



THE CODRINGTON SCHOOL

THE INTERNATIONAL SCHOOL OF BARBADOS



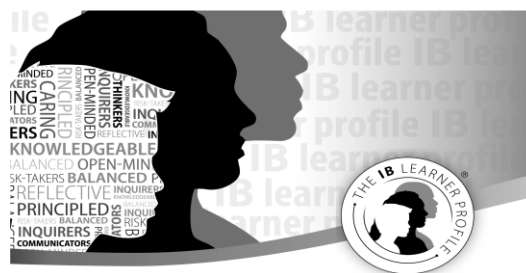
The International Baccalaureate (IB) Diploma Programme (DP) Handbook for the Class of 2023



For Parents & Students

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IB learner profile

“The IB Learner Profile is the IB mission statement translated into a set of learning outcomes ... 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, 2006)

Disposition	Description
Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In doing so, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and fore-thought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Programme background

The International Baccalaureate Diploma Programme (IB DP) was established in Geneva in 1968 to provide an international, and internationally recognized, university-entrance qualification for students studying outside of their home country. The IB's goal is to provide students with the values and opportunities that will enable them to develop sound judgment to make wise choices, and respect others in the global community. The IB DP equips students with the skills and attitudes necessary for success in higher education and employment; it has the strengths of a traditional liberal arts curriculum, but with three important additional features, shown at the centre of the curriculum model on page 5. As the IB DP has grown, so too has its reputation for excellence; the IB DP is now recognized in almost every country in the world as a one of the pre-eminent pre-university qualifications.

What does it take to be a successful IB DP student?

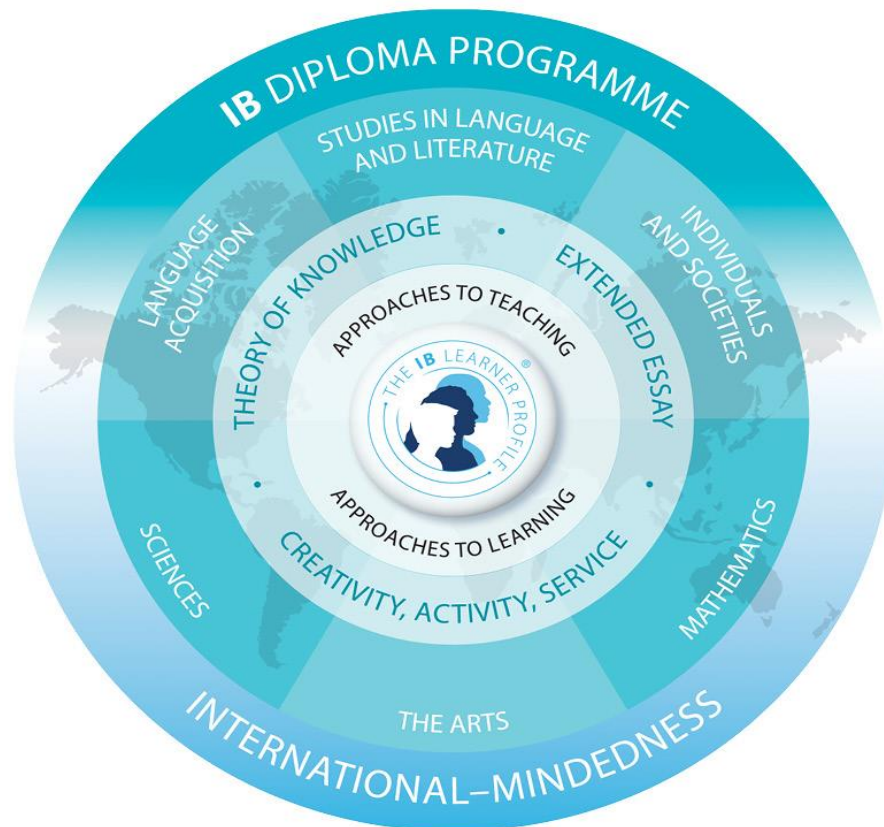
To be a successful IB DP student, it is necessary to:

- make the right choice of higher and standard level subjects that reflect abilities and future plans
- be punctual both to classes and to school
- have an excellent attendance record
- complete work on time and to an appropriate standard

In all courses, students must complete mandatory coursework assignments; typically this coursework amounts to 25% of the final grade for each course, although in some cases it may be higher or lower.

The key to doing this work to an acceptable standard is organization, and the importance of keeping to internal deadlines cannot be stressed enough.

The IB DP model



The current DP model was introduced in 2012; its central core is the learner profile, Extended Essay, Theory of Knowledge and Creativity, Activity and Service (CAS). It also shows the six sections from which subjects are chosen. Approaches to teaching and learning (ATL) are included in the inner circle of the model demonstrating the DP's commitment to particular pedagogical approaches to teaching and to developing particular skills for learning. The watermark of the world indicates that much learning for the DP takes place in the global context.

Curriculum overview

Group 1 Language A	Group2 Language B	Group 3 Individuals & Societies	Group 4 Sciences	Group 5 Maths	Group 6 Arts
English Literature	Spanish Ab Initio Spanish French	History Business Management	Biology Chemistry Design Tech. (DT*)	Maths Analysis & Approaches Maths Applications & Interpretations	Visual Arts Music
Higher and Standard Level	Higher and Standard Level Ab Initio Standard Level only	Higher and Standard Level	Higher and Standard Level	Standard Level Only	Higher and Standard Level

Students generally choose three subjects at Higher Level and three at Standard Level; one from each group but students can elect to “opt out” of Group 6 and choose a sixth subject from Group 2 or 3 or 4.

Online Courses [\(Pamoja\)](#)

There is the possibility to take an online course via Pamoja in lieu of **one** of the courses offered at Codrington. Pamoja courses incur an additional expense to the family which is not covered by the school. Please note that the final decision will be that of the school and will depend upon:

1. The extent to which the student, throughout his/her MYP5/equivalent year, has shown academic maturity, a strong work ethic and the desire to achieve highly in his/her studies.
2. The extent to which the student has shown his/herself to be organized, responsible and the ability to work independently and meet deadlines.
3. Whether the course fits with the requirements of the IB DP (if the student is taking the full IB DP).

Any student who is considering taking an online course should fully investigate the course description.

*Given the development of the course at DP level; the need to obtain new resources for the course and the fact that it will be a “resource heavy” subject, any student opting to take DT with the DP will have an additional annual “resource fee” of BBD\$1500.

Entry Requirements

IB Middle Years Programme (MYP) Graduating Students must:

- have passed the IB MYP5 Personal Project (grade 3 or higher) and
- successfully completed the School's "CAS Junior" requirements.
- graduated from MYP with either an MYP Certificate or MYP Honours Certificate

All students:

To ensure access to a Higher Level course, a student must have studied the subject in MYP5 (or equivalent*) and should generally be performing at a *level 6* (or equivalent*) by the summer before commencing the DP.

To ensure access to a Standard Level course, a student should generally be performing at a *level 5* (or equivalent*) by the summer before commencing the DP.

English Proficiency: There are no universal, formal entry requirements; however, in order to have access to instruction and to the course materials, it is a pre-requisite that a student has competent English skills – speaking, listening, reading and writing. If a student does not have sufficient English skills, then we may require that that he/she take a summer English language course before enrolling and/or for them to undertake some additional English testing.

*External Candidates: For those students coming to the DP from other schools it is important to have Predicted Grades before enrolment and actual examination results at the time of enrolment (e.g. CXE or GCSE); these help with choices of subjects and levels. For CXE/GCSE a 3 CXE/4-5 GCSE or higher would be needed for a Standard Level course and a 2 CXE/6 GCSE or above for a Higher Level course.

Choosing subjects & levels

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

As well as considering their personal strengths in individual subjects, when making course selections, students should also take into account their future education and career plans. Students should become familiar with the specific requirements of the universities in the countries to which they intend to apply *as different universities in different countries have different entrance requirements.*

Assessment

There is a maximum of 7 points available for each of the six required elective courses; in addition, there are 3 points available for the combination of TOK and the Extended Essay. This makes a maximum total of 45 points. A minimum of three courses must be at Higher Level.

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

To obtain 24 points and obtain the Diploma is a challenging task and requires 2 years of commitment, organisation and hard work. Even if a student does not obtain the Diploma, you are able to achieve passing *Certificates* in different subjects which will allow you to obtain a Codrington Diploma.

IB Diploma General Assessment Criteria Descriptors	
7	Excellent Performance
6	Very Good Performance
5	Good Performance
4	Satisfactory Performance
3	Mediocre Performance
2	Poor Performance
1	Very Poor Performance

Certification

From the school

If a candidate fulfils the graduation requirements set out by the School (see below), he/she will be awarded The Codrington School Diploma (with or without honours). This is the equivalent of an American High School Diploma but may also have equivalency in other countries. The conditions for the award of this diploma are determined by the school and are not contingent on any IB external examinations. A candidate's teacher awarded grades at the end of term two, of year two, will help determine whether he/she is awarded The Codrington School Diploma (with or without honours) . Both of which will enable candidates to access further education in some fields and in some locations.

Codrington School Diploma (with Honours)

- An average score of 24* points or more across all six courses over the two years
- No score lower than a '2' in any course in DP2
- Satisfactory participation in the CAS (meeting all the IB expectations).
- Satisfactory completion of the Extended Essay and TOK requirements to obtain at least one IB point
- Minimum 90% attendance over the two years (unless extenuating circumstances)

***This must include at least 12 points from the student's Higher Level subjects**

Codrington School Diploma

- Participation in at least four courses (to include English and Maths), each from a different subject group, during DP 1 and 2
- An average score of 18 points across all courses over the two years
- Satisfactory participation in the Service component of CAS. Creativity and Activity are optional
- Minimum 90% attendance over the two years (unless extenuating circumstances)

The IB DP Graduation Ceremony will be held at the beginning of June in the second year of the DP; the date that the IB publishes results is normally the first week of July. This is when students are awarded the above Diplomas.

From the IB:

What does a candidate need to achieve to be awarded an IB Diploma?

In general a candidate needs to score 24 points or more to be awarded an IB Diploma. However, there are certain conditions in which a score of 24 or more will not gain a IB Diploma. Please look at the table below and the examples to understand what this means:

- Must achieve at least 24 points in the Diploma
- All the CAS requirements have been met
- There is no “N” awarded for TOK, the EE or for a contributing subject
- There is no grade E awarded for TOK and/or the EE
- There is no grade 1 awarded in a subject/level
- There are no more than two grade 2s awarded (HL or SL)
- There are no more than three grade 3s or below awarded (HL or SL)
- The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count)
- 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)
- The candidate has not received a penalty for academic misconduct from the Final Award Committee

Example Diploma Scores				
Complete Diploma Requirements				
Student A				
Higher Level	7, 6, 7	=	40 points: an excellent IB Diploma	
Standard Level	6, 6, 6			
TOK/EE	2			
Student B				
Higher Level	5, 6, 5	=	30 points: a good IB Diploma	
Standard Level	4, 5, 4			
TOK/EE	1			
Student C				
Higher Level	5, 3, 4	=	24 points: a pass with 12 at HL	
Standard Level	4, 4, 4			
TOK/EE	0			

Incomplete Diploma Requirements – NO DIPLOMA AWARDED			
Student X			
Higher Level	5, 2, 4	=	27 points: less than 12 points at HL
Standard Level	4, 5, 6		
TOK/EE	C, C = 1 point		
Student Y			
Higher Level	6, 5, 2	=	24 points: more than two 2s
Standard Level	2, 2, 7		
TOK/EE	D, D = 0 point		
Student Z			
Higher Level	7, 7, 6	=	40 points: E awarded for EE
Standard Level	6, 7, 7		
TOK/EE	D, E = 0 points		


What happens if a candidate does not meet the requirements to be awarded a full IB Diploma?

The candidate will be awarded *certificates* for the subjects that he/she passes.

Promotion from DP1 to DP2 To be promoted from DP1 to DP2, at the end of the first year of the IB Programme a student must be meeting the requirements of the relevant pathway; this includes meeting the required attendance of 90%.

University entrance

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



"Diploma Programme students are well-rounded, multifaceted, multiskilled and have studied in depth. They have good time-management skills. They score higher than students in other national systems, and the IB score is worldwide the same measure."

Hrilina Lock, undergraduate admissions manager,
London School of Economics, UK

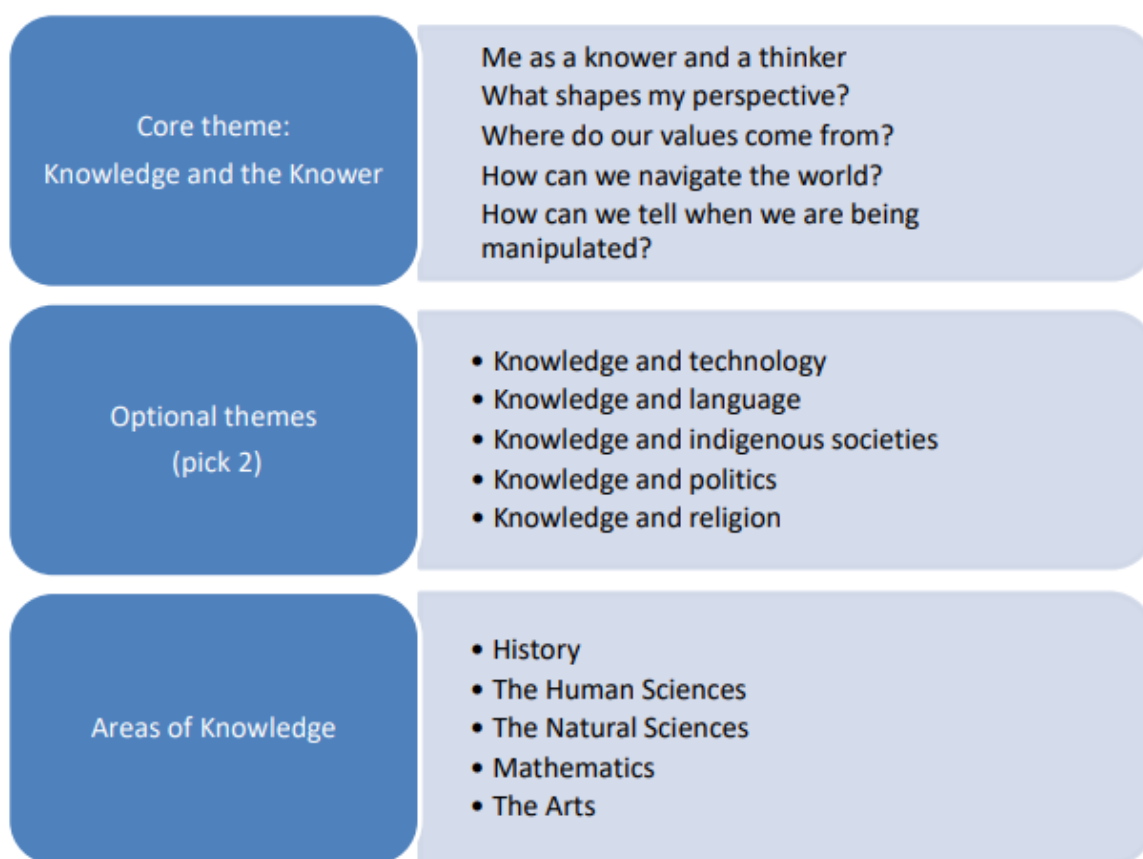
Detailed curriculum information

As the model on page 5 shows DP curriculum is made up of the core curriculum and individual subjects. Outlines of each can be found below.

The core IB curriculum

Theory of Knowledge (ToK)

Theory of Knowledge is a course centered on the question: “How do we know that?” and encourages students to reflect on themselves as thinkers and learners. They will make connections between their subject learning, the world around them and to reflect on their own assumptions and beliefs. Students are taught to investigate knowledge through critical thinking of three key areas:



Underpinning these is understanding of the 8 Ways of Knowing: language, sense perception, emotion, reason, imagination, faith, intuition and memory. By the end of the course, students should be proficient in formulating arguments and analysing knowledge claims. Students complete 100 hours over the two-year course.

Students are officially assessed for their IB Diploma, based solely on two pieces of work:

- 1) 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.
- 2) 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 Extended Essay

You may also find this [link](#) useful

The Extended Essay is an in-depth study of a limited topic within a subject. Its purpose is to provide a student with an opportunity to engage in independent research at an introductory level. Emphasis is placed on the process of engaging in personal research, on the communication of ideas and information in a logical and coherent manner, and on the overall presentation of the Extended Essay in compliance with IB guidelines. Students are required to devote 40+ hours to the essay over the course of twelve months. In choosing a subject, an essential consideration should be the personal interest of the student. The subject should offer the opportunity for in depth research but should also be limited in scope. It should present the candidate with the opportunity to collect or generate information and/or data for analysis and evaluation. Extended Essays submitted in Language B (Spanish or French) must be written in that language. All other essays must be in English. The Extended Essay is limited to 4,000 words and should include an abstract, an introduction, a development methodology, a conclusion, a bibliography, and any necessary appendices.

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

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

		Theory of knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
Extended essay	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

Creativity, Activity & Service (CAS)

is at the heart of the DP. It is one of the three essential elements in every student's DP experience. It involves students in a range of activities alongside their academic studies throughout the DP (over an 18 month period).

The three strands of CAS, which are often interwoven with particular activities, are characterized as follows:

Creativity: exploring and extending ideas leading to an original or interpretive product or performance.

Activity: physical exertion contributing to a healthy lifestyle.

Service: collaborative and reciprocal engagement with the community in response to an authentic need.

All students must be actively involved in the CAS programme to obtain the full diploma. Students will demonstrate they achieved the following outcomes by updating regularly their portfolio. The portfolio should include their CAS experiences, reflections and evidences.



LO 1 Identify own strengths and develop areas for growth

Descriptor Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.

LO 2 Demonstrate that challenges have been undertaken, developing new skills in the process

Descriptor A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area.

LO 3 Demonstrate how to initiate and plan a CAS experience

Descriptor Students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process.

LO 4 Show commitment to and perseverance in CAS experiences

Descriptor Students demonstrate regular involvement and active engagement in CAS.

- LO 5**
Descriptor **Demonstrate the skills and recognize the benefits of working collaboratively**
Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.
- LO 6**
Descriptor **Demonstrate engagement with issues of global significance**
Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally.
- LO 7**
Descriptor **Recognize and consider the ethics of choices and actions**
Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

Students are expected to:

- self-review at the beginning of their CAS experience and set personal goals for what they hope to achieve through their CAS programme.
- plan, do and reflect (plan activities, carry them out and reflect on what they have learned).
- undertake at least one interim review and a final review with their CAS adviser.
- take part in a range of activities, including at least one project, some of which they have initiated themselves.
- keep records of their activities and achievements, including a list of the principal activities undertaken.
- show evidence of achievement.

You may also find this [link](#) useful

What subjects are available?

On the next pages are simplified outlines of the courses available at The Codrington School. These will give you only a certain amount of information, however if you want to know more, you can speak to the individual teachers or visit the IB website – www.ibo.org

You may also find this [link](#) useful

Language A: English Literature

What are the main aims of this subject? (adapted from IB Subject Guide)

Students will study a range of literature from across the English speaking world and in translation under three Areas of Exploration: *Readers, Writers and Texts*; *Time and Space*; and *Intertextuality: Connecting Texts*. Students will investigate how the culture and contexts of production and reception of texts are important to our understanding and interpretation of texts. The texts will be taken from a range of locations, times, genres and cultures and students will consider their own interpretations as well as the critical perspectives of others. Students will analyse and write creatively to understand the different ways in which literature is created across the world.

Why students take this subject?

This subject will introduce students to a range of texts from different periods, styles and genres. As a Group 1 Language A course students can expect it to be academically challenging and rigorous. Students will also explicitly be given the opportunity to explore the culture of the language and/or literature via a variety of texts. As a result, they will be able to use the language for purposes and in situations involving sophisticated discussion, argument and debate as well as analyse effectively, considering multiple perspectives and interpretations.

What is the difference between Higher Level (HL) and Standard Level (SL) in this subject?

HL and SL students will study the same 3 units that focus on different elements of the texts, however HL will study a wider range of texts from different countries, genres and time periods. HL study 13 texts with at least 4 of them being in translation and SL will study 9 texts with at least 3 of them being translation. Therefore, at HL there is the requirement that the analysis will be deeper and the connections between texts broader.

Main Course Objectives: (adapted from IB Subject Guide)

Having completed the course candidates will be expected to:

- engage in a detailed, critical examination of a range of texts in different genres, purposes and contexts
- understand and use an extensive range of vocabulary and idiom and select a register and style that are consistently appropriate to the situation
- structure arguments in a focused, coherent and persuasive way, as well as support them with relevant examples
- appreciate the subtleties of technique and style employed by writers

Main Units/Topics:

Readers, writers and texts

Works are chosen from a variety of literary forms. 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. 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. The focus is on the development of critical response grounded in an understanding of the complex relationships among literary texts.

Assessment Information:

Assessment that goes towards the IB Diploma consists of the Individual Oral (conducted and assessed in school) and two External Examinations. For HL students there will also be a critical essay that is to be completed in school. All students will be expected to keep a portfolio of work that they have completed over the duration of the course.

Language B Spanish Ab Initio (Standard Level only)

What are the main aims of this subject? (adapted from IB Subject Guide)

The main aims of the Language Ab Initio (beginner) courses are to develop students' intercultural understanding, and use the language they have studied in a range of contexts and for a variety of purposes. They are to encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures, develop awareness of the relationship between the languages and cultures with which they are familiar and the role of language in relation to other areas of knowledge. Finally, they are also to provide students with a basis for further study, work and leisure through the use of an additional language.

Why may students consider taking this subject?

Language Ab Initio courses are for beginners, that is, students who have little or no previous experience of learning the language that they have chosen.

What is the difference between Higher Level (HL) and Standard Level (SL) in this subject?

This course is only available at Standard Level.

Main Course Objectives: (adapted from IB Subject Guide)

Having completed the course candidates will be expected to:

- Understand and use language to express and respond to a range of ideas with fluency and accuracy
- Communicate clearly and effectively in a range of contexts and for a variety of purposes
- Identify, organize and present ideas on a range of topics
- Understand, analyze and reflect upon a range of written, audio, visual and audio-visual texts

Main Units/Topics:

Five themes:

- Identities
- Social Organization
- Experiences
- Sharing the Planet
- Human Ingenuity

Each theme has a list of topics that provide the students with opportunities to practice and explore the language as well as to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students should be able to respond and interact appropriately in a defined range of everyday situations.

Assessment Information:

Assessment consists of the Internal Assessment, a three-part individual oral (internally assessed by the teacher and externally moderated by the IB towards the end of the course) and the External Assessment which includes two examinations, a written task which consists of two writing exercises and a second examination with two separate sections one for reading comprehension and the other for listening comprehension

Language B French/Spanish (Higher and Standard Level)

What are the main aims of this subject? (adapted from IB Subject Guide)

The main aims of the Language B courses (French or Spanish are offered) are to develop students' intercultural understanding, and use the language they have studied in a range of contexts and for a variety of purposes. They are to encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures, develop awareness of the relationship between the languages and cultures with which they are familiar and the role of language in relation to other areas of knowledge. Finally, they are also to provide students with a basis for further study, work and leisure through the use of an additional language.

Why may students consider taking this subject?

Language B is an additional language-learning course designed for students with some previous learning of that language. The main focus of the course is on language acquisition and development of language skills. The courses give students the possibility of reaching a high degree of competence in an additional language while exploring the culture where that language is spoken. The Language B course is designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken.

What is the difference between Higher Level (HL) and Standard Level (SL) in this subject?

There is a common syllabus at SL and HL (with literature as an additional component of the HL course). The differences between levels are determined by the assessment objectives, the depth and breadth of syllabus coverage, the assessment details, the assessment criteria, and literature coverage.

Main Course Objectives: (adapted from IB Subject Guide)

Having completed the course candidates will be expected to:

- communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding
- use language appropriate to a range of contexts and understand and use language to express and respond to a range of ideas with accuracy and fluency
- organise ideas on a range of topics
- understand, analyse and respond to a range of written, audio, visual and audio-visual texts
- understand and discuss works of literature written in the target language of study (HL only)

Main Units/Topics:

There are five themes that must be covered throughout the course, whether it is studied at SL or HL:

- Identities
- Experiences
- Human ingenuity
- Social organization
- Sharing the planet

Also, at HL, students study **two** works of literature related to one or more of these themes

Assessment Information:

For both HL and SL, this consists of **one internal assessment** and **two external assessments**, all based on one or more of the themes studied.

The **internal assessment** is the individual oral, which is a verbal interaction between the student and the teacher in response to a visual stimulus (for SL) or an extract from a literary work (for HL). This is recorded and conducted under examination conditions in the second year of the programme.

The **external assessments** are two exams: Paper 1 (productive skills- writing) and Paper 2 (receptive skills- listening and reading). These take place at the end of the programme.

History (Higher and Standard Level)

What are the main aims of this subject? (adapted from IB Subject Guide) to:

- develop an understanding of, and continuing interest in, the past
- encourage students to engage with multiple perspectives and to appreciate the complex nature of historical concepts, issues, events and developments
- promote international-mindedness through the study of history from more than one region of the world
- develop an understanding of history as a discipline and to develop historical consciousness including a sense of chronology and context, and an understanding of different historical perspectives
- develop key historical skills, including engaging effectively with sources
- increase students' understanding of themselves and of contemporary society by encouraging reflection on the past

Why may students consider taking this subject?

Students who have an interest in finding out about the past or who are interested in developing a greater awareness of the discipline of History. Also, students who are thinking of any sort of course at university or college with a significant literacy focus would also find it useful to do History as it builds skills of extended analytical writing. Law and journalism graduates for example will often have studied History.

What is the difference between Higher Level (HL) and Standard Level (SL) in this subject?

Students at standard level (SL) and higher level (HL) are presented with a syllabus that has a common core consisting of prescribed subjects and topics in world history. In addition, students at HL are also required to undertake an in-depth study of three sections from one of the HL regional options. While many of the skills of studying history are common to both SL and HL, the difference in recommended teaching hours at SL/HL signals a clear distinction between the demands made on students, with greater depth of study for HL.

Main Course Objectives: (adapted from IB

Subject Guide)

- Assessment objective 1: Knowledge and understanding
- Assessment objective 2: Application and analysis
- Assessment objective 3: Synthesis and evaluation
- Assessment objective 4: Use and application of appropriate skills

Main Units/Topics:

Prescribed subjects

1. Military leaders
2. Conquest and its impact
3. The move to global war
4. Rights and protest
5. Conflict and intervention

World history topics

1. Society and economy (750–1400)
2. Causes and effects of medieval wars (750–1500)
3. Dynasties and rulers (750–1500)
4. Societies in transition (1400–1700)
5. Early Modern states (1450–1789)
6. Causes and effects of Early Modern wars (1500–1750)
7. Origins, development & impact of industrialization (1750–2005)
8. Independence movements (1800–2000)
9. Evolution & development of democratic states (1848–2000)
10. Authoritarian states (20th century)
11. Causes & effects of 20th-century wars
12. The Cold War: Superpower tensions rivalries (20th century)

HL options: Depth studies

1. History of Africa and the Middle East
2. History of the Americas
3. History of Asia and Oceania
4. History of Europe

Assessment Information: Consists of the internal assessment worth 25% and 20% for SL & HL respectively. External assessments (HL and SL) include two examination papers. SL examination papers 1 and 2 have the respective weightings of 30% and 45%. HL examination papers 1, 2 & 3 have the respective weightings of 20%, 25% & 35%.

Business Management (Higher and Standard Level)

What are the main aims of this subject? (adapted from IB Subject Guide)

The main aims of Business Management are to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyse, discuss and evaluate business activities at local, national and international levels. The course covers a range of organizations from all sectors, as well as the socio-cultural and economic contexts in which those organizations operate.

Why may students consider taking this subject?

Students may consider taking this if they have a definite interest in business and/or a desire to pursue business as a career. This is a good choice for students who would like to improve their knowledge base in business, to improve management skills or for students who will manage their own business.

What is the difference between Higher Level (HL) and Standard Level (SL) in this subject?

The main difference between HL and SL is one primarily of depth of content, as many of the skills of Business management are common to both SL and HL, although there are additional topics in the HL course. This is reflected in both the internal assessment and external assessment. The HL course differs from the SL course in business management in terms of the nature of the internal task and the nature of the examination questions.

Main Course Objectives: (adapted from IB Subject Guide)

Students will be expected to do the following:

1. Demonstrate knowledge and understanding of specified content
2. Demonstrate application and analysis of knowledge and understanding
3. Demonstrate synthesis and evaluation of business strategies, strategies, decisions
4. Demonstrate a variety of appropriate skills to select and use business material, tools, techniques and methods.

Main Units/Topics:

Standard and Higher Core

- Unit 1: Business organization and environment
- Unit 2: Human resource management
- Unit 3: Finance and accounts
- Unit 4: Marketing
- Unit 5: Operations management

Higher Level only:

- Organizational planning tools
- Organizational (corporate) culture
- Industrial/employee relations
- Final Accounts
- Efficient ratio analysis
- Investment appraisal
- Budgets
- Sales forecasting
- The extended marketing mix of seven Ps
- International marketing
- Lean production and quality management
- Production planning
- Research and development
- Crisis management & contingency planning

Assessment Information:

Standard Level – Paper 1 (35%) on all SL content, Paper 2 (40%) on questions based on stimulus material and an internal assessment - written commentary (25%)

Higher level – Paper 1 (35%) on SL and HL content, Paper 2 (40%) on questions based on stimulus material and an internal assessment – research project (25%)

Biology (Higher and Standard Level)

What are the main aims of this subject? (adapted from IB Subject Guide)

The main aim is to provide students with the opportunities for scientific study and creativity within a global context that will stimulate and challenge them. Students will be provided with a body of knowledge, methods and techniques that characterize science and technology. Students will also develop their ability to be able to analyze, evaluate and synthesize scientific information.

Why may students consider taking this subject?

Students who have an interest in the natural sciences or Medicine, or who wish to pursue any science discipline in general at the post-secondary level. Biology is also the least Mathematical of the three traditional sciences; Biology and Mathematical Studies can be a common combination.

What is the difference between Higher Level (HL) and Standard Level (SL) in this subject?

Students at standard level and higher level undertake a common core syllabus, a common internal assessment scheme and have some overlapping elements in the option studied. They are presented with a syllabus that encourages the development of certain skills, attributes and attitudes. While the skills and activities are common to students at both SL and HL, students at HL are required to study some topics in greater depth, in the additional higher level material and in the common options. The distinction between SL and HL is one of breadth and depth.

Main Course Objectives: (adapted from IB Subject Guide)

Having completed the course students will be expected to:

- Demonstrate an understanding of; scientific facts and concepts, scientific methods and techniques, scientific terminology, methods of presenting scientific information.
- Apply and use all of the above in different situations.
- Construct, analyse and evaluate, hypotheses, research questions and predictions, scientific methods and techniques, scientific explanations.
- Demonstrate the personal skills of cooperation, perseverance and responsibility appropriate for effective scientific investigation and problem solving.

Main Units/Topics:

Core: statistical analysis, cell biology, molecular biology, genetics, ecology, biodiversity and human physiology

At HL: nucleic acids, metabolism, cell respiration and photosynthesis, plant biology, genetics and evolution, animal physiology

Options SL and HL: neurobiology and behaviour, biotechnology and bioinformatics, ecology and conservation, human physiology

Assessment Information: Internal Assessment, which is a scientific investigation for both SL and HL and the External Assessments, which at both HL and SL include three examination papers; a multiple choice paper and two papers both requiring a mixture of short and extended responses. At HL there are more extended response questions.

Chemistry (Higher and Standard Level)

What are the main aims of this subject? (adapted from IB Subject Guide)

Through studying chemistry students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the subject.

Why may students consider taking this subject?

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is often called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems. Apart from being a subject worthy of study in its own right, chemistry is a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science, and serves as useful preparation for employment.

What is the difference between Higher Level (HL) and Standard Level (SL) in this subject?

Students at standard level and higher level undertake a common core syllabus, a common internal assessment scheme and have some overlapping elements in the option studied. They are presented with a syllabus that encourages the development of certain skills, attributes and attitudes. While the skills and activities are common to students at both SL and HL, students at HL are required to study some topics in greater depth, in the additional higher level material and in the common options. The distinction between SL and HL is one of breadth and depth.

Main Course Objectives: (adapted from IB Subject Guide)

Having completed the course students will be expected to:

- Demonstrate knowledge and understanding of facts, concepts, and terminology, methodologies and techniques & communicating scientific information.
- Apply facts, concepts & terminology methodologies & techniques and methods of communicating scientific information.
- Formulate, analyse and evaluate: hypotheses, research questions & predictions, methodologies & techniques, primary & secondary data and scientific explanations.
- Demonstrate the appropriate research, experimental, and personal skills necessary to carry out insightful and ethical investigations.

Main Units/Topics:

Core:

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

At HL:

Atomic structure
The periodic table—the transition metals
Chemical bonding and structure
Energetics/thermochemistry
Chemical kinetics
Equilibrium
Acids and bases
Redox processes
Organic chemistry
Measurement and analysis

Options SL and HL:

Materials
Biochemistry
Energy
Medicinal chemistry

Assessment Information: Consists of the internal assessment (20%), which is a scientific investigation for both SL and HL. External assessments (HL and SL) include three examination papers: a multiple choice paper and two papers both requiring a mixture of short and extended responses. At HL there are more extended response questions. SL examination papers 1, 2 & 3 have the respective weightings of 20%, 40% & 20%. HL examination papers 1, 2 & 3 have the respective weightings 20%, 36% & 24%.

Design Technology (Standard Level only at present)

What are the main aims of this subject? (adapted from IB Subject Guide)

Students will demonstrate knowledge through inquiring and problem-solving. Design Technology requires the students to use the design cycle as a tool, which provides the methodology used to structure the inquiry and the analysis of problems, the development of feasible solutions, and the testing and evaluation of the solution. The methods of study are theory lessons with practical based tasks to reinforce, leading to an examination and internal assessment.

Why may students consider taking this subject?

Students who have an interest in Design Technology and/or those seeking the possibility of reaching a high degree of in all areas of design in industry including product design, fashion design, graphics, automotive design and engineering design.

What is the difference between Higher Level (HL) and Standard Level (SL) in this subject? (n/a for DT)

Main Course Objectives: (adapted from IB Subject Guide) Having completed the course students will be expected to:

- Understand designers & consider three human factors to ensure products meet ergonomic needs.
- Develop knowledge on production whilst carefully considering three key issues—consumption of raw materials, consumption of energy and production of waste—in relation to managing resources and reserves effectively and making production more sustainable.
- Understand the conceptual model originates in the mind and its primary purpose is to outline the principles, processes and basic functions of a design or system.
- Communicate why different materials are selected for manufacturing products based primarily on their properties.
- Interpret how solving a problem is a major factor in commercial design.
- Comprehend how classic design has a timeless quality, which is recognized and remains fashionable.

Main Units/Topics:

Core is divided into **six** areas and is a required area of study.

1. Human factors and ergonomics
2. Resource management and sustainable production
3. Modelling
4. Final production
5. Innovation and design
6. Classic design

Practical work:

Design project (It enables students to demonstrate the application of their skills and knowledge, and to pursue their personal interests, without the time limitations and other constraints that are associated with written examinations.)

Group 4 project

Assessment Information: Standard Level only

External Assessment:

Paper 1: 30 multiple-choice questions on the core material (30%)

Paper 2: Section A: one data-based question and several short-answer questions on the core material (all compulsory). Maximum of 30 marks. Section B: one extended-response question on the core material (from a choice of three). Maximum of 20 marks. (30%).

Internal Assessment Part 3 Design project (40%)

Mathematics: Analysis & Approaches (Standard Level only)

What are the main aims of this subject?

This course is intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content; it is for students who enjoy developing mathematical arguments, problem solving and exploring real and abstract applications, with and without technology.

Why may students consider taking this subject?

Appropriate for pure mathematicians, engineers, scientists, economists, those with an interest in analytic methods. This subject is aimed at students who will go on to study subjects with substantial mathematics content such as mathematics itself, engineering, physical sciences, or some economics courses.

A strong grounding in, and understanding of, algebraic techniques is essential for success in the Analysis and Approaches course.

Main Course Objectives:

Having completed the course, candidates will be expected to be able to:

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

Main Units/Topics:

Number and Algebra

- Sequences and Series
- Laws of Logarithms and Exponentials
- Binomial Theorem

Functions

- Linear Functions and Coordinate Geometry
- Inverse and Composite Functions
- Quadratic and Exponential Functions
- Solving graphically and analytically

Geometry and Trigonometry

- 3D volume, surface area and Pythagoras
- Right and non-right angled Trigonometry
- Unit circle and radians
- Trigonometric graphs, identities and equations
- Double Angle Formulae

Statistics and Probability

- Correlation and Regression
- Probability calculations
- Normal and Binomial Distributions

Calculus

- Limits and Convergence
- Differentiation
 - Functions and graphs
 - Optimisation
 - Chain, Product and Quotient rules
- Integration
 - Definite and indefinite
- Kinematics

Assessment Information:

Consists of the internal assessment (20%), which is an individual exploration.

External assessment includes two examination papers which both have a weighting of 40%.

Mathematics: Applications & Interpretation (Standard Level only)

What are the main aims of this subject?

This course is designed for students who enjoy describing the real world and solving practical problems using mathematics, those who are interested in harnessing the power of technology alongside exploring mathematical models and enjoy the more practical side of mathematics.

Why may students consider taking this subject?

Appropriate for those with an interest in the applications of mathematics and how technology can support this. This subject is aimed at students who will go on to study subjects such as social sciences, natural sciences, statistics, business, some economics courses, psychology, and design.

Main Course Objectives: (adapted from IB Subject Guide) - Having completed the course, candidates will be expected to be able to:

- read, interpret and solve a given problem using appropriate mathematical terms
- organize and present information and data in tabular, graphical and/or diagrammatic forms
- know and use appropriate notation and terminology
- formulate a mathematical argument and communicate it clearly
- select and use appropriate mathematical strategies and techniques
- demonstrate an understanding of both the significance and the reasonableness of results
- recognize patterns and structures in a variety of situations, and make generalizations
- demonstrate an understanding of and the appropriate use of mathematical modelling.

Main Units/Topics:

Number and Algebra

- Sequences and series
- Finance and Currency
- Intro to logarithms, exponentials and proofs
- Approximations and errors

Functions

- Modelling linear and exponential functions
- Cubic and trigonometric functions

Geometry and Trigonometry

- Volume and surface area
- Right and non-right angled Trigonometry
- Voronoi diagrams

Statistics and Probability

- Correlation and Regression
- Probability calculations
- Pearson's and Spearman's
- Normal Distribution
- Chi-squared test

Calculus

- Differentiation
 - Graphical interpretation
 - Optimisation

Integration and Trapezium Rule

Assessment Information:

Consists of the internal assessment (20%), which is an individual exploration.

External assessment includes two examination papers which both have a weighting of 40%.

Visual Arts (Higher and Standard Level)

What are the main aims of this subject? (adapted from IB Subject Guide)

Visual Arts aims to develop an understanding and appreciation of Visual Art from its earliest beginnings spanning pre-historic cultures through to present day conceptual forms. The course also encourages students to produce and critically evaluate visual art from local, national and international perspectives. The Visual Arts course also allows a significant degree of experimentation with different materials and techniques.

Why may students consider taking this subject?

Students interested in studying visual arts in higher education, visual literacy, and how the creative arts impact history and the human condition will find this course useful. Students having an interest in open-ended experiments with traditional, digital, and unconventional materials applied to personal themes and topics will find the course stimulating. No previous art background is necessary, however, serious time management and perseverance is essential. There is a lot of self-guided research, planning and production.

What is the difference between Higher Level (HL) and Standard Level (SL) in this subject?

The Visual Arts syllabus demonstrates a clear distinction between the course at SL and at HL, with additional assessment requirements at HL that allow for breadth and greater depth in the teaching and learning. The assessment tasks require HL students to reflect on how their own work has been influenced by exposure to other artists and for them to experiment in greater depth with additional art-making media, techniques and forms. HL students are encouraged to produce a larger body of resolved works and to demonstrate a deeper consideration of how their resolved works communicate with a potential viewer.

Main Course Objectives: (adapted from IB Subject Guide)

Having completed the course students will be expected to:

- Critically analyze historic to contemporary art forms for their function and meaning using subject specialist vocabulary.
- Practice independent creative strategies and make connections between them and the work of others.
- Explore ideas and techniques of studio processes contextually, and from observation
- Maintain a relationship between investigative research and studio work
- Create personally relevant art works

Main Units/Topics:

The Visual Arts course is student centred and driven by independent study. The course is introduced through prescribed units of inquiry, studio demonstrations, exhibition visits, lectures and technical exercises. A theme is chosen by the student, guiding the context for which various topics are explored. Topics are focused on human conditions relating to society, culture, history and individual experience. Cultural Anthropology is the general discourse running through the units of inquiry. Prescribed inquiry includes topics such as:

- Cultural Self-Portrait
- Aesthetic theories/Art movements
- Art as Social Commentary
- 'Modern' Art

Assessment Information:

Standard Level – External Assessment: Part 1: Comparative study (20%) and Part 2: Process Portfolio (40%). Internal Assessment Part 3 Exhibition (40%)

Higher Level – External Assessment Part 1: Comparative study (20%) and Part 2: Process Portfolio (40%). Internal Assessment Part 3 Exhibition (40%) where students submit 8 – 11 artworks and a curatorial that does not exceed 700 words

Music (Higher and Standard Level)

What are the main aims of this subject? (adapted from IB Subject Guide)

The main aims of this subject are to:

1. explore the diversity of the arts across time, cultures and contexts
2. develop as imaginative and skilled creators and collaborators
3. express ideas creatively and with competence in forms appropriate to the artistic discipline
4. critically reflect on the process of creating and experiencing the arts
5. develop as informed, perceptive and analytical practitioners
6. enjoy lifelong engagement with the arts.

In addition, the aims of the music course at SL and HL are to enable students to:

1. explore a range of musical contexts and make links to, and between, different musical practices, conventions and forms of expression
2. acquire, develop and experiment with musical competencies through a range of musical practices, conventions and forms of expression, both individually and in collaboration with others
3. evaluate and develop critical perspectives on their own music and the work of others

Why may students consider taking this subject?

Students who have an interest in either pursuing Music at a tertiary-level institute or learning more about music history, music cultures, composition, arranging and performance. Music functions as a means of personal and communal identity and expression, and embodies the social and cultural values of individuals and communities.

What is the difference between Higher Level (HL) and Standard Level (SL) in this subject?

Both standard level (SL) and higher level (HL) Music students are required to explore music in context. All students therefore submit a written work demonstrating engagement with, and understanding of, diverse musical material. All students will create one piece as well as perform and adaptation from a local or global context. Both standard level (SL) and higher level (HL) candidates must submit an experimentation report with evidence of their musical processes in creating and performing in two areas of inquiry in a local and/or global context. The report provides a rationale and commentary for each process. Students submit a collection of works demonstrating engagement with diverse musical material from four areas of inquiry; programme notes, composition and/or improvisation, solo performance and excerpts.

In addition, HL students are required to submit a continuous multimedia presentation documenting their real-life project.

The syllabus differentiates between SL and HL. The greater breadth and depth required for HL is reflected through an additional assessment task. This task requires HL students to demonstrate knowledge and understanding of the core syllabus areas by formulating and communicating intentions for a project that is based on:

- real-life practices of music-making
- their experiences as developing musicians in this course
- their collaboration with others

Main Course Objectives: (adapted from IB Subject Guide)

Having followed the music course at SL or HL, students are expected to demonstrate and achieve the following assessment objectives (AOs).

AO1: Demonstrate knowledge and understanding of specified content, contexts and processes. a. Explore the relationship between music and its contexts. b. Identify information from academic and practical inquiry. c. Present ideas, discoveries and learning in authentic ways.

AO2: Demonstrate application and analysis of knowledge and understanding. a. Experiment with musical findings in local and global contexts. b. Articulate a clear rationale to support the musical decision-making processes. c. Justify the use of creating and performing elements.

AO3: Demonstrate synthesis and evaluation. a. Communicate and present diverse musical conventions and practices. b. Purposefully present created and performed works. c. Make informed choices in communicating and presenting music. d. Evaluate their own work and the work of others.

AO4: Select, use and apply a variety of appropriate skills and techniques. a. Select musical information in academic and practical inquiry through relevant musical skills and techniques. b. Identify, select and apply musical skills and techniques to shape and transform musical material. c. Demonstrate appropriate use of musical conventions and practices when creating and performing in diverse contexts. d. Work collaboratively to achieve defined musical project outcomes (HL only). e. Demonstrate planning, responsibility and ownership in managing and completing a musical project (HL only).

Main Units/Topics:

Course Content Sequence:

Areas of inquiry

1. Music for sociocultural and political expression - This area focuses on music that expresses and communicates social and cultural messages, conveys political ideas and/or helps preserve social and cultural traditions.

Examples of relevant musical materials may include the following genres.

- Protest songs
- Liturgical music
- National anthems

2. Music for listening and performance - This area focuses on music that expresses and communicates intrinsic aesthetic values. Such music is sometimes referred to as "absolute music". Examples of relevant music materials may include the following genres.

- Chamber music of the Western art tradition
- Cool jazz
- Experimental music

3. Music for dramatic impact, movement and entertainment - This area focuses on music used for dramatic effect, music that supports choreographed movement or dance and/or music that is incidental or intended to purposefully serve as entertainment. Examples of relevant music materials may include the following genres.

- Music for film
- Music for ballet
- Musical theatre

4. Music technology in the electronic and digital age - This area focuses on music created, performed and/or produced using electronic or digital technologies. Such technologies are an important aspect of contemporary musical experiences, often transforming some of the ways that we understand and engage with music. Examples of relevant musical materials may include the following genres.

- Electronic dance music
- Elektronische Musik
- Technology in popular music production

External Assessment (SL 30%, HL 20%)

Exploring music in context Students select samples of their work for a portfolio submission (maximum 2,400 words). Student submit:

a. written work demonstrating engagement with, and understanding of, diverse musical material

b. practical exercises:

- creating: one creating exercise (score maximum 32 bars and/or audio 1 minute as appropriate to style)
- performing: one performed adaptation of music from a local or global context for the student's own instrument (maximum 2 minutes)

c. supporting audio material (not assessed).

Internal Assessment (SL 30%, HL 20%)

Experimenting with music Students submit an experimentation report with evidence of their musical processes in creating and performing in two areas of inquiry in a local and/or global context. The report provides a rationale and commentary for each process.

Students submit:

- a. a written experimentation report that supports the experimentation (maximum 1,500 words)
- b. practical musical evidence of the experimentation process
 - three related excerpts of creating (total maximum 5 minutes)
 - three related excerpts of performing (total maximum 5 minutes)

External Assessment (SL 40%, HL 30%)

Presenting music

Students submit a collection of works demonstrating engagement with diverse musical material from four areas of inquiry.

The submission contains:

- a. Presenting as a researcher
 - programme notes (maximum 600 words)
- b. Presenting as a creator
 - composition and/or improvisation (maximum 6 minutes)
- c. Presenting as a performer
 - solo and/or ensemble (maximum 12 minutes)
 - excerpts, where applicable (maximum 2 minutes)

The contemporary music-maker (HL only) Internal 30%

Students submit a continuous multimedia presentation documenting their real-life project. Students submit multimedia presentation (maximum 15 minutes), evidencing:

- a. the project proposal
- b. the process and evaluation
- c. the realized project, or curated selections of it.

Student responsibilities

Meet deadlines, be organised, manage your time, academic honesty, hard work...

Deadlines

You will have deadlines throughout your course, short term for homework, longer term for some projects and internal assessments.

There are a number of very important internal assessment deadlines to stick to in order that all your assessment requirements are met. The main deadlines will be provided for you early in your DP1 year. It is your responsibility to adhere to them.

Please note that approximately 25% of each subject's final marks are from internal assessment.

Homework

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

Parents are encouraged to assist in monitoring student progress toward the completion of the assignments, but should not do the students' work for them. Parents can be most helpful to their children by providing a routine time and a place that is conducive to undisturbed study.

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

To promote the habit of punctuality, while recognizing that difficulties can arise, our policy is that: *all assignments are due by the deadline set by the teacher* (Diploma coursework or any other assignment). It is the class teacher's responsibility to ensure that the due date – for written work and oral presentations – is clearly understood by all of the students in the class.

IB Diploma Deadlines are placed in the schools Assessment timeline and communicated to the parents. Students who anticipate having difficulty meeting a deadline *must* see the teacher *well before* the due date to discuss a possible extension. An extension may be granted if the teacher judges that there is an acceptable and legitimate reason.

Students with an absence for the day that an assignment was due should hand in the assignment by email where possible or on their return. They are also responsible for finding out what new assignments there may be and when they are due.

Academic honesty

Please note as at February 2020 we are in the process of reviewing our Academic Honesty policy, whilst the thrust will not change, some of the minutiae may. The school will share the updated policy in due course.

Specifically in relation to the DP, the DP Coordinator (DPC) is obliged under the IB rules and regulations to inform the IB Assessment Centre if any academic misconduct has taken place during an examination, or if plagiarism or collusion is suspected in any coursework. We use “TurnItIn” to check all assessed work.

The IB Assessment Centre also randomly checks for plagiarism using a web based plagiarism prevention service. If any evidence of plagiarism or collusion is found, the IB Assessment Centre will likely initiate an investigation. If the IB Assessment Centre initiates an investigation into academic misconduct, the coordinator will be informed by email that a candidate (or candidates) is being investigated for a possible breach of regulations. The DPC will then initiate his/her own internal investigation and provide evidence to the IB to either confirm or deny the accusation. Students that have been found guilty of such misconduct risk losing their Diploma award or a reduced grade or 'N' grade being awarded in that particular subject.

School action by the DPC/member of Leadership Team depends on the circumstances. If it is for an Internal Assessment, in the examination or for externally assessed work, candidates cannot be given a chance to redo a summative piece of work adjudged to be dishonest. The DPC must then inform the IB about the case.

Sources of information & acknowledgements

- DP Principles & Practices (IBO)
- Handbooks from International School of Paris, Atlanta International School and K International School, Tokyo.

Victoria Mayers
Feb. 2021

Appendices

Appendix 1: “Family Contract”

Please read through this Handbook and also the General Rules and Regulations for IB Diploma Students. After this students and parents will need to sign the contract and return it to the DPC at the beginning of the DP course i.e. September 2020.



The Codrington School, The International School of Barbados

International Baccalaureate DP Contract

1. I have read, and accepted, the General Regulations: DP for students and their legal guardian from IB. I have ensured that my parent/caregiver has also read these guidelines and contract.
2. I have read and understood the rules on copyright relating to students' materials submitted to the IB under article 5 of the general regulations, which state, simply put, that IB has the right to use student work for assessment, educational and training purposes. Candidates retain their copyright.
3. I understand that students are expected to complete all internal and external assessments for all DP courses by the school's deadlines. Extenuating circumstances (such as illness) will be taken into account where supported by valid documentation.
4. I understand that if a student is guilty of academic misconduct (see Article 20) no grade will be given and the student will not receive a certificate or diploma.
5. I understand that if a student chooses not to complete the internal assessment and/or not sit for the examination he or she is liable for the subject component costs of registration the school has paid on her/his behalf.
6. I understand that a student must sit for the examination unless she/he is seriously ill or there is a death within the immediate family. In the case of illness, medical documentation is required. If the student can complete over 50% of the examination (including internal assessments and other papers) he/she will receive full credit for the exam. If 50% has not been completed there is the opportunity to re-sit in the following November or May session.
7. I understand that students must read and comply with the rules and regulations for IB examinations outlined in the code of conduct that they will receive prior to the examination period. These will be used for school-based examinations to familiarize students with IB procedures.

Name of student (please print).....

Student's signature.....

Parent's signature.....Date.....

Appendix 2: "Our Island Traits"

