

Diploma Programme



Handbook
2022-2025



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IBO mission statement

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

To this end the IBO works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

ISE Vision, Mission & Values

Vision

A globally minded community of diverse learners, empowered as agents of change.

Mission

- Support a safe, caring, respectful environment that values creativity and inclusivity
- Develop self-aware learners with the tools for fulfillment in their world and beyond
- Empower individuals to set and reach high standards through best educational practice
- Encourage students to think globally and act locally

Values

- Agency
- Belonging
- Excellence
- Contribution

Definitions guiding teaching and learning in the context of global citizenship

High quality teaching and learning is learner centered, explores real-world ideas, enables individual fulfillment and builds competences for life.

Through active local and global participation as agents of positive change, we help to create a sustainable, just and equitable future.

What is the Diploma Programme?

The Diploma Programme (DP) provides a challenging, internationally focused, broad and balanced educational experience for students aged 16 to 19. Students are required to study **six subjects** and **a curriculum core** concurrently over two years. The programme is designed to equip students with the basic academic skills needed for university study, further education and their chosen profession. Additionally the programme supports the development of the values and life skills needed to live a fulfilled and purposeful life.

The Diploma programme prepares students for effective participation in a rapidly evolving and increasingly global society as they:

- develop physically, intellectually, emotionally and ethically;
- acquire breadth and depth of knowledge and understanding, studying courses from 6 subject groups;
- develop the skills and a positive attitude toward learning that will prepare them for higher education;
- study at least two languages and increase understanding of cultures, including their own;
- make connections across traditional academic disciplines and explore the nature of knowledge through the programme's unique theory of knowledge course;
- undertake in-depth research into an area of interest through the lens of one or more academic disciplines in the extended essay;
- enhance their personal and interpersonal development through creativity, action and service.

The Core

The IB Diploma Programme is not a collection of independent subjects, but rather a holistic approach to learning. By engaging with the core elements, unique to the IB Diploma, students will make connections and links between subjects, as well as experience a broad-based, conceptual and connected education.

Theory of Knowledge (TOK)

The IB Theory of Knowledge course considers what we know and how we know it, and addresses dimensions of knowledge in specific applications. The [program](#) is composed of a Core Theme focused on individuals and the way knowledge is collected, combined and processed; a selection of Optional Themes on the practical applications of ToK concepts; and five prescribed Areas of Knowledge where ToK concepts are applied to academic disciplines. The IB Diploma [assessment](#) is in two parts, both completed during the DP cycle. The ToK Exhibition is a written piece which uses real-world examples to explore one Knowledge Question.¹ The ToK Essay responds to one of a series of prompts proposed each year by the IB.

Our primary resource is the Kognity online textbook. It is complemented by outside journal articles and chapters, TED Talks and documentaries, and relevant selections from pop culture. Assessments are primarily done through written assignments assigned every few weeks and involve knowledge questions related to what we are studying. At the end of DP1, students carry out mock versions of the end-of-cycle IB assessments.

Throughout the course, we conduct thought experiments focused on helping students identify their own underlying beliefs and thought processes. Debate and argument are a central feature of ToK, with the goal of formulating and understanding differing viewpoints, rather than arriving at an objective conclusion about which view is correct. We choose salient current issues to debate, for example gay marriage, social programs, abortion, immigration, political systems, etc. Students produce written assignments focused on the latest concepts, which incorporate examples and applications chosen by each student. In the last session of the cycle, after IB assessments are completed, students carry out a wholly self-driven investigation of ToK as applied to a field or debate of their choice.

Our DP1 program opens with the Core Theme, then teaches our two optional themes: Knowledge and Technology, and Knowledge and Politics. We then cover History as our first Area of Knowledge. At the end of the year, students produce mock versions of the Exhibition and Essay. In DP 2 we cover the four remaining Areas of Knowledge: the Arts, Mathematics, Human Sciences, and Natural Sciences. Class time is devoted throughout the year to the Exhibition and the Essay, which are due by the end of April.

¹ A question about knowledge, for example: “Are some forms of knowledge more valuable than others?” or “To what extent can we achieve certainty about anything?”

The Extended Essay

The purpose of this essay is to develop skills in the methods of critical research. Students choose one of their IB subjects, usually the one they will study at university or that they are most interested in, and select a topic for research. With the help of a supervising teacher, they work over several months to produce an essay of a maximum of 4,000 words.

Past experience has shown that the majority of students derive intense satisfaction from the completion of a very thorough, personal piece of work.

The Diploma Points Matrix

Student work in the Theory of Knowledge course and the Extended Essay combine for 3 points toward their overall IB score. The points are calculated using the following matrix.

		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 and Service (CAS)

The Creativity, Activity and Service (CAS) programme aims to develop critical global citizens who are able to look at global issues on a local scale, and challenge themselves physically and mentally. Over the course of 18 months students choose and plan various activities that meet the following learning outcomes:

Learning Outcomes

- 1 **Identify own strengths and develop areas for growth**
Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.
- 2 **Demonstrate that challenges have been undertaken, developing new skills in the process**
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.
- 3 **Demonstrate how to initiate and plan a CAS experience**
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.
- 4 **Show commitment to and perseverance in CAS experiences**
Students demonstrate regular involvement and active engagement in CAS.
- 5 **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.
- 6 **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.
- 7 **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.

Process

To demonstrate students have achieved the learning outcomes:

- ISE 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 of the eight CAS learning outcomes.

The Awarding of the IB Diploma

Each of the six subjects is graded on a 7-point scale. The maximum score for students for their subjects is 42 points. There are three additional points available for the results from the Extended Essay and Theory of Knowledge courses which are graded on a scale of A to E. Creativity, Activity and Service is not graded, and students either pass or fail based on whether they have achieved each of the specified learning outcomes. Students must earn a pass in CAS to be awarded the IB Diploma.

6 required subjects @ 7 points each	42 pts
TOK + EE	3 pts
Total maximum points	45 pts

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 IBDP are set out below. Students and families need to be aware that a score of 24 points will not always guarantee a pass.

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

- CAS requirements have been met;
- The candidate's total points are 24 or more;
- There is no N (non-submission) awarded for Theory of Knowledge, the Extended Essay or for a contributing subject;
- There is no grade E awarded for Theory of Knowledge and/or the Extended Essay;
- There is no grade 1 awarded in any 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;
- The candidate has gained 9 points or more on SL subjects.

Assessments

Students take written examinations at the end of the programme, which are marked by external IB examiners. Students also complete assessment tasks in school, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners.

The marks awarded for each course range from 1 (lowest) to 7 (highest). The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole programme and satisfactory participation in the creativity, activity, service requirement (CAS).

Assessment is criterion-related, which means student performance is measured against pre-specified assessment criteria based on the aims and objectives of each subject's curriculum rather than the performance of other students taking the same examinations. The range of scores that students have attained remains statistically stable, and universities value the rigor and consistency of Diploma Programme assessment practice.

A Note on Quality Assurance

Any school wishing to offer one or more International Baccalaureate programmes as an IB World School must first be authorized. The requirements are the same for all schools, and the procedure is designed to ensure that schools are well prepared to implement the programme(s) successfully. All IB World Schools are required to participate in an ongoing process of review and development using the same programme standards and practices.

Off-site and online learning options

Most courses are offered on-site at ISE. However, we are fortunate to have expanded our course offerings by incorporating off-site and online learning options. Please note, a minimum of 4 courses must be taken on-site at ISE.

Pamoja Online Education

- Pamoja is the only online provider approved by the IBO to teach courses online for the IBDP.
- They offer a select number of courses and work in collaboration with schools to offer a broader number of courses.
- Pamoja courses are only available to students who demonstrate the skills necessary for independent, asynchronous, online learning. Teachers and the DP Principal Coordinator will consider the requests of any student who wishes to enroll in Pamoja's online program.
- Enrolling in the Pamoja program incurs an additional cost and all costs for Pamoja courses are paid by the parents.
- For more information, please visit the [Pamoja website](#).

Off-site learning at the Tallinn English College (TIK)

Community reach-out, collaboration, and developing local relationships form an integral part of the International Education philosophy of IB. To uphold the same, in the year 2019, ISE and TIK entered into a bi-lateral collaboration in IB Diploma Programme subject domains of Mathematics, Individuals and Societies and Experimental sciences wherein, the IBDP students of the two schools, could pursue their chosen courses offered by the other school (in case the course is not offered by their own school) under a goodwill mutual agreement and arrangement between the two schools.

The collaboration allows our IBDP students more options to choose Group 3 (Business Management and Psychology) and Group 4 (Physics). Each year the coordinators meet to discuss the collaborative course options for the following year. While ISE and TIK continue to look for ways of improving the collaboration, there is no guarantee that the same subjects will be available every year.

Students who wish to enroll in a course offered by TIK need to understand that they are ambassadors of ISE while there; they are expected to follow the rules of TIK while positively representing ISE. Students and families should also note that TIK has a different culture than ISE and that there will be differences in teaching style and communication practices. Any questions regarding the teaching and learning at TIK should be brought to the ISE DP Coordinator.

How do I decide which courses to take?

- You must be aware of the requirements for any career or further study you have in mind; therefore, in the 10th grade year, you will be provided with an overview of the programme and college and career counseling;
- Think about the sort of person you are; what are you good at?, what do you enjoy doing?, and what are you confident doing?;
- You should discuss your choices with your parents, subject teachers and the DP Coordinator;
- You will not be permitted to course levels after the first month of grade 11, owing to the rigorous nature of the HL courses.
- After you have made your option choices on the [form provided here](#), you should submit them to the DP Coordinator.

Please bear in mind: the timetable must be planned in such a way as to make reasonable economic use of staff and resources, so you may not get all your choices, and/or all subjects may not be offered in a given year. Additionally, changing courses becomes extremely difficult once the schedule is established so it is important to think carefully about which courses you wish to study.

Group 1: Studies in Language and Literature

Aims

The aims of the group 1 subjects 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.

Language A: English Language and Literature - SL/HL

What will I study?

The course places a particular focus on developing an understanding of the constructed nature of meanings generated by language and develops textual analysis skills. Two parts of the course relate to the study of language and two to the study of literature. A study of the formal structures of a text is combined with an exploration of the way the use of formal elements and our understanding of their meaning is affected by reading practises that are culturally defined.

Syllabus

Syllabus Components	Teaching Hours*	
	SL	HL
Readers, writers and texts Non-literary texts are chosen from a variety of sources and media to represent as wide a range of text types as possible, and literary works are chosen from a variety of literary forms. The study of the non-literary texts and literary works focuses on the nature of language and communication and the nature of literature and its study. This study includes the investigation of how texts themselves operate as well as the contexts and complexities of production and reception. Focus is on the development of personal and critical responses to the particulars of communication.	50	80
Time and space		

Paper 1 Textual Analysis	Analyze one of two unseen texts (1 hour 15 minutes).	Comparative analysis of two sets of unseen texts (2 hours 15 minutes).
Paper 2 Literary Essay	Respond to one of six questions students write an essay based on the literary texts studied in part 3 (1 hour 30 minutes).	Respond to one of six questions students write an essay based on the literary texts studied in part 3 (2 hours).
Written Tasks	Produce at least three written tasks based on material studied in the course. Students submit one written task for external assessment.	Produce at least four written tasks based on material studied in the course. Students submit two of these tasks for external assessment, from different parts of the course. One must be a critical response to one of the prescribed questions for the HL additional study.
Internal Assessment 30%	SL	HL
Individual oral commentary (IOC)	Comment on an extract from a literary text studied in part 4 of the course. Students are given two guiding questions.	Comment on an extract from a literary text studied in part 4 of the course. Students are given two guiding questions.
Further oral activity (FOA)	At least two further oral activities, one based on part 1 and one based on part 2 of the course.	At least two further oral activities, one based on part 1 and one based on part 2 of the course.

How will this course be useful to me in the future?

English Language & Literature prepares you with a sound foundation for studying at universities in the US, Canada, Australia, UK, or any part of the world. Additionally, this course improves students' media literacy.

Language A: Estonian Literature - SL/HL

What will I study?

Language A: literature develops understanding of a variety of literary texts and the techniques involved in literary criticism and promoting the ability to form independent literary judgments. It is a flexible and dynamic course that allows teachers to choose a variety of literary works from prescribed book lists covering different styles, era and regions of the World allowing the construction of a course that suits the particular needs and interests of the students.

Syllabus

Syllabus Components	Teaching Hours*	
	SL	HL
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.	50	80
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.	50	80
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.	50	80
Total teaching hours	150	240

*The recommended teaching time is 240 hours to complete HL courses and 150 hours to complete SL courses

How is the course assessed?

<i>HL</i>	
<i>Assessment component</i>	<i>Weighting</i>
External assessment (4 hours) Paper 1: Guided literary analysis (2 hours 15 minutes) 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)	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)	25%

Higher level (HL) essay Students submit an essay on one work studied during the course. (20 marks) The essay must be 1,200-1,500 words in length.	20%
Internal assessment 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. 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, 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)	20%

How will this course be useful to me in the future?

The study of Literature in the mother tongue prepares students with a sound foundation for studying at universities in their home country or abroad, or those where the language is the medium of instruction, and for continuing one's study of literature in their mother tongue.

Language A: Self-taught Literature - SL

Students have the opportunity to choose to study a literature course in their mother tongue. The course is only available at the Standard Level. The school will attempt to support the family in finding a tutor for the language they wish to study. All tutor fees will be paid by the family. The tutor does not need to be an expert in the IB field because the school will appoint a supervisor to meet with the student and the tutor occasionally and ensure that all the IB requirements are met. For further information about this course offering, please contact the DP Coordinator.

Group 2: Language Acquisition

Aims

The aims of the group 2 subjects are to enable students to:

1. Develop **international-mindedness** through the study of languages, cultures, and ideas and issues of global significance.
2. Enable students to communicate in the language they have studied in **a range of contexts** and for a **variety of purposes**.
3. Encourage, through the study of texts and through social interaction, **an awareness and appreciation of a variety of perspectives** of people from diverse cultures.
4. Develop students' understanding of the **relationship between the languages and cultures** with which they are familiar.
5. Develop students' **awareness of the importance of language** in relation to other areas of knowledge.

6. Provide students, through language learning and the process of inquiry, with **opportunities for intellectual engagement and the development of critical- and creative-thinking skills.**
7. Provide students with a basis for further study, work and leisure through the **use of an additional language.**
8. Foster **curiosity, creativity and a lifelong enjoyment** of language learning.

Language B is an additional language-learning course designed for students with some previous learning of that language. It may be studied at either SL or HL. The main focus of the course is on language acquisition and development of language skills. These language skills will be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, and should be related to the cultures concerned.

Prior Learning

Many factors determine the group 2 course that a student should take: the student's best second language, and any previous knowledge of the language of study. The most important consideration is that the language B course should be a challenging educational experience for the student.

Language B: French ab initio SL, French B SL/HL

What will I study?

There are **5** prescribed themes:

01. Identities
02. Experiences
03. Human ingenuity
04. Social Organisation
05. Sharing the planet

The aspects to be studied within those themes are as follows:

	Theme	Aspect studied in DP year 01
01.	Identities	<ul style="list-style-type: none"> • Who am I? • Lifestyle • Health and well-being
02.	Experiences	<ul style="list-style-type: none"> • Leisure activities • Holidays and travel • Migration

03.	Human Ingenuity	<ul style="list-style-type: none"> • Scientific Innovation • Creative expression • Entertainment
04.	Social organisation	<ul style="list-style-type: none"> • Social relationships • Community • Social engagement
05.	Sharing the planet	<ul style="list-style-type: none"> • "Green citizenship" • Environment • Environmental challenges

Syllabus

The courses give students the possibility of reaching a high degree of competence in an additional language while exploring the cultures where that language is spoken. The courses aim to develop the students' linguistic competence and intercultural understanding. HL courses will have to study at least 2 literary works in addition to the material covered in the SL course over a period of 2 years.

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

1. Communicate clearly and effectively in a range of contexts and for a variety of purposes.
2. Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences.
3. Understand and use language to express and respond to a range of ideas with fluency and accuracy.
4. Identify, organize and present ideas on a range of topics.
5. Understand, analyze and reflect upon a range of written, audio, visual and audio-visual texts.

How is the course assessed?

<i>Language B</i>			
<i>Assessment component</i>	<i>Ab Initio</i>	<i>SL</i>	<i>HL</i>

External assessment <ul style="list-style-type: none"> • Paper 1: Productive skills - writing (30 marks) • Paper 2: Receptive skills <ul style="list-style-type: none"> ○ Section A - Listening comprehension (25 marks) ○ Section B - Reading comprehension (40 marks) 	25% (1h)	25% (1h15m)	25% (1h30m)
Internal Assessment Individual oral assessment A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks)	25%	25%	25%

How will this course be useful to me in the future?

Language B prepares you with a sound foundation for using French at university, at work, in social relationships and for discussing abstract ideas.

Language B: Spanish Ab InitioSL; Spanish B SL [Pamoja]

Spanish Language ab initio and SL are additional language-learning courses available via Pamoja Education, online. For further information on this course option please visit the [Pamoja website](#).

Group 3: Individuals and Societies

Aims:

The aims of the group 3 subjects are to enable students to:

1. encourage the systematic and critical study of: human experience and behaviour; physical, economic and social environments; 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 interpret complex data and source material
4. promote the appreciation of the way in which learning is relevant to both the culture in which the student lives and the culture of other societies
5. develop an awareness in the student that human attitudes and opinions are widely diverse and that a 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 toleration of uncertainty.

History SL/HL

History Aims

In addition to the aforementioned Individuals and Societies aims, the aims of the history course are to enable students to:

1. develop an understanding of, and continuing interest in, the past
2. encourage students to engage with multiple perspectives and to appreciate the complex nature of historical concepts, issues, events and developments
3. promote international-mindedness through the study of history from more than one region of the world
4. 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
5. develop key historical skills, including engaging effectively with sources
6. increase students' understanding of themselves and of contemporary society by encouraging reflection on the past.

What will I study?

The ISE history program reorganises the specified content of each topic (see annex 1) to eliminate their compartmentalization and the overlap between them, and it arranges the constituent parts into a holistic story. The relevant IB topics are specified for each unit in the course outline below. All students are encouraged to study the entire program, but the attendance of SL students is not mandatory when a class only concerns an HL topic.

Our program covers what might be termed the “Long 20th Century,” from the late 1800s to the early 2000s. It begins in DP1 with a review of the major forces and crises of the late 19th Century, from the origins of Marxism and Nationalism in Europe, to reforms in Russia, to the rapid modernization of Japan. The meat of the DP1 program spans the causes and effects of two world wars, and the various forms of authoritarianism that arose across Eurasia.

DP2 picks up at the close of the Second World War and tells a global story through the lens of the Cold War, in terms of global political alignment (and non-alignment) and of the competition between the United States and the Soviet Union. The program includes case studies in countries from the Caribbean to South-East Asia, and a focus on the unique role of China. After studying 1980s reforms in the Communist world, we analyze the ultimate collapse of the Soviet system. We close out the program with the fallout of that collapse, from the integration of the western USSR into Europe, to the survival of

authoritarian tendencies in other former Soviet Republics, to the current balance of power in Eurasia.

The program is predicated on the notion that history is useful inasmuch as it helps understand the period we are living through, and we seek to identify analogous situations and mechanisms in different times and places. As an example: the expansion of public education often brings social disharmony led by the student class, as was the case in late-imperial Russia, or the postwar United States, or 1980s China. We try to understand history through the sociological principles at work, and to explain historical developments in terms which apply as well to high-school cliques as to intergovernmental negotiations. It impels students to see their own behavioural mechanisms reflected in the behaviour of historical actors.

A secondary focus is on the practice of historiography, to the extent that “history” is only as good as the people who write it. On one hand, this evokes links to ToK, wherein we assess the methods and tools of historiographical construction, and we stay aware of the personal characteristics and circumstances of the historians in question. On the other hand, it reinforces the notion that historiography is a work in progress, mediated by access to information, debate among historians, and areas of focus like public action, economic conditions or environmental constraints. This shows students that they have valid personal approaches to history and can be active stakeholders in the historiographical process.

Syllabus

The program is taught over two years, comprising 150 hours for the Standard Level and an additional 90 for the Higher Level (or 240 total).

The [IB History Guide](#) provides a series of program options to choose from. In the standard Level course, we choose one of five “Prescribed Subjects” and two of 12 “World History Topics.” At the Higher Level, we add three of 18 topics from one of four global regions.

At the Standard Level, the ISE Diploma Program in History comprises

- Prescribed Subject 3: The Move to Global War
- World History Topic 10: Authoritarian States (20th Century)
- World History Topic 12: The Cold War: Superpower tensions and rivalries (20th Century)

The Higher Level course covers topics from HL option 4: History of Europe:

- Higher Level 4 - 13: Europe and the First World War (1871-1918)
- Higher Level 4 - 16: The Soviet Union and Post-Soviet Russia (1924-2000)
- Higher Level 4 - 17: Postwar Western and Northern Europe (1945-2000)

How is the course assessed?

Over the course of DP1 and DP2, students work on the IB's [Internal Assessment](#) (IA). Students choose a historical topic for study, and produce a research paper under the guidance of the teacher which includes a source analysis, an investigation, and a reflection. The IA is up to 2,200 words long; it is worth 25% of the final IB grade for SL, and 20% for HL.

The final [IB exam](#) is in two parts for SL and three for HL. We learn and refine the skills required for these assessments throughout the DP cycle.

- Paper 1 involves analyzing and incorporating primary documents, assessing material from the Prescribed Subject. The assessment is an hour long; it constitutes 30% of the final IB grade in SL and 20% for HL.
- Paper 2 consists of two standalone essays, answering prompts based on the World History topics. The assessment is 1.5 hours long; it constitutes 45% of the final IB grade in SL and 25% for HL
- Paper 3 (HL only) involves writing three essays based on the Higher Level subjects. It is 2.5 hours long and worth 35% of the HL grade.

How will this course be useful to me in the future?

The geopolitical trends of the modern world are inherited directly from the material we study in this course. Our study of Soviet/Russian history gives some sense to the security fears on which Russia predicates its current policies. We trace the origins of China's current resurgence; we witness the end of the Franco-British imperial age and compare it to the current state of the United States.

We also study the political trends of the 20th Century: experimentation with different systems, the upheaval that accompanies significant change, and, particularly instructive in the modern world, the socio-cultural conditions that lead people to seek assertive, authoritarian government.

Business Management SL/HL (at TIK)

Business Management aims

In addition to the aforementioned Individuals and Societies aims, the aims of the business management course are to enable students to:

1. develop as confident, creative and compassionate business leaders, entrepreneurs, social entrepreneurs and as change agents
2. foster an informed understanding of ethical and sustainable business practices
3. explore the connections between individuals, businesses and society

4. engage with decision-making as a process and a skill.

What will I study?

The business management course is designed to meet the current and future needs of students who want to develop their knowledge of business content, concepts and tools to assist with business decision making. Future employees, business leaders, entrepreneurs or social entrepreneurs need to be confident, creative and compassionate as change agents for business in an increasingly interconnected global marketplace. The business management course is designed to encourage the development of these attributes.

Through the exploration of four interdisciplinary concepts—creativity, change, ethics and sustainability —this course empowers students to explore these concepts from a business perspective. Business management focuses on business functions, management processes and decision-making in contemporary contexts of strategic uncertainty.

Students examine how business decisions are influenced by factors that are internal and external to an organisation and how these decisions impact upon a range of internal and external stakeholders. Emphasis is placed on strategic decision-making and the operational business functions of human resource management, finance and accounts, marketing, and operations management.

The business management course encourages the application of local, national and global examples to content and concepts; the internal assessment (IA) for both SL and HL is an individual business research project that allows greater analysis and evaluation of content, concepts and context. Students can develop a deeper understanding of an organisation by studying its processes through the lenses of creativity, change, ethics and sustainability.

Syllabus

Syllabus Components	SL	HL
Unit 1: Introduction to business management 1.1 What is a business? 1.2 Types of business entities 1.3 Business objectives 1.4 Stakeholders 1.5 Growth and evolutions 1.6 Multinational companies (MNCs)	20	20
Unit 2: Human resources management 2.1 Introduction to human resource management 2.2 Organisational structure 2.3 Leadership and management 2.4 Motivation and demotivation 2.5 Organisational (corporate) culture (HL only) 2.6 Communication 2.7 Industrial/employee relations (HL only)	20	35

Unit 3: Finance and accounts 3.1 Introduction to finance 3.2 Sources of finance 3.3 Costs and revenues 3.4 Final accounts 3.5 Profitability and liquidity ratio analysis 3.6 Debt/equity ratio analysis (HL only) 3.7 Cash flow 3.8 Investment appraisal 3.9 Budgets (HL only)	30	45
Unit 4: Marketing 4.1 Introduction to marketing 4.2 Marketing planning 4.3 Sales forecasting (HL only) 4.4 Market research 4.5 The seven Ps of the marketing mix 4.6 International marketing (HL only)	30	35
Unit 5: Operations management 5.1 Introduction to operations management 5.2 Operations methods 5.3 Lean production and quality management (HL only) 5.4 Location 5.5 Break-even analysis 5.6 Production planning (HL only) 5.7 Crisis management and contingency planning (HL only) 5.8 Research and development (HL only) 5.9 Management information systems (HL only)	15	45
Business management toolkit	10	10
Research time allocated for the pre-released statement in paper 1	5	5
Internal Assessment	20	20
Total teaching hours	150	240

How will the course be assessed?

<i>Assessment component</i>	<i>SL</i>	<i>HL</i>
External assessment <ul style="list-style-type: none"> Paper 1: Based on a pre-released statement that specifies the context and background for the unseen case study (30 marks) <ul style="list-style-type: none"> Section A Syllabus content: Units 1-5 excluding HL extension topics Students answer all structured questions in this section based on the case study (20 marks) Section B Syllabus content: Units 1-5 excluding HL 	35% (1h 30m)	25% (1h 30m)

extension topics Students answer one out of two extended response questions based on the case study (10 marks)		
<ul style="list-style-type: none"> ● Paper 2: Based on unseen stimulus material with a quantitative focus (40 marks) <ul style="list-style-type: none"> ○ Section A Syllabus content: Units 1-5. Students answer all structured questions in this section based on the unseen stimulus material (20 marks) ○ Section B Syllabus content: Units 1-5. Students answer one out of two questions comprised of some structured questions and an extended response question based on the unseen stimulus material (20 marks) 	35% (1h 30m)	30% (1h 45m)
<ul style="list-style-type: none"> ● Paper 3: Based on unseen stimulus material about a social enterprise <ul style="list-style-type: none"> ○ Syllabus content: Unit 1-5 including HL extension topics. Students answer one compulsory question based on the unseen stimulus material (25 marks) 	N/A	25% (1h 15m)
Internal Assessment Internal assessment (20 hours) This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Business research project Students produce a research project about a real business issue or problem facing a particular organisation using a conceptual lens. Maximum 1,800 words. (25 marks)	30%	20%

How will this course be useful to me in the future?

Business management is a challenging and dynamic discipline that more than meets the needs of our students growing and developing in a complex business environment. This course prepares students to be global citizens ready to face up to the challenges and opportunities awaiting them in our ever-changing world.

Psychology SL/HL (at TIK)

Psychology Aims

In addition to the aforementioned Individuals and Societies aims, the aims of the psychology course are to enable students to:

1. develop an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behaviour
2. apply an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behaviour 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 all psychological inquiry and discussion
6. develop an awareness of how psychological research can be applied to address real-world problems and promote positive change.

What will I study?

Psychology is the rigorous and systematic study of mental processes and behaviour. It is a complex subject which draws on concepts, methods and understandings from a number of different disciplines. There is no single approach that would describe or explain mental processes and behaviour on its own as human beings are complex animals, with highly developed frontal lobes, cognitive abilities, involved social structures and cultures. The study of behaviour and mental processes requires a multidisciplinary approach and the use of a variety of research techniques whilst recognising that behaviour is not a static phenomenon, it is adaptive, and as the world, societies and challenges facing societies change, so does behaviour.

At the core of the DP psychology course is an introduction to three different approaches to understanding behaviour:

- biological approach to understanding behaviour
- cognitive approach to understanding behaviour
- sociocultural approach to understanding behaviour.

The knowledge, concepts, theories and research that have developed the understanding in these fields will be studied and critically evaluated to answer some of the questions being asked by psychologists today. Furthermore, the interaction of these approaches to studying psychology will form the basis of a holistic and integrated approach to understanding mental processes and behaviour as a complex, dynamic phenomenon, allowing students to appreciate the diversity as well as the commonality between their own behaviour and that of others.

The contribution and the interaction of the three approaches can be best understood through the options. There are four options in the course. They focus on areas of applied psychology:

- abnormal psychology
- developmental psychology
- health psychology
- psychology of human relationships.

The options provide an opportunity to take what is learned from the study of the approaches to psychology and put it into the context of specific lines of inquiry, broaden students' experience of the discipline and develop the students' critical inquiry skills.

Surrounding the approaches and the options are the overarching themes of research and ethics. A consideration of both is paramount to the nature of the subject.

Psychologists employ a range of research methods, both qualitative and quantitative, in order to test their observations and hypotheses. As a part of the core syllabus, DP psychology promotes an understanding of the various approaches to research and how they have been used in order to

critically reflect on the evidence as well as assist in the design, implementation, analysis and evaluation of the students' own investigations.

Psychology studies human beings and as such it is paramount that the ethical implications in any line of investigation, and at all points in the course, are fully explored and understood to ensure that ethical guidelines are followed at all times.

Syllabus

Syllabus Components	SL	HL
Core Biological approach to understanding behaviour Cognitive approach to understanding behaviour Sociocultural approach to understanding behaviour Approaches to research behaviour	90 20	120 60
Options Abnormal psychology Developmental psychology Health psychology Psychology of human relationships	20	40
Internal Assessment Experimental Study	20	20
Total teaching hours	150	240

How will the course be assessed?

Assessment component	SL	HL
External assessment <ul style="list-style-type: none"> Paper 1: <ul style="list-style-type: none"> Section A: Three short-answer questions on the core approaches to psychology (27 marks) Section B: One essay from a choice of three on the biological, cognitive and sociocultural approaches to behaviour (22 marks) Paper 2: <ul style="list-style-type: none"> SL - One question from a choice of three on one option (22 marks) HL - Two questions one from a choice of three on each of two options (44 marks) 	50% (2h) 25% (1h)	40% (2h) 20% (2h)

<ul style="list-style-type: none"> • Paper 3: Problem solving exam <ul style="list-style-type: none"> ○ Three short-answer questions from a list of six static questions (published in this guide) on approaches to research (24 marks) 	N/A	20% (1h)
Internal Assessment Experimental study A report on an experimental study undertaken by the student (22 marks) This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	25%	20%

How will this course be useful to me in the future?

Most careers in the 21st century involve teamwork and cooperation with others. Psychology can help you understand what motivates people in the workplace, how people make decisions, and how groups can either flourish or flounder.

Group 4: Experimental Sciences

Aims:

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

The aims enable students, through the overarching theme of the Nature of science, to:

1. appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
2. acquire a body of knowledge, methods and techniques that characterise science and technology
3. apply and use a body of knowledge, methods and techniques that characterise science and technology
4. develop an ability to analyse, evaluate and synthesise scientific information
5. develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities
6. develop experimental and investigative scientific skills including the use of current technologies
7. develop and apply 21st century communication skills in the study of science
8. become critically aware, as global citizens, of the ethical implications of using science and technology
9. develop an appreciation of the possibilities and limitations of science and technology
10. develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

Biology SL/HL

What will I study?

Biology is the study of living organisms. This study is undertaken at a variety of levels from the molecule to that of the biosphere, each with distinctive approaches and methods. However, by the end of the course the student should have developed an appreciation of the interactions between these levels and of the organisms and their functions within the biosphere.

The design of Science at IB level seeks to incorporate recent scientific thinking. Curriculum content has been selected with the realization that because science is continuously and rapidly progressing both in breadth and depth, the contemporary science curriculum can never be considered to be stable.

Syllabus

Students who choose Biology at Standard Level carry out 40 hours of practical work and study the following topics 1 through 6. Students who choose Higher Level Biology carry out 60 hours of practical work and study all of the core topics with the addition of the HL topics 7 - 11.

The topic areas are:	
Standard level (SL): Topic 1: Cell Biology Topic 2: Molecular Biology Topic 3: Genetics Topic 4: Ecology Topic 5: Evolution and biodiversity Topic 6: Human Physiology	Additional higher level (AHL): Topic 7: Nucleic Acids Topic 8: Metabolism, Cell Respiration and Photosynthesis Topic 9: Plant biology Topic 10: Genetics Topic 11: Animal Physiology
OPTION: Neurophysiology and Behavior	

How will the course be assessed?

External Assessment 80%	SL	HL
Paper 1	30 MCQ on core material	40 MCQ on core and AHL material
Paper 2	Data-based question, short-answer and extended response questions on core material. Calculators permitted.	Data-based question, short-answer and extended response questions on core material. Calculators permitted.

Paper 3	<p>Core and SL Option Material: Section A - 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. Calculators permitted.</p>	<p>Core and AHL Material: Section A: answer all questions, two to three short-answer questions based on experimental skills and techniques, analysis and evaluation, using unseen data. Section B: short-answer and extended-response questions from one option. Calculators permitted.</p>
Internal Assessment 20%	<p>Students produce a report in scientific format based on an individual investigation. The data can be collected through an experiment or through research.</p>	<p>Students produce a report in scientific format based on an individual investigation. The data can be collected through an experiment or through research.</p>

How will this course be useful to me in the future?

The breadth of biological sciences is reflected in the range of jobs available in these subjects; agriculture, applied biology, biochemistry, biomolecular science, biophysics, botany, cell biology, environmental biology, marine biology, sports science, social biology, zoology just to mention a few. Opportunities are available in work related to medicine, as well as in many other areas such as with food, agriculture and water. Major employers include universities, hospitals, government laboratories and industry. Some biologists use their subject outside a laboratory in work such as medical sales, or in the production of pharmaceuticals or foodstuffs. Some areas of biology, e.g. conservation, ecology and wildlife are highly attractive careers where ability, determination and willingness are needed. Biology develops intellectual and personal skills which can be used in a wide variety of work as diverse as finance, computing, retailing and the armed services.

Chemistry SL/HL

What will I study?

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigative skills. It is 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 sciences and environmental sciences, and serves as useful preparation for employment.

Syllabus

The topic areas are:

1: Stoichiometric relationships 2: Atomic structure 3: Periodicity 4: Chemical bonding and structure 5: Energetics/thermochemistry 6: Chemical kinetics 7: Equilibrium 8: Acids and Bases 9: Redox processes 10: Organic Chemistry 11: Measurement and data processing	Additional higher level (AHL): 12 . Atomic structure 13. The periodic table—the transition metals 14. Chemical bonding and structure 15. Energetics/thermochemistry 16. Chemical kinetics 17. Equilibrium 18. Acids and bases 19. Redox processes 20. Organic chemistry 21. Measurement and analysis
<p style="text-align: center;">OPTION: Medicinal Chemistry</p>	

How will the course be assessed?

External Assessment 80%	SL	HL
Paper 1	30 MCQ on core material	40 MCQ on core and AHL material
Paper 2	Short-answer and extended response questions on core material.	Core, AHL and option material.
Paper 3	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.	Core, AHL and option material: Section A - one data-based question and several short-answer questions on experimental work. Section B: short-answer and extended-response questions from one option.
Internal Assessment 20%	Students produce a report in scientific format based on an individual investigation. The data can be collected through an experiment or through research.	Students produce a report in scientific format based on an individual investigation. The data can be collected through an experiment or through research.

How will this course be useful to me in the future?

A background in Chemistry at IB level aids a successful pursuit of a variety of studies, including medicine, dentistry, pharmacy, biological sciences, agriculture, food technology and dietetics, environmental studies, material sciences and physics. To enter certain courses, it may be required that Chemistry be studied in the IBDP.

Physics SL/HL (at TIK)

What will I study?

The Diploma Programme physics course allows students to develop knowledge of physics theories and, through experiments, gain traditional practical skills and techniques. They will increase their abilities in the use of mathematics, which is the language of physics and develop interpersonal and digital communication skills which are essential in modern scientific endeavour. Students will engage with the technological side of physics, in which physical principles have been applied to construct and alter the material world to suit our needs. They will study the impact of physics on society, the moral and ethical dilemmas, and the social, economic and environmental implications of the work of physicists. By illuminating its historical development, students learn about the knowledge and the process of physics in a context of dynamic change, in contrast to the static context in which physics has sometimes been presented.

Syllabus

Syllabus Components	SL	HL
Core <ol style="list-style-type: none"> Measurements and uncertainties Mechanics Thermal physics Waves Electricity and magnetism Circular motion and gravitation Atomic, nuclear and particle physics Energy production 	5 22 11 15 15 5 14 8	
Additional higher level (AHL) <ol style="list-style-type: none"> Wave phenomena Fields Electromagnetic induction Quantum and nuclear physics 	N/A	17 11 16 16
Option <ol style="list-style-type: none"> Relativity Engineering physics Imaging Astrophysics 	15	25
Practical scheme of work <ul style="list-style-type: none"> Practical activities Individual investigation (internal assessment - IA) Group 4 project 	20 10 10	40 10 10
Total teaching hours	150	240

How will the course be assessed?

	SL	HL
External assessment		
Paper 1	Duration: 45 minutes Weighting: 20% Marks: 30 <ul style="list-style-type: none"> • 30 multiple-choice questions on core, about 15 of which are common with HL. • The questions on paper 1 test assessment objectives 1, 2, 3. • The use of calculators is not permitted. • No marks are deducted for incorrect answers. • A physics data booklet is provided. 	Duration: 1 hour Weighting: 20% Marks: 40 <ul style="list-style-type: none"> • 40 multiple-choice questions on core and AHL, about 15 of which are common with SL. • The questions on paper 1 test assessment objectives 1, 2, 3. • The use of calculators is not permitted. • No marks are deducted for incorrect answers. • A physics data booklet is provided.
Paper 2	Duration: 1 hour 15 minutes Weighting: 40% Marks: 50 <ul style="list-style-type: none"> • Short-answer and extended-response questions on core material. • The questions on paper 2 test assessment objectives 1, 2, 3. • The use of calculators is permitted. (See calculator section on the OCC.) • A physics data booklet is provided. 	Duration: 2 hour 15 minutes Weighting: 36% Marks: 90 <ul style="list-style-type: none"> • Short-answer and extended-response questions on the core and AHL material. • The questions on paper 2 test assessment objectives 1, 2, 3. • The use of calculators is permitted. (See calculator section on the OCC.) • A physics data booklet is provided.
Paper 3	Duration: 1 hour Weighting: 20% Marks: 35 <ul style="list-style-type: none"> • 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 	Duration: 1 hour 15 minutes Weighting: 24% Marks: 45 <ul style="list-style-type: none"> • This paper will have questions on core, AHL and option material. • Section A: one data-based question and several short-answer questions on experimental work. • Section B: short-answer and extended-response questions from one option. • The questions on paper 3 test

	assessment objectives 1, 2 and 3. <ul style="list-style-type: none"> • The use of calculators is permitted. (See calculator section on the OCC.) • A physics data booklet is provided. 	assessment objectives 1, 2 and 3. <ul style="list-style-type: none"> • The use of calculators is permitted. (See calculator section on the OCC.) • A physics data booklet is provided.
Internal Assessment		
Individual investigation conducted by the student	Duration: 10 hours Weighting: 20% Marks: 24	Duration: 10 hours Weighting: 20% Marks: 24

How will this course be useful to me in the future?

Physics is, above all, a human activity, and students need to be aware of the context in which physicists work. Illuminating its historical development places the knowledge and the process of physics in a context of dynamic change, in contrast to the static context in which physics has sometimes been presented. This can give students insights into the human side of physics: the individuals; their personalities, times and social milieux; their challenges, disappointments and triumphs.

Design Technology SL / HL

Design Technology Aims

Through studying design technology, students should become aware of how designers work and communicate with each other. While the design methodology may take on a wide variety of forms, it is the emphasis on a practical approach through design work that characterizes this subject.

The aims enable students, through the overarching theme of the nature of design, to develop:

1. a sense of curiosity as they acquire the skills necessary for independent and lifelong learning and action through inquiry into the technological world around them
2. an ability to explore concepts, ideas and issues with personal, local and global significance to acquire in-depth knowledge and understanding of design and technology
3. initiative in applying thinking skills critically and creatively to identify and resolve complex social and technological problems through reasoned ethical decision-making
4. an ability to understand and express ideas confidently and creatively using a variety of communication techniques through collaboration with others
5. a propensity to act with integrity and honesty, and take responsibility for their own actions in designing technological solutions to problems
6. an understanding and appreciation of cultures in terms of global technological development, seeking and evaluating a range of perspectives

7. a willingness to approach unfamiliar situations in an informed manner and explore new roles, ideas and strategies so they can articulate and defend their proposals with confidence
8. an understanding of the contribution of design and technology to the promotion of intellectual, physical and emotional balance and the achievement of personal and social well-being
9. empathy, compassion and respect for the needs and feelings of others in order to make a positive difference to the lives of others and to the environment
10. skills that enable them to reflect on the impacts of design and technology on society and the environment in order to develop their own learning and enhance solutions to technological problems.

What will I study?

The goal of the course is to develop internationally minded people whose enhanced understanding of design and the technological world can facilitate our shared guardianship of the planet and create a better world.

Inquiry and problem solving are at the heart of the subject. DP design technology requires the use of the DP design cycle as a tool, which provides the methodology used to structure the inquiry and analysis of problems, the development of feasible solutions, and the testing and evaluation of the solution. In Diploma Program design technology, a solution can be defined as a model, prototype, product or system that students have developed independently.

Syllabus

UNITS / TOPICS

1. Human factors and ergonomics (SL / HL)
2. Resource management and sustainable production (SL / HL)
3. Modelling (SL / HL)
4. Raw materials to final production (SL / HL)
5. Innovation and design (SL / HL)
6. Classic design (SL / HL)
7. User-centred design (UCD) (HL)
8. Sustainability (HL)
9. Innovation and markets (HL)
10. Commercial production (HL)

How will the course be assessed?

Students will be assessed according to the grading criteria for each of the four (SL) and six (HL) components, weighted accordingly:

SL: Paper 1 (30%), Paper 2 (30%) and Projects (40%)

HL: Paper 1 (20%), Paper 2 (20%), Paper 3 (20%) and Projects (40%)

Students will complete a variety of formative tasks that will prepare them for success in their summative work. These tasks may or may not be assigned a 1-7 mark, but feedback will always be given.

	SL	HL
External assessment		
Paper 1	<ul style="list-style-type: none"> • Duration: 1 hour • Weighting: • 30% • Marks: • 30 • • - 30 multiple-choice questions on the core material. • 	<ul style="list-style-type: none"> • Duration: 1 hour • Weighting: • 20% • Marks: • 40 • • - 40 multiple-choice questions on the core and HL extension material •
Paper 2	<ul style="list-style-type: none"> • Duration: 1 1/2 hours • Weighting: • 30% • Marks: • 50 • • - • 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. • • 	<ul style="list-style-type: none"> • Duration: 1 1/2 hours • Weighting: • 20% • Marks: • 50 • • - 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. • •
Paper 3	N/A	<ul style="list-style-type: none"> • Duration: 1 1/2 hours • Weighting: • 20% • Marks: • 40 • • - • Section A: two structured

		<p>questions on the HL extension material, both</p> <ul style="list-style-type: none"> • compulsory and each worth a maximum of 10 marks. • - • Section B: one structured question on the HL extension material based on a case study. Maximum of 20 marks.
Internal Assessment		
Design Project	Duration: 40 hours Weighting: 40% Marks: 36	Duration: 60 hours Weighting: 40% Marks: 54

Internal Assessment Objectives:

There are six assessment objectives at HL and four objectives at SL for the Design and Technology course.

1. Analysis of a design opportunity (SL / HL)

- Describes a problem, that leads to a design opportunity
- Investigate the problem to develop a design brief
- Develop a design specification

2. Conceptual Design (SL / HL)

- Develops feasible ideas to meet appropriate specifications, which explore solutions to the problem
- Uses concept modelling and analyses the outcomes to guide design development
- Justifies an appropriate idea for detailed development

3. Development of a detailed design (SL / HL)

- Justifies the choice of appropriate materials, components and manufacturing techniques to make the prototype
- Develops an accurate design proposal in sufficient detail for a third party to manufacture the prototype
- Produces a detailed plan for the manufacture of the prototype

4. Testing and evaluating (SL / HL)

- Justify a testing strategy to measure the success of the prototype
- Evaluates the success of the prototype against the design specification
- Demonstrates how the prototype could be improved, considering how individual improvements affect the design as a whole

5. Detailed Development of a commercial product (HL)

- Develops the design, addressing the required modifications for a commercially viable production process
- Presents the developed commercial product comprehensively
- Develops an accurate design proposal of the commercial product in sufficient detail for a third party to manufacture the product

6. Making choices for commercial production (HL)

- Justifies the choice of materials and components appropriated for commercial production
- Justify the choice of manufacturing techniques appropriate for commercial production
- Justifies an appropriate scale and volume of production, based on appropriate research and suitability for the product

How will this course be useful to me in the future?

Design Technology may lead to courses in architecture, design, furniture design, fashion, industrial design, interior design, materials science, transport design, advertising, marketing, buying, textiles technology, product design and engineering.

Group 5: Mathematics

Aims:

The aims of the group 5 subjects are to enable students to:

1. develop a curiosity and enjoyment of mathematics, and appreciate its elegance and power
2. develop an understanding of the concepts, principles and nature of mathematics
3. communicate mathematics clearly, concisely and confidently in a variety of contexts
4. develop logical and creative thinking, and patience and persistence in problem solving to instil confidence in using mathematics
5. employ and refine their powers of abstraction and generalisation
6. take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities
7. appreciate how developments in technology and mathematics influence each other
8. appreciate the moral, social and ethical questions arising from the work of mathematicians and the applications of mathematics
9. appreciate the universality of mathematics and its multicultural, international and historical perspectives
10. appreciate the contribution of mathematics to other disciplines, and as a particular “area of knowledge” in the TOK course
11. develop the ability to reflect critically upon their own work and the work of others

12. independently and collaboratively extend their understanding of mathematics.

Mathematics: Analysis and Approaches SL/HL

What will I study?

“There is no doubt that to some degree everyone is a mathematician. Everyone does mathematics on a regular basis as part of their everyday life, during such activities as buying produce in the market, consulting a timetable, reading a newspaper and timing a process. From this vast population there is a group who use mathematics to a greater degree and apply their knowledge to scientific tasks, for example: engineers, laboratory technicians and economists. Further there is the smaller group of people who are professional mathematicians involved with such projects as space research, statistical surveys and pure research. Thus it is clear that an exhaustive variety of mathematical experiences are available and these opportunities should not be missed.” - IB General Guide Handbook

Syllabus

Syllabus Components	SL	HL
Topic 1: Number and Algebra	19	39
Topic 2: Functions	21	32
Topic 3: Geometry and Trigonometry	25	51
Topic 4: Statistics and Probability	27	33
Topic 5: Calculus	28	55
The toolkit and the mathematical exploration Investigative, problem-solving and modelling skills development leading to an individual exploration. The exploration is a piece of written work that involves investigating an area of mathematics.	30	30
Total teaching hours	150	240

How will the course be assessed?

Assessment component	SL	HL
External assessment		
<ul style="list-style-type: none"> Paper 1: Non-calculator exam <ul style="list-style-type: none"> Section A - Short response questions Section B - Extended response questions Paper 2: Calculator exam 	40% (1h 30m)	30% (2h)
	40% (1h 30m)	30% (2h)

<ul style="list-style-type: none"> ○ Section A - Short response questions ○ Section B - Extended response questions ● Paper 3: Problem solving exam <ul style="list-style-type: none"> ○ 2 extended response questions 	N/A	20% (1h)
Internal Assessment Written work on an investigation into an area of mathematics which interests the student. The work is internally assessed by the teacher and externally moderated by the IBO.	20%	20%

How will this course be useful to me in the future?

This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. In most types of employment, staff are expected to demonstrate some degree of mathematical ability. Mathematics: Analysis and Approaches course includes topics that are both traditionally part of a pre-university mathematics course, as well as topics that are amenable to investigation, conjecture and proof. Higher Level is a prerequisite for many university courses in Engineering, Physics, Technology courses and Economics, particularly at universities where places are in high demand.

Group 6: The Arts

Aims:

The aims of the group 6 subjects are to enable students 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.

Visual Arts - SL/HL

Visual arts aims:

In addition to the aforementioned arts aims, the aims of the visual arts course are to enable students to:

7. make artwork that is influenced by personal and cultural contexts
8. become informed and critical observers and makers of visual culture and media
9. develop skills, techniques and processes in order to communicate concepts and ideas.

What will I study?

The visual arts are an integral part of everyday life, permeating all levels of human creativity, expression, communication and understanding. The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. Through inquiry, investigation, reflection and creative application, visual arts students develop an appreciation for the expressive and aesthetic diversity in the world around them, becoming critically informed makers and consumers of visual culture.

Syllabus

Core areas:	Mapping the course:
Visual arts in context Visual arts methods Communicating visual arts	Theoretical Practice Art-Making Practice Curatorial Practice

How will the course be assessed?

External Assessment	SL	HL
Comparative Study 20%	<p>Students analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts.</p> <p>Students submit:</p> <ul style="list-style-type: none"> 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); a list of sources used. 	<p>Students analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts.</p> <p>Students submit:</p> <ul style="list-style-type: none"> 10-15 screens which examine and compare at least three artworks, at least two of which need to be by different artists. The works selected for comparison and analysis should come from contrasting contexts (local, national, international and/or intercultural); 3-5 screens which analyse the extent to which their work and practices have

		<p>been influenced by the art and artists examined;</p> <ul style="list-style-type: none"> • a list of sources used.
<p>Process Portfolio 40%</p>	<p>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:</p> <ul style="list-style-type: none"> • 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. 	<p>Students at HL submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course:</p> <ul style="list-style-type: none"> • 13-25 screens which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities. For HL students the submitted work must have been created in at least three art-making forms, selected from a minimum of two columns of the art-making forms table.
Internal Assessment		
<p>Exhibition 40%</p>	<p>Students at SL submit 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.</p> <ul style="list-style-type: none"> • a curatorial rationale that does not exceed 400 words; • 4-7 artworks; • exhibition text (stating the title, medium, size and intention) for each selected artwork; • two photographs of their overall exhibition. 	<p>Students at HL submit 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.</p> <ul style="list-style-type: none"> • a curatorial rationale that does not exceed 700 words; • 8-11 artworks; • exhibition text (stating the title, medium, size and intention) for each selected artwork; • two photographs of their overall exhibition.

How will this course be useful to me in the future?

The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

Film - SL/HL

Film aims

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

7. explore the various contexts of film and make links to, and between, films, filmmakers and filmmaking techniques (inquiry)
8. acquire and apply skills as discerning interpreters of film and as creators of film, working both individually and collaboratively (action)
9. develop evaluative and critical perspectives on their own film work and the work of others (reflection)

What will I study?

The DP film course aims to develop students as proficient interpreters and makers of film texts. Through the study and analysis of film texts, and through practical exercises in film production, the film course develops students' critical abilities and their appreciation of artistic, cultural, historical and global perspectives in film. Students examine film concepts, theories, practices and ideas from multiple perspectives, challenging their own viewpoints and biases in order to understand and value those of others.

Syllabus

UNITS / TOPICS

1. What does it mean to study film? (SL / HL)
2. Identity - Genre Studies (Mise-en-scene/Writing) (SL / HL)
3. Putting on the stage: Mise-en-scene and some of the people who put it there (SL / HL)
4. Cinema of Attractions and the History of Film (SL / HL)
5. Aesthetics - GE, Film Noir, Hitchcock and Horror (SL / HL)
6. Soviet Montage (SL / HL)
7. Aesthetics - The Influence of German Expressionism (Lighting and Cinematography) (SL / HL)
8. Change - Film After WWII (Directing) (SL / HL)
9. Fragmented Films (SL / HL)

Core syllabus areas	Teaching hours
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Reading film SL and HL students will examine film as an art form, studying a broad range of film texts from a variety of cultural contexts and analysing how film elements combine to create meaning.	45 hours
Contextualising film SL and HL students will explore the evolution of film across time, space and culture. Students will examine various areas of film focus in order to recognize the similarities and differences that exist between films from contrasting cultural contexts.	45 hours
Exploring film production roles SL and HL students will explore various film production roles through engagement with all phases of the filmmaking process in order to fulfil their own filmmaker intentions. Students acquire, develop and apply skills through filmmaking exercises, experiments and completed films.	60 hours
Collaboratively producing film (HL only) HL students focus on the collaborative aspects of filmmaking and experience working in core production teams in order to fulfil shared artistic intentions. They work in chosen film production roles and contribute to all phases of the filmmaking process in order to collaboratively create original completed films.	90 hours (HL only)
Total teaching hours	150 SL 240 HL

How will the course be assessed?

Students will be assessed according to the grading criteria for each of the (SL) and (HL) components, weighted accordingly:

SL: Textual Analysis (30%), Comparative Study (30%) and Film Portfolio (40%)

HL: Textual Analysis (20%), Comparative Study (20%), Film Portfolio (25%) and Collaborative Film Project (35%)

Curriculum Aims and Objectives:

1. Demonstrate knowledge and understanding of specified contexts and processes.

- Identify the film elements associated with the creation of meaning in a variety of film texts.
- Identify film from various cultural contexts, demonstrating an awareness of contrasting interpretations, ideas, conventions, perspectives and techniques employed by diverse filmmakers.

- c. Present ideas, discoveries and learning that arise from both research and practical engagement with films, filmmakers and techniques.
 - d. Formulate personal filmmaker intentions.
- 2. Demonstrate application and analysis of knowledge and understanding.**
- a. Explore and demonstrate techniques for selecting, transforming and presenting ideas and concepts on screen.
 - b. Analyse a variety of films, filmmakers and techniques in order to inform, influence and impact the creation of film work.
 - c. Demonstrate an understanding of film-production roles and filmmaking processes, applying the associated skills and techniques effectively in the creation of film work.
- 3. Demonstrate synthesis and evaluation.**
- a. Evaluate films created by themselves and others and articulate an informed personal response using appropriate cinematic language and terminology.
 - b. Critically interpret various sources of information in order to compare and contrast filmmakers, their films and their various cultural contexts.
 - c. Investigate a variety of film-production roles in order to understand and experiment with the associated skills, techniques and processes.
 - d. Discuss strengths and weaknesses and justify choices made in their own creative practices.
- 4. Select, use and apply a variety of appropriate skills and techniques.**
- a. Make appropriate choices in the selection of images, sounds and techniques in their own work.
 - b. Give and receive meaningful feedback and practise resilience.
 - c. Working in a variety of film-production roles, produce film work that attempts to fulfil filmmaker intentions.
 - d. Collaborate effectively with others in the creation of film work.

	External/ Internal	SL	HL
<p>Textual analysis</p> <p>Students at SL and HL demonstrate their knowledge and understanding of how meaning is constructed in film. They do this through a written analysis of a prescribed film text based on a chosen extract (lasting no more than five minutes) from that film. Students consider the cultural context of the film and a variety of film elements.</p> <p>Students submit the following.</p> <ol style="list-style-type: none"> 1. A textual analysis (1,750 words maximum) and a list of all sources used. 	External	30%	20%

Comparative study Students at SL and HL carry out research into a chosen area of film focus, identifying and comparing two films from within that area and presenting their discoveries as a recorded multimedia comparative study. Students submit the following. <ol style="list-style-type: none"> 1. A recorded multimedia comparative study (10 minutes maximum). 2. A list of all sources used. 	External	30%	20%
Film portfolio Students at SL and HL undertake a variety of film-making exercises in three film production roles, led by clearly defined filmmaker intentions. They acquire and develop practical skills and techniques through participation in film exercises, experiments and the creation of at least one completed film. Students submit the following. <ol style="list-style-type: none"> 1. Portfolio pages (9 pages maximum: 3 pages maximum per film production role) and a list of all sources used. 2. A film reel (9 minutes maximum: 3 minutes maximum per film production role, including one completed film). 	Internal	40%	25%
Collaborative film project (HL only) Making clear links to films and film-makers they have encountered, and skills and techniques acquired, students at HL work collaboratively in a core production team to plan and create an original completed film. Students submit the following. <ol style="list-style-type: none"> 1. A project report (2,000 words maximum) and a list of all sources used. 2. A completed film (7 minutes maximum). 	Internal		35%
		100%	100%

How will this course be useful to me in the future?

The film course emphasises the importance of working collaboratively. It focuses on the international and intercultural dynamic that triggers and sustains contemporary film, while fostering in students an appreciation of the development of film across time, space and culture. DP

film students are challenged to understand alternative views, to respect and appreciate the diverse cultures that exist within film, and to have open and critical minds.

At the core of the DP film course lies the need for creative exploration and innovation. Students are challenged to acquire and develop critical thinking, reflective analysis and the imaginative synthesis that is achieved through practical engagement in the art, craft and study of film.

Studying in the IBDP

Attendance

The first step to being successful in the IB Diploma Programme is attendance. The IB minimum requirements for each course is 240 hours at the Higher Level, and 150 hours at the Standard Level. Therefore, each class a student misses subtracts from the time allotted to deliver the material in a satisfactory way. DP students are expected to be in classes on time, consistently, or they will be removed from the programme.

If a student arrives to class later than 5 minutes after the start time, they are marked late. If a student arrives more than 20 minutes after the start time, they are marked absent. Students who miss more than a certain percentage of class time could become ineligible for credit and receive an incomplete for a particular semester. At the discretion of the Diploma Principal Coordinator, students may have an opportunity to work with their teacher in order to account for missed time and earn a grade. For more information regarding attendance expectations, please refer to the [ISE DP Attendance Policy](#)

Off-campus privileges

Due to the collaboration with TIK, DP students may end up with large gaps in their schedule or have days that end earlier or later than the normally scheduled school day. If this happens, students can apply for this privilege when they meet certain criteria. The process is further detailed in the [Off-Campus Privileges document](#).

Early holidays

Parents are strongly discouraged from organising holidays which involve students missing classes, as they will miss important work and it could have a detrimental effect on their grades. In particular, it should be noted that the Group 4 Project is scheduled for the final week of the first semester in December of Year 11. This is an essential component of the science internal assessment. The school does not look favourably on students who miss the beginning of a term or who are withdrawn from school before the end of a term. Repeated absences will be viewed seriously and entered into the student's file. Such absences are likely to have an effect on students' academic performance and may well be reflected in their semester report.

Study time

Students should make good use of their study time. All students are welcome to use the library or any free room for study purposes at any time (available on the timetable). It is important to work quietly and have respect for others. Please leave the library and study rooms tidy when you leave. After school it is possible to work in the library or study area until 6.00pm Monday-Friday. Teachers often work in school after lessons are over and students are very welcome to stay at school to work alongside their teachers. If extra help or clarification is required, meet with your teachers! They are all very willing to help. Similarly, let someone know if you are stressed; it will probably happen sooner or later and there is nothing to be ashamed of!

Homework

Homework, including reading, should be completed by the date specified. If you experience problems with any assignment, please go directly to the teacher for clarification. If you find a subject particularly challenging, ensure you are allowing yourself ample time to do assignments; start as soon as the work is set, and ensure that you first spend time working on it yourself before going for help. Once you have attempted the work, seek out the teacher for any additional explanations you need. If you are continually finding a course too difficult, you may be advised to switch from HL to SL, or to another course.

The amount of homework assigned normally increases as the student progresses through school and varies throughout the year. By Grades 11 and 12 this will be between a minimum of 15 and 25 hours a week.

The nature of the homework will vary but it can be assumed that students will always be required to be reading and re-reading texts in preparation for lessons and assessments.

Getting work done on time requires self-management: careful planning, organisation, 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 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.
- The school will publish an internal deadline calendar to help students with time-management and to ensure balance in the final assessments that are due. This will also be available to 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.

Late Work Policy

ISE's Diploma Programme seeks to support students in establishing strong time management skills that will serve them well in their future endeavours. To that end, students are both encouraged and expected to meet all deadlines throughout the program. This policy outlines ways in which ISE will reinforce students in developing this skill.

In order to encourage consistent timely planning for, and completion and submission of work:

- all teachers welcome and encourage students to submit a preliminary draft of any tasks no later than 48 hours in advance for initial feedback. No mark will be assigned or recorded; only feedback will be provided with an eye toward helping the student improve the work.
 - Upon receiving feedback, students are permitted to revise their work prior to the final deadline and teacher evaluation/grading of the task.
 - NOTE: This opportunity does not apply to first drafts of any work that the IB states can only have one instance of feedback, such as the EE, IAs, etc, but it may include early planning work for these tasks;
- students must notify teachers by 6pm two days prior to a task's due date if they anticipate being unable to submit the work on time. The student and teacher will agree on a new due date that is reasonable and acceptable to both parties;
- ISE recognizes that sometimes emergencies come up, and these situations will be handled by the teacher involved.

When work is not submitted by the due date and no contact with the teacher has been made in advance:

- the Principal-Coordinator and parents will be contacted immediately to inform them of the missed deadline;
- students who fail to meet a deadline will be supported by extra monitoring by the teacher and/or Principal-Coordinator until the work is completed and submitted;
- if the work is still not submitted after the above intervention, the mark will be zero;
- in the case of the EE, IAs etc, the student will not benefit from receiving teacher feedback;
- repeated zeros may result in removal from the course/programme and/or placed on academic probation

Probation

While ISE encourages and supports all students in attempting the full IB Diploma + ISE Diploma option, students may be placed on academic probation at any time for academic or other reasons including attendance and/or attitude. If placed on academic probation, the student's performance will be carefully monitored and, after an agreed upon length of time, a decision will be made as to whether or not the student is able to continue in the IB Diploma programme or pursue only the ISE Diploma and/or DP Course certificates.

Decisions about probation are based on the following criteria:

- Consistent daily attendance
- Effort/Attitude
- Timely assignment submission

- Satisfactory academic progress
- Appropriate use of technology during class time

Other IB Diploma Matters

Exam Registration/Fees

The IB examination fees (in DP 02) shall be paid by each student prior to registration for the examination and are not included in tuition costs quoted on the Registration Form or in the Study Agreement. These fees will be invoiced in July before the grade 12 year.

Exam Results

IB Diploma results are released to the school on the afternoon of 5 July. The Diploma Programme Coordinator will email each student individually with their results (pass or fail), and students can access results online from 6 July.

The Diploma Programme Coordinator will send a copy of the component results to students upon their request.

A final official IB Diploma certificate will be available in the Fall. Students can pick this up from the school if they are in Tallinn, or have it mailed.

Exam Results to Universities

In the spring of DP2, the IB Diploma Coordinator will ask students to which universities they would like their results sent. Students can request up to 6 universities, free of charge. Note that UCAS counts as one university, and that results can only be sent to one US university free of charge. If results need to be forwarded at a later date, the student will need to arrange this on their own through the IB.

If the universities to which a student has applied require results earlier than the second week of July, students should contact the IB Diploma Coordinator.

Once results are released in July, the IB will forward the results directly to the universities the students have requested. The IB will forward either a paper or electronic copy, depending upon the university's preference as reported by them to the IB. Given that there is stress on the system, this can sometimes take some time. Some students' results will arrive at the university the same day, and some will take up to a month. Sometimes it is an error on the university's end, so if you're unsure, contact them directly.

If you have any questions or concerns during this time, please contact the IB Diploma Programme Coordinator.

Exam Retakes

Should a student fail to achieve the desired/required result in one or more subjects, there is an opportunity to register for a retake of the exams in November. Students should discuss this option with the DP Coordinator. The student/family is responsible for all costs associated with retake registrations.

Grievances Procedures

If a student has any complaint or grievance about any aspect of a class, they must first raise that concern with the class teacher. If the class teacher does not deal with the matter within a reasonable period of time and to the satisfaction of the student, the matter will be referred to the Principal/Coordinator or the Director. If no redress is received from the Principal or Director within a reasonable period of time, the aggrieved student may appeal to the Board, in writing, as a last resort.

If a student has a complaint or grievance about any aspect of a class taught in conjunction with the Tallinn Inglise Kollege (TIK), the Principal Coordinator will collaborate with the TIK DP Coordinator to address the matter.

If a student has any complaint or grievance with respect to the IB programme(s), they should first raise the concern with the respective Principal Coordinator. If necessary, the Coordinator will collaborate with IB Answers to resolve the matter. It should be noted that IB World Schools are entirely independent from the IB and are solely responsible for the implementation and quality of teaching of the programmes. If the complaint falls within the remit of ISE, the IB will not be involved in the resolution of the complaint.

If the student complaint is in regards to a mark they received on an IB moderated assessment, the Principal Coordinator will consider whether the Enquiry Upon Results (EUR) re-mark option is appropriate. Further information about the EUR process can be found below.

Enquiry Upon Results

Sometimes the marks students receive are below what was expected. In that case, students can request an Enquiry Upon Results, or EUR. There are several different types of EUR. Those of most interest to students are detailed below.

- Category 1 re-mark: *the re-mark of externally assessed material for an individual candidate*
 - This request can result in an increase in mark, a decrease in mark, or no change in mark. Students must be aware that their marks can go down with this request and should make this choice only after careful consultation with the IB Diploma Coordinator. The fee for this is €85. If the EUR results in an increased mark, there is

no charge. The turnaround time is approximately 18 days. The requests must come from the school, and the school must have permission from the student/parent to make this request.

- Category 3 re-moderation: *the re-moderation of marks for internal assessment by subject/level*
 - This request can result in an increase in mark or no change in mark. The entire IA moderation sample is reevaluated. The fee for this is €204, charged even in the case of an increased mark. The turnaround is approximately 40 days.

While the IB strives for quality assurance and consistency in marking, there are sometimes errors. However, it is important for candidates and their families to know that the IB strongly discourages the changing of marks in the EUR process unless absolutely necessary. Therefore, less than 15% of EURs results in grade changes.

All requests for EUR must be initiated by the DP Coordinator and submitted by September 15 of the exam session year. For more information and the form to request an EUR, please see Appendix 2.

Semester grades

For some of you, your semester grades may be decisive for your university acceptance. These are issued in January and June. Internal examinations will sometimes contribute to your overall semester grade. If so, you will be informed of this by your subject teacher.

Predicted grades (PG)

Diploma teachers will make predictions about students' final grade at two different stages. In September of Year 12, the Diploma Programme Coordinator will collect PGs to help with the university application process. In March of Year 12, another set of PGs is collected and forwarded to the IB.

Promotion/Retention

Parents will be kept informed of their child's progress throughout the school year. As early as possible, the teacher, Principal Coordinator, or Director will give to the parents an early indication of significant problems or possible course failure/retention; although a final decision will not be made until the end of the school year. The Principal Coordinator and/or Director makes final decisions regarding promotion and retention after consulting with faculty and parents.

For an IBDP student to be promoted from DP 01 into DP 02, he or she must have achieved the following at the end of grade 11:

- 24 points or above in the six subjects chosen, including no less than a 3 in each subject
- A 'pass' in TOK

- Submission of an Extended Essay, holding a quality acceptable to the supervisor and Coordinator
- Submission of timely CAS reflections, holding a quality acceptable to the CAS and DP Coordinator
- When a student's absences become a concern to the teachers/Coordinator, the parent(s) or guardian(s) of the student will be contacted by the Principal notifying them of the student's absences and work together to get the student to school and/or on time. Please refer to the attendance policy for specific details.
- The final decision is at the discretion of the Administrative team.

Academic Integrity

Students will exercise academic honesty in all aspects of their work and will be supported in this through their regular courses. They will acknowledge the work of others, including material taken from other sources. They will not claim as their own the work of others. They will not give their work to others to pass off as their own. They will observe the integrity of the examination room. For more information, please reference the ISE Diploma Programme Academic Integrity policy.

ISE Diploma

The vast majority of IB Diploma students at the International School of Estonia will study for the full IB Diploma. There are some cases where students do not wish to attempt, or may not be able to complete, the full IB Diploma, for example a student transferring into Year 12, who may follow individual IB Diploma Courses and work to achieve the ISE High School Diploma or a student who does not require the IB Diploma for further studies.

ISE is fully accredited by CIS and NEASC, and grants high school diplomas to students who have completed the ISE graduation requirements. Students must earn a grade of 3 or better in any class to receive credit. Students who fail courses may be required to take an online course to make up credit for graduation.

22 credits, in the following subjects, are required to graduate:

- Language and Literature (English) 4 credits
- Mathematics 3 credits
- Individuals and Societies (Humanities) 3 credits
- Sciences 3 credits
- Foreign Languages/additional language 2 credits
- Physical Education/Health 1.5 credits
- Art/Music/Design or Electives 6 credits*

IB core requirements (TOK, CAS and Grade 10 Personal Project) can be put towards elective credits.

Switching from IB to ISE Diploma

Should a student elect to switch from the IB diploma to the ISE diploma, parents must contact the DP Coordinator to set up a meeting. The parents and the coordinator will meet to discuss the student's options for switching, including the benefits and repercussions of switching diplomas. The student, the student's parents, and the DP Coordinator will sign a form (see appendix 1) stating that

all parties agree for the student to officially make the switch from IB diploma to ISE diploma. The DP Coordinator will share this information with the student's teachers in order to support the student in the transition.

Students who elect to switch to the ISE diploma will no longer be eligible to receive the IB diploma. Due to the rigorous nature of the DP program, once the switch is made it will be impossible to switch back due to time lost. Students are still eligible to pursue IB course certificates in any courses that they have been enrolled in for the entirety of grade 11 and grade 12.

Students over 18 years of age

The Estonian government recognizes that students over the age of 18 are legally entitled to make their own decisions. ISE acknowledges this, however, unless the student can provide evidence that they are completely independent from their parents, i.e. they hold their own living arrangements, and have their own source of income, we feel that the school has a moral responsibility to inform students' parents of their child's decisions and whereabouts. If the school receives, in writing, a letter from the parents that they do not wish to be involved in their child's schooling, the school will respect that decision and work directly with the student.

Students over 18 years of age who would like to exercise their decision making rights need to do so in a responsible, appropriate manner. The student must ensure they comply with the ISE attendance and assessment policies. ISE staff will communicate with the student to ensure they understand and accept the consequences of any decisions.

The school encourages all students to be on campus during school hours and to complete necessary work or consulting with teachers during any free periods. Should a student elect to leave campus, they must inform their homeroom teacher and/or the DP coordinator and sign in and out at the security guard's desk. Should students take advantage of the privilege to leave campus, and it detrimentally affect their grades, the school will call a meeting to discuss with the student their suitability to remain in the IB Programme.

Appendix 1:



Request for transfer from IB to ISE Diploma

I/we hereby formally request to transfer _____(student name)
from the IB Diploma to the ISE Diploma.

I/we have met with the DP Coordinator to discuss the possibilities and we understand that:

- After transferring to the ISE diploma, the student will no longer be eligible to receive a full IB Diploma.
- Transferring to the ISE diploma is irreversible, due to the dense and rigorous nature of any missed IB program content. Consequently, the student will no longer be eligible for the full IB diploma.
- The student may still register for individual IB exams and course certificates if they have been enrolled in the course for the entirety of grade 11 and 12.
- Transferring to the ISE diploma program could mean that certain courses are no longer available. For example, courses at TIK are only available if the student will register for the IB exam and course certificate in that subject.
- ISE's attendance and academic integrity policies apply to both programs. Switching diploma programs does not change the school's expectations from students and their families in these areas.

By signing this form, I/we understand the points highlighted above and request for the student to transfer from the IB Diploma program to the ISE Diploma program.

Student signature _____

Date _____

Parent/guardian signature(s) _____

Date _____

DP Coordinator signature _____

Date _____



Taotlus IB Diplomiõppest ISE Diplomiõppele üleviimiseks

Käesolevaga taotlen/taotleme ametlikult _____(õpilase nimi)
üleviimist IB Diplomiõppest ISE Diplomiõppele

Olen/oleme kohtunud DP koordinaatoriga ja arutanud võimalusi ja tingimusi ning saame aru, et:

Pärast ISE Diplomiõppele üleminekut ei kvalifitseeru õpilane enam täismahus IB Diplomi saamiseks.

ISE Diplomiõppele üleminek on pöördumatu, kuna IB Diplomiõppe programmi sisu on IBO poolt reglementeeritud, mahukas ja kompleksne.

Õpilane võib siiski registreeruda valitud IB-kursuse eksamile ja tunnistustele, kui ta on kursusel osalenud kogu 11. ja 12. klassi jooksul.

ISE Diplomiõppele üleminek võib tähendada, et osalemine teatud IB kursustel pole enam võimalik. Näiteks Tallinna Inglise Kolledži kursustel on võimalik osaleda ainult siis, kui õpilane registreerub selle aine IB eksamile ja tunnistusele.

ISE koolikohustuse (attendance policy) ja akadeemilise aususe (academic integrity policy) reeglid kehtivad mõlema programmi kohta. Diplomiõppekavade vahetamine ei muuda kooli ootusi õpilastele ja nende peredele nendes valdkondades.

Ankeedile alla kirjutades mõistan/mõistame ülaltoodud punkte ja soovin/soovime _____
(õpilase nimi) üleviimist IB Diplomiõppe programmist ISE Diplomiõppe programmi.

Õpilase allkiri Kuupäev

Lapsevanema/eestkostja allkiri(d) Kuupäev

DP koordinaatori allkiri Kuupäev

Appendix 2:



Request for an Enquiry Upon Results (EUR)

IB exam results for the May session are issued in the beginning of July. In the event that parents or students wish to have a grade reviewed, there are two types of EUR requests that students/families can initiate, at a cost, to see if the score might increase.

The first option (“category 2B”) EUR requests the return of externally assessed material by subject/level for an individual candidate and costs 12 euros per candidate per subject/level. The examiner’s marking notes can help determine whether a re-marking is likely to grant a better grade. The second option (“category 1A”) EUR requests the re-marking of externally assessed material for an individual candidate and costs 88 euros per candidate per subject/level.²

In order to determine the plausibility of a successful EUR, students/families should contact the Diploma Coordinator who will help to analyse the student’s component grade report and determine whether an Enquiry Upon Results (EUR) request is a sensible option. If the DP Coordinator deems that an EUR request is sensible, and students/families wish to continue the process, they should fill out and sign the form below and submit it to the Diploma Coordinator. ISE accounting will issue an invoice for the cost of the EUR request(s), and once the invoice has been paid in full, the DP Coordinator will submit the official request to the IB. Please note, if a EUR category 1 is successful (a student’s grade is raised), the fee is waived by the IB and ISE will refund the payment.

The IB states that on average re-marking takes approximately 18 days. The last day to submit EUR requests to the IB is September 15th following the May exam session.

² This fee will be reimbursed if the revised grade is higher than the original.



Enquiry Upon Results (EUR) request form

Student name:	
Student candidate code:	
Subject/Level:	Type of EUR (category 1 or 2B):

By signing and submitting this form I/we request that ISE submit the above listed Enquiry Upon Result(s) to the IB on my/our behalf and agree to pay any fees associated with the request(s).

Additionally, for any category 1 EUR request(s), I/we understand that the current grade is forfeited and IB will remark all externally assessed materials for the requested subject(s). Following a remark, I/we understand that the new grade could go up, could stay the same, or could go down.

Name _____

Date _____

Signature _____