



Student Handbook  
of the  
IB Diploma Programme  
at  
**SISS**  
State International School Seeheim

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## 1. SISS Mission Statement and the IB Diploma Programme

The SISS State International School Seeheim offers the International Baccalaureate Diploma Programme starting in September 2014; we strive to fulfill the unique potential of each student in a supportive and challenging holistic learning environment that prepares him or her for continuing education and an active and responsible role in a multicultural world.

Welcome to the SISS International Baccalaureate Diploma Programme which is accepted worldwide as a superior pre-university qualification. A good IB diploma will give you access to colleges and universities throughout the world, many of which offer advanced standing or course credit to students with strong IB examination results. Universities rightly perceive that a student who has completed the requirements of the IB diploma is well prepared for the demands of higher education. By the end of Year 12 you will appreciate why. More importantly, it will help you to develop an international perspective and tolerance of others. It will also prepare you to become a life-long learner, as well as appreciate both how and why we learn.

This handbook has been compiled to help answer some of the questions you might have, either before starting or during the course of the IB Diploma Programme. Whilst the course outlines are an excellent guide as to what to expect from each subject ( see course outline handbook and subject guidelines at [www.ibo.org](http://www.ibo.org)), your teachers are flexible and will adapt these plans to accommodate the needs of their classes. There will undoubtedly be many more questions from each and every one of you. If you have a problem or a question at any time, then please remember to ask any one of your teachers for help. If your teacher cannot answer your question, then he or she will direct you to someone who can.

## 2. The IB DP Curriculum

Over the course of the next two years, you will change in many ways. One of the most obvious is that you will be much more academically developed and will be ready to go to university. However, there is more to the IB Diploma than your academic progress. You will see this later in this handbook when we look at the Learner Profile. The IB Diploma Curriculum is best illustrated as follows:



The Core components of the IB Diploma are:

- A course in the Theory of Knowledge (ToK)
- The Creativity Action Service (CAS) programme
- The Extended Essay (EE)

You will also see the learner profile, which is outlined on below.

In addition, you will study six subjects; three at Higher Level (HL) and three at Standard Level (SL).

You must take one course from each of six groups.

Group 1 Language 1:	English Language and Literature/German Language and Literature
Group 2 Language 2:	French B, German B, Spanish B.
Group 3 Individuals and Societies:	Geography, History.
Group 4 Experimental Sciences:	Biology, Chemistry, Physics
Group 5 Mathematics:	Mathematics HL, Mathematics SL, (Mathematical Studies SL).
Group 6 Arts and Electives:	Visual Arts, Music or another subject from one of the other groups

(If you take German Language and Literature you can opt out of Language Group 2; if you take Mathematical Studies SL you do not fulfill the requirement for University entry in Germany)

Generally, subjects studied at Higher Level will reflect your areas of interest and possible intended specialisation, and will be covered in greater depth and breadth than subjects studied at Standard Level. HL courses involve about 50% more work and are also more demanding. All subjects are available at HL and SL unless specified.

### 3. The Learner Profile

The IB learner profile is the IB's mission statement translated into a set of learning outcomes for the 21st century. 'IB programmes promote the education of the whole person, emphasizing intellectual, personal, emotional and social growth through all domains of knowledge. By focusing on the dynamic combination of knowledge, skills, independent critical and creative thought and international-mindedness, the IBO espouses the principle of educating the whole person for a life of active, responsible citizenship. Underlying the three programmes is the concept of education of the whole person as a lifelong process. The learner profile is a profile of the whole person as a lifelong learner. The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world (IBO.org)

IB learners strive to be:

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



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

## 4. Individual Subjects and the Core

What follows is an outline of the IB diploma subjects as they are delivered at SISS. The core sections of Theory of Knowledge (TOK), Creativity Action and Service (CAS) and Extended Essay (EE) are followed by each of the six subject areas. Each of these areas has an outline of what work will be included in each of the semesters during the two years. It also includes major assignments and what links TOK to the curriculum

### 4.1 The Core – Theory of Knowledge (TOK)

#### Course Background

*“Our knowledge can only be finite, while our ignorance must necessarily be infinite”.* Karl Popper

#### Introduction

From birth we learn. By various means we accumulate knowledge and grow. We adopt, accept, evaluate, analyse, appreciate, believe, espouse, and reject knowledge. In this way, we become who we are. How does this happen?

The aims of this course are to engage you in reflection, and in the questioning of, the bases of knowledge, so that you:

- Develop an understanding of why critically examining knowledge claims is important.
- Develop a critical capacity to evaluate beliefs and knowledge claims.
- Make interdisciplinary connections.
- Become aware of the interpretative nature of knowledge including personal and ideological biases.
- Consider that knowledge may place responsibilities on the knower.
- Understand the strengths and limitations of individual and cultural perspectives.
- Develop a concern for rigour in formulating knowledge claims and intellectual honesty.

#### Objectives

Having followed the course, you should be able to:

- Demonstrate an understanding of the strengths and limitations of the various Ways of Knowing and of the methods used in the different Areas of Knowledge.
- Demonstrate a capacity to reason critically.
- Make connections between and across Ways of Knowing and Areas of Knowledge.
- Make connections between personal experience and different Ways of Knowing and Areas of Knowledge.
- Demonstrate an understanding of knowledge at work in the world.
- Identify values underlying judgments and knowledge claims pertinent to local and global issues.
- Demonstrate an understanding that personal views, judgments and beliefs may influence their own knowledge claims and those of others.
- Use oral and written language to formulate and communicate ideas clearly.

#### Course outline

The course is divided into three parts:

1. Knower and Knowing
2. Ways of Knowing
3. Areas of Knowledge

In each year of the course these three will be studied, with connections considered.

The course is constructed around questions about knowledge.

Much is taken for granted when it comes to our knowledge acquisition. "I saw it with my own eyes!" "I am absolutely sure he meant that!" "He told me!" "I worked it out."

#### ▪ **Knower and Knowing**

Nature of Knowing - What does it mean to know something? The word means different things in different languages. Is there a definition that is absolute? How is belief different from knowledge? Is there a difference between "believing in" and "believing that"? What are information, data, wisdom, faith and opinion?

Knower and Sources of Knowledge

Is individual or personal knowledge the same as shared or group knowledge? What are the sources of knowledge? Are these the same for all ages, cultures, and educational backgrounds? How much does the individual shape his/her own knowledge? Does knowledge come from within? Can one waste knowledge?

Can machines have knowledge?

Justification of Knowledge Claims

What is the difference between "I am certain" and "It is certain"? How do we justify a knowledge claim? Are these valid justifications: reasoning, authority, memory, group consensus, intuition, perception, "evidence"?

Many other questions might be asked.

#### ▪ **Ways of Knowing**

##### **Perception**

Are we limited to five senses? Are these reliable windows on the world? Are we missing something? Is our knowledge unique?

How does culture and language affect perception? How subjective is perception? Does prior knowledge affect perception? Is technology blurring the line between reality and simulation? What are the consequences of "shared dreaming"?

##### **Language**

How have sounds acquired meaning? Who decides meaning? Can one think without language? Does language limit thinking? Is a shared language a guarantee of shared understanding? Is language comparable to other gestures and body language or symbols? Does language define or limit knowledge? Is a computer language similar to our language?

Is the capacity to acquire language innate? How can an examination of language distinguish biases?

What are the functions of language? Is written language different to spoken language? Should there be one language? Does language divide society? Does language spoil experience or enhance it?

Is it advantageous to speak many languages? How important is silence, tone and body movement in language? Is knowledge distorted in translation? How much does language reflect culture?

##### **Reason**

What is good reason? Can one give reasons for faith? Does reason vary for differing cultures?

If knowledge claim cannot be rationally defended is it not knowledge? Why do we believe fallacies? How do beliefs affect one's ability to reason? Are there advantages in expressing arguments in symbols? Is the rational choice always best? Does logic prove truth?

##### **Emotion**

Can feelings be rational? Are there "correct" emotional responses? Are there emotions that cannot be put into language? Can people be wrong about their emotions? Are emotions universal? Is emotion needed for knowledge?

## ▪ Areas of Knowledge

This section aims to link the everyday experience of learning with the previous two parts.

### **Mathematics**

What is the language of mathematics? Is maths nothing more than a game?

Is maths nothing more than the application of logic to questions of quantity and space? What are the differences between the formal and realist schools of thought? Is maths invented? What is the origin of axioms?

Is mathematical proof significant? Is mathematical proof a guarantee of knowledge? Is mathematical knowledge finite? How have mathematical discoveries shaped the world?

Is mathematics an art? Is mathematics affected by culture? What would the world be like without mathematics?

### **Natural Sciences**

Is science a method or a body of facts?

What is “the scientific method”? What is an experiment? How can experiments be “reliable”? Can experiments prove anything? Is creativity valid in science? Can science lead to the discovery of everything?

What do we mean by “cause” and “effect”? What is a theory? Is scientific knowledge progressive? Is scientific knowledge finite?

Is there a conflict between science and belief?

Should scientists be held morally responsible for their inventions? Should scientific investigation be limited?

Does scientific language interpret or describe the world? Is all science merely a metaphor for life?

### **Human Sciences**

Can human behaviour be reliable?

Is social science different to natural science? Are empathy, intuition and feeling useful in finding knowledge? Does language in human research influence results? What difficulties arise in explaining human behaviour?

Can quantitative methods explain human behaviour? How valuable are qualitative methods?

Can human behaviour be categorised? What is culture? Do social, political, cultural and religious factors influence knowledge?

### **History**

What is history? Can knowledge of the past help us predict the future? Can one control the past?

What is a historical fact? Has technology influenced history? Is it right to interpret the past? Is it valid? Is an expansion of data valid? Does current epoch thinking affect accurate historical analysis?

Can one prove anything from history?

Who decides what is studied? How? What judgments are made about events and characters?

### **The Arts**

What are “the arts”? What is beauty? Can the arts be considered “knowledge”?

How do the arts represent reality? How do the arts influence our knowledge? Is originality essential in the arts?

Does familiarity with art provide knowledge? Must one create to know? Can art show truth?

Are there value judgments in art? Can artwork be immoral? Why is art important? Are their values associated with art?

Is the artist more important than the art? Can the art convey meaning unknown to the artist? What knowledge can be gained by focusing on the perceiver of arts? What knowledge can be gained by focusing on the context of the artwork?

### **Ethics**

What is a moral judgment? Does morality involve thought and/or action? What is the difference between morality and ethics?

What is the source of “right” and “wrong”? What are the claims for absolute standards of morality? Who

can judge an ethical issue?

Does living a moral life matter? Should one preach morality? Is discipline the same as morality? What ethical issues are connected to the Internet?

How does one decide? What knowledge can be gained by focusing on the individual? What knowledge can be gained by focusing on the judgment? What knowledge can be gained by focusing on the consequences? What knowledge can be gained by focusing on the context? What is a dilemma? Are there moral obligations? Must one always act?

What is politics? Can political systems be wrong? Does politics affect the ethics of society? Should a nation fight another over ethical issues?

### Assessment

External Assessment

Essay on a prescribed title (1200-1600 words)

Criteria for marking

20 points

- Degree of focus on relevant Knowledge Questions
- Depth of understanding – distinctions within Ways of Knowing and Areas of Knowledge
- Breadth of Understanding – comparisons between Ways of Knowing and Areas of Knowledge
- Quality of analysis of Knowledge Questions – relevance of Knowledge Questions to

Internal Assessment

One presentation to the class (approx 10 minutes per candidate) 10 points

Criteria for marking

- Identification of a relevant and effective real-life situation
- Extraction and formulation of a single Knowledge Question to explore
- Identification and exploration of different perspectives in relation to central question
- Relating findings and insights back to real-life situation; relevance of findings to other situations

## 4.2 The Core – Creativity, Action and Service (CAS)

The nature of creativity, action, service

Creativity, action, service (CAS) is at the heart of the Diploma Programme. It is one of the three essential elements in every student's Diploma Programme experience. It involves students in a range of activities alongside their academic studies throughout the Diploma Programme. The three strands of CAS, which are often interwoven with particular activities, are characterized as follows.

- Creativity: arts, and other experiences that involve creative thinking.
- Action: physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma Programme.
- Service: an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected. CAS enables students to enhance their personal and interpersonal development through experiential learning. At the same time, it provides an important counterbalance to the academic pressures of the rest of the Diploma Programme. A good CAS programme should be both challenging and enjoyable, a personal journey of self discovery. Each individual student has a different starting point, and therefore different goals and needs, but for many their CAS activities include experiences that are profound and life changing.

For student development to occur, CAS should involve:

- Real, purposeful activities, with significant outcomes
- Personal challenge—tasks must extend the student and be achievable in scope
- Thoughtful consideration, such as planning, reviewing progress, reporting
- Reflection on outcomes and personal learning.

All proposed CAS activities need to meet these four criteria. It is also essential that they do not replicate other parts of the student's Diploma Programme work.

Concurrency of learning is important in the Diploma Programme. Therefore, CAS activities should continue on a regular basis for as long as possible throughout the programme, and certainly for at least 18 months. Successful completion of CAS is a requirement for the award of the IB diploma. CAS is not formally assessed but students need to document their activities and provide evidence that they have achieved eight key learning outcomes

### Learning Outcomes

By the end of the two years, CAS students should

1. have increased their awareness of their own strengths and areas for growth.
2. be able to see themselves as individuals with various skills and abilities, some more developed than others, and understand that they can make choices about how they wish to move forward.
3. have undertaken new challenges. A new challenge may be an unfamiliar activity, or an extension to an existing one.
4. have planned and initiated activities. Planning and initiation will often be in collaboration with others. It can be shown in activities that are part of larger projects, for example, ongoing school activities in the local community, as well as in small student led activities.
5. have worked collaboratively with others. Collaboration can be shown in many different activities, such as team sports, playing music in a band, or helping in a kindergarten. At least one project, involving collaboration and the integration of at least two of creativity, action and service, is required.
6. have shown perseverance and commitment in their activities. At a minimum, this implies attending regularly and accepting a share of the responsibility for dealing with problems that arise in the course of activities.
7. have engaged with issues of global importance. Students may be involved in international projects but there are many global issues that can be acted upon locally or nationally (for example, environmental concerns, caring for the elderly).
8. have considered the ethical implications of their actions. Ethical decisions arise in almost any CAS activity (for example, on the sports field, in musical composition, in relationships with others involved in service activities). Evidence of thinking about ethical issues can be shown in various ways, including journal entries and conversations with CAS advisers.
9. have developed new skills. As with new challenges, new skills may be shown in activities that the student has not previously undertaken, or in increased expertise in an established area.

### 4.3 The Core – The Extended Essay

What is the Extended Essay?

The extended essay is an in-depth study of a focused topic chosen from the list of approved Diploma Programme subjects - normally one of the student's six chosen subjects for the IB diploma. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. It provides students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (a teacher in the school). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen.

The extended essay is assessed against common criteria, interpreted in ways appropriate to each subject.

The Extended Essay is:

- Compulsory for all Diploma Programme students
- Externally assessed and, in combination with the grade for theory of knowledge, contributes up to three points to the total score for the IB diploma
- A piece of independent research/investigation on a topic chosen by the student in cooperation with a supervisor in the school
- Chosen from the list of approved Diploma Programme subjects
- Presented as a formal piece of scholarship containing no more than 4,000 words
- The result of approximately 40 hours of work by the student
- Concluded with a short interview or viva voce, with the supervising teacher

In the Diploma Programme, the extended essay is the prime example of a piece of work where the student has the opportunity to show knowledge, understanding and enthusiasm about a topic of his or her choice. In those countries where it is the norm for interviews to be required prior to acceptance for employment or for a place at university, the extended essay has often proved to be a valuable stimulus for discussion. Further details about the extended essay can be found in the Extended Essay Handbook ([ibo.org](http://ibo.org))

Assessment of the Core

The assessment of these components is outlined in the section dealing with overall IB Diploma assessment.

English and German A: language and literature

Aims:

The aims of language A: literature and language A: language and literature at SL and HL are to

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

### Assessment

External Assessment 50%

Paper 1 2 hours (HL) 1 hour 30 minutes (SL) 25%

A comparative textual analysis for HL and a textual analysis for SL (all unseen texts)

Paper 2 2 hours (HL) 1 hour 30 minutes (SL) 25%

This paper will consist of an essay based on the literary texts studied in part 3

Written Assignment 20%

Students complete at least 3 (4 for HL) creative written tasks based on any texts studied in the course (at least on literature, the other on language)

Internal Assessment 30%

### Oral component

Your oral component consists of 3 activities (debate, presentation, text analysis...) at both HL and SL. These will be conducted during your final year and will be assessed by the teacher. The marks will be externally moderated by the IBO.

Individual oral: 15% This is based on a text taken from a text studied in part 4

Interactive oral activities: 15%

The mark of the two other activities is based on part 1 and part 2 of the course

### German B/ Spanish B/ French B – Higher Level

Syllabus References/Assessment and Links to TOK

#### Course Background

The Language B is an additional language-learning course designed for students with some previous learning of that language. The main focus of the course is on language skills and development up to a fairly sophisticated degree at higher level. These language skills are 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 is related to the culture(s) concerned.

#### Aims

There are six assessment objectives for the Language B higher courses. Students will be assessed on their ability to:

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

#### Syllabus outline

The language B syllabus approaches the learning of language through meaning. Through the study of the core and the options plus at least two literary works, students build the necessary skills to reach the assessment objectives of the language B higher course through the expansion of their receptive, productive and interactive skills.

The core is divided into three areas and is a required area of study.

- Communication and media
- Global issues
- Social relationships

In addition, teachers select two from the following five options.

- Cultural diversity
- Customs and traditions
- Health
- Leisure
- Science and technology

Also students read at least two works of literature.

At the end of the first year and during the second year the internal assessment of oral work will take place. During the last term all units will be revised, with the emphasis on writing skills, in preparation for the final exams. For the HL course students will need to be prepared for intensive reading, oral work and writing practice.

#### Assessment

External Assessment 70%

Paper 1: Receptive skills 25%

Paper 2: Written productive skills 25%

Two compulsory writing exercises

1 hour 30 minutes

Text-handling exercises on five written texts, based on the core

1 hour 30 minutes

Section A: One task of 250-400 words on the options, to be selected from a choice of five.

Section B: response of 150-250 words to a stimulus text, based on the core

Written assignment: Receptive and written productive skills 20%

Internal Assessment 30%

Internally assessed by the teacher and externally moderated by the IB

Individual oral (8-10 minutes) (20%)

Based on the options: 15 minutes' preparation time and a 10-minutes (maximum) presentation and discussion with teacher

Interactive Oral Activities (10%)

Based on the core: three classroom activities assessed by the teacher

### **German B/ Spanish B/ French B – Standard Level**

#### Course Background

The Language B is an additional language-learning course designed for students with some previous learning of that language. These language skills are 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 is related to the culture(s) concerned.

#### Aims

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

1. communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding.
2. use language appropriate to a range of interpersonal and/or cultural contexts
3. understand and use language to express and respond to a range of ideas with accuracy and fluency

4. organize ideas on a range of topics, in a clear, coherent and convincing manner understand, analyse and respond to a range of written and spoken texts.

#### Syllabus outline

The language B syllabus approaches the learning of language through meaning. Through the study of the core and the options, students build the necessary skills to reach the assessment objectives of the language B course through the expansion of their receptive, productive and interactive skills.

The core is divided into three areas and is a required area of study.

- Communication and media
- Global issues
- Social relationships

In addition, teachers select two from the following five options.

- Cultural diversity
- Customs and traditions
- Health
- Leisure
- Science and technology

At the end of the first year and during the second year the internal assessment of oral work will take place. During the last term all units will be revised, with the emphasis on writing skills, in preparation for the final exams.

#### External Assessment 70%

Paper 1: Receptive skills 1 hour 30 minutes 25%

Text-handling exercises on four written texts, based on the core

Paper 2: Written productive skills 1 hour 30 minutes 25%

One writing exercise of 250 - 400 words from a choice of five, based on the options.

Written assignment: Receptive and written productive skills 20%

Intertextual reading followed by a written exercise of 300 - 400 words plus a 150 - 200-word rationale, based on the core.

#### Internal Assessment 30%

Internally assessed by the teacher and externally moderated by the IB.

Individual oral (8-10 minutes) (20%)

Based on the options: 15 minutes preparation time and a 10-minute (maximum) presentation and discussion with the teacher.

#### Interactive Oral Activities (10%)

Based on the core: three classroom activities assessed by the teacher.

### **History – Standard Level and Higher Level**

#### Course Background

History is concerned with individuals and societies in the widest possible context; political, social, economic, religious, technological and cultural. Students will be expected to master the core objectives for IB History, and it is hoped that they will be challenged and stimulated enough to achieve their full intellectual potential.

The programme is loosely chronological in nature, but will become progressively thematic as we link trends and developments around the world. Topics will usually be focused upon a certain event or nation, but will never be taught in isolation. There will be an emphasis on reading and writing skills within the content area, as the students are encouraged to extend their reading beyond the textbook and class material. A variety of source materials will be used to develop techniques of critical analysis, and importance will be placed upon group discussions of specific areas.

Students will be assessed regularly throughout the year, in written tests, with essays composed within each unit of work, and formatively by the teacher in class. They will be expected to complete their internally assessed coursework unit of work during the fourth term, and will sit the two external examinations (three for Higher Level students) in the final academic term.

Paper 1 - HL+SL - 1 hr 20%

SL: 30%

Paper 2 - HL+SL - 1 1/2 hrs

Documents Answer all questions (e.g. Arab-Israeli conflict 1945-1979)

Two essays Causes, practices, effects of wars (e.g. Mex Rev, Korea, Vietnam,

HL:HL: 25% SL:45%

Paper 3 35%- HL - 2 1/2 hrs

Arab-Israel )

Origins, development of authoritarian states (e.g. Peron, Castro, Stalin)

Cold War

(Origin, nature, development and global impact)

Three essays The Mexican Revolution HL: Political devts in the Americas after WW2.

The Cold War and the Americas 1945-1981. Civil Rights and social movts in the Americas.

Coursework - HL+SL - 20 hours Internal assessment (IA) HL: 20%

1500-2000 words (investigation into an area of interest) SL: 25%

### **Geography – Higher Level or Standard Level**

Course Background

Through geography we seek to develop an understanding of the interrelationships between people, places, spaces and the environment. We also aim to develop a concern for human welfare and the quality of the environment, and an understanding of the need for planning and sustainable management. Contemporary issues and challenges are studied to help students develop a global perspective of diversity and change. In pursuit of this knowledge, geographers must learn to ask the questions “where?”, “why?” and “how?” The first of these introduces the issues of location and spatial choice; the latter two signify that modern geography is not content merely to describe but seeks to explain.

At the core of the IB geography course looks at patterns and change. It provides an overview of the geographic foundation for the key global issues of our times. Accompanying the core is a series of optional themes. Standard level will study two options whilst higher level students study three. Higher level students will also study a higher level extension which focuses on global interactions.

Assessment

External Assessment

Paper 1 1hr 30 minutes

Core Theme – common to both SL and HL

Section A: Short-answer questions with some data Section B: One extended response question

Paper 2 1 hr 20 minutes

SL 75% HL 80%

SL 40% HL 25%

SL 35% HL 35%

Optional Themes - common to both SL and HL. Two (SL) or Three (HL) structured questions based on stimulus material, each from a different optional theme. For each theme there is a choice of two questions

Paper 3 1 hour

Global Interactions - HL only

One essay question from a choice of three

Internal Assessment SL 25%

Written report based on fieldwork (river study). Maximum 2500 words

HL 20%

## **Biology – Higher Level and Standard Level**

### Course Background

Biologists have accumulated huge quantities of information about living organisms, and it would be easy to confuse students by teaching large numbers of seemingly unrelated facts. In the Diploma Programme biology course, it is hoped that students will acquire a limited body of facts and, at the same time, develop a broad, general understanding of the principles of the subject.

The elements of the course followed by both HL and SL students are:

- Statistical analysis
- Cells
- The chemistry of life
- Genetics
- Ecology and evolution
- Human health and physiology

The HL students cover these topics in greater depth as well as studying:

- Plant science

The students also study two option topics:

- Ecology and conservation
- Neurobiology and behavior

### Assessment

#### External Assessment

##### Paper 1 20%

Multiple choice questions on all topics (except the options) Paper 2 SL 32% HL 36%

Data-based, short answer and extended responses on all topics (except the options) Paper 3 SL 24% HL 20%

Data-based and short answer questions on the two options studied Internal Assessment 24%

Internal assessment is worth 24% of the final assessment. This consists of participation in the group 4 project and ongoing practical assessment throughout the course. It is divided into 5 criteria, the maximum mark for each being 6.

Design (D) x 2 = 12

Data collection and processing (DCP) x 2 = 12 Conclusion and evaluation (CE) x 2 = 12

Manipulative skills (MS) x 1 = 6 (assessed on a wide range of skills over the whole course) Personal skills (PS) x 1 = 6 (assessed only during the group 4 project)

The marks for each criteria are added together to determine the final mark out of 48. This is scaled during IB moderation to give a total out of 24%.

## **Physics – Standard Level**

### Course Background

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies. The physics Diploma Programme, whether at HL or SL, is a wide-ranging course that starts with the fundamentals of classical physics – mechanics, electromagnetism, thermodynamics – and expands to cover the principles underpinning modern technology.

Students learn to apply and use a body of knowledge and techniques which characterize science and technology. They develop the ability to analyze, evaluate and synthesize scientific information through experimental and investigative processes. The course also aims to provide students with an appreciation of the impact of physics on the societies of the past and present, enabling informed speculation about the future.

In the words of Galileo Galilei, “Nature’s book is written in mathematical language”, so all physics students will require a sound mathematical background. Students sometimes may find they need to study some extra mathematics to support the physics which they are learning.

The topics of the course followed SL students are:

- Physics and physical measurement
- Mechanics
- Thermal physics
- Oscillations and waves
- Electric currents
- Fields and forces
- Atomic and nuclear physics
- Energy, power and climate change

Students must also complete two topics chosen by their instructor from the following options:

SL options

Sight and wave phenomena Quantum and nuclear physics Digital technology Relativity and particle physics

HL options

Students could study "A: Sight and wave phenomena" & "G: Electromagnetic waves".

Astrophysics Communications Electromagnetic waves

Relativity Medical physics Particle physics ( the given topics are examples, detailed course outline to be given in SISS Course outline compendium)

Assessment

External Assessment

Paper 1 (Multiple choice on all topics except options) Paper 2 (Short answer and extended response questions) Paper 3 (Option topics only)

Internal Assessment

Comprising the Group 4 project and practical work.

## Physics – Higher Level

Course Background

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies. The physics Diploma Programme, whether at HL or SL, is a wide-ranging course that starts with the fundamentals of classical physics – mechanics, electromagnetism, thermodynamics – and expands to cover the principles underpinning modern technology.

Students learn to apply and use a body of knowledge and techniques which characterize science and technology. They develop the ability to analyze, evaluate and synthesize scientific information through experimental and investigative processes. The course also aims to provide students with an appreciation of the impact of physics on the societies of the past and present, enabling informed speculation about the future.

In the words of Galileo Galilei, "Nature's book is written in mathematical language", so all physics students will require a sound mathematical background. HL physics students not also taking HL mathematics may find they need to study some extra mathematics to support the physics which they are learning.

The topics of the course followed by both HL and SL students are:

- Physics and physical measurement
- Mechanics
- Thermal physics
- Oscillations and waves

Additional topics covered by HL students are:

- Motion in fields
- Thermal physics (extension)
- Wave phenomena

- Electric currents
  - Fields and forces
  - Atomic and nuclear physics Energy, power and climate change
  - Electromagnetic induction Quantum physics & nuclear physics Digital technology
- Students must also complete two topics from the following list of options

- Astrophysics
- Communications
- Electromagnetic waves
- Relativity
- Medical physics
- Particle physics

#### Assessment

##### External Assessment

Paper 1 (Multiple choice on all topics except options) 20% Paper 2 (Short answer and extended response questions) 36% Paper 3 (Option topics only) 20% Internal Assessment  
Comprising the Group 4 project and practical work. 24%

#### Chemistry – HL and SL

##### Course Background

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational 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.

The elements of the course followed by both HL and SL students are:

- Quantitative chemistry
- Atomic structure
- Periodicity
- Bonding
- Energetics
- Kinetics
- Equilibrium
- Acids and bases
- Oxidation and reduction
- Organic chemistry
- Measurements and data processing

The HL students cover these topics in greater depth

The students also study two option topics, which apply core principles to real life situations. The two topics studied will be two of the following possibilities:

- Modern analytical chemistry
- Medicines and drugs
- Human biochemistry
- Food chemistry
- Chemistry in industry and technology
- Further organic chemistry
- Environmental chemistry

## Assessment

### External Assessment

Paper 1 Multiple choice

Paper 2 Short answer questions, plus extended response question(s)

Paper 3 Short answer or structured questions in each of 2 options studied

### Internal Assessment

The Group 4 Project and practical work

20% for both HL and SL

36% for HL, 32% for SL

20% for HL, 24% for SL

## Mathematics – HL

### Course Background

The Higher level Mathematics course caters for students with a good background in mathematics who are competent in the skills they have encountered so far. The majority of HL students will be expecting to include mathematics as a major component of their university studies, either as a subject in its own right, or within courses such as physics, engineering and technology. Others may choose this course simply because they have a strong interest in mathematics. The course is a very demanding one, requiring students to study a broad range of mathematical topics in depth.

In addition to the core syllabus the students will specialize in one of the following fields of mathematics:

- Statistics and Probability
- Sets, Relations and Groups
- Series and Differential Equations
- Discrete Mathematics

This option will give the students an insight into university mathematics.

Students wishing to study a less rigorous mathematics course would be advised to opt for either Mathematics Standard Level or the Mathematical Studies SL course.

### The Exploration in Mathematics

The Exploration, which is the internally assessed component, provides students with the opportunity to be rewarded for mathematics carried out under ordinary conditions, that is, without the time limitations and stress associated with written examinations. The task provides opportunity for mathematical investigation or mathematical modeling on a topic of the students' choice. The emphasis is on the application of higher level concepts to real-life situations, good mathematical writing and thoughtful reflection. As well as giving students opportunities to increase their understanding of mathematical concepts and processes, it is also hoped that they will find this internal assessment both stimulating and rewarding.

### Calculators

All students are required to have a graphic display calculator (GDCs) at all times during the course. ISL issues each student with a TI-83 or 84 calculator that complies with IB examination regulations. All students will therefore become familiar with the same model, can share skills, and help each other should problems arise.

## Assessment

### External Assessment

Three written examinations of 2 hours, 2 hours, and 1 hour: 80%

Internal Assessment The Mathematics Exploration: 20%

## Additional Course Information

### Entry requirement

- IGCSE Grade A or A\* preferred

## **Mathematics – Standard Level**

### Course Background

Mathematics Standard Level caters for students with a basic background in mathematics who are competent in the skills they have encountered so far. The majority of SL students will be expecting to need a sound mathematical background for university courses such as chemistry, psychology and business. Others may choose this option simply because they have a strong interest in mathematics. The course introduces students to important concepts through the development of techniques, in a comprehensible and coherent way, rather than insisting mathematical rigor.

Students needing a higher degree of mathematical content should consider Mathematics HL. Students wishing to study a less rigorous mathematics course would be advised to opt for the Mathematical Studies SL course.

### The Exploration in Mathematics

The Exploration, which is the internally assessed component provides students with the opportunity to be rewarded for mathematics carried out under ordinary conditions, that is, without the time limitations and stress associated with written examinations. The task provides opportunity for mathematical investigation or mathematical modeling on a topic of the students' choice. The emphasis is on the application of higher level concepts to real-life situations, good mathematical writing and thoughtful reflection. As well as giving students opportunities to increase their understanding of mathematical concepts and processes, it is also hoped that they will find this internal assessment both stimulating and rewarding.

### Calculators

All students are required to have a graphic display calculator (GDCs) at all times during the course. All students will therefore become familiar with the same model, can share skills, and help each other should problems arise.

### Assessment

#### External Assessment

Two written examinations of one hour thirty minutes each: 80%

Internal Assessment The Exploration : 20%

#### Additional Course Information

#### Entry requirement

□ IGCSE: Grade A\*, A, or B, or equivalent (For new students)

## **Mathematical Studies – SL**

### Course Background

Mathematical Studies, available at SL only, caters for students with varied backgrounds and abilities. It is designed to build confidence and encourage an appreciation of mathematics in students who do not anticipate a need for mathematics in their future studies. The emphasis of teaching is on an enquiry approach with practical investigations and analysis of results. Students taking this course need to be already equipped with fundamental skills and a rudimentary knowledge of basic processes.

For many students this will be their last formal mathematics course. Students who are likely to need mathematics for entry to their chosen higher education courses may be advised to consider either Mathematics HL or Mathematics SL as alternatives.

### The Project

This is a piece of written work based on personal research, supervised by the subject teacher and completed at the end of Year 11. The student has the opportunity to undertake a mathematical investigation using skills learned before and during the course. It can be related to a hobby or interest, or another subject in the curriculum. This process allows students to ask their own questions about mathematics and to take responsibility for a part of their own course of studies. It is expected that students will spend about 25 hours working on their projects.

### Calculators

All students are expected to have access to a graphic display calculator (GDC) at all times. All students will therefore become familiar with the same model, can share skills, and help each other should problems arise.

### Assessment

External Assessment 80%

Two written examinations of one and a half hours each.

Internal Assessment 20%

Entry requirement:

- IGCSE: Grade C, or equivalent is preferred. (For new students)

### Visual Arts – Higher and Standard Level

#### Course Background

The Diploma Programme Visual Arts Course is primarily a practical course, designed to thoroughly prepare students who wish to study visual arts in higher education, as well as welcoming those students who wish to pursue their creative leanings and enrich their educational experience through the visual arts. Students of the arts develop a sense of identity that can make a unique contribution to how they approach learning throughout their lives. We believe the processes of designing and making art require a high level of intellectual, emotional and practical engagement. We aim to help students develop high levels of practical skill, critical awareness and an intensely personal view of themselves in relation to the world, as well as developing a greater appreciation of cultural and aesthetic difference.

The course is designed to offer students the opportunity to build on previous experience while developing new skills. It is possible to take the course with no previous experience, but this would clearly be a challenge if the student is not used to producing large quantities of creative work.

Both HL and SL follow the same course, though the amount of time allocated to each course may differ. Critical investigation into visual language and cultural and artistic context are key to both courses. Students will divide their time between this investigation in their books and producing finished studio pieces. As the course progresses, students will become increasingly independent, developing the thematic or conceptual framework that drives the production of studio work towards the final show. Anything or any idea may form the basis of their personal investigation.

#### Assessment

Both HL and SL courses now have an 'A' and a 'B' option. With the 'A' option, 60% of the final grade is determined by the externally examined final show, with 40% of the grade internally assessed on the Investigation Books. With the 'B' option, 60% of the final grade is determined from the externally assessed Investigation Books, with 40% of the grade determined by internal assessment of the studio work.

#### Additional Course Information

Students will be taken on regular visits to commercial galleries to experience firsthand what is happening in the contemporary art and design world. In addition to this, there may be special exhibition visits to other venues, but students are strongly encouraged to visit galleries and museums wherever they are in the world during vacation periods, and to go to the cinema, theatre and read art related journals whenever they have the opportunity.

## 5. The IB Diploma and School Life at SISS

This section is to outline the demands of the IB diploma at SISS for you to understand some of the expectations upon you in the coming two years.

### 5.1 Time Commitment in School

<b>Outline of Subjects</b>	<b>Estimated Time of Work</b>
3 SL subjects	three lessons per week
3 HL subjects	five lessons per week
Theory of Knowledge	two lessons per week
The CAS commitment	one lesson per week + some after school
The Extended Essay	□ 4000 words of original research (40 hours)
Study and homework	approximately three hours non - lesson time each day

### 5.2 How to choose the subjects

- ❖ By this stage, you should have already chosen your IB diploma subjects. However, do not worry if you have not. What follows is some help in this area.
- ❖ What subjects do you enjoy? This is the most important factor.
- ❖ What subjects are you good at? The diploma programme is academically very demanding so you are required to have achieved certain standards before being accepted onto the programme.
- ❖ Discuss your options with your parents, SISS teachers, and the IB coordinator. If you know people who have already taken the IB diploma, talk to them as well. The more information you have, the easier it will be to choose.
- ❖ Research from books, the Internet and talk to professionals.
- ❖ If you have a particular career in mind, what do universities require e.g. for German University entrance please consult the attached document.
- ❖ If you have made any decisions, however vague, about higher education courses or where you intend to continue your studies after school, it is important to let the school know before you start the diploma programme. It is possible that the requirements of your intended university or college course will affect your IB DP subject choices. Be very careful if you are applying to German universities where certain subjects cannot be chosen.

At this stage many of you will not yet have made any decisions about university or college courses, or future career plans. Do not worry. Your preferences will become clear to you during Year 12. You will be given guidance and access to whatever information you require to help you. Information about the entrance requirements of universities throughout the world is available through the IB DP coordinator or on the Internet.

Your suitability for each IB DP course will be discussed by the subject teachers. They will consider your term grades, your academic performance in recent IGCSE courses, or high school equivalent. They will also take into account your motivation, commitment to hard work and sense of responsibility. If you are joining SISS from another school you will have supplied reports and transcripts with recent term grades and year grades.

You need to be aware that this programme of studies will require most of your time over the next two years. We will help your parents to recognize how much support and encouragement you will need.

## 5.3 Expectations

As IB diploma students SISS will expect you to

- demonstrate self-discipline and responsibility
- enjoy the challenge of a demanding academic programme
- Have the desire and motivation required to obtain maximum benefit from the courses selected
- seek assistance when necessary, and not hesitate to give it when possible
- learn from fellow students as well as from teachers
- share with and contribute to the school community.

## 5.4 Full Diploma or Individual Certificates?

The vast majority of IB diploma students will study for the full IB diploma.

For students who are either not academically able to follow the full IB Diploma Programme, or who do not need it for further education, arrangements can be made for them to take certificates in individual subjects. Providing they meet the graduation requirements, students successfully following these certificate courses will be awarded the SISS School Diploma, which will allow them access to US Colleges and some European non-degree courses.

## 6. University and College Applications

There is a detailed University Calendar, which has been compiled by Mrs Dicken.

You will be encouraged to start the serious business of considering possible higher education courses during Year 12. Applying to colleges and universities is an extremely time-consuming process and cannot be rushed especially if you are considering studies in the USA or elsewhere abroad. Students regularly underestimate the time they will have to spend doing it. Your application might require to write a detailed personal statement, possibly some essays, and the school will be asked to support your application with information regarding your academic performance and comprehensive references about you as a student. You will be given the help and advice you need. It is essential that you respect the deadlines set.

If you consider to study in Germany please consult the attached „Verordnung zur Hochschulzugangsberechtigung“.

A good IB diploma will give you access to colleges and universities throughout the world, many of which offer advanced standing or course credit to students with strong IB DP examination results. Remember, the SISS staff has a wealth of information about higher education possibilities and there is a section in the library devoted to colleges, universities and the application process.

## 7. SATs

Those of you thinking of applying to continue your studies at American universities will need to submit SAT (Scholastic Aptitude Test) scores as part of the application procedure. The importance of the SATs cannot be over-emphasised. Many colleges and universities view the results as the primary indicator of your ability and potential. If you are considering higher education in the USA you should familiarize yourself with the content of the tests and practise as much as possible.

Preparation classes for both the verbal and the math components of the SAT will have to be done during

Year 11 and Year 12. The tests can be taken several times a year. It is recommended that you attempt the SATs at least twice. Universities only consider your best score. Some students will also want to take the SAT Subject Tests. Please make sure you discuss your plans with Mrs Dicken.

## 8. Assessment and the Grading System

IB DP assessment is based primarily on the external examinations taken in all subjects in May of Year 12. However, all courses include at least 20% internal assessment. This might include oral examinations, coursework, laboratory practical work, field work or the writing of a project, and will vary from subject to subject. See course details in this handbook and further details in the student course handbook. After the final examinations each subject is graded on a scale of 1 to 7.

- 7 Excellent
- 6 Very Good
- 5 Good
- 4 Satisfactory
- 3 Mediocre
- 2 Poor
- 1 Very Poor

In order to earn the diploma you must meet defined standards and conditions including a minimum total of 24 points and the satisfactory completion of Theory of Knowledge (TOK); the Extended Essay; and CAS activities.

The minimum score of 24 is based on the idea that a grade 4 represents a passing level in each of the six subjects. Excellent performance in the six subject areas results in a grade 7 for each, or a total of 42 points.

Theory of Knowledge and the Extended Essay combine to contribute a possible 3 additional points to the overall score, giving a maximum diploma score of 45 points. These are graded on a scale of A – E. The allocation of these bonus points is best understood from the following matrix.

Points Matrix for the Extended Essay and Theory of Knowledge

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

see [www.ibo.org](http://www.ibo.org)

## 9. Failing the IB

These failing conditions apply to all candidates.

- Candidate's total points are less than 24.
- A grade N has been awarded for one or more subjects, Theory of Knowledge or the Extended Essay.
- A grade E has been awarded for both Theory of Knowledge and the Extended Essay.
- There is a grade 1 awarded in any subject and level.
- CAS requirements have not been completed.
- Candidate is guilty of malpractice.
- There are four or more grades 3 or below awarded.

These failing conditions apply to diploma (and retake) candidates with 24 to 27 points inclusive.

- There is one or more grade 2 awarded at higher level.
- There are two or more grades 2 awarded at standard level.
- A grade E has been awarded for Theory of Knowledge or the Extended Essay.
- Candidate has registered for three higher level subjects, and gained fewer than 12 points on these.
- Candidate has registered for three standard level subjects, and gained fewer than 9 points on these.
- Candidate has registered for four higher level subjects, and gained fewer than 16 points on these.
- Candidate has registered for two standard level subjects, and gained fewer than 6 points on these.

These codes apply to diploma (and retake) candidates with 28 points or more.

- There are two or more grades 2 awarded at higher level.
- There are three grades 2 awarded at standard level.
- Candidate has registered for three higher level subjects, and gained fewer than 11 points on these.
- Candidate has registered for three standard level subjects, and gained fewer than 8 points on these.
- Candidate has registered for four higher level subjects, and gained fewer than 14 points on these.
- Candidate has registered for two standard level subjects, and gained fewer than 5 points on these.

## 10. Examinations - Internal Examinations

There will be three periods of internal (school) examinations for IB DP students:

1. First semester examinations, January of Year 11
2. End of year examinations, June of Year 11
3. Mock examinations, January of Year 12

These are intended to give you some familiarity with the experience of taking several demanding exams in a short period of time. They will help you recognise your strengths and weaknesses before you attempt the real exams.

Further details of the role that each examination takes in the overall semester grade are outlined in SISS's Assessment Policy.

## 11. Examinations – External Examinations

The final examinations typically contribute about 70 percent to your diploma score. They are held during an intense three-week period in May of Year 12.

## 12. Graduation

The graduation ceremony is held once the diploma examinations are over. This is a formal event held at the end of May or the beginning of June of your final year. There will be a ceremony organised by the school, followed by a dinner organised by the school parent representatives of Year 12 and Year 12 families.

## 13. Examination Results

IB diploma results are sent to school by the IB in the first week of July. If you are going to be elsewhere at that time, it is possible to arrange to access your own results via the Internet.

A final official IB diploma certificate will be available later in the summer. If the universities to which you have applied require your results earlier than the second week of July, please contact the IB DP coordinator.

## 14. Resitting Examinations

Occasionally students do not achieve the results they had hoped for. The deadline for retaking examinations in the November session is 27 July each year. This means that you must make a decision very quickly after receiving your results.

## 15. Time Management

- **ABOVE ALL – if you have no work due the next day, do something due for the day after or even the next week.**
- **You should establish regular study habits**
- **Remember you can expect to have to study for about three hours outside lessons every day.**
- **Use a timetable system to set up a study schedule.**
- **Maintain the right balance between your HL and SL subjects**

At some stage, during the IB Diploma Programme you will probably encounter these two problems. It will seem that there is far too much work to do and too little time to do it in. As soon as one assignment is completed more will have piled up. As you know from previous years, this can cause even the most conscientious students to worry so much that productive school work becomes almost impossible. With care, the effects of stress and insufficient time can be minimised.

- **Don't leave anything until the last minute.**
- **Keep to deadlines right from the beginning.**
- **Expect to have to spend some vacation time studying, too.**
- **Talk to your parents and teachers if you have a problem.**
- **Make time to have a life outside school.**

## 16. Stress Management

### **Golden Rules**

- Exercise regularly**
- Maintain normal sleep and eating habits**
- Review your objectives periodically – you are in control**
- Recognise early warning signs of stress, and take action**
- Think and plan ahead to achieve your objectives**
- Give yourself treats and rewards for achieving short term objectives**
- Try to keep things in proportion**
- When you feel under pressure and stress is building, talk with someone and seek help.**

## 17. The School's Code of Behaviour

The School aims to develop an attitude of individual responsibility towards the quality of life in the School Community. Our Code of Behaviour is based on the values of the school mission and the IB Learner Profile.

All members of our community should strive to be:

Principled:	By demonstrating
Honesty:	Telling the truth; meaning what you say; keeping your word;
Responsibility:	Carrying out your obligations or duties; answering for your own actions;
Self-Control:	Being able to control your own actions;
Caring:	By demonstrating
Respect:	Treating everyone, including yourself, with dignity. Having respect for yourself, others, and your own and other people's property;
Open-Minded:	By demonstrating
Equality:	Understanding that all people should have the same rights; Social Justice: Treating all people fairly.

## 18. Communication

Given that virtually every student will have a different schedule of classes and different needs throughout the DP, it will sometimes be important for us to contact you directly, without involving your parents. Please respond to any message as soon as you can.

Remember to update your records if you change your email address or mobile phone number. In general, cell phones should not be seen or heard; please make sure your phone does not ring during school time. Keep your eyes open for new notices on the notice board on second floor next to classrooms.

## 19. Problems

If you have a problem, whatever it might be, try to be proactive and look for a solution. For academic issues speak to the subject teacher; ask questions, discuss your concerns.

Students in Years 11 and 12 are visible role models for the rest of the school. You will be the responsible students about the place setting a fine example to younger students and helping anyone in need. In particular, try to stand aside for others.

## 20. Attendance

Students are expected to attend classes regularly. It is ok to leave the campus at lunch or free periods without asking permission. There should be no lateness to lessons.

If you have no more lessons for the day, you may be allowed to leave school to work at home. This is a privilege which could be removed if there is any cause for concern over your academic work. Try to avoid medical or dental appointments, driving tests, etc, during school day, even at a time when you have a study lesson. If you must arrange an appointment during school time, please inform your homeroom teachers.

## 21. Absence

If you are absent because of illness, ask your parents to inform the school first thing in the morning by an email, a phone call, or a note from your parents. You need to know that lateness and absences will be recorded on anecdotal reports, kept on file, and included in any grade transcript the school is asked to make.

Early holidays

Please strongly discourage your parents from organizing holidays which involve you missing classes, as you will miss important work and it could have a detrimental effect on your grades. In particular, please note that the Group 4 Project is scheduled for the end of Year 11. This is an essential component of 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 your file. Such absences are likely to have an effect on your academic performance and may well be reflected in your semester report.

## 22. Personal Organisation

Every student has a locker. Unfortunately they are not large enough to keep all your school materials so you will need to develop your personal filing system. It is a good idea to keep most files at home, and have a file of current work in school.

Keep YOUR stuff in YOUR locker. Rather than having 105 piles of files and books in the lounge, please develop the habit of using your locker. However, we do ask you to avoid going to lockers if it is likely to make you late for class. Please keep your locker clean and tidy, and do not deface it in any way. You should lock your locker only with a padlock bought from the school. Just let us know that you would like one. If you need a safe place for some oversized object, please ask one of your teachers.

Please take the time to ensure the door of your locker closes properly.

## 23. Study time

You should make good use of your study time. All IB DP students are welcome to use the library or any free room for study purposes at any time. It is important to work quietly and have respect for others. Please leave the library and study rooms tidy when you leave. If you use a computer, you should do so only for school-related work. Please close all files and take any rough work, etc, with you when you go. Replace a laptop that you have used. If you encounter a problem with a school computer, please ask member of the IT department immediately. When you leave a classroom please take the time to clear the desk for the next person, and replace your chair tidily.

After school it is possible to work in the library until 17.00. 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.

## 24. 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.

## 25. Academic honesty

Teachers regularly stress the importance of academic honesty and emphasise that you should always take great care to avoid plagiarism. It is very important to respect another one's production and in other schools it is not uncommon for IB diploma students to fail the diploma because of a lack of academic honesty.

Therefore avoiding plagiarism is important. When you properly acknowledge the contributions to knowledge made by other people, you are showing respect for their work, and you are giving credit where credit is due. You are not misleading the reader to believe that your work is solely your own. Make sure you are familiar with the Referencing and Citations procedures.

All students will be required to complete an academic honesty contract.

## 26. Term Grades

For many of you your semester grades will determine your university acceptance. These are issued in January and July. Internal examinations will sometimes contribute to your overall term grade. You will be informed of this.

## 27. Predicted grades (PG)

Diploma teachers will make predictions about your final grade at two different stages. In September of Year 12 which will be needed with the university application process for US colleges and universities. In February of Year 12, another set of PGs is collected and forwarded to the IB.

## 28. University calendar and handbook

Given the vast differences in the application process for all students, all dates, events, questions, and issues cannot be addressed within this document. This brief introduction is an attempt to help students and parents through the college application process. For further questions please consult the University Handbook or contact the IB office if you have any questions.

All students should schedule an individual meeting for the academic counselling. At this meeting, each student should have a list of potential universities and degree programmes. It is strongly suggested that a parent attends this meeting to discuss preliminary university choices and degree programmes, required testing and the current status of the student.

All students should have summer activities finalised by May of the first academic year. Also US applicants should apply for the SAT exam. Student should ask for recommendations from teachers. Students should complete recommendation/information forms and teachers who will be writing letters of recommendation.

US Applicants sit the SAT Subject Tests.

All students should schedule an individual meeting with the academic counselor. At this meeting, each student should present a typed list of universities that the student is planning to apply to and potential degree programmes. Students are not committed to each and every university on the list; however, the list should not change significantly over the summer.

All students should participate in a summer activity: Remember to try and incorporate some productive aspect into your summer that will help you to develop as a person, student, or individual. Examples include: volunteer work, summer job, working on a project in an area that interests you or an IB/SAT preparation programme.

UK Applicants- Complete draft of personal statement- due in September.

US Applicants- Complete draft of the Common Application (INCLUDING ALL ESSAYS) due in September.

Some students may wish to put together portfolios (e.g: artists, writers).

ALL STUDENTS must submit completed school forms to academic counselor at least one month prior to external University deadline. Some internal deadlines are earlier than one month. Please adhere to these deadlines.

UK Medical School Applicants must have completed the personal statement for the first week of September. Remember to register for UK Medical pre-admissions tests (i.e.: UKCAT)

UK Applicants should double check to see if there is any entrance examination that they may need to take.

US/UK applicants, please submit Common Application essays (US) and Personal Statements (UK) beginning the first week of September.

US/UK Applicants should schedule an appointment, during the first week of term, with the academic counselor to examine university applications, essays, and/or personal statements and overall plans and progress to be discussed. A follow-up meeting with parents and student should be arranged. Notify counselor of teachers who will write your recommendations. Note: Early decision and early action candidates (US) and Oxford/Cambridge candidates (UK) should be prepared to have application sent off by the end of September.

Canadian/European Applicants should schedule an appointment, with the academic counselor to discuss

deadlines and specific application requirements of the universities to which they will be applying. UK/US Applicants should be revising personal statements and college essays. All personal statements and essays should be written solely by the student. For all further details please consult the University Handbook.

#### Responsibilities and Expectations:

##### Academic Counselor:

the role is to:

- answer questions or concerns of either student or parent
- encourage students to attend college fairs
- meet and discuss options for further education and related topics
- encourage students to meet with college representatives
- ensure that all students have help in their application process
- provide guidance in deciding between universities or programmes within universities
- provide the necessary SISS documentation, transcripts, and recommendations that individual universities request
- encourage students to meet deadlines
- assist students with essays/personal statements
- facilitate the process of finding responses to questions that students have been unable to answer from their own research

The role of the University counselor is not to:

- choose universities for the student
- choose degree programmes for the student
- meet deadlines that are specific to a university IF the student does not meet the internal deadline (a completed application one month prior to external deadline) NOTE: It is the responsibility of the student to be aware of university deadlines. These will vary between universities.
- request the application
- complete the application

##### Parents:

Your role is to:

- be a supportive force in your child's application process
- discuss with your child the various options/programmes of studies, and universities/countries that they will consider
- encourage them to meet internal and external deadlines
- discuss financial options – limitations inevitably exist –
- maintain lines of communication with the academic counselor when questions arise.

Your role is not to:

- apply or complete university applications for your child
- write your child's essays or personal statement
- choose your child's degree programme or university

##### Student:

Your role is to:

- research your options through college books, the SISS library, and the Web
- compile a list of potential colleges and programmes before the end of the university year. Refine/revise the list over the summer and try to visit some of the universities. Please, avoid university visits while school is in session.
- attend college fairs and meet with representatives who visit our school

- listen to the advice of your counselor, parents, and teachers
- work on personal statement or college essays (if required) and complete them well before SISS deadlines
- be proactive (Do not sit back and expect the process to happen, take ownership!)
- meet internal and external deadlines

#### Acknowledgements

I would like to thank AIS Principle Mrs Margret Ward (International School Augsburg) and University Counselor Mrs Shruti Tewari (UWC South East Asia Singapore) for their advice on developing this Handbook for the student community of State International School Seeheim.

General information is taken from the IBO website [www.ibo.org](http://www.ibo.org).

## 29. Appendix

### Acknowledgement of IB Diploma in Germany - Vereinbarung über die Anerkennung des "International Baccalaureate Diploma

Sekretariat der Ständigen Konferenz der Kultusminister der Länder

in der Bundesrepublik Deutschland - II A /Sw -

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(Beschluss der Kultusministerkonferenz vom 10.03.1986 i.d.F. vom 31.05.2012)

**Vereinbarung über die Anerkennung des "International Baccalaureate Diploma/ Diplôme du Baccalauréat International"** (Beschluss der Kultusministerkonferenz vom 10.03.1986 i.d.F. vom 31.05.2012)

1. Ein nach den Bestimmungen der/des "International Baccalaureate Organisation/Office du Baccalauréat International" erworbenes "International Baccalaureate Diploma/Diplôme du Baccalauréat International" wird als Hochschulzugangsqualifikation anerkannt, wenn es nach einem Besuch von mindestens zwölf aufsteigenden Jahrgangsstufen an Schulen mit Vollzeitunterricht erworben worden ist und die nachstehenden Bedingungen erfüllt sind:

a) Unter den sechs Prüfungsfächern des "International Baccalaureate Diploma/Diplôme du Baccalauréat International" (IB) müssen folgende nach der Terminologie des IB bezeichnete Fächer sein:

- zwei Sprachen auf dem Niveau A oder B (davon mindestens eine fortgesetzte Fremdsprache als "Language A"<sup>1</sup> oder „Language B HL“<sup>2</sup>),
- ein naturwissenschaftliches Fach (Biology, Chemistry, Physics),
- Mathematik (Mathematical Methods<sup>3</sup> oder Mathematics HL oder Further Mathematics in Verbindung mit Mathematics HL)
- ein gesellschaftswissenschaftliches Fach (History, Geography, Economics).

Das sechste verbindliche Fach kann außer den genannten Fächern eines der nachfolgenden nach der Terminologie des IB bezeichneten Fächer sein:

- Art/Design<sup>4</sup>, Music, Theatre Arts<sup>5</sup>; Film, Literature and Performance, eine weitere moderne Fremdsprache, Latin, Classical Greek, General Chemistry,

<sup>1</sup> Ab Prüfung 2013 Language A: Language and Literature oder Language A: Literature.

<sup>2</sup> Gilt ab Prüfung 2013.

<sup>3</sup> Heißt ab Prüfung 2006 Mathematics SL.

<sup>4</sup> Heißt seit Mai 2000 Visual Arts.

<sup>5</sup> Heißt ab Prüfung 2009 Theatre.

Applied Chemistry, Environmental Systems<sup>6</sup>, Computer Science, Design Technology, World Religions, Philosophy, Psychology, Social Anthropology, Business and Organisation<sup>7</sup>.

- . b) Unter den drei im Rahmen des "International Baccalaureate Diploma/Diplôme du Baccalauréat International" auf dem „Higher Level“ nachzuweisenden Fächern muss entweder Mathematik oder ein naturwissenschaftliches Fach, d. h. Biology, Chemistry oder Physics, sein.
- . c) Alle Fächer müssen bis zum Ende des Bildungsganges durchgängig belegt worden sein.
- . d) Die geforderten sechs Fächer müssen mindestens mit der IB-Note 4 benotet sein<sup>8</sup>. Sofern in nur einem Fach die IB-Note 3 vorliegt, kann diese ausgeglichen werden, wenn in einem weiteren Fach auf mindestens demselben Anspruchsniveau mindestens die IB-Note 5 und insgesamt mindestens 24 Punkte erzielt worden sind.
- . e) Deutsche Zeugnisinhaber, die an einer Schule im Ausland mit IB-Programm Deutsch nicht betreiben, müssen vor Aufnahme eines Studiums in Deutschland hinreichende Deutschkenntnisse nachweisen; das Nähere wird durch landesrechtliche Bestimmungen geregelt.

Sofern die Bedingungen gemäß Ziffer 1 nicht erfüllt sind, ist zur Anerkennung als Hochschulzugangsqualifikation das erfolgreiche Ablegen einer zusätzlichen Prüfung gemäß der "Rahmenordnung für den Hochschulzugang mit ausländischen Bildungsnachweisen, für die Ausbildung an den Studienkollegs und für die Feststellungsprüfung" (Beschluss der Kultusministerkonferenz vom 15.04.1994 in der jeweils geltenden Fassung) erforderlich.

2. Die Anerkennung als Hochschulzugangsqualifikation wird auch möglich durch den erfolgreichen Besuch eines Studienjahres in einem Land, dessen Reifezeugnisse in Deutschland den Hochschulzugang direkt oder nach einem einjährigen erfolgreichen Studium eröffnen.

<sup>6</sup> Heißt ab Prüfung 2010 Environmental Systems and Societies.

<sup>7</sup> Heißt seit Mai 2000 Business and Management.

<sup>8</sup> (IB-Nichtbestehensnoten: IB-Bestehensnoten:

1=verypoor/trèsfaible 2 = poor/faible 3 = mediocre/médiocre 4 = satisfactory/satisfaisant 5 = good/bon 6 = very good/très bon 7 = excellent/excellent)

3. Die Durchschnittsnote für ein "International Baccalaureate Diploma/Diplome du Baccalauréat International" wird in dem Land berechnet, in dem das Zeugnis bewertet wird. Dabei wird das Verfahren gemäß der "Vereinbarung über die Festsetzung der Gesamtnote bei ausländischen Hochschulzugangsberechtigungen" (Beschluss der Kultusministerkonferenz vom 15.03.1991 in der jeweils geltenden Fassung) mit der nachstehenden, auf das IB bezogenen spezifischen Regelung zugrundegelegt.

Bei der Berechnung der Durchschnittsnote (N) wird von der im "International Baccalaureate Diploma/Diplome du Baccalauréat International" ausgewiesenen Gesamtpunktzahl (P) sowie von 42 Punkten als maximaler Punktzahl (Pmax) und von 24 Punkten als minimaler Punktzahl (Pmin) ausgegangen; dabei werden die ggf. erreichten Zusatzpunkte mitberücksichtigt, Gesamtpunktzahlen zwischen 42 (Pmax) und 45 Punkten (höchst- mögliche Punktzahl des IB zuzüglich der maximal erreichbaren 3 Zusatzpunkte) werden der deutschen Durchschnittsnote 1,0 gleichgesetzt. Die Umrechnung erfolgt nach folgender Formel:

N	=	1 + 3	$\frac{P_{max} - P}{P_{max} - P_{min}}$
mit			
N	=	gesuchte Note (Durchschnittsnote)	
P	=	im Zeugnis ausgewiesene Gesamtpunktzahl	
Pmax	=	42 Punkte (IB-Gesamtpunktzahl ohne Zusatzpunkte)	
Pmin	=	24 Punkte (unterer Eckwert)	
N	=	1,0 (für $42 \leq P \leq 45$ )	

4. Die IBO unterrichtet die Kultusministerkonferenz kontinuierlich über eventuelle Änderungen der Abschlussprüfung (Anforderungen, Inhalte, Organisation) und gibt der deutschen Schulaufsicht Gelegenheit, Einblick in die Arbeit der Schulen zu nehmen. Bei Beratungsbedarf oder auf Wunsch eines Landes prüft der Beirat für die Zentralstelle für ausländisches Bildungswesen (ZAB), ob die Voraussetzungen für die Anerkennung des IB noch gegeben sind.

5. Dieser Beschluss tritt am Tage der Verabschiedung durch die Kultusministerkonferenz in Kraft.

## Formal Entry Requirements for IB DP at SISS

