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ICSV Mission Statement

The International Christian School of Vienna provides high-quality, individualized education, equipping students with Christian character to impact the nations of the world.

ICSV Vision

An international school of choice where every student is valued and empowered with truth and knowledge for life.

ICSV Core Values

- Christ-centered
- Excellence
- Integrity
- Respect
- Service



IB Mission Statement

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The International Baccalaureate 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 organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The IB Learner Profile © International Baccalaureate Organization 2018

The IB learner profile places the student at the centre of an IB education. The 10 attributes reflect the holistic nature of an IB education. They highlight the importance of nurturing dispositions such as curiosity and compassion as well as developing knowledge and skills. They also highlight that along with cognitive development, IB programmes are concerned with students' social, emotional and physical well-being, and with ensuring that students learn to respect themselves, others, and the world around them. IB educators help students to develop these attributes over the course of their IB education, and to demonstrate them in increasingly robust and sophisticated ways as they mature. The development of these attributes is the foundation of developing internationally minded students who can help to build a better world.

Attribute	Descriptor
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.

Whom to contact with questions concerning:

High School Diploma requirements and graduation High School curriculum Assessment and grading Attendance	High School Principal - Mr. Benjamin Hummel bhummel@icsv.at
The IB programme offered at ICSV IB Diploma Programme application IB courses offerings and subject combinations	IB Coordinator – Mr. Sola Adebesin sadebesin@icsv.at Registrar – Mrs. Lori Rohleder lrohleder@icsv.at
University application process High School course offerings Transcripts	Secondary Guidance Counsellor – Mrs. Shawn Crane scrane@icsv.at
TOK curriculum and assessment	TOK Teacher – Mr. Sean Sattler ssattler@icsv.at
Extended Essay	Extended Essay Coordinator – Ms. Sarah Porterfield sporterfield@icsv.at
Activities and projects for “creativity”, “action”, “service” Long term service projects Individual CAS program and activities	CAS Coordinator - Mrs. Miriam Berghaus-Renz mberghausrenz@icsv.at
Athletic Program	Athletic Director – Mr. Cameron Crane ccrane@icsv.at
Pamoja Classes	Site Based Coordinator – Mr. Sola Adebesin sadebesin@icsv.at
English A Language and Literature	Ms. Sarah Porterfield Sporterfield@icsv.at
German A Language and Literature German B Language acquisition	Mrs. Miriam Berghaus-Renz mberghausrenz@icsv.at
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Business Management History	Mrs. Amy DeVries adevries@icsv.at
Biology	Mr. Sola Adebesin sadebesin@icsv.at
Chemistry	Mr. Phil Tuckey ptuckey@icsv.at
Mathematics Applications and Interpretations	Mr. Sean Sattler ssattler@icsv.at
Visual Arts	Mr. Brian Reynolds breynolds@icsv.at Mrs. Rubin Lee-Jakober lrubinjakober@icsv.at

What is the IB Diploma Programme?

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The IB Diploma Programme (DP) is a challenging two-year pre-university curriculum, primarily aimed at students aged 16 to 19. According to Ian Hill (2014), the International Baccalaureate® was established initially at the International School Examination Syndicate (ISES) in 1964 and became officially registered in 1968 as the IB. According to Ian Hill a former deputy director general of the IB organization, the programme is based on a constructivist understanding of how children learn. IB DP is designed to stimulate young people to be intellectually curious and equip them with the knowledge, conceptual understanding, skills, reflective practices, and attitudes needed to become autonomous lifelong learners. (Hill and Saxton, 2014)

To this end, the IB has three core components that go beyond content acquisition. The first is an activity called the Extended Essay (EE), which allows students to investigate a topic of special interest and acquaints them with the independent research and writing skills expected at higher institutions. The second is the Theory of Knowledge (TOK) course, which allows students to reflect on how knowledge is obtained, and the implications of cultural and global matters using multiple perspectives. The third core component is called Creativity, Activity and Service (CAS), which is comprised of activities in the arts, creative thinking, physical activity contributing to a healthy lifestyle, and a voluntary community service that has a learning benefit for the student. (IBO, 2008a)

Goals of the IB Diploma Programme

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

- develop physical, 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, activity and service

The DP prepares students “for the evolving and increasingly global society as they develop physically, intellectually, emotionally, and ethically” (IBO, 2014). It leads to a qualification (the IB diploma) that is widely recognized by the world’s leading universities.

What does the DP consist of?

The curriculum contains six subject groups, together with the DP core: creativity, activity, service (CAS); the extended essay (EE); and theory of knowledge (TOK).



1

The subject groups and core elements are listed below:

Groups	Subject	Core Components
Group 1	Studies in language and literature	Extended Essay
Group 2	Language acquisition	Theory of Knowledge
Group 3	Individual and Societies	Creativity, Action and Service (CAS)
Group 4	Sciences	
Group 5	Mathematics	
Group 6	The Arts	

¹ The Diploma Programme curriculum framework

What subjects must students study?

Mainstream subjects

Students taking the DP study six subjects selected from the subject groups, one subject from each group. Normally, three of these are studied at higher level (HL) and three are studied at standard level (SL).

- HL courses represent 240 teaching hours.
- SL courses represent 150 teaching hours.

Core elements

All three core elements must be studied; these are central to the philosophy of the DP.

The three core elements are as follows:

The extended essay (EE) offers students the opportunity to research and investigate a topic that interests them, using the independent research and writing skills they will need at college or university.

The theory of knowledge (TOK) course explores the nature of knowledge across a range of disciplines.

The creativity, activity, service (CAS) programme fosters students' awareness and appreciation of life beyond the academic arena.

How are students assessed?

At the end of the two-year programme, candidates are assessed both internally and externally in ways that measure individual performance against stated curriculum and assessment objectives for each subject. With one exception (further mathematics HL), in all subjects at least some of the assessment is carried out internally by teachers, who mark individual pieces of work produced as part of a course of study.

THE IB DIPLOMA PROGRAMME AT ICSV

Subject Groups	IB Courses offered 2019-2021	Pamoja Online Course 2019 -2021
Group 1: Studies in language and literature	English A Language and Literature HL & SL	
Group 2: Language acquisition – World Language	German A HL & SL German B HL & SL Spanish <i>ab initio</i>	Spanish B French <i>ab initio</i> Mandarin <i>ab initio</i>
Group 3: Individual and Societies	History HL & SL Business Management HL & SL	Economics HL & SL IT in a Global Society HL & SL Psychology HL & SL Philosophy HL & SL
Group 4: Sciences	Chemistry HL Biology HL & SL	
Group 5: Mathematics	Mathematics: Applications and interpretation HL & SL	Mathematics: Analysis and approaches HL & SL
Group 6: The Arts	Visual Arts HL & SL	Film SL

Bible Chapel

The Bible and mentorship program is a very important part of the ICSV curriculum. Students in the IB diploma programme will have a Bible class that is incorporated with their TOK and CAS period. Students at ICSV are taught Christian ethics and values, but they are never coerced or forced to make any religious decisions.

ICSV makes every effort to meet the spiritual, intellectual, and social needs of its students. The goal of the school is to help each student develop as a total person and learn to understand every area of life in his/her proper relationship to God.

As a result, ICSV requires all students to attend chapel where they will hear about and discuss various spiritual topics.

Homework and Tests

Students enrolled in IB classes should expect a heavier homework load, including homework during the summer and over breaks. The teacher will determine homework expectations and communicate those to students and parents.

Overall, IB students who invest their time wisely, working on CAS and long-term projects over the summer such as: extended essay, internal assessments, tend to do better. Parents/guardians can encourage good study habits at home by providing a quiet, well-lit place to study, setting aside a regular time for homework and showing interest in the child's work.

Assessment in IB DP courses at ICSV

The academic year is divided into two semesters. Each semester consists of two quarters. For High School report cards are sent out for each semester. Report cards reflect a permanent grade and include teacher comments.

Mid-Quarter Notices

For students who have a C- or lower in any class, mid-quarter notices are sent electronically to parents/guardians at the mid-point of each quarter. Be aware that quarter-long projects and examinations are usually due in the last weeks of a quarter. Those assignments are high point value and have a large influence on the quarter grade. They have the ability to either improve or lower a student's grade in the final days of the marking period.

Mid-Semester Notices

For all high school students, mid-semester notices are sent at the end of the first and third quarters.

Report Cards

High school courses at ICSV are graded with a permanent grade each semester. Report cards are sent electronically at the end of each semester. The individual classroom teacher, with the approval of the principal, will determine weighted factors that comprise the student's semester grade.

Internal Assessments

The internal assessments (IAs) are part of the IB diploma criteria. The IB outlines the expectations and assessment criteria for each IA, and teachers guide students to complete these internal assessments during the beginning of their year 2. Internal Assessments account for anywhere from 20% to 35% of a student's grade in an IB Diploma course. Students complete their IAs in the school and these are marked by their teachers and then moderated by external moderators. To ensure feedback students are required to submit a first draft of their IA to their subject teacher. DP teachers use grade descriptors and assessment criteria to accurately assess student's learning, and the first draft is awarded a grade. Grade boundaries, specific criteria and category weights can be obtained from individual teachers.

The award of the ICSV high school diploma

Students at ICSV graduate with the ICSV high school diploma. In addition to IB courses, full candidates may require additional coursework in order to meet ICSV's requirements along with the IB diploma. ICSV diplomas are issued in June. IB scores are given in July and diplomas are sent to the school in the fall. The award of an IB certificate or diploma is independent of the ICSV high school diploma.

Award of Diploma

Students must study six subjects, at least three and not more than four are taken at higher level, while the other subjects are taken at standard level. In addition to disciplinary and interdisciplinary study IB diploma candidates must complete the three core components—EE, TOK and CAS. They must accumulate no fewer than 24 points from assessment in these subjects, in addition to grade stipulations.

They must meet all of the requirements within a maximum of three examination sessions.

Candidates who successfully meet these conditions will be awarded the diploma.

Candidates who take the diploma in multiple languages may be eligible for a bilingual diploma.

- ✓ Each subject is graded 1–7, with 7 being the highest grade.
- ✓ These grades are also used as points (that is, 7 points for a grade 7, 6 points for a grade 6, and so on) in determining if the diploma can be awarded.
- ✓ TOK and the EE are graded A–E, with A being the highest grade. These two grades are then combined in the diploma points matrix to contribute between 0 and 3 points to the total.
- ✓ CAS is not assessed but must be completed in order to pass the diploma.
- ✓ The overall maximum points from subject grades, TOK and the EE is therefore 45: $((6 \times 7) + 3)$.
- ✓ The minimum threshold for the award of the diploma is 24 points. If a candidate scores less than 24 points, the diploma is not awarded.

Additional Requirements

- ✓ CAS requirements have been met.
- ✓ There is no “N” awarded for TOK, the EE or for a contributing subject.
- ✓ There is no grade E awarded for TOK and/or the EE.
- ✓ There is no grade 1 awarded in a subject/level.
- ✓ There are no more than two grade 2s awarded (HL or SL).
- ✓ There are no more than three grade 3s or below awarded (HL or SL).
- ✓ The candidate has gained 12 points or more on HL subjects. (For candidates who register for four HL subjects, the three highest grades count.)
- ✓ The candidate has gained 9 points or more on SL subjects. (Candidates who register for two SL subjects must gain at least 5 points at SL.)
- ✓ The candidate has not received a penalty for academic misconduct from the final award committee.

What is the history of the IB Diploma Programme at ICSV?

INTERNATIONAL CHRISTIAN SCHOOL OF VIENNA (ICSV), located in Vienna, Austria, was founded in 1986 primarily to educate the children of English-speaking missionaries who lived in or near Vienna. The *Hilfsverein der Internationalen Christlichen Schulen*, a private school organization registered according to Austrian law, along with a Board of Directors, is responsible for the direction and administration of the school.

All ICSV students are admitted without regard to their race, color, gender, religion, ethnic origin, or socio-economic status. Students come from a wide variety of backgrounds and nations including international business, diplomatic, United Nations (UN), and missionary communities. To meet the needs of these students, ICSV first began the process of becoming an IBO World School back in 2014. In 2015, ICSV was approved as an IB World school, and 10 full IB diploma students began taking the first ever IB DP classes in the fall of 2015. The first cohort graduated in 2017 with a 90% diploma pass rate and a diploma average total points of 32, which was above the IB world average of 29.63%.

The cohort for 2020 has 22 candidates of which 17 are full diploma students. The incoming 2021 cohort is taking shape with 34 candidates of which 18 are full diploma.

Small Cohort: ICSV continues to maintain a small number of IBDP students, with the number growing annually. The small number allows ICSV to maintain its school mission, which is providing individualized education to students.

Curriculum and Assessment Coordinator: In 2018/19, ICSV introduced Christine Sipos as the curriculum and assessment coordinator allowing for further development in student assessment. In year 2019, the IB admissions policy included MAP and PSAT scores, as well as ICSV courses taken and year grades, with teacher recommendations. This allowed for the high school principal and the IB coordinator to reach a justified and well-informed decision on acceptance into the IB diploma programme.

Well- trained IBDP staff: All ICSV IB teachers are well trained in their specific subject and role, including the IB coordinator and Lori Rohleder as the ManageBac™ personnel. The school had the opportunity to send most of its staff to the IB global conference in 2018 that took place in Vienna, a rare opportunity for all staff to connect to IB world schools and to network with other educators. Most of the IBDP teachers also volunteered to be facilitators of workshop sessions, demonstrating a transition between ICSV as a beginning IBDP school to a growing IBDP school. ICSV sends multiple teachers to training and curriculum updates each year to keep them current with all IB subjects and to train any new teachers. The next action plan is to start encouraging teachers to be involve in the IB DP examination, by volunteering to be an IB examiner.

Steady growth of subjects: The original cohort had very limited options, and each year we have added new subjects to give more opportunities for students. Since the first year, the following subjects have been added: Biology (2016), Mathematics Application and Interpretation HL/ SL (2019), German A (2017), Spanish ab initio (2016), Business Management (2018). The new Mathematics Application and Interpretation classes is a complete change in curriculum.

Requirements for attaining an IB certificate

A student who does not complete the full IB Diploma requirements, can receive IB DP certificates in individual courses where all assessment criteria are met for that particular subject. This student is referred to as an IB DP courses candidate.

An IB diploma student who fails to satisfy the requirements for the award of an IB diploma will receive a certificate indicating the grades obtained in individual subjects, together with results in TOK and the extended essay and the completion of all CAS requirements, as appropriate.

IB Certificates

Students at ICSV have the opportunity to take individual IB classes. An IB certificate will be awarded externally, by the IB, for any IB examination taken. IB certificates are used in conjunction with an ICSV High School Diploma. The award of an IB certificate is independent of the ICSV High School Diploma.

Full IB Diploma Candidate vs. IB Course Candidate	
Full IB Diploma Candidate	IB Course Candidate
One subject from each of the Groups 1-5	Students may take up to 6 DP courses
Either an Arts subject from Group 6 or an additional subject from Groups 1-5	
Three Higher Level (HL) course and three Standard Level (SL) courses	No set number of HL/SL courses required
Theory of Knowledge (TOK)	TOK not required – but can earn certificate
Extended Essay (EE)	EE not required – but can earn certificate
Creativity, Activity and Service (CAS)	Not required

Diploma Programme courses online

Schools have the opportunity of offering online DP courses to widen a student's choice of courses. These online courses, from IB-approved providers, are led by experienced DP teachers.

Online DP courses have a number of benefits:

- ✓ extend subject choice for students in IB World Schools
- ✓ create international and intercultural classrooms in ways that cannot be envisaged in many schools
- ✓ enable students, increasingly socialized in the digital world, to develop essential skills that will equip them for life after school
- ✓ enable students who cannot attend IB World Schools to benefit from an IB educational experience.
(The IB has started a pilot project, with the collaboration of IB World Schools, to analyse the feasibility of offering DP courses online to students who are not enrolled in IB World Schools.)

Pamoja:

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At ICSV, we offer online courses through Pamoja. Pamoja is the only provider approved by the IB to teach the Diploma and Career-related Programmes online. We empower. We offer courses that inspire students to study what they love. We care about each individual by developing a personalised approach placing the attributes of the IB learner profile at the heart of our teaching strategies. We share with schools and teachers what we know about data driven leadership and instructional support to create opportunities to succeed each and every day (*for more information on Pamoja see the IB DP Coordinator*).

How do I get approved to do the full IB Diploma?

A diverse range of students can succeed in the IB program, however in general it is students who have maintained at least a “B” average in their previous and current courses and show responsibility in study habits and meeting deadlines who are able to succeed. In light of this, to be eligible for the IB DP, ICSV students fill out an application letter for the IBDP programme. There is an IBDP Advisory Committee that recommends students as full IB Diploma Programme Candidates or Courses Candidates. ICSV administration reserves the right to make exception on a case by case basis. An interview is conducted, and the committee determines a student’s eligibility for the full DP by looking at:

- Adequate Preliminary Scholastic Aptitude Test (PSAT) and/or Measure of Academic Progress (MAP) test scores need to be met
- ICSV grades (C and above in desired IB subject)
- Positive teacher recommendations

External applicants are assessed individually due to the lack of all requirements listed above; however, in order to have access to instruction and to the individual course materials, it is a pre-requisite that a student is fluent in English – speaking, listening, reading and writing. If a student does not have sufficient English skills, then we may require that s/he take a summer English language course before enrolling in the IB Programme in Grade 11.

APPROVAL FOR FULL IB DIPLOMA CANDIDACY
IB DP ADVISORY COMMITTEE
A faculty representative from each of the Groups 1-6
Counselor
DP Coordinator
HS Principal
CRITERIA FOR APPROVAL FOR FULL IB DP
PSAT Scores
MAP Scores
Grade 9 & 10 Scores/Grades
Positive teacher recommendations
Subject specific prerequisites

Full IB Diploma

To be eligible for the full IB Diploma, each student is required to take six IB courses, with **one subject taken from each group** in the curriculum model:

Group 1: Language and Literature

Group 2: Language Acquisition

Group 3: Individuals and societies

Group 4: Sciences

Group 5: Mathematics

Group 6: Arts **OR one additional subject from groups 1-4**

Further, all full IB Diploma students must choose:

Three courses at higher level

Three courses at standard level

In addition, all full IB Diploma students must complete:

A course in Theory of Knowledge (TOK): TOK presentation and essay

A 4,000 word Extended Essay (EE) in a subject of their choice

An 18 months long Creativity, Activity and Service (CAS) program

It is advisable for students to consider the following: their personal strengths in individual subjects, specific requirements of the universities in the countries to which they intend to apply (**different universities in different countries have different entrance requirements**), specific subjects or combinations of subjects that are required (or excluded) by the country/university of their choice, future education and career plans, when making course selections. Therefore, it is recommended that students spend as much time as possible discussing their options with as many people as possible, including parents, IB students in Grade 11 and 12, IB and non IB teachers and the guidance counselor.

Self-taught Language and Literature Courses and Tutors

With the permission of the IB DP Coordinator and the High School Principal, students can take a self-taught language and literature course if ICSV does not offer a course which meets the needs of a student's mother tongue. Student can also pursue language B in their mother tongue, with a private tutor. Students who are considering this option should contact their IB DP Coordinator.

IB Theory of Knowledge: TOK

Prerequisite: None

Theory of knowledge (TOK) plays a special role in the International Baccalaureate® (IB) Diploma Programme (DP), by providing an opportunity for students to reflect on the nature of knowledge, and on how we know what we claim to know. It is one of the components of the DP core and is mandatory for all students. The TOK requirement is central to the educational philosophy of the DP. TOK is structured as a thoughtful and purposeful inquiry into different ways of knowing, and into different kinds of knowledge, TOK is composed almost entirely of questions.

The most central of these is "How do we know?", while other questions include:

- What counts as evidence for X?
- How do we judge which is the best model of Y?
- What does theory Z mean in the real world?

Through discussions of these and other questions, students gain greater awareness of their personal and ideological assumptions, as well as developing an appreciation of the diversity and richness of cultural perspectives. The TOK course is assessed through an oral presentation and a 1600 word essay. The presentation assesses the ability of the student to apply TOK thinking to a real-life situation, while the essay takes a more conceptual starting point. For example, the essay may ask students to discuss the claim that the methodologies used to produce knowledge depend on the use to which that knowledge will be used.

TOK aims to make students aware of the interpretative nature of knowledge, including personal ideological biases – whether these biases are retained, revised or rejected.

It offers students and their teachers the opportunity to:

- reflect critically on diverse ways of knowing and on areas of knowledge
- consider the role and nature of knowledge in their own culture, in the cultures of others and in the wider world.

In addition, TOK prompts students to:

- be aware of themselves as thinkers, encouraging them to become more acquainted with the complexity of knowledge
- recognize the need to act responsibly in an increasingly interconnected but uncertain world.

TOK also provides coherence for the student, by linking academic subject areas as well as transcending them. It therefore demonstrates the ways in which the student can apply their knowledge with greater awareness and credibility.

Theory of Knowledge

Assessment Component	Marks Available
<p data-bbox="203 331 581 367">Part 1 Essay on a prescribed title</p> <p data-bbox="203 409 1136 556">One essay on a title chosen from a list of six titles prescribed by the IB for each examination session. The prescribed titles will be issued in the September prior to submission for May session schools. The maximum length for the essay is 1,600 words.</p> <p data-bbox="203 598 690 634">All essays are externally assessed by the IB.</p>	<p data-bbox="1258 331 1372 367">10 Marks</p>
<p data-bbox="203 863 479 898">Part 2 The presentation</p> <p data-bbox="203 940 1104 1045">One presentation to the class by an individual or a group (a maximum of three persons in a group). Approximately 10 minutes per student is allowed for the presentation.</p> <p data-bbox="203 1087 1039 1123">One written presentation planning document (TK/PPD) for each student.</p> <p data-bbox="203 1165 1185 1348">The teacher uses the assessment descriptors published in the TOK guide to arrive at a mark for the presentation based on the student's presentation plan and his/her observation of the presentation itself. The teacher must record his/her observations of the presentation on the TK/PPD. A sample of TK/PPDs is selected and moderated by the IB.</p>	<p data-bbox="1258 863 1372 898">10 Marks</p>

Prerequisite: None

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 pressure of the rest of the Diploma Program. The CAS program should be challenging and enjoyable. Successful completion of CAS is a requirement for the award of the IB Diploma. While not formally assessed, students reflect on their CAS experiences and provide evidence in their CAS portfolios of achieving the seven learning outcomes. The CAS programme formally begins at the start of the Diploma Programme and continues regularly, ideally on a weekly basis, for at least 18 months with a reasonable balance between creativity, activity, and service. All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and for student reflections.

	Creativity	Activity	Service	Project
Standard Level (SL)	Arts All experiences that involve creative thinking	Physical exertion contributing to a healthy lifestyle. Activities should be chosen thoughtfully with significant outcome.	An unpaid and voluntary exchange that has a learning benefit for the students. The rights, dignity and autonomy of all those involved are respected. There must be and authentic need to serve.	Collaborative work that lasts at least one month with significant outcome. Students reflect on outcomes and personal learning.
Higher Level (HL)				

Extended Essay

IB Extended Essay

ICSV Credits: 0.0

Prerequisite: None

The extended essay, including the world studies extended essay, offers the opportunity for IB students to investigate a topic of special interest, in the form of a 4,000-word piece of independent research. Students select an area of research from Diploma Programme subjects, or in the case of the interdisciplinary world studies essay from two subjects and become acquainted with the independent research and writing skills expected at university. 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 or subjects chosen. It is intended to promote high-level research and writing skills, intellectual discovery and creativity, under the guidance of a supervisor (an appropriately qualified member of staff within the school). As an authentic learning experience, the extended essay provides students with an opportunity to engage in personal research on a topic of choice, under the guidance of a supervisor.

	Hours with Supervisor	Requirements
Standard Level (SL)	3-5	Workshops/Proposal
Higher Level (HL)		Outline 1st draft Final draft Reflections

Course Descriptions

IB English Language and Literature SL / HL

ICSV Credits: 2.0

Prerequisite: 2 years of successful completion at ICSV

New Students: English written test to prove English proficiency

A key aim of the *Language A: Language and Literature* course is to encourage students to question the meaning generated by language and texts, which is rarely straightforward and unambiguous. There are four parts—two relate to the study of language and two to the study of literature. The study of the texts produced in a language is central to an active engagement with language and culture and to how we see and understand the world in which we live. The course strives to allow and facilitate students' examination and appreciation of the literature of different cultures in its many forms and purposes through a Christian worldview. In view of the international nature of the IB and its commitment to intercultural understanding, the course does not limit the study of texts to the products of one culture or of the cultures covered by any one language. The study of literature in translation from other cultures is especially important to IB Diploma Programme students because it contributes to a global perspective, thereby promoting an insight into the different ways in which cultures influence and shape the experiences of life common to all humanity. We endeavor to teach students how to evaluate and express their own ideas with critical examination from a Christian worldview, using the creative gifts God has given them.

	Language	Literature	Assessments	Teaching Hours
Standard Level (SL)	Language in Cultural Context	Literature - Texts and Contexts	Written Tasks Further Oral Assessment	150
Higher Level (HL)	Language and Mass Communication	Literature - Critical Study	Individual Oral Commentary Paper 1 Paper 2	240

Prerequisite: Completion of German 5 at ICSV

New Students: Proof of German proficiency by taking German written test

This German course is designed for students who have experience of using the language of the course in an academic context. The language background of such students, however, is likely to vary considerably—from monolingual students to students with more complex language profiles. The study of texts, both literary and non-literary, provides a focus for developing an understanding of how language works to create meanings in a culture, as well as in particular texts. Language and Literature course is to encourage students to question the meaning generated by language and texts, which is rarely straightforward and unambiguous. Helping students to focus closely on the language of the texts they study and to become aware of the role of each text's wider context in shaping its meaning is central to the course.

	Language	Literature	HL 240 Teaching Hours SL 150 Teaching Hours
Standard Level (SL)	Part 1: Language in cultural Context	Part 3: Texts and context	4 pieces of Literature One piece of literature in translation
Higher Level (HL)	Part 2: Language and mass communication	Part 4: Critical study	6 pieces of Literature

Group 1 Assessment Components

Language A: Language and Literature SL

Assessment Component	Weighting
<p data-bbox="203 388 544 420">External assessment (3 hours)</p> <p data-bbox="203 462 803 493">Paper 1: Guided textual analysis (1 hour 15 minutes)</p> <p data-bbox="203 499 1161 609">The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students choose one passage and write an analysis of it. (20 marks)</p> <p data-bbox="203 651 755 682">Paper 2: Comparative essay (1 hour 45 minutes)</p> <p data-bbox="203 688 1144 766">The paper consists of four general questions. In response to one question students write a comparative essay based on two works studied in the course. (30 marks)</p>	<p data-bbox="1274 388 1339 420">70%</p> <p data-bbox="1274 462 1339 493">35%</p> <p data-bbox="1274 651 1339 682">35%</p>
<p data-bbox="203 1176 430 1207">Internal assessment</p> <p data-bbox="203 1213 1112 1281">This component consists of an individual oral which is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p data-bbox="203 1323 511 1354">Individual oral (15 minutes)</p> <p data-bbox="203 1360 1144 1470">Supported by an extract from one non-literary text and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt:</p> <p data-bbox="203 1512 1161 1585">Examine the ways in which the global issue of your choice is presented through the content and form of two of the texts that you have studied. (40 marks)</p>	<p data-bbox="1274 1176 1339 1207">30%</p>

Language A: Language and Literature HL

Assessment Component	Weighting
<p>External assessment (4 hours)</p> <p>Paper 1: Guided textual analysis (2 hours 15 minutes) The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students write an analysis of each of the passages. (40 marks)</p> <p>Paper 2: Comparative essay (1 hour 45 minutes) The paper consists of four general questions. In response to one question students write a comparative essay based on two works studied in the course. (30 marks)</p> <p>HL essay Students submit an essay on one non-literary text or a collection of non-literary texts by one same author, or a literary text or work studied during the course. (20 marks) The essay must be 1,200-1,500 words in length</p>	<p>80%</p> <p>35%</p> <p>25%</p> <p>20%</p>
<p>Internal assessment (15 Minutes)</p> <p>This component consists of an individual oral which is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Individual oral (15 minutes) Supported by an extract from both one non-literary text and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt:</p> <p>Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied. (40 marks)</p>	<p>20%</p>

Prerequisite: Minimum of four years German language, written test may be required

German B is a language-learning course designed for students with some previous learning of the language. German could be studied at SL and HL. The main focus of the course is on language acquisition and development of language skills. These language skills should be developed through the study and use of a range of written and spoken material as well as spoken texts. Such material will extend from everyday oral exchanges to literary texts and is related to the German culture. Studies in grammar structures and cultural understanding are essential parts of the course. The students should develop mastery of language skills and intercultural understanding.

	Themes	Texts	Conceptual Understanding	HL 240 Teaching hours SL 150 Teaching hours
Standard Level (SL)	The five prescribed themes are: <ul style="list-style-type: none"> • identities • experiences • human ingenuity • social organization • sharing the planet. 	All forms of text types: Personal texts Professional texts Mass media texts Audio Texts Video Texts	Audience Context Purpose Meaning Variation	
Higher Level (HL)				2 Pieces of Literature

Prerequisite: None

Language is the God's gift for the communication among man and between God and man. Also, we understand that the worlds were created and framed by the expressions of the language (Genesis 1, John 1:1, Hebrews 11:3).

The Spanish *ab initio* is an IB language course made to understand and interact with the World. The course aims to develop students' linguistic and cultural abilities through the advance of receptive, productive and interactive skills. To the students, the course provides opportunities to draw on their experiences by transferring the critical-thinking process (TOK) and using personal knowledge gained from CAS experience. This course, therefore, does not have as the only goal the development of language skills, but also fostering intercultural understanding and global engagement as part of the international-mindedness - the central core to the IB philosophy. Thus, it focuses on the study of the Spanish language and culture of the Hispanic-American world. Through the study of language, themes, and texts, students will develop conceptual understandings of how language works (What, why and how):

- What: knowledge of vocabulary and grammar.
- Why and how: audience, context, purpose, and meaning.

The teaching-learning process is reinforced through skills such as *thinking, research, social and self-management*.

Standard Level (SL) 170 hours	Emphasis of the Year 1	Emphasis of the Year 2	Assessment
Themes	Identities, experiences, social organization.	Human ingenuity and sharing the planet.	Quizzes and projects. Written assignment (200-300 words/2019), Individual Oral (10-12 minutes), Paper 1, Paper 2.
Concepts	Vocabulary and grammar	Audience, context, purpose and meaning.	

Group 2 Assessment

Language B SL

Assessment Component	Weighting
<p>External assessment</p> <p>Paper 1 (1 hour 15 minutes) Productive skills—writing (30 marks) One writing task of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.</p> <p>Paper 2 (1 hour 45 minutes) 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>75%</p> <p>25%</p> <p>50%</p>
<p>Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Individual oral assessment A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks)</p>	<p>25%</p>

Language B HL

Assessment Component	Weighting
<p>External assessment</p> <p>Paper 1 (1 hour 30 minutes) Productive skills—writing (30 marks)</p> <p>One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions</p> <p>Paper 2 (2 hours) Receptive skills—separate sections for listening and reading (65 marks)</p> <p>Listening comprehension (1 hour) (25 marks)</p> <p>Reading comprehension (1 hour) (40 marks)</p> <p>Comprehension exercises on three audio passages and three written texts, drawn from all five themes.</p>	<p>75%</p> <p>25%</p> <p>50%</p>
<p>Internal assessment</p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Individual oral assessment</p> <p>A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus. (30 marks)</p>	<p>25%</p>

Language B *ab initio*

Assessment Component	Weighting
<p data-bbox="203 317 435 348">External assessment</p> <p data-bbox="203 394 397 426">Paper 1 (1 hour) Productive skills—writing (30 marks)</p> <p data-bbox="203 506 1138 575">Two written tasks of 70–150 words each from a choice of three tasks, choosing a text type for each task from among those listed in the examination instructions.</p> <p data-bbox="203 657 532 688">Paper 2 (1 hour 45 minutes) Receptive skills—separate sections for listening and reading (65 marks)</p> <p data-bbox="203 770 769 802">Listening comprehension (45 minutes) (25 marks)</p> <p data-bbox="203 848 711 879">Reading comprehension (1 hour) (40 marks)</p> <p data-bbox="203 926 1138 995">Comprehension exercises on three audio passages and three written texts, drawn from all five themes.</p>	<p data-bbox="1274 317 1333 348">75%</p> <p data-bbox="1274 394 1333 426">25%</p> <p data-bbox="1274 657 1333 688">50%</p>
<p data-bbox="203 1100 427 1131">Internal assessment</p> <p data-bbox="203 1178 1138 1247">This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p data-bbox="203 1293 699 1325">Individual oral assessment – Interactive skills A conversation with the teacher, based on a visual stimulus and at least one additional course theme. (30 marks)</p>	<p data-bbox="1274 1100 1333 1131">25%</p>

Prerequisite: None

History is the study of how culture, governments, individuals, and circumstances lead to conflicts within countries and between countries, as well as how the rest of the world reacts to and attempts to solve the conflicts. Students will learn to be open-minded to and reflective of different perspectives in terms of causes and effects of these conflicts. Students will be able to synthesize their own reactions to conflict and create ideas of intervention, which leads to an evaluation of their own reactions to events and turning them into caring, risk taking members of society.

	Prescribed Subject (Paper 1)-40 hours	World History Topics (Paper 2)-90 hours	Internal Assessment-20 hours	Depth Studies (Paper 3)-90 hours
Standard Level (SL)	Conflict and Intervention (Rwanda and Kosovo)	<ol style="list-style-type: none"> 1. Authoritarian states 2. Causes and Effects of 20th Century wars 	2,000 word investigation on a research question of the students choice	
Higher Level (HL)				History of Europe (Britain/Ireland, Imperial Russia, WWI)

History SL

Assessment Component	Weighting
<p data-bbox="203 317 678 352">External assessment (2 hours 30 minutes)</p> <p data-bbox="203 394 397 430">Paper 1 (1 hour)</p> <p data-bbox="203 432 998 468">Route 1: Two prescribed subjects, Route 2: Three prescribed subjects</p> <p data-bbox="203 470 657 506">Four short-answer/structured questions</p> <p data-bbox="203 508 511 543">Assessment objectives: 1–3</p> <p data-bbox="203 546 332 581">(25 marks)</p> <p data-bbox="203 623 532 659">Paper 2 (1 hour 30 minutes)</p> <p data-bbox="203 661 511 697">Routes 1 and 2: Five topics</p> <p data-bbox="203 699 600 735">Two extended-response questions</p> <p data-bbox="203 737 511 772">Assessment objectives 1–4</p> <p data-bbox="203 774 332 810">(40 marks)</p>	<p data-bbox="1274 317 1339 352">75%</p> <p data-bbox="1274 394 1339 430">30%</p> <p data-bbox="1274 623 1339 659">45%</p>
<p data-bbox="203 1104 430 1140">Internal assessment</p> <p data-bbox="203 1142 771 1178">Historical investigation on any area of the syllabus</p> <p data-bbox="203 1180 487 1215">Approximately 20 hours</p> <p data-bbox="203 1218 511 1253">Assessment objectives 1–4</p> <p data-bbox="203 1255 332 1291">(25 marks)</p>	<p data-bbox="1274 1104 1339 1140">25%</p>

History HL

Assessment Component	Weighting
<p>External assessment (5 hours)</p> <p>Paper 1 (1 hour) Route 1: Two prescribed subjects, Route 2: Three prescribed subjects Four short-answer/structured questions Assessment objectives: 1–3 (25 marks)</p> <p>Paper 2 (1 hour 30 minutes) Routes 1 and 2: Five topics Two extended-response questions Assessment objectives 1–4 (40 marks)</p> <p>Paper 3 (2 hours 30 minutes) Three extended-response questions Assessment objectives 1–4 (60 marks)</p>	<p>70%</p> <p>20%</p> <p>25%</p> <p>35%</p>
<p>Internal assessment Historical investigation on any area of the syllabus Approximately 20 hours Assessment objectives 1–4 (25 marks)</p>	<p>20%</p>

Prerequisite: None

IB Business Management is the study of how 6 concepts (globalization, ethics, change, culture, innovation, and strategy) are interrelated and affect how businesses make decisions. Using real-life business examples, students will learn how to assess problems and suggest changes to be made in order to be successful. Topics include Human Resource Management, Finance, Marketing, and Operations Management. One of the main projects students will work on is formulating a business plan for their own business, giving them a chance to apply these concepts to their own life.

	Core 135 hours	Internal Assessment-SL: 15 hours; HL: 30 hours	Depth Studies-75 hours
Standard Level (SL)	Business organization and environment, Human resource management, Finance and accounts, Marketing, Operations Management	1500 word Written commentary on a business of their choice	
Higher Level (HL)		2500 word Research Project on a business of their choice	Organizational planning, Organizational culture, Employee relations, budgeting and investment appraisal, international marketing, production planning and management

Business Management SL

Assessment Component	Weighting
<p>External assessment</p> <p>Paper 1 (1 hour 15 minutes) Based on a case study issued in advance.</p> <p>Section A (HL/SL) Students answer two of three structured questions. (30 marks)</p> <p>Section B (HL/SL) Students answer one compulsory structured question including evaluative skills. (20 marks)</p> <p>Paper 2 (1 hour 45 minutes)</p> <p>Section A Students answer one of two structured questions based on stimulus material with a quantitative element. (20 marks)</p> <p>Section B Students answer two of three structured questions based on stimulus material. (40 marks)</p>	<p>75%</p> <p>35%</p> <p>40%</p>
<p>Internal assessment</p> <p>Written Commentary (15 Hours) Written commentary based on three to five supporting documents about a real issue or problem facing a particular organization. (Maximum 1,500 words) (25 marks)</p>	<p>25%</p>

Business Management HL

Assessment Component	Weighting
<p>External assessment</p> <p>Paper 1 (2 hours 15 minutes) Based on a case study issued in advance.</p> <p>Section A (HL/SL) Students answer two of three structured questions. (30 marks)</p> <p>Section B (HL/SL) Students answer one compulsory structured question including evaluative skills. (20 marks)</p> <p>Section C (HL) Students answer one compulsory question focusing on strategic decision-making through the use of extension material. (30 marks)</p> <p>Paper 2 (2 hours 15 minutes)</p> <p>Section A Students answer one of two structured questions based on stimulus material with a quantitative element. (25 marks)</p> <p>Section B Students answer two of three structured questions based on stimulus material. (50 marks)</p>	<p>75%</p> <p>40%</p> <p>35%</p>
<p>Internal assessment</p> <p>Research project (30 Hours) Research proposal and action plan—a working document not part of the actual report, but part of planning. Report that addresses an issue facing an organization or analyses a decision to be made by an organization. (Maximum 2,000 words) (25 marks)</p>	<p>25%</p>

Prerequisite: Completion of chemistry in grade 10 and recommendation of the chemistry teacher

God has created not only the world, but also the universe, out of just 92 elements, arranged in almost infinite variety according to basic laws. Furthermore, the elements themselves are made up of just three mere elementary particles: the electron, the proton, and the neutron. In this course we will seek a better understanding of the fundamental principles underlying all of matter, so that we might better appreciate the orderliness of creation in our everyday lives. Emphasis will be on a practical approach through experimental work with cross curricular applications.

	Core-95 teaching hours	Option-15/25 teaching hours	Practical scheme of work 40/60 hours	Additional higher level material 60 teaching hours
Standard Level (SL)	Stoichiometry, atomic structure, periodicity, bonding, energetic, kinetics, equilibrium, acids and bases, oxidation reduction, organic compounds.	Biochemistry: Proteins and enzymes, lipids, carbohydrates, vitamins, biochemistry in the environment.	Group for project, internal assessment, numerous lab related to topics covered,	
Higher Level (HL)				Electron behavior, molecular geometry, hybridization, transition metals, thermochemistry, energy cycles, entropy, spontaneity, reaction rate expression, pH curves & calculations, electrochemical cells, organic synthesis

Chemistry HL

Assessment Component	Weighting
External assessment (4 hours and 30 minutes) Paper 1 (1 hour) (40 Marks) 40 multiple-choice questions on core and AHL material, about 15 of which are common with SL. The questions on paper 1 test assessment objectives 1, 2 and 3. The use of calculators is not permitted. Students will be provided with a periodic table. No marks are deducted for incorrect answers.	80% 20%
Paper 2 (2 hours 15 minutes) (72 Marks) Short-answer and extended-response questions on core and AHL material. The questions on paper 2 test assessment objectives 1, 2 and 3. The use of calculators is permitted. A chemistry data booklet is to be provided by the school.	36%
Paper 3 (1 hour 15 minutes) (45 Marks) This paper will have questions on core, AHL and option material. Section A: one data-based question and several short-answer questions on experimental work. Section B: short-answer and extended-response questions from one option. The questions on paper 3 test assessment objectives 1, 2 and 3. The use of calculators is permitted. A chemistry data booklet is to be provided by the school.	24%
Internal assessment component Duration: 10 hours Individual investigation. This investigation covers assessment objectives 1, 2, 3 and 4.	25%

Prerequisite: Completion of chemistry in grade 10 and biology in grade 9

Biology means the study of life. Life is the most precious gift each of us has received. Biology has much to teach us about our mortal life and our interdependence with the other forms of created life on this earth. We will work to discover and obtain knowledge of the interactions between the living and nonliving worlds by examining the organization of living things. We are fearfully and wonderfully made. (Psalms 139) Through studying biology, students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes IB biology.

	Core - 95 teaching hours	Option - 25 teaching hours	Practical Scheme of Work- 60 hours	Additional Higher Level - 60 teaching hours
Standard Level (SL)	Cell Biology, Molecular biology, Genetics, Ecology, Evolution and biodiversity, Human Physiology	Option C: Ecology and conservation	Prescribed lab activities, individual investigation, Group 4 project	
Higher Level (HL)				Nucleic acids, Metabolism, cell respiration and photosynthesis, plant biology, genetics and evolution, animal physiology

Biology SL

Assessment Component	Weighting
<p>External assessment (3 hours)</p> <p>Paper 1 (45 minutes) (30 Marks) 30 multiple-choice questions on core material, about 15 of which are common with HL. The questions on paper 1 test assessment objectives 1, 2 and 3. The use of calculators is not permitted. No marks are deducted for incorrect answers.</p> <p>Paper 2 (1 hour 15 minutes) (50 Marks) Data-based question. Short-answer and extended-response questions on core material. One out of two extended response questions to be attempted by candidates. The questions on paper 2 test assessment objectives 1, 2 and 3. The use of calculators is permitted.</p> <p>Paper 3 (1 hour) (35 Marks) This paper will have questions on core and SL option material.</p> <p>Section A: candidates answer all questions, two to three short-answer questions based on experimental skills and techniques, analysis and evaluation, using unseen data linked to the core and AHL material.</p> <p>Section B: short-answer and extended-response questions from one option. The questions on paper 3 test assessment objectives 1, 2 and 3. The use of calculators is permitted.</p>	<p>80%</p> <p>20%</p> <p>40%</p> <p>20%</p>
<p>Internal assessment component</p> <p>Duration: 10 hours Individual investigation. This investigation covers assessment objectives 1, 2, 3 and 4.</p>	<p>20%</p>

Biology HL

Assessment Component	Weighting
<p>External assessment (4 hours and 30 minutes)</p> <p>Paper 1 (1 hour) (40 Marks) 40 multiple-choice questions on core and AHL material, about 15 of which are common with SL. The questions on paper 1 test assessment objectives 1, 2 and 3. The use of calculators is not permitted. No marks are deducted for incorrect answers.</p> <p>Paper 2 (2 hours 15 minutes) (72 Marks) Data-based question. Short-answer and extended-response questions on core and AHL material. Two out of three extended response questions to be attempted by candidates. The questions on paper 2 test assessment objectives 1, 2 and 3. The use of calculators is permitted.</p> <p>Paper 3 (1 hour 15 minutes) (45 Marks) Section A: candidates answer all questions, two to three short-answer questions based on experimental skills and techniques, analysis and evaluation, using unseen data linked to the core material. Section B: short-answer and extended-response questions from one option. The questions on paper 3 test assessment objectives 1, 2 and 3. The use of calculators is permitted.</p>	<p>80%</p> <p>20%</p> <p>36%</p> <p>24%</p>
<p>Internal assessment component</p> <p>Duration: 10 hours Individual investigation. This investigation covers assessment objectives 1, 2, 3 and 4.</p>	<p>20%</p>

Prerequisite: Algebra 2

For HL Math recommendation from math department required

Mathematical knowledge provides an important key to understanding the world in which we live. Scientists view mathematics as a language that is central to our understanding of events that occur in the natural world. Some people enjoy the challenges offered by logical methods of mathematics and the adventure in reason that mathematical proof has to offer. Others appreciate mathematics as an aesthetic experience or even a cornerstone of philosophy. This prevalence of mathematics in our lives, with all of its interdisciplinary connections, provides a clear and sufficient rationale for making the study of this subject compulsory for students studying the full diploma. Math SL specifically is for students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly.

Syllabus Component	Recommended teaching hours	
	SL	HL
Number and Algebra	16	29
Functions	31	42
Geometry and Trigonometry	18	46
Statistics and Probability	36	52
Calculus	19	41
Development of investigational, problem-solving and modelling skills and the exploration of an area of mathematics	30	30
Total Teaching hours	150	240

Mathematics Applications and interpretation SL

Assessment Component	Weighting
<p>External assessment (3 hours)</p> <p>Paper 1 (1 hour 30 minutes) Graphic display calculator required. (80 marks) Compulsory short-response questions based on the whole syllabus.</p> <p>Paper 2 (1 hour 30 minutes) Graphic display calculator required. (80 marks) Compulsory short-response questions based on the whole syllabus.</p>	<p>80%</p> <p>40%</p> <p>40%</p>
<p>Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Mathematical exploration Internal assessment in mathematics SL is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)</p>	<p>20%</p>

Mathematics Applications and interpretation HL

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

Prerequisite: 1 Semester of HS Art in 10th grade

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

Visual arts in context	Visual arts methods	Communicating in visual arts
80 Teaching Hours	80 Teaching Hours	80 Teaching Hours
COMPARATIVE STUDY (Ext. Assessed) (3 Artworks) SL (10-15 slides) HL(10-15 pages + 3-5 pages of connections to own work)	PROCESS PORTFOLIO (Ext. Assessed) SL (9-18 pages) HL(13-25 Pages)	EXHIBITION (Int. Assessed) SL (4-7 Artworks) + 400 Word max rationale. HL (8-11 Artworks) + 700 word max rationale.

Visual Arts SL

Assessment Component	Weighting
<p data-bbox="203 317 435 348">External assessment</p> <p data-bbox="203 394 506 426">Part 1: Comparative Study</p> <p data-bbox="203 432 1101 537">Students at SL analyze and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts.</p> <ul data-bbox="203 583 1156 764" style="list-style-type: none"> • SL students submit 10–15 screens which examine and compare at least three artworks, at least two of which should be by different artists. The work selected for comparison and analysis should come from contrasting contexts (local, national, international and/or intercultural). • SL students submit a list of sources used. <p data-bbox="203 810 483 842">Part 2: Process Portfolio</p> <p data-bbox="203 848 1036 953">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 data-bbox="203 959 1156 1108" style="list-style-type: none"> • SL students submit 9–18 screens which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities. For SL students the submitted work must be in at least two art-making forms, each from separate columns of the art-making forms table. 	<p data-bbox="1274 317 1334 348">60%</p> <p data-bbox="1274 394 1334 426">20%</p> <p data-bbox="1274 768 1334 800">40%</p>
<p data-bbox="203 1115 425 1146">Internal assessment</p> <p data-bbox="203 1152 1149 1215">This task is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p data-bbox="203 1262 402 1293">Part 3: Exhibition</p> <p data-bbox="203 1299 1123 1446">Students at SL submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication.</p> <ul data-bbox="203 1493 1156 1635" style="list-style-type: none"> • SL students submit a curatorial rationale that does not exceed 400 words. • SL students submit 4–7 artworks. • SL students submit exhibition text (stating the title, medium, size and intention) for each selected artwork. <p data-bbox="203 1682 1172 1866">SL students may submit two photographs of their overall exhibition. These exhibition photographs provide an understanding of the context of the exhibition and the size and scope of the works. While the photographs will not be used to assess individual artworks, they may give the moderator insight into how a candidate has considered the overall experience of the viewer in their exhibition.</p>	<p data-bbox="1274 1115 1334 1146">40%</p>

Visual Arts HL

Assessment Component	Weighting
<p>External assessment</p> <p>Part 1: Comparative Study Students at HL analyze 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"> • HL students submit 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). • HL students submit 3–5 screens which analyze the extent to which their work and practices have been influenced by the art and artists examined. • HL students submit a list of sources used. <p>Part 2: Process Portfolio 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"> • HL students submit 13–25 screens which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities. For HL students the submitted work must have been created in at least three art-making forms, selected from a minimum of two columns of the art-making forms table. 	<p>60%</p> <p>30%</p> <p>30%</p>
<p>Internal assessment</p> <p>This task is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Part 3: Exhibition 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"> • HL students submit a curatorial rationale that does not exceed 700 words. • HL students submit 8–11 artworks. • HL students submit exhibition text (stating the title, medium, size and intention) for each selected artwork. <p>HL students may submit two photographs of their overall exhibition. These exhibition photographs provide an understanding of the context of the exhibition and the size and scope of the works. While the photographs will not be used to assess individual artworks, they may give the moderator insight into how a candidate has considered the overall experience of the viewer in their exhibition.</p>	<p>40%</p>

Policy to practice for IBDP deadlines

Coursework Deadlines

At the beginning of the school year a list of coursework deadlines are revised and published with the approval of the IB teachers, IB coordinator and the high school principal. Therefore, we expect students and teachers as well to respect and adhere to these deadlines. The semester grade of each subject is derived from coursework scores (80%) and the semester final (20%); hence, ICSV has a duty to do all it can to ensure student's coursework represents their best efforts. According to the IB organization the school has the right and responsibility to set internal deadlines that:

- Ensure that the parents, teachers and students have shared expectations for the submission of IB DP electronic coursework, hereafter, ecoursework.
- Provide students with tools around which to build their own time-management skills and take initiative of their coursework.
- Provide students and teachers with a framework that, as far as possible, avoids simultaneous demands from different subjects, ensuring that students have enough time and support to submit quality work in each subject area.
- Ensure that students do not procrastinate, and so have multiple demands for coursework late in year 2 of their diploma programme.
- Do not seek to fail or exclude students

The coursework calendar, shared with students at the beginning of the school year via Google Docs, should give every student the opportunity to produce their best work and meet each deadline by submitting work that would be sufficient to meet all the internal and external assessment requirements.

Academic Honesty Policy

Academic honesty is expected of all members of the ICSV school community, including students, faculty, administration and parents. While the majority of this policy is specific to IB DP students (11th and 12th grade) ICSV acknowledges and is in agreement with the principles of the IBO academic honesty publications. This academic policy is applicable to the entire student body.

We are guided in our expectations and practices by two of the IB Learner Profile attributes, which describe students as principled and reflective, see *IB Learner Profile*.

The IBO stresses the importance of academic honesty. In the IB publication on academic honesty, it is stated that:

“all assignments for assessment, regardless of their format, must wholly and authentically use that candidate’s own language, expression and ideas. Where the ideas or work of another person are represented within a candidate’s work, whether in the form of direct quotation or paraphrase, the source(s) of those ideas or the work must be fully and appropriately acknowledged. This requirement includes a candidate’s responses to examination papers in May and/or November. All quotations in a candidate’s examination script must be properly acknowledged”

What is academic honesty?

Academic honesty means that one’s own work is authentic and not a reproduction of other people’s work or ideas.

Academic honesty refers to:

- Proper conduct in relation to the conduct of examinations
- The full acknowledgement of the original authorship and ownership of creative material
- The production of ‘authentic’ pieces of work
- The protection of all forms of intellectual property – which include forms of intellectual and creative expression, as well as patents, registered designs, trademarks, moral rights and copyright

Intellectual property rights must be respected and are often protected by law (copyrights on music, patents, movies, published books). In the arts, you may be inspired by other artists’ music or creativity. It is perfectly acceptable to be inspired by other artists’ work but the original source must always be acknowledged.

Plagiarism and Malpractice

According to the IBO, a student is guilty of malpractice if he or she plagiarizes, works too closely together with another student (collusion), uses same work for two different assignments, or in any other way gains an unfair advantage or affects the results of others. Malpractice is also present in other situations. For example, if a student falsifies a CAS-record or brings unauthorized material into an exam.

ICSV uses the IBO definitions of academic dishonesty. Academic dishonesty is engaging in any form of plagiarism, collusion or duplication of work defined as:

Plagiarism: the representation of the ideas or work of another person as the person's own

Collusion: supporting malpractice by another, as in allowing one's work to be copied or submitted for assessment by another student

Duplication of work: the presentation of the same work for different assessment components and/or diploma requirements

ICSV agrees with the IBO'S *Academic Honesty* publication stating that:

"Any other behavior that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record) is defined as academic dishonesty."

Examples of plagiarism:

- Using information from the Internet – either directly or in a restated form – without acknowledging the source. This also includes photos, music, graphs, maps and the like.
- Copying one sentence or more from a book or the Internet without acknowledging the source in quotation marks and in the bibliography.
- As a rule of thumb: using 5-8 words in a row from a book/the internet/somewhere else without acknowledging the source constitutes plagiarism.

Examples of collusion:

- Students are expected to work independently for most assessment components. However, in some cases, for example in the group 4-project, collaboration is encouraged. Nevertheless, the final product must always be the student's own.
- The IBO states that "the abstract, introduction, content and conclusion/summary of a piece of work must be written in each candidate's own words and cannot therefore be the same as another candidate's. For example, if two or more candidates have exactly the same introduction to an assignment, the final award committee will interpret this as collusion (or plagiarism), and not collaboration."
- In IB Math, group work "is not appropriate for the mathematics HL or mathematics SL portfolio."

Examples of duplication of work

- The presentation of the same work for different assessment components constitutes malpractice. For example, if a student hands in a piece of work for a history assignment and then, later, hands in the same, or almost the same, piece of work for another course, including his or her Extended Essay, it is malpractice.

Other examples of malpractice

- Fabricating data for a table, a survey or the like constitutes malpractice.
- Many students know more than one language. It is malpractice to read something in one language and translate it into another and present it as one's own ideas.
- Furthermore, ICSV and the IBO views the following as malpractice:
 - taking unauthorized material into an examination room (such as cell/mobile phone, written notes).
 - leaving and/or accessing unauthorized material in a bathroom/restroom that may be visited during an examination
 - misconduct during an examination, including any attempt to disrupt the examination or distract another candidate
 - exchanging information or in any way supporting the passing on of information to another candidate about the content of an examination
 - failing to comply with the instructions of the member of the school's staff responsible for the conduct of the examination
 - impersonating another person
 - stealing examination papers
 - using an unauthorized calculator during an examination, or using a calculator when one is not permitted for the examination paper
 - disclosing or discussing the content of an examination paper with a person outside the immediate school community, including online discussions, within 24 hours after the examination.

IBDP Exams

If malpractice is suspected, the nature of the malpractice is reported to the IBO by the external examiner or the IB coordinator.

The allegations of malpractice are investigated **very thoroughly**. If a student is found guilty, the verdict is either:

1. academic infringement, which is the “result of negligence or a lack of awareness on the part of the candidate [of proper citation methods].” This results in a zero on the component or part of the component, but the student is still eligible for a grade in the subject.
2. academic malpractice. If found guilty of malpractice, the student will not be awarded the IB Diploma.

Academic malpractice is a very serious offence, which may result in the student not being eligible for the IB Diploma. Examiners are very aware of signs of plagiarism in assignments and the IB runs electronic checks on IB students' work in exams.

How do I avoid being guilty of academic malpractice?

- **Do not collaborate** in externally set exams, internal assessment, or when handing in written work during regular class -time – unless otherwise instructed by your teacher.
- **Always** obey the rules in exam situations.
- **Be very careful** to cite all sources, whether you have paraphrased them, quoted them directly or used the ideas of a writer/scientist/historian. You must cite all sources using the correct MLA guidelines and quotation technique.

The ICSV Library website contains links to sites that give detailed instructions on citing sources using different styles such as APA, MLA, Chicago/Turabian, CBE and more. Many of the sites also provide information on grammar and mechanics.

The International Christian School of Vienna prefers the use of the MLA format when acknowledging sources.

ICSV's role in promoting Academic Honesty

ICSV takes its role in teaching all students and faculty about Academic Honesty seriously. One of the main roles of the EE Committee will be to ensure that all students and staff understand best practices in research and citing. They will provide ethical guidance alongside information on the most appropriate citation system to use in each course, research paper, the IBDP's Internal Assessments, and the Extended Essay. ICSV will subscribe to Turnitin, an online tool used to detect academic plagiarism.

Special Educational Needs Policy Statement

At the present time in the Elementary and Middle School, our staff is able to cater to students who are intellectually capable of meeting all curriculum and assessment requirements but may need slight modifications and/or accommodations to demonstrate their achievement. Regrettably, we are not able to provide support for students with severe learning difficulties at any level.

High School Students

Currently in the High School at ICSV there is no formal Special Educational Needs Program or staff associated with that program. The creation of a High School Student Learning Support Program continues to be a goal of ICSV's Board and Administration, but due to lack of funding and staff cannot be achieved at this time.

Families of students who have receive modifications outlined in an IEP or 504 are informed and made aware of accommodations. Accommodations are given in the classroom as deemed appropriate without extra support.

Informally, ICSV teachers and staff, when made aware of the needs by Administration and parents, will accommodate and adapt their teaching techniques and curriculum to meet the needs of their students. These accommodations may include extra time, rest periods, and quiet environment.

Special Educational Needs and Inclusive Assessment Arrangements

For major tests, IB external and internal assessment, the IBO authorizes the school, under certain conditions, to request "Inclusive Assessment Arrangements" for testing. In order to make these requests, a professional assessment, not older than two years old, must be provided to the school and to the IB organization. No special arrangement will be done without these documents and only the IB organization is authorized to allow these arrangements. When granted, these arrangements may include:

- Modification to exam papers for students with visual challenges or specific learning difficulties;
- Allowance for additional time to complete an exam;
- Assistance with writing through a scribe, word processor, speech recognition software or transcripts;
- Assistance with reading through a reader or reading software
- Assistance with communication through communicators or augmentative communication device reading through a reader or reading software
- Extension to deadlines;

ICSV requests parents to inform us of these needs as soon as possible, ideally at the time a student applies to the IB Diploma Program.

Special Education Needs Arrangements not requiring authorization from IB

In addition to the arrangements listed above, there may be other arrangements that could be requested for IB internal and external assessments. These arrangements are not standard practice at ICSV and must be discussed with the IBDP coordinator and the High School principal, who may request supporting documentation in order to grant the request. Requests should be made at the time a student is enrolled in the school or when the learning need comes to light. Please note that the final decision of whether to grant a request of this nature lies with ICSV.

Examples include:

- Taking the exam in a separate room
- Request for specific seating (i.e.: at the front of the room)
- An assistant, such as a nurse, may be in attendance only to ensure the welfare and safety of the student
- Use of an aid or device which a student owns and uses on a day-to-day basis (i.e.: e, a colored overlay, a Braille slate, a sound amplification device, a radio aid, a hearing aid, a low vision aid, a magnifying aid, colored filter lenses)
- A student with a hearing condition may request the possibility of receiving instructions from a communicator
- Clarification on test directions for students with difficulties in reading or attention
- Magnifying devices
- Naming colors for a student who is color blind
- Reduction of noise for students hypersensitive to sound
- Rest breaks
- Prompter

Sample of Acceptance Letter to the IB Diploma Programme

Date: Month, Day, Year

Dear Mr. and Mrs. _____,

Welcome to our fourth IB cohort!

With this letter I would like to confirm NAME place in the ICSV IB Diploma Programme and the courses that he/she has selected. Please read through this letter and sign the enclosed IB Contract.

The contract is due DATE.

Recently I had a meeting with NAME to review a few things. We discussed which IB courses he/she selected and which courses to take at an HL or SL level. We also reviewed NAME current transcript to ensure that these choices would meet all of the ICSV graduation requirements. Lastly, we also discussed future educational goals to see if that had a bearing on which courses to take at a higher level.

NAME has chosen the following courses and will be enrolled as an IB Diploma Candidate:

Group 1:	Group 2:
Group 3:	Group 4:
Group 5:	Group 6:

In addition, NAME will also be taking TOK and Bible classes, attending chapel, participating in CAS and writing the Extended Essay. If you would like to change your course selection, please note that in the space above and return it with your IB Contract.

ICSV Additional Fees for IBDP

The fees for school year 2018-2019 and 2019-2020 for the IBDP will be €600/year. This fee will be added to your first tuition bill for the new school year. These fees are directly related to the costs of taking the IB exams at the end of year 2.

Pamoja Online Courses

NAME has elected to take an Pamoja online course: «Pamoja»

There is an additional fee for this course that will be added to the tuition bill in Fall 2018 and again in Fall 2019. The fee for one course is approximately 1000 USD per year. Scholarships are available directly from Pamoja and I will be more than happy to sit down with your child and help them submit the scholarship application. If your child is not selected for a scholarship, you are required to pay this full amount. If they are selected, you will be informed of the reduced course cost.

In order to facilitate these online classes, we are asking each student taking a Pamoja class to bring their own laptop to school each day. See the enclosed document for the technical requirements your computer must meet.

Additional Courses Needed for Graduation

*In order to qualify for the ICSV US Diploma, **NAME** must take _____. He/she needs to take this course with a certified course provider so that the credit can be transferred to ICSV. This credit needs to be transferred to ICSV no later than January 2020. But we recommend students fulfill this requirement as soon as possible as a lot will be demanded during the IB Programme. The course providers we recommend are Seven Star or Brigham Young University. If you need more information, please contact me.*

Contract for IB Diploma Programme Candidates

Along with this letter you are receiving the Contract for IB Diploma Programme Candidates which outlines expectations for each student and his/her conduct in the IB courses. In addition to this contract, there are a few supporting documents. They are:

ICSV IB Academic Honesty Policy
IB General Regulations
ICSV IB Special Educational Needs Policy

We ask IB Diploma candidates and parents to familiarize themselves with these documents. If you have any questions about the documents, please let me know.

After you have read the documents and the contract, please sign the contract and return it to Mrs. Rohleder (lrohleder@icsv.at) by DATE.

Once again congratulations on your acceptance into this challenging course of study. Your teachers and I are very much looking forward to working with NAME.

Sincerely,

Adesola Adebesein
IB Diploma Coordinator
sadebesin@icsv.at

Sample of contract for IB Course / Diploma Candidate

Congratulations! You have been selected as an IB DP Course Candidate. We are glad that you have decided to take on this challenge which requires motivation, commitment and organization on your part. It will be a rewarding and enriching experience that will be an excellent preparation for university and life beyond high school.

By signing this contract I (PRINT your name) _____,

- I am showing my intention to take the following IB Diploma course(s) / the full IB Diploma that includes TOK, CAS, Extended Essay and the following academic subjects:

Group 1: _____ Group 2: _____

Group 3: _____ Group 4: _____

Group 5: _____ Group 6: _____

- I agree to abide by all ICSV and IB rules concerning internal and external assessment and academic honesty.
- I have read and understood the ICSV IB Academic Honesty Policy document. I understand that assessment that is plagiarised will not be submitted to the IB, and this may result in failure to meet the IB requirements for the award of a diploma. I also understand that ICSV will enforce its own penalties.
- I understand that matters related to the IB program are governed by the IB General Regulations and amendments to those regulations.
- I will meet all ICSV (internal) and IB deadlines for assignments. I understand that failure to meet an ICSV (internal) deadline established by a teacher or the IB DP Coordinator may result in dismissal from the IB programme. Any possible extensions to deadlines must be submitted to, and approved by, the IB DP Coordinator.
- I have read and understood the ICSV IB Special Educational Needs Policy document. I understand that the IB Coordinator should have been notified of SEN requirements, along with the appropriate supporting documentation, when applying to the ICSV IB program. If this has not been done, notification should be completed within two weeks of the beginning of the IB program.
- I understand that my place in the IB Diploma programme is dependent on maintaining a good academic standing in all of my IBDP courses.
- I understand that I am expected to meet behavioural and attendance standards as laid out in the ICSV Handbook. Failure to maintain consistent, regular attendance could result in removal from IB courses.
- I understand that I am responsible for checking my IB registration details, making sure that I am aware of all internal assessment requirements, and the times and rules of the examinations.
- I understand that my acceptance to university may be dependent on studying the correct subjects and that I will research the requirements for the country and colleges where I hope to study. I will adjust my courses accordingly in consultation with the IB DP Coordinator before the end of the first two weeks of classes in year 1 of the program.
- I am aware that parents must give written permission prior to changes to my IB status after the second week of classes in the first semester of the program.
- I agree that I will not change my courses or my Diploma status without first consulting the IB DP Coordinator.

- I understand that failure to do any of the above will most likely cause my IB Diploma status to be reviewed and for a change in that status to follow.

Student signature _____

Date: _____

I/we have read and understood this contract and also agree to pay any related fees.

Parent/Guardian signature _____

Date: _____

Sample of Exam Registration Letter

Dear Parents of Grade 12 students,

Final Confirmation of registration details, May YEAR

On the back of this page are the IB exam registration details for your child. These details need to be carefully checked to ensure that no mistakes have been made and that no changes are needed. These details were submitted and checked by your child, but I ask that you double-check them. If there are errors that need to be corrected, please highlight the error and clearly write in the correct information.

Please check to see that the name, date of birth, and nationality appears exactly as it should on any results document. Names should correspond exactly to the name as given on the passport or identity card used for university applications. A second nationality can be added for anyone with dual nationality. A second language can also be added, but not a third.

1. Please be certain to check the registration category. "DIPLOMA" means the full IB Diploma Program. "COURSES" means that the student is following the Courses option.
2. Please check carefully with your son or daughter that the correct courses have been entered, including the correct levels, HIGHER or STANDARD.
3. If there are any mistakes or changes needed then please carefully correct them on the sheet itself using capital letters.

Changes can be made to this information, however, the IB charges the student an additional fee for any change made after November 11. The scale of fees for changes made:

- Between Nov 11 and January 14: 150AED
- Between January 15 and April 10: 350AED
- After April 10: No changes can be made.

Please sign below indicating that the registration information is correct.

Parent Signature

Date

This form should be returned to Mr. Adebessin by DATE.

With regards,
Adesola Adebessin
IB DP Coordinator