Exhibition assessment instrument:

Does the exhibition successfully show how TOK manifests in the world around us?					
Excellent 9-10	Good 7-8	Satisfactory 5-6	Basic 3-4	Rudimentary 1-2	0
<p>The exhibition clearly identifies three objects and their specific real-world contexts. Links between each of the three objects and the selected IA prompt are clearly made and well explained.</p> <p>There is a strong justification of the particular contribution that each individual object makes to the exhibition.</p> <p>All, or nearly all, of the points are well-supported</p>	<p>The exhibition identifies three objects and their real-world contexts. Links between each of the three objects and the selected IA prompt are explained, although this explanation may lack precision and clarity in parts.</p> <p>There is a justification of the contribution that each individual object makes to the exhibition.</p> <p>Many of the points are supported by appropriate evidence and</p>	<p>The exhibition identifies three objects, although the real-world contexts of these objects may be vaguely or imprecisely stated. There is some explanation of the links between the three objects and the selected IA prompt.</p> <p>There is some justification for the inclusion of each object in the exhibition.</p> <p>Some of the points are supported by evidence and references to</p>	<p>The exhibition identifies three objects, although the real-world contexts of the objects may be implied rather than explicitly stated. Basic links between the objects and the selected IA prompt are made, but the explanation of these links is unconvincing and/or unfocused.</p> <p>There is a superficial justification for the inclusion of each object in the exhibition.</p> <p>Reasons for the inclusion of the objects are offered, but these are not supported by appropriate evidence and/or lack</p>	<p>The exhibition presents three objects, but the real-world contexts of these objects are not stated, or the images presented may be highly generic images of types of object rather than of specific real-world objects. Links between the objects and the selected IA prompt are made, but these are minimal, tenuous, or it is not clear what the student is trying to convey.</p>	<p>The exhibition does not reach the standard described by the other levels or does not use one of the IA prompts provided.</p>



by appropriate evidence and explicit references to the selected IA prompt.	references to the selected IA prompt.	the selected IA prompt.	relevance to the selected IA prompt. There may be significant repetition across the justifications of the different objects.	There is very little justification offered for the inclusion of each object in the exhibition. The commentary on the objects is highly descriptive or consists only of unsupported assertions.	
Possible characteristics					
Convincing Lucid Precise	Focused Relevant Coherent	Adequate Competent Acceptable	Simplistic Limited Underdeveloped	Ineffective Descriptive Incoherent	



TOK essay assessment instrument

Does the student provide a clear, coherent and critical exploration of the essay title?					
Excellent 9-10	Very good 7-8	Satisfactory 5-6	Basic 3-4	Rudimentary 1-2	0
<p>The discussion has a sustained focus on the title and is linked effectively to areas of knowledge.</p> <p>Arguments are clear, coherent and effectively supported by specific examples. The implications of arguments are considered.</p> <p>There is clear awareness and evaluation of different points of view.</p>	<p>The discussion is focused on the title and is linked effectively to areas of knowledge.</p> <p>Arguments are clear, coherent and supported by examples.</p> <p>There is awareness and some evaluation of different points of view.</p>	<p>The discussion is focused on the title and is developed with some links to areas of knowledge.</p> <p>Arguments are offered and are supported by examples.</p> <p>There is some awareness of different points of view.</p>	<p>The discussion is connected to the title and makes superficial or limited links to areas of knowledge.</p> <p>The discussion is largely descriptive.</p> <p>Limited arguments are offered but they are unclear and are not supported by effective examples.</p>	<p>The discussion is weakly connected to the title.</p> <p>While there may be links to the areas of knowledge, any relevant points are descriptive or consist only of unsupported assertions.</p>	<p>The discussion does not reach the standard described by the other levels or is not a response to one of the prescribed titles for the correct examination session</p>
Possible characteristics					
<p>Insightful</p> <p>Convincing</p> <p>Accomplished</p> <p>Lucid</p>	<p>Pertinent</p> <p>Relevant</p> <p>Analytical</p> <p>Organized</p>	<p>Acceptable</p> <p>Mainstream</p> <p>Adequate</p> <p>Competent</p>	<p>Underdeveloped</p> <p>Basic</p> <p>Superficial</p> <p>Limited</p>	<p>Ineffective</p> <p>Descriptive</p> <p>Incoherent</p> <p>Formless</p>	

Planned Topics:

Year One

- 1) How do you (we) know? Introduction to TOK, including assessment
- 2) Core Theme: Knowledge and the Knower (I) – key ideas, concepts, approaches



- 3) Knowledge and the Knower (II): Forming Knowledge Questions, the Knowledge Framework
- 4) Optional Theme I – Knowledge and Language
- 5) Optional Theme II – to be decided with students; suggested: Knowledge and Technology or Knowledge and Indigenous Societies, but Knowledge and Politics or Knowledge and Religion are possible, depending on students' interest. To be decided in-class with the group.
- 6) Introducing the Exhibition – basic requirements, approaches (to be integrated also in thematic discussions)
- 7) How to write about knowledge? - Introducing (or reviewing) critical writing skills, including citation, references, etc. for TOK; including some analysis of sample essays.
- 8) Areas of Knowledge (two to be discussed in Year One, of students' choice: History, The Human Sciences, The Natural Sciences, The Arts, Mathematics).
- 8) TOK Exhibition

Year Two

- 1) Review of TOK fundamentals
- 2) Continued discussions of the remaining Areas of Knowledge not discussed in detail in Year One.
- 3) TOK writing workshops (first draft due in December, final version by the end of January 2019)

5.1.2 Creativity, action, service (CAS)

Creativity, activity, 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. Activity: 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.



5.1.3 The extended essay

The *extended essay* provides the opportunity for IB students to explore a topic of their own interest, usually connected with one (or two – in the case of an interdisciplinary essay) of the student's six DP subjects, and acquaints them with the practice of independent research and academic writing skills expected at university. It is intended to promote high-level research and academic style 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 up to 4,000 words, in which ideas and findings are exhibited in a reasoned and coherent manner, appropriate to the subject. Students follow the process of preparing the essay with a series of short interviews aimed at reflection and guidance in research and a concluding interview - *viva voce* - with the supervisor. Extended Essay proves also to be a way to further the knowledge and usage of the detailed rules of Academic Honesty. In countries where 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. (Source used – IB DP Extended Essay Guide, 2018).

6. Group 1 – Studies in Language and Literature

6.1 Language A - Literature

Language A: Literature courses comply with the IB learner profile and build on the previously acquired skills and knowledge of the students. They belong to Group 1 courses and constitute an obligatory requirement of the IB Diploma Programme. Students can choose between High Level and Standard Level. Language A – Literature School Supported Self-Taught Programme is offered only at Standard Level. The courses are designed for students who have experience of using the language of the course in an academic context.

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. The courses are also directly connected with the CORE, i.e. Theory of Knowledge, CAS and Extended Essay, by shaping skills and knowledge needed for the interdisciplinary tasks and transfer skills. Language A – Literature builds on prior learning, encourages critical engagement with sensitive topics, and fosters international mindedness.



Language A: literature is a literature course that may be studied in as many as eighty languages. Our school offers Language A: literature course in several languages and the list of languages in current offer is placed on the school's website. Students can also choose Language A – Literature School Supported Self-Taught Programme if the language of their choice is not provided by the school. The course is built on the assumption that literature is concerned with our conceptions, interpretations and experiences of the world.

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.

As specified by the *IB DP Language A – Literature guide 2019*, Language A - Literature course explores elements of language, literature and performance and focuses on the relationships between readers, writers and texts, the range and functions of texts across geographical space and historical time as well as aspects of intertextuality. Literary texts are the sole focus of the language A: literature course, which provides the study of literary, non-literary, visual and performance texts, focuses on understanding how meaning is constructed within belief or value systems, and how it is negotiated across multiple perspectives generated by single or multiple readers. It promotes thinking critically about texts, as well as responding to, producing or performing them and leads students to an understanding of how language sustains or challenges ways of thinking and being. The study additionally builds awareness that all texts may be understood in relation to their form, content, purpose, audience and their associated contexts, such as social, historical and cultural circumstances. Students explore the nature of literature, the aesthetic function of literary language and textuality, and the relationship between literature and the world.

The **aims** of Language A – literature are to enable students to:

1. engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures



2. develop skills in listening, speaking, reading, writing, viewing, presenting and performing
3. develop skills in interpretation, analysis and evaluation
4. develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
5. develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues, and an appreciation of how they contribute to diverse responses and open up multiple meanings
6. develop an understanding of the relationships between studies in language and literature and other disciplines
7. communicate and collaborate in a confident and creative way
8. foster a lifelong interest in and enjoyment of language and literature. (*IB Language A – Literature Guide*, 2019)

Distinction between SL and HL

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 9 works, while HL students are required to study 13. Assessment criteria weigh differently between SL and HL levels.

In Paper 1, both SL and HL students are presented with two previously unseen literary extracts or texts from different literary forms, each accompanied by a guiding question. SL students are required to write a guided analysis of one of these, while HL students must write guided analyses of both literary extracts or texts. In addition, HL students will have a fourth assessment component, the higher level (HL) essay, a written coursework task that requires students to explore a line of inquiry in relation to a studied literary text or work. The outcome is an essay of 1,200–1,500 words in which HL students are expected to demonstrate a deeper understanding of the nature of literary study. The distinction between SL and HL is summarized below.



Works read	SL	HL
Works in translation written by authors on the Prescribed reading list	Study of a minimum of three works	Study of a minimum of four works
Works originally written in the language studied, by authors on the Prescribed reading list	Study of a minimum of four works	Study of a minimum of five works
Free choice works	Study of two works freely chosen	Study of four works freely chosen
Selection rules and assigning areas of exploration	There must be a minimum of two works studied for each area of exploration. Works must be selected to cover three literary forms, three periods and three countries or regions (as defined on the Prescribed reading list) in at least two continents.	There must be a minimum of three works for each area of exploration. Works must be selected to cover the four literary forms, three periods and four countries or regions as defined on the Prescribed reading list in at least two continents.
Total works studied	9	13
External assessment	SL	HL
Paper 1: Guided literary analysis	A guided analysis of a previously unseen literary extract or text from a choice of two	Two guided analyses of previously unseen literary extracts or texts
HL essay	---	An essay of 1,200–1,500 words exploring a line of inquiry in connection with a studied literary text or work

A work is defined for studies in language and literature courses as one single major literary text, such as a novel, autobiography or biography; two or more shorter literary texts such as novellas; 5–10 short stories; 5–8 essays; 10–15 letters; or a substantial section or the whole of a long poem (at least 600 lines) or 15–20 shorter poems. Where more than one text is studied as part of a work, texts must be from the same author.

**Course components:**

All works chosen for the course must refer to one of the three areas of exploration presented below and to seven key concepts:

<u>Area of exploration</u>	<u>Description</u>
Readers, writers and texts	Works are chosen from a variety of literary forms. The study of the works could focus on the relationships between literary texts, readers and writers as well as the nature of literature and its study. This study includes the investigation of the response of readers and the ways in which literary texts generate meaning. The focus is on the development of personal and critical responses to the particulars of literary texts.
Time and space	Works are chosen to reflect a range of historical and/or cultural perspectives. Their study focuses on the contexts of literary texts and the variety of ways literary texts might both reflect and shape society at large. The focus is on the consideration of personal and cultural perspectives, the development of broader perspectives, and an awareness of the ways in which context is tied to meaning.
Intertextuality: Connecting texts	Works are chosen so as to provide students with an opportunity to extend their study and make fruitful comparisons. Their study focuses on intertextual relationships between literary texts with possibilities to explore various topics, thematic concerns, generic conventions, literary forms or literary traditions that have been introduced throughout the course. The focus is on the development of critical response grounded in an understanding of the complex relationships among literary texts.

Concepts are vital in studies in language and literature courses since they help organize and guide the study of works across the three areas of exploration. They foreground aspects of linguistic and literary study that have been the focus of attention and inquiry.



The seven concepts are stated below:

1. Identity
2. Culture
3. Creativity
4. Communication
5. Perspective
6. Transformation
7. Representation

Additionally, as the syllabus does not bind the areas of exploration to particular assessment components, there is room for individual decisions to be made by students about the works for each of their assessment content. The freedom to make course design decisions requires careful planning to guarantee that requirements are met throughout the teaching of the syllabus material. The central principles of variety, integration, autonomy and accountability are aimed at providing guidance for teachers in structuring their courses and advising students how to make sensible and careful decisions.

The learner portfolio

The learner portfolio is a central element of the language A: literature course and is mandatory for all students. It is an individual collection of student work compiled during the two years of the course. The work carried out for the learner portfolio forms the basis of preparation for the assessment; it is a fundamental element of the course, providing evidence of the student's work and a reflection of his or her preparation for the assessment components. Schools may be required to submit these learner portfolios in cases in which it is necessary to determine the authenticity of student's work in a component, to certify that the principles of academic honesty have been respected or to evaluate the implementation of the syllabus in a school.

The learner portfolio must consist of a diversity of formal and informal responses to the works studied, which may come in a range of critical and/or creative forms, and in different media. It is the student's own record of discovery and development throughout the course.

Internal assessment:

The **individual oral** is based on the exploration the student has carried out in the learner portfolio. In the lead-up to the individual oral, the student needs to make a decision about which global issue and which works will be explored in the task. Two works must be selected: one of them must be a text written originally in the language A studied and the other one must be a work in translation. An extract of no more than 40 lines should be selected from each work, which is representative of the presence of the global issue in it. The works selected must have a clear connection with the global issue. The individual oral



should be a well supported argument about the ways in which the works represent and explore the global issue. Students must select two extracts, one from each work, that clearly show significant moments when this global issue is being focused on. The extracts are meant to help students focus their responses, remove the need to learn quotations and enable them to explore more precise issues, such as style, specific devices and other distinct techniques used by authors to present the global issue. The choice of extracts should show the student's understanding of the relevance of the extracts to the whole works and enable coverage of both larger and smaller choices made by the writers to shape their perspectives on the global issue.

A global issue incorporates the following three properties.

- It has significance on a wide/large scale.
- It is transnational.
- Its impact is felt in everyday local contexts.

The following global issues can be chosen from:

1. Culture, identity and community
2. Beliefs, values and education
3. Politics, power and justice
4. Art, creativity and the imagination
5. Science, technology and the environment

Assessment criteria

Assessment criteria are the same for High Level, Standard Level and Self-Taught students; however, their weight is different for the final grade. The assessment components also vary for HL, SL and Self-taught programmes. The details are presented below.

Assessment in SL

<u>Assessment component</u>	<u>Weighting</u>
External assessment (3 hours) Paper 1: Guided literary analysis (1 hour 15 minutes) The paper consists of two passages from two different literary forms, each accompanied by a question. Students choose one passage and write an analysis of it. (20 marks)	70% 35%
Paper 2 Comparative essay (1 hour 45 minutes) The paper consists of four general questions. In response to one question, students write a comparative essay based on two works studied in the course. (30 marks)	<u>35%</u>



<p>Internal assessment</p> <p>This component consists of an individual oral that is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Individual oral (15 minutes)</p> <p>Supported by an extract from one work written originally in the language studied and one from a work studied in translation, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied. (40 marks)</p>	<p><u>30%</u></p>
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Assessment in HL

<u>Assessment component</u>	<u>Weighting</u>
<p>External assessment (4 hours)</p> <p>Paper 1: Guided literary analysis (2 hours 15 minutes)</p> <p>The paper consists of two literary passages, from two different literary forms, each accompanied by a question. Students write an analysis of each of the passages. (40 marks)</p>	<p><u>80%</u></p> <p><u>35%</u></p>
<p>Paper 2 Comparative essay (1 hour 45 minutes)</p> <p>The paper consists of four general questions. In response to one question, students write a comparative essay based on two works studied in the course. (30 marks)</p>	<p><u>25%</u></p>
<p>Higher level (HL) essay</p> <p>Students submit an essay on one literary text or work studied during the course. (20 marks) The essay must be 1,200–1,500 words in length.</p>	<p><u>20%</u></p>
<p>Internal assessment</p> <p>This component consists of an individual oral that is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Individual oral (15 minutes)</p> <p>Supported by an extract from one work written originally in the language studied and one from a work studied in translation, students will offer a prepared response of 10 minutes, followed by</p>	<p><u>20%</u></p>



5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied. (40 marks)	
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School-supported self-taught programme

School-supported self-taught (SSST) students may study language A: literature at SL only. They are expected to meet the same syllabus requirements as for taught SL students, but with the following exception: all works studied must be written by authors chosen from the *Prescribed reading list*. The open nature of the language A: literature syllabus means SSST students must be given assistance with specific aspects of their studies. They are assigned a tutor in their first and best language and a special class is created for all SSST students in the cohort which is scheduled in their school timetable. These arrangements are necessary to equip SSST students with the information and skills they will need to select works for their booklist, and to help them decide which works to use for each of the assessment components. Students will also need guidance in choosing a suitable global issue for the works selected for the internal assessment, in selecting the extracts from each of them and in organizing their individual oral.

Assessment in Self-taught programme

<u>Assessment component</u>	<u>Weighting</u>
External assessment (3 hours) Paper 1: Guided literary analysis (1 hour 15 minutes) The paper consists of two passages , from two different literary forms, each accompanied by a question. Students choose one passage and write an analysis of it. (20 marks)	<u>70%</u> <u>35%</u>
Paper 2 Comparative essay (1 hour 45 minutes) The paper consists of four general questions. In response to one question, students write a comparative essay based on two works studied in the course. (30 marks)	<u>35%</u>
Individual oral (SSST variant) This component consists of an individual oral that is externally assessed by the IB. Individual oral (15 minutes) Supported by an extract from one work written originally in the language studied and one from a work studied in translation,	<u>30%</u>



students will offer a prepared response of 15 minutes to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied. (40 marks)	
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Assessment criteria for particular assessment components in HL, SL and Self-taught programme:

Paper 1

	<u>CRITERION</u>	<u>Points</u>
<u>Criterion A</u>	<u>Understanding and interpretation</u>	<u>5</u>
<u>Criterion B</u>	<u>Analysis and evaluation</u>	<u>5</u>
<u>Criterion C</u>	<u>Focus and organization</u>	<u>5</u>
<u>Criterion D</u>	<u>Language</u>	<u>5</u>
<u>TOTAL</u>		<u>20</u>

Paper 2

	<u>CRITERION</u>	<u>Points</u>
<u>Criterion A</u>	<u>Knowledge, understanding and interpretation</u>	<u>10</u>
<u>Criterion B</u>	<u>Analysis and evaluation</u>	<u>10</u>
<u>Criterion C</u>	<u>Focus and organization</u>	<u>5</u>
<u>Criterion D</u>	<u>Language</u>	<u>5</u>
<u>TOTAL</u>		<u>30</u>

HL essay

	<u>CRITERION</u>	<u>Points</u>
<u>Criterion A</u>	<u>Knowledge, understanding and interpretation</u>	<u>5</u>
<u>Criterion B</u>	<u>Analysis and evaluation</u>	<u>5</u>
<u>Criterion C</u>	<u>Focus, organization and development</u>	<u>5</u>
<u>Criterion D</u>	<u>Language</u>	<u>5</u>
<u>TOTAL</u>		<u>20</u>

Internal assessment

	<u>CRITERION</u>	<u>Points</u>
<u>Criterion A</u>	<u>Knowledge, understanding and interpretation</u>	<u>10</u>
<u>Criterion B</u>	<u>Analysis and evaluation</u>	<u>10</u>



<u>Criterion C</u>	<u>Focus and organization</u>	<u>10</u>
<u>Criterion D</u>	<u>Language</u>	<u>10</u>
<u>TOTAL</u>		<u>40</u>

Language A – 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. Students are given the autonomy to choose a specified number of works for particular assessment components.

6.2 Group 2 – Language Acquisition

English B, German B, French B, Spanish B (updated for first assessment 2020)

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, intercultural understanding, and textual interpretation.

Five prescribed themes are common to the syllabuses of language B and language ab initio; the themes provide relevant contexts for study at all levels of language acquisition in the DP, and opportunities for students to communicate about matters of personal, local or national, and global interest. The five prescribed themes are:

- identities
- experiences
- human ingenuity
- social organization
- sharing the planet.

The themes allow students to compare the target language and culture(s) to other languages and cultures with which they are familiar. The themes also provide opportunities for students to make connections to other disciplinary areas in the DP. Students and teachers of language B with experience of the Primary Years Programme (PYP) or the MYP will recognize that the themes are inspired by the transdisciplinary themes of the PYP and the global contexts of the MYP. In this way, the DP language B course can enhance the



continuity of the educational experience of long-standing IB students, while also being suitable for students who are new to the IB.

Additionally, at HL, students minimum of 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 consist of 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, Cultural interpretation, Textual analysis.

Internal assessment is compulsory for both SL and HL students. SL students are required to make an individual presentation in response to a visual stimulus whereas HL students will respond to a literary extract. At both levels, students will then go on to engage in a one-to-one discussion with the teacher, firstly on the topic of the stimulus and then in general conversation across the range of themes listed in the syllabus.



Assessment outline – ab-initio

First assessment 2020

Assessment component	Weighting
External assessment (2 hours 45 minutes) Paper 1 (1 hour) Productive skills – writing (30 marks) Two writing tasks of 70–150 words each from a choice of three tasks, choosing a text type for each task from among those listed in the examination instructions.	75%
Paper 2 (1 hour 45 minutes) Receptive skills – separate sections for listening and reading (65 marks) Listening comprehension (45 minutes) (25 marks) Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	25%
Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Individual oral assessment A conversation with the teacher, based on a visual stimulus, and at least one additional theme. (30 marks)	50%

Assessment outline – SL

First assessment 2020

Assessment component	Weighting
External assessment (3 hours) Paper 1 (1 hour 15 minutes) Productive skills – writing (30 marks) One writing task of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.	75%
Paper 2 (1 hour 45 minutes)	25%



<p>Receptive skills – separate sections for listening and reading (65 marks)</p> <p>Listening comprehension (45 minutes) (25 marks)</p> <p>Reading comprehension (1 hour) (40 marks)</p> <p>Comprehension exercises on three audio passages and three written texts, drawn from all five themes.</p>	
<p>Internal assessment</p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Individual oral assessment</p> <p>A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks)</p>	25%

Assessment outline – HL

First assessment 2020

Assessment component	Weighting
<p>External assessment (3 hours 30 minutes)</p> <p>Paper 1 (1 hour 30 minutes)</p> <p>Productive skills – writing (30 marks)</p> <p>One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.</p>	75%
<p>Paper 2 (2 hours)</p> <p>Receptive skills – separate sections for listening and reading (65 marks)</p> <p>Listening comprehension (1 hour) (25 marks)</p> <p>Reading comprehension (1 hour) (40 marks)</p> <p>Comprehension exercises on three audio passages and three written texts, drawn from all five themes.</p>	25%
	50%



Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Individual oral assessment A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus. (30 marks)	25%
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6.3 Group 3 – Individuals and Societies

6.3.1 History SL/HL

History is an analysis furthermore awareness gained throughout the research. Historians work as detectives. They are scrutinising and scribing figures, facts as well as processes from the past connecting them to the present.

Thanks to the Diploma Programme (DP), you will extend familiarity on:

- **collecting and classifying historical proof** by strengthening inquiry skills of finding and choosing proper data from books, articles, websites and audio-visual resources; identifying the differences within distinct sorts of evidence: primary and secondary, textual, audio-visual, verbal, visual, tabular;
- **evaluation of historical evidence** by understanding the subjective nature of the historical evidence, examining sources for information and interpretations, and for cases where they corroborate, complement or contradict each other. Then recognising the value and uses of sources, and reasons to use them cautiously, understanding and recognising why and how opinions and interpretations differ
- **knowing and understanding historical processes and their relationships to human experience**, activity and motivation by identifying, explaining and analysing causes and consequences, recognising, explaining and analysing continuity, change and development over time, understanding, interpreting and analysing similarity and difference, relating human activities, experiences and motivations in history to a range of cultural and social dimensions, synthesising material studied across time and space
- **planning and proving historical concepts and data** by coming up with questions and hypotheses, including responding or questioning them, managing and combining various



origins for one inquiry. Picking and using data, and concepts, envisioning narratives, with viewpoints, examination and proper approval, reviewing and reporting at results.

DP History is designed as two years of learning action on **standard** (*total teaching hours: 150*) and **higher-level** (*240 hours*). More details on the course may be found in the History Guide. It was a source for this short description as well as the official IBO website: [History in the DP](#)

6.3.2 [Global Politics](#)

The global politics class examines key civic concepts such as power, equality, sustainability, and peace in a series of settings and at a variety of levels.

It empowers students to receive knowledge of the regional, state, foreign and global dimensions of civic activity. It provides them with the occasion to examine political matters concerning their conditions.

Global politics carries on a variety of disciplines in human craftsmanships and opinions. It encourages learners to learn complex political ideas by training them in real-world cases and case investigations. It additionally draws a parallel connecting such models and case considerations to guarantee a transnational viewpoint.

Explaining worldly-mindedness also an experience of many aspects is at the center of these classes. They promote talk and debate, training the ability to evaluate opposing and contestable cases.

All standard level and higher-level students develop an essential core supporting the primary unifying idea of "people, power and politics". This consists of four focus units:

- Power, sovereignty and international relations
- Human rights
- Development
- Peace and conflict.

All standard level and higher-level pupils also begin an action project within which they scrutinise a political matter of concern experientially. Learners complement their experiential knowledge with more general prospects from inquiry and submit a typewritten report reviewing their study.



Higher-level learners further explore pair up-to-date global-civic disputes within a case examinations plan.

Source: Taken after information on www.ibo.org and edited.

6.3.3 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



6.3.4 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 (approaches to understanding behaviour) 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.

6.3.5 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 real world 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.

6.4 Group 4 – Sciences

6.4.1 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 Higher Level (HL) 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 HL 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 HL 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

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: $1\frac{1}{4}$ 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 MyIB.)

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 HL 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 MyIB.)

External assessment details – HL

Paper 1

Duration: 1 hour

Weighting: 20%

Marks: 40



- 40 multiple-choice questions on core and HL 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 HL 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 MyIB.)

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 MyIB)

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

6.4.2 [Chemistry](#)

The Chemistry course combines academic study with the acquisition of practical and investigational skills through the experimental approach. Students practice and deepen their knowledge in the following chapters: stoichiometry, atomic structure, periodicity, bonding, energetics and thermochemistry, chemical kinetics, equilibrium, acids and bases, oxidation and reduction reactions, organic chemistry, measurement and data processing. The chemistry course covers the essential principles of the subject and a selection of options (materials, biochemistry, energy and medicinal chemistry).

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 procedures measure the extent to which students have mastered advanced academic skills in chemistry. External and internal assessments are used. Overall weighting for standard and higher level differ slightly, as shown in the following tables.



Assessment outline – SL

Chemistry_guide_2016.pdf - Adobe Acrobat Reader DC

Strona główna Narzędzia Chemistry_guide_2... x

169 (178 z 203) 103%

Zaloguj się Udostępnij

Szukaj 'Kadruj stronę'

Eksportuj plik PDF
Utwórz plik PDF
Edytuj plik PDF
Skomentuj
Połącz pliki
Redaguj
Chroń
Optymalizuj dokument P...
Wzrost i rozwój
Konwertuj i edytuj dokumenty PDF w Acrobat Pro DC
Zaczynaj bezpłatny okres próbny

First assessment 2016

Component	Overall weighting (%)	Approximate weighting of objectives (%)		Duration (hours)
		1+2	3	
Paper 1	20	10	10	¾
Paper 2	40	20	20	1½
Paper 3	20	10	10	1
Internal assessment	20	Covers objectives 1, 2, 3 and 4		10

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Assessment outline – HL

Chemistry_guide_2016.pdf - Adobe Acrobat Reader DC

Strona główna Narzędzia Chemistry_guide_2... x

170 (179 z 203) 103%

Zaloguj się Udostępnij

Szukaj 'Kadruj stronę'

Eksportuj plik PDF
Utwórz plik PDF
Edytuj plik PDF
Skomentuj
Połącz pliki
Redaguj
Chroń
Optymalizuj dokument P...
Wzrost i rozwój
Konwertuj i edytuj dokumenty PDF w Acrobat Pro DC
Zaczynaj bezpłatny okres próbny

First assessment 2016

Component	Overall weighting (%)	Approximate weighting of objectives (%)		Duration (hours)
		1+2	3	
Paper 1	20	10	10	1
Paper 2	36	18	18	2¼
Paper 3	24	12	12	1¼
Internal assessment	20	Covers objectives 1, 2, 3 and 4		10

06:04 02.09.2019

Internal assessment requirements at SL and HL are the same. Students choose their own experiment to conduct. By that students present knowledge, they gained and skills they mastered during the diploma program.

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%)

Final grade for IA is given based on the level of performance in criteria listed in the table. All of them are described using multiple indicators per level to ensure clear and fair assessment.

NON-IBO MONITORING

Written tests after every topic.



Written tests, quizzes between topics

Written reports after conducting laboratory experiments

Homework - regularly

Additional information about the course may be found in the Chemistry Guide on MyIB that was a source for this description.

6.4.3 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, also study the Higher Level material (HL) that gives an additional depth to the core units. This roughly corresponds to the General Physics course provided at the first year 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 HL 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 is 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 HL, 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

HL

- 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: 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 MyIB.)
- 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 MyIB.)
- 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 HL, 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 HL material.
- The questions on paper 2 test assessment objectives 1, 2 and 3.
- The use of calculators is permitted. (See calculator section on MyIB)
- A physics data booklet is provided.

Paper 3

Duration: 1¼ hours

Weighting: 24%

Marks: 45

- This paper will have questions on core, HL 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 MyIB.)
- 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

6.4.4 Environmental systems and societies - Interdisciplinary subject

Environmental Systems & Societies (ESS) is an interdisciplinary group 3 and 4 course that is offered only at standard level (SL). As an interdisciplinary course, ESS is designed to combine the methodology, techniques and knowledge associated with group 4 (sciences) with those associated with group 3 (individuals and societies). Because it is an interdisciplinary course, students can study ESS and have it count as either a group 3 or a group 4 course, or as both. If students choose the latter option, this leaves the opportunity to study an additional subject from any other group, including an additional group 3 or group 4 subject.

ESS is a complex course, requiring a diverse set of skills from its students. It is firmly grounded in both a scientific exploration of environmental systems in their structure and function and in the exploration of cultural, economic, ethical, political, and social interactions of societies with the environment. As a result of studying this course, students will become equipped with the ability to recognize and evaluate the impact of our complex system of societies on the natural world. The interdisciplinary nature of the course requires a broad skill set from students and includes the ability to perform research and investigations and to participate in philosophical discussion. The course requires a systems approach to environmental understanding and problem-solving, and promotes holistic thinking about environmental issues. It is recognized that to understand the environmental issues of the 21st century and suggest suitable management solutions, both the human and



environmental aspects must be understood. Students should be encouraged to develop solutions from a personal to a community and to a global scale.

Through the exploration of cause and effect, the course investigates how values interact with choices and actions, resulting in a range of environmental impacts. Students develop an understanding that the connections between environmental systems and societies are diverse, varied and dynamic. The complexity of these interactions challenges those working towards understanding the actions required for effective guardianship of the planet and sustainable and equitable use of shared resources.

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



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

Assessment component	Weighting %	Approximate weighting of objectives in each component (%)		Duration (hours)
		1 and 2	3	
Paper 1 (case study)	25	50	50	1
Paper 2 (short answers and structured essays)	50	50	50	2
Internal assessment (individual investigation)	25	Covers objectives 1, 2, 3 and 4		10

It is possible for the students to choose to write his/her extended essay in ES&S.

6.5 Group 5 - Mathematics

Mathematics

Mathematics has been described as the study of structure, order and relation that has evolved from the practices of counting, measuring and describing objects. Mathematics provides a unique language to describe, explore and communicate the nature of the world we live in as well as being a constantly building body of knowledge and truth in itself that is distinctive in its certainty. These two aspects of mathematics, a discipline that is studied for its intrinsic pleasure and a means to explore and understand the world we live in, are both separate yet closely linked.



Mathematics is driven by abstract concepts and generalization. This mathematics is drawn out of ideas, and develops through linking these ideas and developing new ones. These mathematical ideas may have no immediate practical application. Doing such mathematics is about digging deeper to increase mathematical knowledge and truth. The new knowledge is presented in the form of theorems that have been built from axioms and logical mathematical arguments and a theorem is only accepted as true when it has been proven. The body of knowledge that makes up mathematics is not fixed; it has grown during human history and is growing at an increasing rate.

The side of mathematics that is based on describing our world and solving practical problems is often carried out in the context of another area of study. Mathematics is used in a diverse range of disciplines as both a language and a tool to explore the universe; alongside this its applications include analyzing trends, making predictions, quantifying risk, exploring relationships and interdependence.

While these two different facets of mathematics may seem separate, they are often deeply connected. When mathematics is developed, history has taught us that a seemingly obscure, abstract mathematical theorem or fact may in time be highly significant. On the other hand, much mathematics is developed in response to the needs of other disciplines. The two mathematics courses available to Diploma Programme (DP) students express both the differences that exist in mathematics described above and the connections between them. These two courses might approach mathematics from different perspectives, but they are connected by the same mathematical body of knowledge, ways of thinking and approaches to problems. The differences in the courses may also be related to the types of tools, for instance technology, that are used to solve abstract or practical problems. The next section will describe in more detail the two available courses.

Individual students have different needs, aspirations, interests and abilities. For this reason there are two different subjects in mathematics, each available at SL and HL. These courses are designed for different types of students: those who wish to study mathematics as a subject in its own right or to pursue their interests in areas related to mathematics, and those who wish to gain understanding and competence in how mathematics relates to the real world and to other subjects. Each course is designed to meet the needs of a particular group of students. Mathematics: analysis and approaches (MAA) and Mathematics: applications and interpretation (MAI) are both offered at SL and HL. Therefore, great care should be taken to select the course and level 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 DP or Career-related Programme (CP)
- their academic plans, in particular the subjects they wish to study in the future
- their choice of career.

Time allocation

The recommended teaching time for HL courses is 240 hours and for SL courses is 150 hours. For mathematics courses at both SL and HL, it is expected that 30 hours will be spent on developing inquiry, modelling and investigation skills. This includes up to 15 hours for work on the internal assessment which is called the exploration. The time allocations given in this guide are approximate, and are intended to suggest how the remaining 210 hours for HL and 120 hours for SL allowed for the teaching of the syllabus might be allocated. The exact time spent on each topic depends on a number of factors, including the background knowledge and level of preparedness of each student. Teachers should therefore adjust these timings to correspond to the needs of their students.

The Toolkit

Time has been allocated within the teaching hours for students to undertake the types of activities that mathematicians in the real world undertake and to allow students time to develop the skill of thinking like a mathematician—in other words providing students with a mathematical toolkit which will allow them to approach any type of mathematical problem. Underpinning this are the six pedagogical approaches to teaching and the five approaches to learning which support all IB programmes. This time gives students opportunities in the classroom for undertaking an inquiry-based approach and focusing on conceptual understanding of the content, developing their awareness of mathematics in local and global contexts, gives them opportunities for teamwork and collaboration as well as time to reflect upon their own learning of mathematics.

6.5.1 Mathematics Applications and Interpretation (MAI)

Mathematics: applications and interpretation is for students who are interested in developing their mathematics for describing our world and solving practical problems. They will also be interested in harnessing the power of technology alongside exploring



mathematical models. Students who take Mathematics: applications and interpretation (MAI) will be those who enjoy mathematics best when seen in a practical context.

This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series at both SL and HL, and proof by induction at HL.

The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, Mathematics: analysis and approaches have a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.

MAI: Distinction between SL and HL

Students who choose Mathematics: applications and interpretation (MAI) at SL or HL should enjoy seeing mathematics used in real-world contexts and to solve real-world problems. Students who wish to take MAI at a higher level will have good algebraic skills and experience of solving real-world problems. They will be students who get pleasure and satisfaction when exploring challenging problems and who are comfortable to undertake this exploration using technology

Assessment

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

There are two types of assessment identified by the IB.

Formative assessment informs both teaching and learning. It is concerned with providing accurate and helpful feedback to students and teachers on the kind of learning taking place and the nature of students' strengths and weaknesses in order to help develop students' understanding and capabilities. Formative assessment can also help to improve teaching quality, as it can provide information to monitor progress towards meeting the course aims and objectives.

Summative assessment gives an overview of previous learning and is concerned with measuring student achievement.



MAI HL

Assessment components	Weighting
<p>External assessment (5 hours)</p> <p>Paper 1 (120 minutes) Technology required. (110 marks) Compulsory short-response questions based on the syllabus.</p> <p>Paper 2 (120 minutes) Technology required. (110 marks) Compulsory extended-response questions based on the syllabus.</p> <p>Paper 3 (60 minutes) Technology required. (55 marks) Two compulsory extended response problem-solving questions.</p>	<p>80%</p> <p>30%</p> <p>30%</p> <p>20%</p>
<p>Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Mathematical exploration Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)</p>	<p>20%</p>



MAI SL

Assessment components	Weighting
External assessment (3 hours)	80%
Paper 1 (90 minutes) Technology required. (80 marks) Compulsory short-response questions based on the syllabus.	40%
Paper 2 (90 minutes) Technology required. (80 marks) Compulsory extended-response questions based on the syllabus.	40%
Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Mathematical exploration Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)	20%

6.5.2 [Mathematics Analysis and Approaches \(MAA\)](#)

This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series at both SL and HL, and proof by induction at HL.

The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, MAA has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.



MAA: Distinction between SL and HL

Students who choose MAA at SL or HL should be comfortable in the manipulation of algebraic expressions and enjoy the recognition of patterns and understand the mathematical generalization of these patterns. Students who wish to take MAA at higher level will have strong algebraic skills and the ability to understand simple proof. They will be students who enjoy spending time with problems and get pleasure and satisfaction from solving challenging problems.

Assessment

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

There are two types of assessment identified by the IB.

Formative assessment informs both teaching and learning. It is concerned with providing accurate and helpful feedback to students and teachers on the kind of learning taking place and the nature of students' strengths and weaknesses in order to help develop students' understanding and capabilities. Formative assessment can also help to improve teaching quality, as it can provide information to monitor progress towards meeting the course aims and objectives.

Summative assessment gives an overview of previous learning and is concerned with measuring student achievement.



MAA HL

Assessment components	Weighting
External assessment (5 hours)	80%
Paper 1 (120 minutes) No technology allowed. (110 marks) <i>Section A</i> Compulsory short-response questions based on the syllabus. <i>Section B</i> Compulsory extended-response questions based on the syllabus	30%
Paper 2 (120 minutes) Technology required. (110 marks) <i>Section A</i> Compulsory short-response questions based on the syllabus. <i>Section B</i> Compulsory extended-response questions based on the syllabus	30%
Paper 3 (60 minutes) Technology required. (55 marks) Two compulsory extended response problem-solving questions.	20%
Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Mathematical exploration Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)	20%



MAA SL

Assessment components	Weighting
External assessment (3 hours)	80%
Paper 1 (90 minutes) No technology allowed. (80 marks) <i>Section A</i> Compulsory short-response questions based on the syllabus. <i>Section B</i> Compulsory extended-response questions based on the syllabus	40%
Paper 2 (90 minutes) Technology required. (80 marks) <i>Section A</i> Compulsory short-response questions based on the syllabus. <i>Section B</i> Compulsory extended-response questions based on the syllabus.	40%
Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Mathematical exploration Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)	20%

6.6 [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 Art Process Journal 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

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.

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.

Part 1: Comparative study – 20 %

Students at SL analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts.

- SL students submit 10–15 screens which examine and compare at least three artworks, at least two of which should be by different artists. The work selected for comparison and analysis should come from contrasting contexts (local, national, international and/or intercultural).
- SL students submit a list of sources used.



Part 2: Process portfolio – 40 %

Students at SL submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course.

- SL students submit 9–18 screens which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities. For SL students the submitted work must be in at least two art-making forms, each from separate columns of the art-making forms table.

Internal assessment

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

Internal Assessment

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

Part 3: Exhibition – 40 %

Students at SL submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication.

- SL students submit a curatorial rationale that does not exceed 400 words.
- SL students submit 4–7 artworks.
- SL students submit exhibition text (stating the title, medium, size and intention) for each selected artwork.

SL students must submit two photographs of their overall exhibition. These exhibition photographs provide an understanding of the context of the exhibition and the size and scope of the works. While the photographs will not be used to assess individual artworks, they also give the moderator insight into how a candidate has considered the overall experience of the viewer in their exhibition.

7. 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.



8. School Rules and Policies

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 the development 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/caregivers 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/caregivers
 - 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

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

8.1 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 that they become responsible, self-confident world citizens with established sense of service to others.



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 child development.

In providing quality education in English for children 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 Department, Special Educational Needs Department and Mother Tongue Support (MTS) 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.

English is the language of instruction within the school 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.

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, Spanish or German 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.

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 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.

English Department

English, as the language of instruction is compulsory throughout the school. The course offered is suitable for students with a variety of English levels, from native speakers to those with a basic command of English.

ISoB offers two English language courses in MYP and two in DP: English Language Acquisition (in grades: G6-G12) and English Language and Literature (in grades: G7-G10) which follows with English A – Literature in the DP Programme (G11-12). In MYP, students are assigned to one of the courses based on their skills and the scope of linguistic competence. In case of students who successfully completed phase 4 of Language Acquisition course, there is a possibility to transfer to Language and Literature course to further enhance their language learning. The choice is made at the discretion of ISoB's language department members. In case of those students who plan to take e-assessment exam at the end of MYP, they are obliged to attend Language and Literature course as it is a part of the e-assessment procedure. In case of G7 students, the admission to one of the courses is made on the basis of prior learning experiences and recommendations.

Language learning in DP

In DP, students choose their Language A – Literature or Language B on entering the programme. Here English is one of the languages they can choose from, the total number of language courses varying year to year based on the needs of students. If student's choice is English, they can qualify either for English A – Literature or English B based on their language proficiency and literary analysis skills. As it is generally understood, Language A – Literature programme is for native speakers and near-native proficient students, Language B is language acquisition course; both offered at high level and standard level.

ESL (English a Second Language) support is offered to students with a limited knowledge of English to successfully access the mainstream curriculum, in a form of additional lessons scheduled individually. A student is recommended to ESL classes by a class or language teacher.

EFL (English as a First Language) is offered to native speakers of English, students born in English-speaking countries for whom English is one of the first languages and to students whose one of the parents is a native speaker of English. The classes are offered as additional lessons scheduled individually; they are optional and extra paid.



Host Language - Polish

The curriculum is guided by the IBO's Scope and Sequence documents as well as the Polish curriculum documents. Thus, the school carefully takes care of meeting the aims and objectives of both the state system and the international system within the school. Polish, as the host language, is offered as part of the curriculum in two courses: Polish Language and Literature (for Polish students in PYP and MYP) and Polish A – Literature in DP and Polish Language Acquisition (for foreign students at all grade levels in MYP). It is considered and indeed mandated by law that all students attending compulsory school in Poland have the opportunity to learn Polish.

Additional Languages

All students have the opportunity to learn a foreign language at the school. The school currently offers a choice between Spanish, French and German as Language B in MYP and DP and as Language A – Literature courses in DP. Native speakers of other languages are able to study their own mother tongue as DP Language A - Literature SL since ISoB offers it as a school supported self-taught subject. 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.

There are course outlines for each language which include suggested content, resources, links with the Areas of Interaction and activities used for assessment. These course outlines are intended to ensure continuity and development of the language courses offered by the school.

Mother Tongue Support

Mother tongue development is central to the development of cognitive skills in children. Students with good mother tongue skills develop good general language skills and therefore skills in English, the school's language of instruction. Recognition and appreciation of students' mother tongues increases their self-esteem, teaching them to take pride in their own language and the culture associated with it. Students learn literacy skills best in their mother tongue and the mother tongue is the language in which they can think most easily. The Mother Tongue Support Programme supports the mother tongue of students whose first language is not English, and its purpose is to help students obtain or maintain fluency in their native language as well as to celebrate and value the student's



home cultures. The school makes rooms available for private language lessons and provides facilities.

An effort is made to integrate private language teachers into the school staff, e.g. by inviting them to staff social functions and inviting them to share staff room facilities. Parents are encouraged to support their child as much as possible at home in their mother tongue. The main library may also provide books, CDs etc. in different languages on request. Teachers throughout the school are encouraged to recognize students' mother tongues and home cultures in lessons and school life.

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.

8.2 Assessment Policy

8.2.1 Belief Statements on Assessment

Assessment is the gathering and analysis of information about student learning. It identifies what students can do, know, understand, and feel at different stages in the learning process. It is a basis for ongoing reflection and evaluation of the curriculum and instruction. We believe assessment is integral to planning, teaching and learning.

Assessment is essential to our goal of inspiring students to participate responsibly, successfully and with integrity in the global community.

We do this by guiding them through the essential elements of learning: the understanding of concepts, the acquisition of knowledge, the mastery of skills, the development of attitudes and the decision to take responsible action.

Through a variety of means, we strive to ensure that all members of the school community have an understanding of the reasons for assessment, what is being assessed, the criteria for success and the method of assessment.



Assessment focuses on the quality of student learning during the process of inquiry and instruction and on the quality of the products of the learning.

Assessment is the means by which we analyze student learning and the effectiveness of our teaching and acts as the foundation on which to base our future planning and practice.

8.2.2 Purposes of Assessment

The purposes of assessment are to:

Promote student learning

This is done through -

- Giving constructive feedback to students highlighting strengths and areas for improvement
- Providing opportunities for self- and peer assessment/reflection
- Encouraging students to feel a sense of ownership of their learning
- Offering students opportunities to display their learning in a variety of ways
- Accommodating diverse learning styles and multiple intelligences
- Provide information about student learning.
- This is done through-
- Finding out what students know/don't know and can/can't do through assessing prior knowledge
- Giving students opportunities to demonstrate how well they can apply their understanding
- Recording student progress in the following skills: thinking, research, communication, social and self-management
- Monitoring student behavior and performance in order to highlight those students in need of additional support
- Providing data to support dialogue and analysis about class and individual learning with colleagues, parents, students and external bodies
- Assist in the evaluation of instruction and the programme of studies This is done through-
- Providing reflection on a unit of learning to assess:
 - the unit's suitability for students with a range of cultural backgrounds, language levels and learning styles
 - suitability of assessment tasks/learning engagements (are these relevant, engaging and challenging?)



- whether the assessment tasks/learning engagements cover the essential elements (knowledge, concepts etc.) being focused on
- Annual reflection on the programme of inquiry to track how each aspect of the essential elements is developed vertically and horizontally

8.2.3 Principles of assessment

Effective assessments allow the student to:

- know and understand the assessment criteria in advance
- analyze their learning and understand what needs to be improved
- demonstrate the range of their conceptual understandings, their knowledge and their skills
- synthesize and apply their learning, not merely recall facts
- base their learning on real-life experiences that can lead to other questions or problems to solve
- focus on producing a quality product or performance
- highlight their strengths and demonstrate mastery and expertise
- express different points of view and interpretations
- be reflective and practice self-evaluation and peer-evaluation skills

Effective assessments allow the teacher to:

- plan them and build them into the learning, not add them after the fact
- identify what is worth knowing and assess it
- include collaboration between the student and teacher or among students
- take into account different cultural contexts and different ways of learning and knowing
- use scoring that is both analytical and holistic
- produce evidence that can be reported and understood by students, parents, teachers, administrators and board members
- inform every stage of the learning and teaching process
- plan further activities which address areas of interest for the teacher and the students



Effective assessments allow the parents to:

- understand the learning process and the school's vision, mission and values
- actively support their child's education

8.2.4 What to assess

The school curriculum provides the opportunity for learners to construct meaning, principally through structured inquiry, and emphasizes the connections between concepts and subject-specific knowledge and ATL. The units of learning provide a focus for student inquiry, while literacy and numeracy provide the tools for inquiry. Therefore, feedback is given on student progress and performance in each of these areas. Student progress and performance is assessed in the following curriculum areas - language, mathematics, social studies, the arts, science and technology, and personal, social and physical education. Additionally, feedback is provided on the attributes listed in the IB learner profile. This profile serves to increase the learners' awareness of, and sensitivity to, the experiences of others beyond the local or national community, thereby promoting and understanding their contribution to the creation of a better and more peaceful world.

8.2.5 When and how to assess

Policy

Continuous assessment is an integral part of teaching. The use of assessment to judge the effectiveness of both teaching and learning processes is essential to allow teachers and students to identify their strengths and weaknesses and the effectiveness of the programme. The students are clear about the purpose and means of assessment and information about the purpose and format of assessment tasks is communicated to students and parents.

Ongoing assessment

Ongoing assessment is the process by which students get feedback on what they do, based on clearly articulated criteria for successful performances. It is, in essence, the process of reflecting on performances in order to gauge progress toward the understanding goals.

How do we assess Assessments tools:

- Self, teacher and peer assessment
- Anecdotal records



- Student-teacher negotiated rubrics
- Observation
- Classroom displays
- Student checklists
- Artistic responses, including art, drama, songs, poetry
- Tests and quizzes
- Portfolios
- Performances
- Collaborative work
- Written work, e.g. creative writing, essay, journal
- Reading records and comprehension tests
- Parent – teacher conference
- Student-led conferences
- Standardized national tests
- Benchmark tests
- Oral presentation / debate, projects
- Homework
- Video / photography
- Exhibitions
- Field work
- Lab reports
- Mock exams

8.2.6 Reporting

Criteria for effective reporting

Reporting is a means of giving feedback from assessment. It describes the progress of students' learning, identifies areas for growth, and contributes to the consolidation of the entire school community.

Because feedback is an essential component of assessment that allows us to understand and improve our work, we encourage both assessment and feedback.

Reporting at ISoB:

- involves parents, children and teachers as partners
- reflects the school community values and the school's mission statement
- aims to be comprehensive, honest, fair and credible
- aims to be clear and understandable to all parties



- allows teachers to incorporate what they learn during the reporting process into their future
- reflects teaching and assessment practice involving parents, children and teachers as partners

Parents, students and teachers have the opportunity to participate in the reporting process by asking for clarification and examining particular examples. In order for students to participate in the reporting procedure effectively, students are given guidance at different stages of assessment tasks in learning how to self-evaluate and report on their progress. Some of the many ways we support parent/student understanding of how assessment is linked to teaching and learning include: open day for parents, parent workshops, ISoB website, regular communication through homework, diaries/communication books, ClassDojo/ Managebac and school assemblies. IB reports are issued in English as the main language of instruction as well as certificates in Polish as requested/required by law. More detailed information about reporting can be found in the unit 7- Programme specific assessment practices/ Handbook.

Diploma Programme

First of all, grading and marking methods in the International School of Bydgoszcz stand harmoniously with the IB conditions described in-depthly and distributed online as separate guides for every subject. The most inherent are assessment rubrics that all subject-teachers are compelled to deliver to their learners at the start of each school year. Moreover, the IB mark schemes of prior examinations are given yearly to supervise educators in appraising their methods of work, classes' content, and learners' practices. Before-mentioned feedback, accompanying with annually subject reports, adds increased comprehension toward the IB evaluation criteria. Besides, My IB service invites teachers to fish for solutions on the platform while exchanging experiences with others around the globe.

The fundamental here is the teacher's preparation in the form of IB workshops. The Principal collaboratively with the Diploma Programme Coordinators also register new teachers to attend them either online or in a chosen place. The educators are familiarised with the assessment criteria, and the way evaluation is arranged in each subject. The Diploma Programme Coordinators support new members of the team and their journey through curriculum and assessment.



Secondly, the formative and summative assignments may apply to precise categories, for instance, Homework, Essay, Quiz, Paper, Test and Exam - as suggested by Managebac. Teachers can edit them as well as submitting different ones, plus deciding on rate weight that may influence the learner's final mark. That's the reason why the educators are asked to give details to learners. The definitive estimation is based on combined performances. The learners are expected to receive at least a grade of 2 to remain in the IB classes in Grade 11 and to be able to sit the IB Diploma Programme final May's examinations.

Moreover, the students are compelled to accomplish both formative and summative tasks' demands to proceed to the subsequent educational cycle. In the case of not reaching the criteria, learners will advise the matter with teachers. They will propose a strait-laced action plan detailing the Diploma Programme Coordinators, parents or guardians and class teacher. Once more, if students do not accomplish assessment specifications, then it will result in dismissal from the Diploma Programme course. Besides, they will obtain a failing grade.

In the Diploma Programme courses, the learners gain grades varying from 7 (the highest possible mark) to 1 (the lowest possible score) from all of the subjects of their selection both on the Standard and Higher Level.

An extra feature in this section is a method of setting grade boundaries by the Diploma Programme teachers at the International School of Bydgoszcz. After reviewing the interest, taking into account all aspects plus expectations, as well as analytical data, students are assessed using the following scale of grades in each subject.

IB GRADES	PERCENTAGES (%)
1	0-39
2	40-49
3	50-64
4	65-75
5	76-85
6	86-95
7	96-100

The learners, their parents, as well as guardians, may wish to obtain the Polish certificate. Then there is a request to converse the IB grades into the Polish system equivalent in a given manner.



See a table below:

IB GRADES	POLISH GRADES
1	1
2	2
3	3
4	4
5	5
6	6
7	6

If it comes to the Diploma Programme final May's exams, a student's result consists of the consolidated amount from all subjects. In other words, the degree is granted to a learner who will assemble in sum at least atomic 24 points. All subjects will be passed to absolute merest levels of achievement, including the three essential elements of the programme's core, namely the theory of knowledge, extended essay and Creativity, Action, Service.

What does it imply exactly? The candidate will secure 12 points or more from Higher Level subjects (with four subjects on this level three the best grades count). What's more, it will be plausible to accept 9 points or more from Standard Level choices (5 points in the case of having two subjects on such level). In another way, there will be no more extra than two grades of two and no more three grades of three collected on either Standard or Higher Level. Furthermore, the candidate should not get any grade one from all of the subjects. The grades from the theory of knowledge and extended essay should be at least on a level D, and finally, the candidate is asked to follow academic honesty principles.

8.2.7 Behaviour Grade

The aim of the grading criteria system of behavior 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 behavior grading system is to:
- inform students about their behavior and their 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 their behaviour and about students' special abilities



Mark Grid (behaviour)

- 0-III class pupils' grade for behaviour is a descriptive grade.
- IV-XII class pupils' grade for behaviour is the following:

	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 informs students and parents (guardians) about:
- the behaviour grading criteria
- the conditions for achieving a higher than predicted behaviour grade
- the consequences of a reprehensible behaviour grade
- End of 1st semester and the final behaviour grade take into account:
- following the resolution as given in The Code of School Behaviour and School Policies
- 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 the 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/final educational classes grades are irreversible although a student or his/her parents (guardians) may 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 a higher grade, or in case of final grade students, do not graduate.
- Re-take and re-placement examinations and appealing the semester/final grade (grades 4 to 12 only)

§ 1

1. Students who cannot be assessed (at the end of semester I or the end of the school year) because of excusable absenteeism 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 can 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,
 - wish to qualify to become a student of a higher grade 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 the Head of Programme
 - the subject, or designated, teacher
7. The re-placement exam consists of both written and oral parts. In the case of Information Technology, Physical Education, the re-placement exam will be practical in form rather than theoretical.
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 for 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 cannot advance to a higher grade.
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. In case of DP, the learners are expected to receive at least a grade of 2 to remain in the IB classes in Grade 11 and to be able to sit the IB Diploma Programme final May's examinations.
11. The examining board's decision is final.
12. The examining board's decision can be appealed to the Local Educational Authority (Kuratorium).

§ 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 semester or 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 Principal will appoint an examining board which:
 - carries out a test in a written form 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 grade is discussed and 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.
5. The date of the test (mentioned in 4 above) is agreed with the student and his/her parents (guardians).
6. The examining board consists of:
 - in the case of semester/final educational classes grade:
 - the Principal or the Head of Programme as the chairperson
 - the subject teacher
 - two other teachers of the same subject
 - in the case of the final behaviour grade:
 - the Principal or the Head of Programme as the chairperson
 - the form teacher
 - one of the subject teachers working with the class (appointed by the Principal)
 - psychologist (if employed in the school)
 - a representative of the School Students' Council *
 - a representative of the Parents' Board * to present their opinions to the Principal
7. The subject teacher can be exempted from the membership in the examining board at his/her request. In this case the Principal appoints another teacher of the same subject as the examiner.
8. The behaviour grade settled by examining board cannot be lower than the previously given grade.
9. A report documenting the boards' work is drawn up. This report includes:
 - 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
 - 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
10. Students' written work and brief information about oral tasks must be attached to the report.
11. 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.
12. 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 had in the previous years.
 - in the case of Primary School – if he/she takes the Primary Education exams in the Grade 8 (IB MYP Year 3).
13. A student graduates with distinction if he/she achieves an average academic grade of least 4.75 and a 'very good' (5) or 'excellent' (6) behaviour grade.

§ 3a

Appeal procedure in case of imposing a penalty on a student

1. The school Principal initiates investigation into an incident and informs the parents and student(s).
2. The Principal enables the student(s) to provide their explanation (orally or in writing), in the presence of the school counsellor, not later than 3 working days of an incident.
3. The student has the right to provide or deny explanations not later than 3 days of the notification of allegations.
4. Having received the students' representatives' and the Parents' Council's opinions, the Principal informs the Teachers' Board about the situation.
5. The Teachers' Board makes a decision about punishing or not punishing the student by way of resolution.
6. The Principal is responsible for the execution of the resolution.
7. On executing the resolution, the Principal informs the student's parents and obliges them to take their stand on the penalty imposed on their child.
8. The parents have the right to appeal the penalty according to the regulations and procedures described in the school statute.



8.3 Admission Policy

Admission to the Gen. Ryszard Kuklinski International School of Bydgoszcz pursuing the Diploma Programme is dependent on the Principal in consultation with the DP coordinator, the school psychologist and experienced teachers. The ISoB wants to check if the potential student will benefit from the educational programme provided by the school and if the capacity of the ISoB will meet the educational needs of the applicant. Admission policy of the International School of Bydgoszcz is based also on the following rules:

- Applicants are to be interviewed by the Principal and/or DP coordinator in terms of their interests or plans for the future Candidates.
- All interested applicants, IB MYP graduates and non-ISoB, are required to take entrance tests for mathematics HL (written).
- English (written and oral) exams are diversified depending on what Language A or Language B course the applicant chooses to study in the DP, and are specified as follows:
 - Candidates (non-ISoB) who do not choose Language A or Language B to be English will take exam in English as a language of instruction;
 - Candidates who choose English A – Literature course – (non-ISoB or IB MYP graduates - HL with a grade lower than MYP IB5, SL with a grade lower than MYP IB4) take exam in English language and elements of literary analysis;
 - Candidates who choose English B course – (non-ISoB or IB MYP graduates - HL with a grade lower than MYP IB5, SL with a grade lower than MYP IB4) take exam in English language skills.
- IB MYP Candidates need to have at least "satisfactory" and non-ISOB Candidates - at least "good" behaviour grade to be accepted to the DP.
- Applicants are to fill in the required documents.
- Applicants are required to pay entrance fee.

2. Billing Details:

83 1500 1360 1213 6007 8954 0000

University of Kazimierz Wielki – ISOB

30 Chodkiewicza Street, 85-064 Bydgoszcz

NIP 5542647568

“entrance fee”



3. Candidates' parents are to accept school's statute by signing the school's enrollment contract. Candidates' parents also have to sign the code of behaviour, the school locker instruction and the DP Handbook for Parents and Students.
4. Required documentation for Admission:
 - Application form (available on the school's website)
 - Medical/Insurance Form
 - Student Certificates from previous school(s) / Past Reports
 - Recommendation from the last school (if it's possible)
 - 1 photograph (identity card format)
5. 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.
6. 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/ MYP IB5) on a certificate from the previous school (Grade 10 or equivalent of the second class of Liceum Ogólnokształcące) and at least Satisfactory Grade (dostateczny or equivalent in their national Grading scales/ MYP IB4) 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.
7. Applicants for admission to the Gen. Ryszard Kukliński International School of Bydgoszcz are enrolled and registered after the payment of the non-refundable registration fee to the school's account. A candidate enrolled at the ISoB will be treated on equal rights as all other children. A student is placed in grade after due consideration of subject choice made, entrance examinations/grades acquired at previous school(s), also emotional and physical maturity. The final decision on accepting a student is made at the discretion of the ISoB Principal.

8.4 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 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.

8.5 Academic Honesty Policy

Purpose - Why do we need an academic honesty policy?

The IB Academic Honesty Policy of ISoB for the Middle Years Programme is based on the general philosophy of the International Baccalaureate and considers ethical qualities of paramount importance. It is intended to form the guidelines for the whole school community: students, teachers, administrators, and parents. Thanks to academic honesty



students show respect for others and their work, and the whole school community (IBO. **Academic integrity**. IBO, Cardiff, 2019, p. 5).

The IB Learner profile aims to create students who are **reflective thinkers**, who are **inquisitive** and **open-minded**. But first of all IB students must be **PRINCIPLED**.

***Thinker** – “We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.”*

***Inquirer** – “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.”*

***Open-minded** – “We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.”*

***Reflective** – “We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.”*

***Principled** – “We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.”*

(IBO. IB learner profile. IBO, Cardiff, August 2013)

We need an academic honesty policy to promote personal integrity and good practice in teaching, learning and assessment. It is important to develop approaches to teaching and learning like self-management, and social, communication, thinking and research skills. Having a clear academic honesty policy helps to maintain fairness, trust, and credibility, and develops respect for others.

In view of the fact that academic honesty tends to be affected by such external factors as peer pressure, family, and cultural background, it is essential that learners understand the basic meaning of relevant concepts, especially those of authenticity and intellectual property. However, it is also important to note that there is more to academic honesty than original authorship and ownership of creative material: it also relates to proper conduct in written examinations, tests or quizzes. It is reflected in all types of work submitted by the student for assessment, as well as in ethical work in and outside of the classroom.



In short, IB defines academic honesty as “making knowledge, understanding and thinking transparent” (**IBO. *Academic honesty in the IB educational context*. IBO, Cardiff, 2014).**

Definitions - What is academic honesty?

Academic honesty is a set of values and skills which reflect principled actions, personal integrity and good practice in acknowledging the ideas of other people.

The most commonly used terms, in relation to Academic Honesty, are intellectual property, proper conduct, and authenticity.

Academic integrity - “Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work”. (**Academic integrity, 3).**

Intellectual property - There are a wide range of intellectual property rights, such as patents, registered designs, trademarks, moral rights and copyrights. Students must be aware that forms of intellectual and creative expression (for example, works of literature, art or music) must be respected and are normally protected by law. The faculty of the school should make every effort to prevent students from intellectual property infringement.

Proper conduct - Good academic conduct reflects the values which underpin academic life, such as:

- honesty
- integrity
- a shared community of ideas and respect for others’ work

When students work on tasks, they will be expected to draw on the work of others, and they will gain higher marks for doing so. ISoB expects the students to be scrupulously honest about where ideas have come from.

Authenticity - According to IBO: “An authentic piece of work is one that is based on the candidate’s individual and original ideas with the ideas and work of others fully acknowledged. Therefore, all assignments for assessment, regardless of their format, must wholly and authentically use that candidate’s own language, expression and ideas. Where the ideas or work of another person are represented within a candidate’s work, whether in the form of direct quotation or paraphrase, the source(s) of those ideas or the work must be fully and appropriately acknowledged. (Academic Honesty, 2)



Definitions - What is academic misconduct?

The IBO regulations define 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 component. (Academic Honesty, 3) Academic misconduct also refers to breaching the good practice of providing authentic work and is commonly referred to as cheating. “Results cannot be fair if some students have had an unreasonable advantage over others”. (Academic integrity, 1).

“When a student seeks and receives assistance from others such as teachers, peer students and parents, beyond what is recommended in the subject guidelines during the completion of a piece of work, that student is receiving assistance that, in the first place, not everyone has at their disposal. This also affects the assessment process since the work is not entirely produced by the student in question. As stated before in this document, the assessment process can only be fair if it truly and effectively reflects the genuine and authentic effort of the student, and not the work of those who helped in the process of creating that piece of work” (Academic integrity, 23).

Malpractice includes:

- **plagiarism:** this is defined as the representation of the ideas or work of another person as the candidate’s own. ISOB identifies a case of plagiarism if it is at least 40 words from another text or more than one visual source (map, table, picture, recording etc.) are not credited. “(...) plagiarism varies greatly and can stretch from word-for-word, or verbatim copying, to poor paraphrasing attempts through simple word substitution” (Academic integrity, 46). “Plagiarism even occurs when students memorize text and then reproduce it in written or oral examinations or when a source is translated and used in the target language of the assessment” (Academic integrity, 46-47).
- **collusion:** this is defined as supporting malpractice by another candidate
- **duplication of work:** this is defined as the presentation of the same work for different assessment components and/or diploma requirements
- taking work from the Internet, including websites offering “finished pieces of work in exchange for another”. Both the individuals responsible for uploading the work and the individuals who copy it are guilty of academic dishonesty (Academic integrity, 23).
- “Submitting work commissioned, edited by, or obtained from a third party” (Academic integrity, 32)
- falsifying a SA/CAS record



- taking unauthorized material into an examination/test room, such as a cell/mobile phone, written notes, rough notes, or an electronic device other than a permitted calculator) - “regardless of intent or if the material is used”(Academic integrity, 24)
- leaving and/or accessing unauthorized material in a bathroom/restroom that may be visited during an examination/ test
- misconduct during an examination or test, including any attempt to disrupt the examination or distract another candidate
- exchanging information or in any way supporting the passing on of information to another student about the content of an examination or test
- failing to comply with the instructions of the teacher/invigilator or other member of the school’s staff responsible for running the examination/test
- impersonating another candidate
- stealing examination or test papers
- obtaining and sharing “examination materials...(i.e) live examination content or coursework that has reached the internet through fraudulent practices” (Academic integrity, 23)
- using an unauthorized calculator during an examination or test, or using a calculator when one is not permitted for the examination or test paper
- “Behaviour that may disadvantage another student is also regarded as academic misconduct” (Academic integrity, 23).
- “writing offensive or obscene and/or irrelevant comments” on an examination/test paper (Academic integrity, 23)
- “assisting other students in the same or a different school to commit academic misconduct also represents a serious offence” (Academic integrity, 23).
- “Inclusion of inappropriate, offensive, or obscene material” in submitted work (Academic integrity, 33)
- “Failing to report an incident of academic misconduct” (Academic integrity, 34).
- Disturbing an academic misconduct investigation in any way (Academic integrity, 35-36)
- irresponsible use of social media, which can leave a digital footprint and risk materials becoming public (e.g. sharing exam papers/assessments in groups on social media platforms)
- “Forgery or falsification of IB grades or certificates” (Academic integrity, 36)



School action - How does the school enforce its academic honesty policy?

ISoB works toward strengthening the integrity of its students by implementing a unified policy which includes strengthening good practices and supporting the students, as well as setting up rules for the consequences should the AH policy be breached.

During the IB investigation of an incident of academic misconduct in school, the school administration will support the process. “All individuals under investigation will be given the opportunity to present a written statement where they can document their version of events. If a student is the subject of an investigation, the school must ensure that adequate support is given, such as inviting parents or legal guardians to the interviews needed to complete the investigation” (Academic integrity, 19).

Strengthening good practices

The whole school community works toward supporting students with understanding what Academic Honesty is and how to implement it in their work.

Teachers – How do the teachers support AH policy?

All subject areas must contribute to the development of academic honesty. Therefore, each teacher is responsible for helping students gain the skills necessary to complete assigned summative tasks. Necessary skills may include, but are not limited to:

- conducting research
- writing academically so as to fulfil the expectation of authentic authorship
- acknowledging sources through the use of citations
- working collaboratively
- establishing timelines so work can be proof-read and edited by knowledgeable sources prior to the assessment submission deadlines.



- It is forbidden for teachers (or other individuals) “to prepare a template to ensure that all candidates follow a clear pattern or model to complete a task” (Academic integrity, 29).

These skills can be promoted in a variety of ways, including, but not limited to:

- thorough assessment explanations including preferred citation formats
- informal reminders
- providing a list of conventions for acknowledging sources
- highlighting the importance of academic honesty and explaining the risks of violating it in the context of each subject
- supporting students in preparing work for assessments to ensure they comply with relevant requirements
- *if in the process of preparing work for assessment the teacher suspects plagiarism or collusion*, drawing students’ attention to the risk of violating academic honesty
- direct instruction about research steps and citation procedures
- checking students’ work for authenticity before submission for assessment

Students – How do the students exhibit Academic Honesty?

How students can avoid committing plagiarism

- Read and understand their school’s academic integrity and honesty policy.
- Design time schedules or plans to manage tasks sensibly.
- Maintain organized notes, including sources consulted during the production of work.
- Seek guidance and support from their teachers or tutors when doubts arise about referencing.



- Cite sources by making clear which words, ideas, images and other materials are from other sources, including maps, charts, musical compositions, films, computer source codes and any other material.
- Give credit for copied, adapted, paraphrased and translated materials from others.
- Make sure that information used is acknowledged in the body of the text and is fully listed in the bibliography using the referencing style agreed with the teacher or tutor” (Academic integrity, 47)

Students are expected to:

- have a full understanding of their schools and the IB’s policies
- respond to acts of student academic misconduct and report them to their teachers and/or programme coordinators
- respond to acts of school maladministration and report them to their teachers and/or programme coordinators
- complete all assignments, tasks, examinations and quizzes in an honest manner and to the best of their abilities
- give credit to used sources in all work submitted to the IB for assessment in written and oral materials and/or artistic products
- abstain from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, essay writing or copy-editing services, pre-written essay banks or file sharing websites
- abstain from giving undue assistance to peers in the completion of their work
- show a responsible use of the internet and associated social media platforms” (Academic integrity, 16).

- GIVING CREDIT

Each student is responsible for ensuring that all work submitted for assessment is in compliance with the Academic Honesty Policy requirements. Every time students prepare



work, they need to acknowledge “the sources of information that were used and the help they have received from third parties during the process. In collaborative projects, they must exhibit balanced behaviour by recognizing the collaboration of other team members and granting fair recognition of their participation” (Academic integrity, 15).

- CLARIFICATION

If, at any point, a student is concerned that his/her behavior may be interpreted as malpractice, he/she needs to seek clarification regarding academic honesty expectations. Attempts to gain clarification prior to submission of work will never be penalized, as this demonstrates the student’s desire to act in a principled manner and serves as a learning opportunity. Therefore, students should feel comfortable asking for clarification and remember that all questions concerning academic honesty are welcomed.

- PRINCIPLED ACTION

1. REPORTING

Students who may know of a potential act of academic dishonesty, or of an act that has already occurred, are required to report it to a teacher immediately. Students who report these incidents are maintaining policy, acting with integrity, and helping their peers see the importance of academic honesty. The names of students who bring forth information regarding situations of academic dishonesty will remain confidential.

2. ACCEPTING CONSEQUENCES

Students “must bear the consequences if they submit work for assessment that is not their own, regardless of whether the plagiarism was deliberate or the result of poor research skills” (Academic Honesty, 12). It is our hope to avoid situations of malpractice, but should a situation arise, we expect students to cooperate with staff, take responsibility for their actions, and use the experience as a learning opportunity for the future.



Families/Guardians – How do the families support the AH policy?

Families are expected to support the school's Academic Honesty Policy. Therefore, it is essential that, when requested, families come to meetings to discuss the academic honesty of their children. Furthermore, they are requested to "report any potential cases of student misconduct or school maladministration to the school's directorate and/or the IB" (Academic integrity, 18). Families can also encourage academic honesty by helping students understand the expectations, thereby preventing malpractice.

Good ideas for helping your child (examples)	Bad ideas for helping your child (examples)
<ul style="list-style-type: none">- explaining what is academic honesty - what is right and what is not (based on IB and the school's internal policies and procedures),- giving suggestions on how to work on the project - e.g. where the student should look for sources to help complete a task,- asking the student if she/he is sure what to do to meet all the outcomes for the task.- supporting your child "in planning a manageable workload" so she/he "can allocate time effectively" (Academic integrity, 17)	<ul style="list-style-type: none">- correcting your child's work,- asking another adult (e.g.. a private teacher) to help in doing a project, homework, or an assignment,- advising your child to copy work from the Internet or to consult with another student.

Central record of incidents

The school maintains a central record of incidents of academic dishonesty, which contains: the names of students involved, descriptions of the incidents, and the consequences which



the students had to face. Each case will be treated individually, but this document will help to provide an overview of problems with specific students.

Students' rights when accused of academic dishonesty:

1. Students have the right to explain all their actions.
2. Students have the right to request the presence of their parents during discussions about the incident.
3. Students have the right to request the presence of other witnesses (e.g. classmates) during discussions about the incident.
4. Students have the right to ask for the MYP coordinator's presence.

Consequences of academic misconduct

In the case of a violation of AH policy, the relevant subject teacher may consider lowering the final subject grade. Each incident will be recorded in the central records. The teacher needs to inform the school administration and parents/ guardians about the situation.

Should a breach of the Academic Honesty policy be detected, the following procedures will take place:

- In the first instance of misconduct –
 - Warning letter to the student
 - A meeting for parents/guardians, relevant teachers, the DP/MYP Coordinator, and the student takes place to make sure the student understands his actions and the consequences if the AH policy is breached again.
 - The submitted work receives N/ A status and a note recording the offence is placed in the student's school documents.
(A " no grade for parallel subject" penalty can be applied to ISoB students whose misconduct benefits another student rather than themselves)
 - Parents receive the copy of the minutes from the meeting.
 - The offense results in lowering the student's behaviour grade by one mark.
 - The DP coordinator is notified in the case of G10 students.
 - A "No grade for parallel subject



- In the second instance of misconduct –

- A meeting of parents/guardians, teachers, the DP/MYP Coordinator, the student, and the Principal takes place to make sure the student understands his actions and the consequences if the AH policy is breached again.
- The work receives 0 points and a note recording the second offence is placed in the student's school documents. -The student receives a written reprimand from the Principal.
- The offense results in the student's behaviour grade being lowered to unsatisfactory.

- In the third instance of misconduct –

- The student faces expulsion from school.

Actions which will be taken by the school/IBO in instances of student misconduct during DP examinations

- 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 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 (...)"

(‘General regulations: Diploma Programme’ , IBO, March 2011)

8.6 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.

8.7 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. Parents may inform about student's absence via Managebac. 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 50 percent of school in a semester, credit may not be given. At least 50% + lesson attendance at particular subjects (if not met, an exam on the covered material has to be taken). 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 (passed the test). Absences for any reason other than an official school trip count against the 50 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 50 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.



8.8 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.

8.9 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 the 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.

8.10 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 the 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 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 SEN Coordinator (SENCO) may contact these professionals if the parents agree. 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.
- Coordinating 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 the 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 teachers are 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 beginning or 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 a 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.

9. Practical Information

9.1 Lunch

If necessary, all information is available on the school website and at the secretary's office. The DP students may bring their own meals from home.



9.2 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.

9.3 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, the 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.

9.4 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)

9.5 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 labelled 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.

9.6 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

9.7 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, the 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.

10. 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.

11. Address List

The School Steering Committee

Principal: Imisława Bugeja imislawa.gorska@ukw.edu.pl

DP coordinator Małgorzata Kozielowicz gosiakozielowicz@poczta.onet.pl

The Secretary Office

Secretary: Karolina Mucha isob@ukw.edu.pl