

# Diploma Programme



Handbook  
2018-2022



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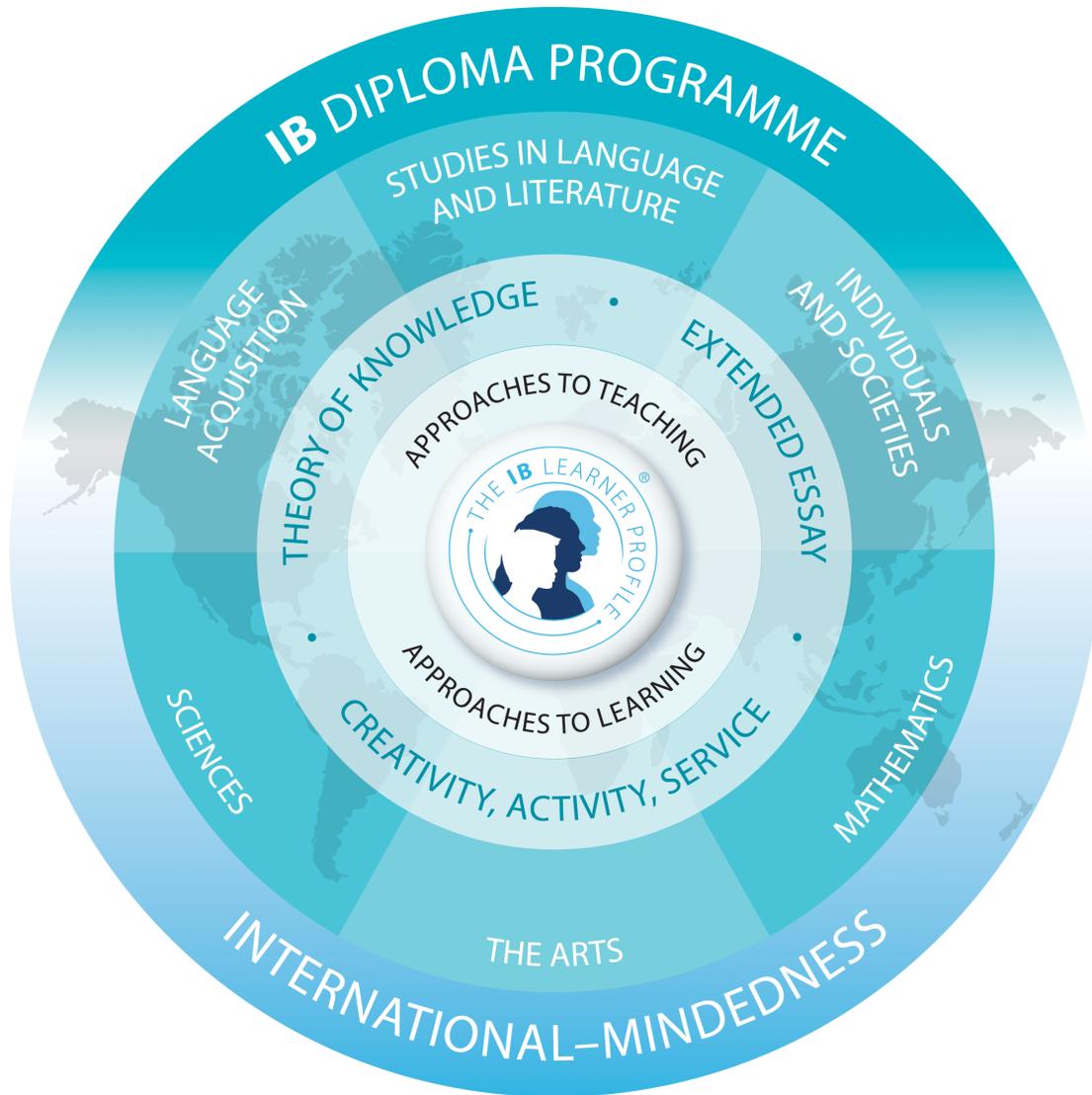
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## IBO mission statement

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.

## International School of Estonia. Revised Vision, Mission & Values

### Vision

A globally minded community of diverse learners empowered to be agents of positive change.

### Mission

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

### We Believe...

- In learner agency and the power of inquiry.
- That there is strength in diversity and inclusivity.
- That we all should listen thoughtfully to others and consider their points of view.
- We learn best when we feel safe, happy, valued and challenged.
- It is important to strive to be the best you can be.
- We should look beyond ourselves and seek to make genuine, positive, sustainable changes in the world around us.

### Principles

Global

Mindedness

Child

Safe-Guarding

Diversity &

Inclusivity

Learning

Agency &

Empowerment

Positive

Change

High Standards

Wellness



# What is the Diploma Programme?

The IB Diploma programme (DP) is an academically challenging and balanced programme of education with final examinations that prepare students, aged 16 to 19, for success at university and life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students. The programme has gained recognition and respect from the world's leading universities.

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 six independent subjects, but rather a holistic approach to learning. Through these three areas, unique to the IB Diploma, students can make connections and links between subjects, as well as experience a broad based, conceptual and connected education.

## Theory of Knowledge (TOK)

Theory of Knowledge (TOK) aims to provide a grounding in critical thinking so students can assess how certain they can be of the knowledge they acquire in the different subject areas of the IBDP. It also aims to show the links between the subjects so that the key skills of synthesis and application can be developed, allowing students to become more holistic learners. It is a fundamental part of the IB approach and thus a required course for all students.

### *Course content*

The course looks at the ways in which we acquire knowledge involved in the IBDP subject areas, as well as in areas such as ethics, law and politics. It also looks at other influences on our understanding of the world, such as the media or our different cultural backgrounds.

### *Skills developed*

Students read about and discuss a wide variety of topics. This develops their presentation and debating skills, and enhances an appreciation of alternative points of view, providing a better understanding of complicated problems of knowledge. It aims to teach students how to acknowledge and analyse these problems rather than solve them once and for all. Like the Extended Essay, it also develops their ability to write a coherent, structured essay in an academic style.

### *Assessment*

External assessment - 67%

- Essay of 1,200-1,600 words on a IB Prescribed Title written during Grade 12

Internal assessment - 33%

- Presentation on a Knowledge Question of the student's choice at the beginning of Grade 12

Two examples:

“How far do ethical considerations limit the pursuit of scientific research?”

“Does emotion or reason make for better aesthetic judgments in the Arts?”

### *University courses and careers*

The academic rigor, breadth of topics and level of abstraction that characterize TOK make it a great introductory course for any university study.



## 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.

### *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 Award 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 the specified learning outcomes.

**6 required subjects @ 7 points each = 42 pts + 3 pts TOK + EE = 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 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 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 a subject/level;
- There are no more than two grade 2s awarded (HL or SL);
- There are no more than three grade 3s or below awarded (HL or SL);
- The candidate has gained 12 points or more on HL subjects;
- The candidate has gained 9 points or more on SL subjects.

## Note about Pamoja online Education

- Students may choose to take ONE Pamoja class only.
- Pamoja courses are available only to students with at least an MYP 6 or 7 in that subject group for MYP5, the subject group teacher's recommendation, and DP Coordinator/Principal approval.
- All costs for Pamoja course costs are paid by the parents.

- Group 3 History must be taken at ISE; any second group 3 may be taken via Pamoja instead of Group 6..
- For more information, please visit the [Pamoja website](#).

## International School of Estonia (ISE) and Tallinn English College (TIK) collaboration in IB Diploma Programme

Community reach-out, collaboration, and developing local relationships, so that holonomy is promoted and encouraged for the collective progress of the local and regional community, 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 (Physics, in particular) 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, as a result of the combined endeavor of the Heads of Schools and The Diploma Coordinators of the two schools. This has allowed our IBDP students more options to choose from in the IBDP Group 3, Group 4 and Group 5 subject areas.

## *How do I decide?*

- You must be aware of the requirements for any career or further study you have in mind; therefore, in the first semester of 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 you enjoy doing, and what you are confident doing;
- You should discuss your choices with your parents, subject teachers and the DP Coordinator;
- You will not be permitted to change courses or levels after the first two weeks of grade 11.
- 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.

## Assessment

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 rigour 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.

# 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.

## *Group 1 aims:*

1. introduce students to a range of texts from different periods, styles and genres;
2. develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections;
3. develop the students' powers of expression, both in oral and written communication
4. encourage students to recognize the importance of the contexts in which texts are written and received;
5. encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning;
6. encourage students to appreciate the formal, stylistic and aesthetic qualities of texts;
7. promote in students an enjoyment of, and lifelong interest in, language and literature;
8. develop in students an understanding of how language, culture and context determine the ways in which meaning is constructed in texts;
9. encourage students to think critically about the different interactions between text, audience and purpose.

Syllabus	SL	HL
<b>Part 1: Language in cultural context</b>	Texts are chosen from a variety of sources, genres and media.	Texts are chosen from a variety of sources, genres and media.
<b>Part 2: Language in mass communication</b>	Texts are chosen from a variety of sources, genres and media.	Texts are chosen from a variety of sources, genres and media.
<b>Part 3: Texts and contexts</b>	Two literary works, one of which is chosen from the Prescribed List of Works in Translation (PLT)	Three literary works, one of which is chosen from the Prescribed List of Works in Translation (PLT)
<b>Part 4: Literature - critical study</b>	Two literary works, both of which are chosen from the Prescribed List of Authors (PLA)	Three literary works, all of which are chosen from the Prescribed List of Authors (PLA)

### *How is the course assessed?*

<b>External Assessment 70%</b>	<b>SL</b>	<b>HL</b>
<b>Paper 1 Textual Analysis</b>	Analyze one of two unseen texts (1 hour 30 minutes).	Comparative analysis of two sets of unseen texts (2 hours).
<b>Paper 2 Literary Essay</b>	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).
<b>Written Tasks</b>	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.
<b>Internal Assessment 30%</b>	<b>SL</b>	<b>HL</b>
<b>Individual oral commentary (IOC)</b>	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.
<b>Further oral activity (FOA)</b>	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

## Language A: Self-taught Literature - SL

### *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.

### *Group 1 aims:*

1. introduce students to a range of texts from different periods, styles and genres;
2. develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections;
3. develop the students' powers of expression, both in oral and written communication
4. encourage students to recognize the importance of the contexts in which texts are written and received;
5. encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning;
6. encourage students to appreciate the formal, stylistic and aesthetic qualities of texts;
7. promote in students an enjoyment of, and lifelong interest in, language and literature;
8. develop in students an understanding of how language, culture and context determine the ways in which meaning is constructed in texts;
9. encourage students to think critically about the different interactions between text, audience and purpose.

Syllabus	SL	HL
<b>Part 1: Works in translation</b>	Two literary works chosen from the Prescribed List of Works in Translation (PLT)	Three literary works chosen from the Prescribed List of Works in Translation (PLT)
<b>Part 2: Detailed study</b>	Two literary works, each a different genre, chosen from the Prescribed List of Authors (PLA)	Three literary works, each a different genre (one must be poetry), chosen from the Prescribed List of Authors (PLA)
<b>Part 3: Literary Genres</b>	Three literary works, from the same genre, chosen from the Prescribed List of Authors (PLA)	Four literary works, from the same genre, chosen from the Prescribed List of Authors (PLA)
<b>Part 4: Options - freely chosen</b>	Three works, freely chosen	Four works, freely chosen

### *How is the course assessed?*

<b>External Assessment 70%</b>	<b>SL</b>	<b>HL</b>
<b>Paper 1 Literary Analysis</b>	Guided literary analysis of two passages (one poetry and one prose) in response to 2 guiding questions (1 hour 30 minutes).	A literary commentary on one of two passages (poetry or prose) (2 hours).
<b>Paper 2 Literary Essay</b>	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 at least two the literary texts studied in part 3 (2 hours).
<b>Written Assignment</b>	Submit a reflective statement and literary essay on one work studied in part 1.	Submit a reflective statement and literary essay on one work studied in part 1.
<b>Internal Assessment 30%</b>	<b>SL</b>	<b>HL</b>
<b>Individual oral commentary (IOC)</b>	Present a formal oral commentary and answer subsequent questions on an extract from a literary text studied in part 2 of the course.	Present a formal oral commentary on poetry with subsequent questions followed by a discussion based on the other part 2 works.
<b>Individual Oral Presentation (IOP)</b>	Complete at least two further oral activities based on part 4 of the course. The mark of one IOP is submitted for final assessment.	Complete at least two further oral activities based on part 4 of the course. The mark of one IOP is submitted for final assessment.

### *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 those where the language is the medium of instruction, and for continuing one's study of literature in their mother tongue.

## Language B: French Language Acquisition - SL/HL

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.

### *Course Aims*

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.

### *Distinction between SL and HL*

French is available at SL and HL. 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 French/ Francophone literary works in addition to the course covered in the SL course over a period of 2 years.

### *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.

## Syllabus

There are **5** prescribed themes:

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

The aspects to be studied under the above-mentioned broad in DP -year 01 are as follows:

	<b>Theme</b>	<b>Aspect studied in DP year 01</b>
01.	Identities	<ul style="list-style-type: none"> <li>· Who am I?</li> <li>· Lifestyle</li> <li>· Health and well-being</li> </ul>
02.	Experiences	<ul style="list-style-type: none"> <li>· Leisure activities</li> <li>· Holidays and travel</li> <li>· Migration</li> </ul>
03.	Human Ingenuity	<ul style="list-style-type: none"> <li>· Scientific Innovation</li> <li>· Creative expression</li> <li>· Entertainment</li> </ul>
04.	Social organisation	<ul style="list-style-type: none"> <li>· Social relationships</li> <li>· Community</li> <li>· Social engagement</li> </ul>
05.	Sharing the planet	<ul style="list-style-type: none"> <li>· "Green citizenship"</li> <li>· Environment</li> <li>· Environmental challenges</li> </ul>

Also, at Higher Level, students have to read at least **two works of literature**.

The aspects to be studied under the above-mentioned table in DP -year 02 are under construction (Change in the Language B Curriculum and Exam Format- First Exam 2020)

## *Language B Assessment objectives*

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?

# Assessment

## Assessment outline—SL

First assessment 2020

Assessment component	Weighting
<p><b>External assessment (3 hours)</b></p> <p><b>Paper 1 (1 hour 15 minutes)</b> Productive skills—writing (30 marks)</p> <p>One writing task of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.</p> <p><b>Paper 2 (1 hour 45 minutes)</b> Receptive skills—separate sections for listening and reading (65 marks)</p> <p>Listening comprehension (45 minutes) (25 marks)</p> <p>Reading comprehension (1 hour) (40 marks)</p> <p>Comprehension exercises on three audio passages and three written texts, drawn from all five themes.</p>	<p><b>75%</b></p> <p><b>25%</b></p> <p><b>50%</b></p>
<p><b>Internal assessment</b></p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p><b>Individual oral assessment</b></p> <p>A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks)</p>	<p><b>25%</b></p>

## Assessment outline—SL

### First assessment 2020

Assessment component	Weighting
<p><b>External assessment (3 hours)</b></p> <p><b>Paper 1 (1 hour 15 minutes)</b> Productive skills—writing (30 marks)</p> <p>One writing task of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.</p> <p><b>Paper 2 (1 hour 45 minutes)</b> Receptive skills—separate sections for listening and reading (65 marks)</p> <p>Listening comprehension (45 minutes) (25 marks)</p> <p>Reading comprehension (1 hour) (40 marks)</p> <p>Comprehension exercises on three audio passages and three written texts, drawn from all five themes.</p>	<p><b>75%</b></p> <p><b>25%</b></p> <p><b>50%</b></p>
<p><b>Internal assessment</b></p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p><b>Individual oral assessment</b></p> <p>A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks)</p>	<p><b>25%</b></p>

# Language B: Spanish Ab Initio [Pamoja]

Language ab Initio is an additional language-learning course designed for students with no experience of the language. It is studied only at SL, and is only available via Pamoja Education, online. The main focus of the course is on language acquisition and development of language skills.

## *Themes*

### ***Topics covered through the course***

In the Spanish ab initio course, students develop the ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course.

There are five prescribed themes, namely, ***identities, experiences, human ingenuity, social organisation and sharing the planet.***

### *Topics covered under each theme:*

**Identities:** personal attributes, personal relationships, eating and drinking and physical well-being;

**Experiences:** daily routine, leisure, holidays, festivals and celebrations;

**Human ingenuity:** transport, entertainment, media, and technology;

**Social organisation:** neighbourhood, education, the workplace and social issues;

**Sharing the planet:** climate, physical geography, the environment and global issues.

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

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

# History SL/HL

## *What will I study?*

History matters because it seeks to explain the past, an understanding of which is vital if we are to make sense of our present and future. We must not only seek to find out when things happened, but also why they happened. History is not about simply learning accepted “facts”, but challenging accepted ideas and offering possible alternative and personal views.

The aims of IB History are to promote an understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations; encourage an understanding of the present through critical reflection upon the past; encourage an understanding of the impact of historical developments at national, regional and international levels and to develop an awareness of one’s own historical identity through the study of the historical experiences of different cultures.

## *Group 3 aims:*

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;
7. develop an understanding of, and continuing interest in, the past;
8. encourage students to engage with multiple perspectives and to appreciate the complex nature of historical concepts, issues, events and developments;
9. promote international-mindedness through the study of history from more than one region of the world;
10. 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;
11. develop key historical skills, including engaging effectively with sources;
12. increase students’ understanding of themselves and of contemporary society by encouraging reflection on the past.

## Syllabus

Students who choose History at Higher Level or Standard Level study the following topics:

Paper 1: Move to Global War (Option 3)

Paper 2: Authoritarian States (Option 10)

Causes & Effects of 20th Century Wars (Option 11)

Paper 3: **HL only**

History of Europe (Option 12)

Imperial Russia, revolution and the establishment of the Soviet Union

1855-1924 (Option 14)

European states in the Inter-war Years 1918-1939 (Option 16)

The Soviet Union and post-Soviet Russia, 1924-2000 (Option 4)

## How is the course assessed?

External Assessment 75%	SL	HL
<b>Paper 1</b>	Source-based paper based on the 5 prescribed subjects. Choose 1 prescribed subject and answer four structured questions (1 hour).	Source-based paper based on the 5 prescribed subjects. Choose 1 prescribed subject and answer four structured questions (2 hours).
<b>Paper 2</b>	Essay based on the 12 world history topics. Answer two essay questions on two different topics (1 hour 30 minutes).	Essay paper based on the 12 world history topics. Answer two essay questions on two different topics (2 hours).
<b>Paper 3</b>	N/A	For the selected region, answer three essay questions.
<b>Internal Assessment 25%</b>	<b>SL</b>	<b>HL</b>
<b>Historical Investigation</b>	Complete a historical investigation into a topic of their choice.	Complete a historical investigation into a topic of their choice.

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

IB History is usually required for students who wish to study History in Higher Education. A History degree, like most other purely academic degrees, can be a pathway into many possible careers. The study of History involves the development of many worthwhile and cross curricular skills; therefore a History is often taken as proof of all round ability and as such it can lead into such diverse areas as banking, accountancy, law, teaching, marketing, the media, the Civil Service, the military, industrial administration and information handling/ retrieval. Similarly, IB History can also be regarded as a route into many possible Higher Education courses that are not normally taught at school level.

# 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 realisation that because science is continuously and rapidly progressing both in breadth and depth, the contemporary science curriculum can never be considered to be stable.

## *Group 4 aims:*

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 characterize science and technology
3. apply and use a body of knowledge, methods and techniques that characterize science and technology
4. develop an ability to analyse, evaluate and synthesize 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.

## *Syllabus*

Students who choose Biology at Standard Level carry out 40 hours of practical work and study the following topics:

- Topic 1 Cell Biology
- Topic 2 Molecular Biology
- Topic 3 Genetics
- Topic 4 Ecology
- Topic 5 Evolution and biodiversity
- Topic 6 Human Physiology

Students who choose Higher Level Biology carry out 60 hours of practical work and study all of the core topics in more detail.

In addition, they study:

- 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 Behaviour

### *How is the course assessed?*

External Assessment 80%	SL	HL
<b>Paper 1</b>	30 MCQ on core material	40 MCQ on core and AHL material
<b>Paper 2</b>	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.
<b>Paper 3</b>	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.	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.
<b>Internal Assessment 20%</b>	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?*

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 Science and Environmental Science, and serves as useful preparation for employment.

## *Group 4 aims:*

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 characterize science and technology
3. apply and use a body of knowledge, methods and techniques that characterize science and technology
4. develop an ability to analyse, evaluate and synthesize 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.

## 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
OPTION: Medicinal Chemistry	

### How is the course assessed?

External Assessment 80%	SL	HL
<b>Paper 1</b>	30 MCQ on core material	40 MCQ on core and AHL material
<b>Paper 2</b>	Short-answer and extended response questions on core material. Calculators permitted.	Core, AHL and option material. Calculators permitted.
<b>Paper 3</b>	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. Calculators permitted.	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. Calculators permitted.
<b>Internal Assessment 20%</b>	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.

# Mathematics

## Mathematics SL

### *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

### *Group 5 aims:*

1. enjoy mathematics, and develop an appreciation of the elegance and power of mathematics
2. develop an understanding of the principles and nature of mathematics
3. communicate clearly and confidently in a variety of contexts
4. develop logical, critical and creative thinking, and patience and persistence in problem-solving
5. employ and refine their powers of abstraction and generalization
6. apply and transfer skills to alternative situations, to other areas of knowledge and to future developments
7. appreciate how developments in technology and mathematics have influenced each other
8. appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics
9. appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives
10. appreciate the contribution of mathematics to other disciplines, and as a particular “area of knowledge” in the TOK course.

## Mathematics SL

<b>Topic 1</b>	Algebra
<b>Topic 2</b>	Functions and Equations
<b>Topic 3</b>	Circular Functions and Trigonometry
<b>Topic 4</b>	Vectors
<b>Topic 5</b>	Statistics and Probability
<b>Topic 6</b>	Calculus
<b>Exploration</b>	Written work on an investigation into an area of mathematics.

### How are the courses assessed?

<b>External Assessment 80%</b>	<b>Studies SL</b>	<b>SL</b>
<b>Paper 1</b>	15 compulsory short response questions based on the entire syllabus (1 hour 30 minutes)	Section A - Short response questions Section B - Extended response questions (1 hour 30 minutes)
<b>Paper 2</b>	6 compulsory extended response questions based on the entire syllabus (1 hour 30 minutes)	Section A - Short response questions Section B - Extended response questions (1 hour 30 minutes)
<b>Paper 3</b>	N/A	N/A
<b>Internal Assessment 20%</b>	An individual piece of work involving the collection of information or the generation of measurements, and the analysis and evaluation of the information or measurement.	Written work on an investigation into an area of mathematics.

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

In most types of employment, staff are expected to demonstrate some degree of mathematical ability. Mathematics Standard Level provides a sound basis for students planning to pursue employment in such fields as Chemistry, Medicine and Business Administration. 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.

## *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

### *Group 5 aims:*

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 generalization
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

<b>Topic 1</b>	Number and Algebra
<b>Topic 2</b>	Functions
<b>Topic 3</b>	Geometry and Trigonometry
<b>Topic 4</b>	Statistics and Probability
<b>Topic 5</b>	Calculus
<b>Exploration</b>	Written work on an investigation into an area of mathematics.

How are the courses assessed?

<b>External Assessment 80%</b>	<b>SL</b>	<b>HL</b>
<b>Paper 1</b>	40% Section A - Short response questions Section B - Extended response questions (1 hour 30 minutes)	30% Section A - Short response questions Section B - Extended response questions (2 hours)
<b>Paper 2</b>	40% Section A - Short response questions Section B - Extended response questions (1 hour 30 minutes)	30% Section A - Short response questions Section B - Extended response questions (2 hours)
<b>Paper 3</b>	N/A	20% Problem Solving exam - 2 extended response questions (1 hour)
<b>Internal Assessment 20%</b>	Written work on an investigation into an area of mathematics which interests the student.	Written work on an investigation into an area of mathematics which interests the student.

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.

# Visual Arts SL/HL

## *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.

## *Group 6 aims*

1. enjoy lifelong engagement with the arts
2. become informed, reflective and critical practitioners in the arts
3. understand the dynamic and changing nature of the arts
4. explore and value the diversity of the arts across time, place and cultures
5. express ideas with confidence and competence
6. develop perceptual and analytical skills.
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.

## *Syllabus*

<p>Core:</p> <ul style="list-style-type: none"> <li>Theoretical Practice</li> <li>Art-Making Practice</li> <li>Curatorial Practice</li> </ul>	<p>Contexts:</p> <ul style="list-style-type: none"> <li>Visual arts in context</li> <li>Visual arts methods</li> <li>Communicating visual arts</li> </ul>
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### How is the course assessed?

External Assessment 60%	SL	HL
<p><b>Comparative Study</b></p>	<p>Analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts.</p> <ul style="list-style-type: none"> <li>● 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).</li> <li>● submit a list of sources used.</li> </ul>	<p>Analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artefacts from differing cultural contexts.</p> <ul style="list-style-type: none"> <li>● 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).</li> <li>● 3-5 screens which analyse the extent to which their work and practices have been influenced by the art and artists examined.</li> <li>● submit a list of sources used.</li> </ul>
<p><b>Process Portfolio</b></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"> <li>● 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</li> </ul>	<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"> <li>● 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</li> </ul>

	separate columns of the art-making forms table.	three art-making forms, selected from a minimum of two columns of the art-making forms table.
<b>Internal Assessment 40%</b>		
<b>Exhibition</b>	<p>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"> <li>● a curatorial rationale that does not exceed 400 words. <ul style="list-style-type: none"> <li>● 4-7 artworks.</li> </ul> </li> <li>● exhibition text (stating the title, medium, size and intention) for each selected artwork.</li> <li>● two photographs of their overall exhibition.</li> </ul>	<p>Students at HL submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication.</p> <ul style="list-style-type: none"> <li>● a curatorial rationale that does not exceed 700 words. <ul style="list-style-type: none"> <li>● 8-11 artworks.</li> </ul> </li> <li>● exhibition text (stating the title, medium, size and intention) for each selected artwork.</li> <li>● two photographs of their overall exhibition</li> </ul>

### 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.

# 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. Please refer to the ISE Attendance Policy for more details.

## *Early holidays*

Parents are strongly discouraged from organizing holidays which involve students missing classes, as they will miss important work and it could have a detrimental effect on 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*

You should make good use of your 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 you need extra help or clarification, meet with your teachers! They are all very willing to help. Similarly, let us know if you are stressed; it will probably happen to all of you sooner or later. So, ask for help if you need it. Again, remember to leave the rooms tidy.

## *Homework*

Homework set, 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, organization, determination, and self-discipline. These qualities are important in the later working-careers of students and in their personal lives.

To promote the habit of punctuality, while recognizing that difficulties can arise, our policy is that:

- All assignments are due by the deadline set by the teacher (Diploma coursework or any other assignment).
- It is the 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 shared with 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 endeavors. 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 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 the start of the program for academic or other reasons including attendance and/or attitude. The probationary period begins in August of DP1 and ends at the end of Semester 1. The student's performance will be evaluated and 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, 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.

## *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 submitted by September 15 of the exam session year.

## *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*

Promotion/Retention Parents will be kept informed of their child's progress throughout the school year. As early as possible, the teacher, Coordinator, Principal 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 and/or Director makes final decisions regarding promotion and retention after consulting with faculty and parents.

### Promotion from DP year 01 to DP year 02

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 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.