



# DP Handbook

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## THE INTERNATIONAL SCHOOL OF TALLINN: GUIDING STATEMENT

### VISION:

IST mission is to support the holistic development of every individual to become responsible global citizens and independent life-long learners by providing a rigorous inquiry and multicultural learning environment. To create a global community that values inquiry, critical and creative thinking, open and entrepreneurial minded-ness, and acts with tolerance and compassion. To support an outstanding faculty that embraces the best pedagogical practices, applying enhanced knowledge and skills in math, science, and technology. To prepare students who strive to become entrepreneurial leaders in their desired fields for an ever-changing future.

### MISSION:

IST mission is to support the holistic development of every individual to become responsible global citizens and independent life-long learners by providing a rigorous inquiry and multicultural learning environment.

### VALUE STATEMENTS

#### Leadership:

- Being a good role model inside and outside of school
- Inspiring and encouraging others
- Being a good communicator
- Demonstrating empathy

#### Culture:

- Accepting everyone and embracing differences
- Being yourself
- Welcoming change
- Demonstrating diplomacy

#### Integrity:

- Being honest
- Respecting Everyone
- Exhibiting a good moral and ethical attitude

#### Action:

- Being an active members of the community
- Taking responsibility for your actions
- Embracing the creativity of your inner child



## IB learner profile

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.

As IB learners we 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.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

## **WELCOME TO THE IB DIPLOMA PROGRAMME AT IST**

Welcome to the International Baccalaureate (IB) Diploma Programme (DP) at the International School of Tallinn (IST). The IBDP is a rigorous programme full of intellectual challenges, which fosters critical thinking skills and independent work. It is a two-year programme which leads to a DP diploma, a qualification that is widely accepted by universities all around the world. It is a challenging academic programme with rigorous assessment, requiring you as a student to be intrinsically motivated, meaning not only working hard in class but also studying on your own time. The programme will require you to develop good self-management skills, resilience, time management skills, as well as developing your own self-interests, promoted in the CORE. (CAS, TOK, and extended Essay).

Furthermore, you will also learn to work in groups, and set group targets to achieve them. As you develop your skills independently, with your classmates, and with the support of your teachers, you will develop into a well-rounded individual who loves learning. We as a school will help promote international mindedness, intercultural understanding, compassion, respect, honesty, and creativity, allowing you to become lifelong learners who strive to make a difference in our world.

Through the combination of our support as a school, along with your personal ownership to your education, we as a school, fully believe you will succeed and grow into responsible, independent, young adults, ready for university. Being part of our community, you will encounter, trust, respect, expertise, and a genuine interest in your development. You will find friends, fellow learners along the way, making your IST experience an enjoyable and memorable experience.

## THE IB DIPLOMA PROGRAMME AT A GLANCE

The International Baccalaureate Diploma Programme (IBDP) is a comprehensive and rigorous two-year academic programme, which offers excellent preparation for higher education. It is an international curriculum recognized globally by universities and employers around the world. The general objectives of the IBDP are to provide students with a balanced education, to develop critical and creative thinkers, to facilitate geographic and cultural mobility, and to promote international-mindedness. The IBDP promotes a holistic learning experience, which enables students to flourish physically, intellectually, emotionally and ethically.

- One of the MAIN goals of all IB programs is to raise/educate internationally minded and responsible global citizens. It's often asked what **international mindedness** means?
- IB has here a very clear answer: by shaping IB Learner Profile 10 attributes - this is the core of international mindedness. Young people with IB attributes are internationally minded people!
- By developing those IB Learner attributes, we prepare students for the best possible future, for the 21st century education, labor market and business - this is our promise to the learning community.
- Those 10 attributes are believed to be the best chosen features that help to face and overcome any challenges in the future and deal with any uncertainties.

## THE DP CURRICULUM MODEL

The DP curriculum comprises of **SIX** subject groups and the **CORE**

- **Group One:**
  - Studies in Language and Literature
- **Group Two:**
  - Language Acquisition
- **Group Three:**
  - Individuals and Societies
- **Group Four:**
  - Sciences
- **Group Five:**
  - Math
- **Group Six:**
  - Arts
- **CORE:**
  - Theory of Knowledge
  - Extended Essay
  - Creativity, Action, Service



In addition to the six subject groups and the CORE, the IBDP programme puts great emphasis on three other elements, the IB learner profile, the approaches to learning, and the approaches to teaching.

The aim of the **IB learner profile** 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. The IB learner profile represents 10 attributes valued by IB World Schools. IB students strive to be: *inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective*. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities. The IB programmes promote the education of the whole person, emphasizing intellectual, personal, emotional and social growth through all domains of knowledge.

The **approaches to learning (ATLs)** are *thinking skills, communication skills, self-management skills, research skills, and social skills*. These five skills are critical in students gaining the ability to be self regulated learners, ready to engage our world outside of school.

The **approaches to learning** are based on connectedness and concurrency of learning. There are six key pedagogical principles that underpin all IB programmes. Teaching is: based on inquiry; focused on conceptual understanding; developed in local and global contexts; focused on effective teamwork and collaboration; differentiated to meet the needs of all learners; informed by assessment (formative and summative).

## **GENERAL CONDITIONS FOR RECEIVING THE IBDP DIPLOMA**

In order for students to receive the IBDP diploma, students must complete the following

- Six subjects in which at least three must be at the (HL) Higher Level
- At least one course from each of the following subject groups
  - Language A, Language Acquisition, Individuals and Societies, Sciences, and Math
- Completion of the CORE
  - CAS, TOK, and Extended Essay
- Some other small details involving points can be clarified in more detail at a later time

Failure to fulfill these requirements set by the IBO will result in a student not being eligible for an IB Diploma. Students who fail to meet all the above requirements may receive an IB certificate, however, some universities will not accept this as an official High School Diploma, like the IB Diploma does.

## THE DP ASSESSMENT MODEL

At the end of twelfth grade students will receive an IBDP grade that is calculated on both externally assessed components and internally assessed components.

External assessments (EA) are sent to the IBO and marked by IB examiners. The external assessments are taken in twelfth grade at the end of the two-year course. (May session). These assessments, known as papers (exams), along with various other tasks that students have to complete in the different subjects at various times under various conditions during the two-year course. (E.g. the written assignments and written tasks for the language A and B courses, the extended essay, and the theory of knowledge essay). External assessment includes: essays, structured problems, short-response questions, data-response questions, text-response questions, case study questions, multiple-choice questions.

Internal assessments (IA) are marked by teachers and moderated by the IB. Internal assessments include oral work in languages, laboratory work in the sciences, investigations in mathematics, research papers in Individuals and Societies.

## THE IBDP CORE

### THEORY OF KNOWLEDGE

The Theory of Knowledge course (TOK) is an important course in the DP programme. The course's central theme is how we claim to know what we know. It's a critical thinking course which encourages students to think about the nature of knowledge, to reflect on the process of acquiring knowledge in various areas, on the process of learning in all the subjects they study as part of the DP, and to make connections across them. It allows students to reflect on the diverse ways of knowing and on areas of knowledge as well as considering the role and nature of knowledge in their own culture, and in cultures of others in the world. The Theory of Knowledge course is one of the three components of the CORE and students cannot be awarded the IB diploma if they have not completed the TOK course, even if they have completed all other subject requirements.

Throughout the course students will be required to participate in class and be assessed by their teacher on daily activities. Along with formative and summative assessments given by their respective teacher, the TOK course has two formal assessment components:

- An oral presentation assessed internally and moderated externally. This is completed in Year 11 and accounts for one third of the final grade.
- An essay on a title chosen from the list of titles prescribed by the IB. The maximum length of the essay is 1,600 words. The essay is completed in Year 12, is externally assessed and



accounts for two thirds of the final TOK grade.

In TOK the assessment is criteria-based and students receive marks between 10 and 1, with 10 being the highest mark. These marks are converted into grades from A to E, with A being the highest grade. For further in depth information on the Theory of Knowledge course please refer to the link below.

### **EXTENDED ESSAY**

The extended essay (EE) is an independent 4000 word research paper written over the course of grade 11 and 12. The essay provided students with the opportunity to investigate a topic of special interest. The extended essay acquaints IBDP students with the kind of independent research and writing skills expected by universities. The extended essay should be chosen from one of the six courses they are currently studying, and preferably one in which the student has chosen at the HL level. The IB recommends that a student should devote a total of about 40 hours of private study and writing time to the essay. Each student is assigned a supervisor for support.

The Extended Essay is externally assessed. A student can achieve a maximum of 34 points, which will be converted into a grade of A (excellent) to E (Elementary)

For further details please refer to the link below.

[DP Extended Essay Presentation](#)

### **CREATIVITY, ACTION, SERVICE (CAS)**

Creativity, Activity and Service (CAS) is at the core of the IBDP. There are three ways a student may engage in this element of the CORE

- **Creativity** – arts and other new experiences that involve creative thinking
- **Activity** – participation in sport or other activities requiring physical exertion
- **Service** – involvement in making a meaningful contribution to the community.

CAS is the IB Learner Profile in action. A well-developed CAS programme can develop all the IB learner profile attributes in a student.

- CAS is experiential learning. In addition to academic/intellectual skills, CAS engages other intelligences in order for students to learn through doing.
- At the heart of CAS is a commitment to personal and social development
- CAS helps build self-esteem, self-confidence, autonomy and self-reliance.
- The emphasis in CAS is on learning by doing real tasks that have real consequences and reflecting on these experiences. The purpose is for students to be involved in activities that will make a significant difference to their lives and also to the lives of others, as well as challenge themselves to

extend existing skills or learn new ones. CAS should be both challenging and enjoyable, a personal journey of self-discovery that will be different for each student.

- Successful completion of CAS is a core requirement of the IBDP: CAS does not contribute to the total point score, but authenticated participation is a requirement for the award of the diploma.

For further information, please refer to the link below.

[Creativity, activity, services guide](#)

### THE IBDP SUBJECTS

The following table shows all the DP subjects offered at The International School of Tallinn

IBDP Subject Groups				
Group One:	Group Two:	Group Three:	Group Four:	Group Five:
Studies in Language and Literature	Language Acquisition	Individuals and Societies	Sciences	Math
English Language and Literature HL/SL	Spanish AB Initio SL	History HL/SL	Biology HL/SL	Approaches and Analysis HL/SL
	French B HL/SL	Business HL/SL	Physics HL/SL	

Below are descriptions of the subjects offered at the International School of Tallinn. Included in the description are outlines of the formal summative assessment that students will be assessed on at the end of year twelve. This is the assessment that directly contributes to the final IB diploma results and includes internally and externally assessed components to assess student performance.

- External assessment (EA): this is assessment which is externally marked by IB examiners, and includes the examinations taken at the end of Year 12 and a variety of other tasks spread over different subjects and completed by students at various times under various conditions during their course (e.g. the EE, the TOK essay, the written assignments in the Language courses).
- Internal assessment (IA): most courses also include assessment components internally marked by teachers and externally moderated by the IB. Internal assessment includes: oral work in languages, laboratory work in the sciences, investigations in mathematics, and the TOK oral presentation.

In addition to the formal external and internal assessments at the end of grade twelve, teachers will assign their own subject specific formative and summative assessments in their respective classes that contribute to our own internal school reports and determine promotion from Year 11 to Year 12

## **GROUP 1: STUDIES IN LANGUAGE AND LITERATURE**

### **LANGUAGE A: LANGUAGE AND LITERATURE**

The Language and Literature course aims to develop in students an understanding of how language, culture and context determine the ways in which meaning is constructed in texts. The Language and Literature course is split into four parts. Two parts of the course focus on language and its cultural context and connections to mass communication and two parts focus on reading and analysing literature from a wide range of literary and non-literary texts in a variety of media.

#### **Course Structure**

##### **Part 1: Language, Identity, and Culture:**

- In part 1, students are given the opportunity to explore how language develops in specific cultural contexts, how it impacts upon the world, and how language shapes both individual and group identity. Students will have to pay particular attention to the role of language in relation to the many areas involved in the construction of meaning and understanding of particular issues in the world. Part 1 places emphasis on the major theme of readers, writers, and texts.

##### **Part 2: The Nature of Language and Mass Communication**

- In part 2, students will consider how language is used in the media and other persuasion-based communications. Mass media includes newspapers, magazines, the Internet, social networking, mobile phone communications, radio, and film. This part of the course addresses the issue of how the production and reception of texts is influenced by the nature of language, human intent, and the medium of delivery.

##### **Part 3: Time, Space, and Myth (SL 2 works; HL 3 works)**

- Meaning in a text is shaped by culture and by the contexts of the circumstances of its production. It is also shaped by what the reader brings to it. Literary texts are not created in a vacuum, but are influenced by social context, cultural heritage and historical change. The production and reception of texts often changes through time and space, carrying old and new ideas with them across ever-shifting cultural borders.

##### **Part 4: Literature and the Sciences (SL 2 works; HL 3 works)**

- Close reading is considered to be a core skill in the understanding and interpretation of literature. By looking closely at the details of literary texts and their interaction with areas

of knowledge, students develop awareness of the rich linguistic and literary complexities and intricacies in the structures and methods of construction in various types of human knowledge.

	ASSESSMENT COMPONENTS	WEIGHTING
SL	<b>External assessment</b>	<b>70%</b>
	<b>Paper 1: Guided Textual analysis (1 hour 15 minutes)</b> The paper consists of two non literary passages, from two different text types, each accompanied by a question. Students write an analysis of one of these texts. (20 marks)	<b>35%</b>
	<b>Paper 2: Comparative Essay (1 hour 45 minutes)</b> The paper consists of four general questions. In response to one question, students write a comparative essay based on two literary works studied in the course. (30 marks)	<b>35%</b>
	<b>Internal assessment</b>	<b>30%</b>
	<b>Internal Assessment</b> This component consists of an individual oral which is internally assessed by the teacher and external moderated by the IB at the end of the course.  <b>Individual Oral (15 minutes)</b> Supported by an extract from one non-literary body of work 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:  Examine the ways in which the global issue of your choice is presented through the content and form of one of the works and one of the bodies of work that you have studied.	<b>30%</b>
HL	<b>External assessment</b>	<b>80%</b>
	<b>Paper 1: Guided textual analysis (2 hours 15 minutes)</b> The paper consists of two non literary passages, from two different text types, each accompanied by a question. Students write an analysis for each of these texts. (40 marks)	<b>35%</b>
	<b>Paper 2: Comparative Essay (1 hour 45 minutes)</b> The paper consists of four general questions. In response to one question, students write a comparative essay based on two literary works studied in the course. (30 marks)	<b>25%</b>
	<b>HL Essay</b> Students submit an essay on one non-literary body of work, or a literary work studies during the course. (20 marks) The essay must be 1,200 to 1,500 words in length.	<b>20%</b>

	<p><b>Internal assessment</b></p>	<p><b>20%</b></p>
	<p><b>Internal Assessment: Individual oral (15 minutes)</b> This component consists of an individual oral which is internally assessed by the teacher and external moderated by the IB at the end of the course.</p> <p><b>Individual oral</b> Supported by an extract from one non-literary body of work 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 one of the works and one of the bodies of work that you have studied.</p>	<p><b>20%</b></p>

## GROUP 2: LANGUAGE ACQUISITION

IBDP students at IST can take the language B course in French. Learning the language will be achieved through the development of receptive, productive and interactive skills. This will be accomplished through a variety of activities in oral and written forms. At the same time, the course aims to develop intercultural understanding by exposing the student to different cultures connected to the target language.

### LANGUAGE B: FRENCH

The language B courses are additional language-learning courses designed for students with some previous experience of learning that language, but not competence at native level. The courses give students the possibility of reaching a high degree of competence in an additional language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works, as appropriate to the level of the course.

At both levels of language B (SL and HL), students learn to communicate in the target language in familiar and unfamiliar contexts. They describe situations, narrate events, make comparisons, explain problems, and state and support their personal opinions on a variety of topics relating to course content.

### Course Structure

The syllabus consists of five prescribed themes, the five prescribed themes are:

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

The five prescribed themes must all be addressed equally in the language B course; beyond that, teachers are free to work with the themes in a way that best helps them to organize a course plan and build upon students' interests in the target language and its cultures, and that best helps students to meet the expectations of the syllabus with regard to language and texts. The IB provides lists of recommended topics for each theme, which are appropriate for students to achieve the aims and objectives of the course.

<b>Theme</b>	<b>Guiding Principle</b>	<b>Optional Recommended Topics</b>
<b>Identities</b>	Explore the nature of the self and what it is to be human.	Lifestyles Health and wellbeing Beliefs and values Subcultures Language and identity
<b>Experiences</b>	Explore and tell the stories of the events, experiences and journeys that shape our lives.	Leisure activities Holidays and travel Life stories Rites of passage Customs and traditions Migration
<b>Human Ingenuity</b>	Explore the ways in which human creativity and innovation affect our world.	Entertainment Artistic expressions Communication and media Technology Scientific innovation
<b>Social Organization</b>	Explore the ways in which groups of people organize themselves, or are organized, through common systems or interests.	Social relationships Community Social engagement Education The working world Law and order
<b>Sharing the Planet</b>	Explore the challenges and opportunities faced by individuals and communities in the modern world.	The environment Human rights Peace and conflict Equality Globalization Ethics Urban and rural environment

The main goal in the DP language acquisition courses is to develop students' receptive, productive and interactive skills in the target language by focusing their attention on the ways in which good communicators consider the audience, context and purpose of what they want to say or write. The use of literary works are also

used to develop students' receptive and productive skills is encouraged at all levels (SL and HL) of language acquisition in the DP. Only the HL level requires literary works to be formally assessed by the DP.

	ASSESSMENT COMPONENTS	WEIGHTING
SL	<b>External assessment</b>	<b>75%</b>
	<b>Paper 1 (1 hour 15 minutes)</b> 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.	<b>25%</b>
	<b>Paper 2 (1 hour 45 minutes)</b> Receptive skills — separate sections for listening and reading (65 marks) ● Listening comprehension (45 minutes) (25 marks) ● Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	<b>50%</b>
	<b>Internal assessment</b>	<b>25%</b>
	<b>Individual oral assessment</b> A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks)	<b>25%</b>
HL	<b>External assessment</b>	<b>75%</b>
	<b>Paper 1 (1 hour 30 minutes)</b> Productive skills—writing (30 marks) 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.	<b>25%</b>
	<b>Paper 2 (2 hours)</b> Receptive skills—separate sections for listening and reading (65 marks) ● Listening comprehension (1 hour) (25 marks) ● Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	<b>50%</b>
	<b>Internal assessment</b>	<b>25%</b>
	<b>Individual oral assessment</b> 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)	<b>25%</b>

## LANGUAGE AB INITIO: SPANISH

Spanish AB initio is a language acquisition course designed for students with no prior experience or for students with very limited previous exposure in Spanish. In the language AB initio course, students develop the ability to communicate through the study of language, and texts. Students must also explore authentic texts that help develop an understanding of the cultures of the Spanish language.

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

### Course Structure

The syllabus consists of five prescribed themes, the five prescribed themes are:

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

The language ab initio syllabus prescribes four topics for each of the five prescribed themes for a total of 20 topics that must be addressed in the language ab initio course. The five prescribed themes must all be addressed equally in the language AB Initio course; beyond that, teachers are free to work with the themes in a way that best helps them to organize a course plan and build upon students' interests in the target language and its cultures, and that best helps students to meet the expectations of the syllabus with regard to language and texts.

Theme	Guiding Principle	Optional Recommended Topics
<b>Identities</b>	Explore the nature of the self and what it is to be human.	Lifestyles Health and wellbeing Beliefs and values Subcultures Language and identity
<b>Experiences</b>	Explore and tell the stories of the events, experiences and journeys that shape our lives.	Leisure activities Holidays and travel Life stories Rites of passage Customs and traditions Migration
<b>Human Ingenuity</b>	Explore the ways in which human creativity	Entertainment



	and innovation affect our world.	Artistic expressions Communication and media Technology Scientific innovation
<b>Social Organization</b>	Explore the ways in which groups of people organize themselves, or are organized, through common systems or interests.	Social relationships Community Social engagement Education The working world Law and order
<b>Sharing the Planet</b>	Explore the challenges and opportunities faced by individuals and communities in the modern world.	The environment Human rights Peace and conflict Equality Globalization Ethics Urban and rural environment

	ASSESSMENT COMPONENTS	WEIGHTING
	<b>External assessment</b>	<b>75%</b>
<b>SL</b>	<b>Paper 1: (1 hour)</b> <ul style="list-style-type: none"> <li>● Productive skills—writing (30 marks)</li> <li>● 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.</li> </ul>	<b>25%</b>
	<b>Paper 2: (1 hour 45 minutes)</b> <ul style="list-style-type: none"> <li>● Receptive skills—separate sections for listening and reading (65 marks)</li> <li>● Listening comprehension (45 minutes) (25 marks)</li> <li>● Reading comprehension (1 hour) (40 marks)</li> <li>● Comprehension exercises on three audio passages and three written texts, drawn from all five themes.</li> </ul>	<b>50%</b>
	<b>Internal assessment</b>	<b>25%</b>
	<b>Individual oral assessment</b> A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks)	<b>25%</b>

## GROUP 3: INDIVIDUALS AND SOCIETIES

Group 3, individuals and societies, encompasses a broad range of subjects. At IST, we offer the following Group 3 subjects: Business Management, and History. Students can choose whether to study one or both depending on their personal preferences and at both HL or SL. Although each of these courses has very distinct content, they involve common skills. Each subject is designed to foster the capacity to critically analyze and evaluate theories, concepts and arguments relating to the nature and activities of individuals and societies.

### BUSINESS

The business management course is designed to meet the current and future needs of students who want to develop their knowledge of business content, concepts and tools to assist with business decision making. Future employees, business leaders, entrepreneurs or social entrepreneurs need to be confident, creative and compassionate as **change agents** for business in an increasingly interconnected global marketplace. The business management course is designed to encourage the development of these Attributes. Through the exploration of four interdisciplinary concepts—**creativity, change, ethics** and **sustainability**—this course empowers students to explore these concepts from a business perspective. Business management focuses on business functions, management processes and decision-making in contemporary contexts of strategic uncertainty. Students examine how business decisions are influenced by factors that are internal and external to an organization and how these decisions impact upon a range of internal and external stakeholders. Emphasis is placed on strategic decision-making and the operational business functions of human resource management, finance and accounts, marketing, and operations management.

#### The aims of the business management course at HL and SL are to:

- Develop as confident, creative and compassionate business leaders, entrepreneurs, social entrepreneurs and as change agents
- Foster an informed understanding of ethical and sustainable business practices
- Explore the connections between individuals, businesses and society
- Engage with decision-making as a process and a skill.

### Course Structure

#### Distinction between SL and HL

The SL course in business management differs from the HL course in terms of the:

- recommended hours devoted to teaching (150 hours for SL compared to 240 hours for HL)
- extra depth and breadth required (extension material for HL only)

- nature of the examination questions in papers 2 and 3.

Paper 2 for both SL and HL focuses on developing quantitative skills; however, HL students will need to develop these further in greater depth.

Paper 3 is an HL-only paper based on a social enterprise, where students identify and describe a human need and the potential organizational challenges facing the social entrepreneur. Further to this, students are required to write a decision-making document that includes a business recommendation.

- **Unit 1: Introduction to business management**
  - 1.1 What is a business?
  - 1.2 Types of business entities
  - 1.3 Business objectives
  - 1.4 Stakeholders
  - 1.5 Growth and evolution
  - 1.6 Multinational companies (MNCs)
- **Unit 2: Human resource management**
  - 2.1 Introduction to human resource management
  - 2.2 Organizational structure
  - 2.3 Leadership and management
  - 2.4 Motivation and demotivation
  - 2.5 Organizational (corporate) culture (**HL only**)
  - 2.6 Communication
  - 2.7 Industrial/employee relations (**HL only**)
- **Unit 3: Finance and accounts**
  - 3.1 Introduction to finance
  - 3.2 Sources of finance
  - 3.3 Costs and revenues
  - 3.4 Final accounts
  - 3.5 Profitability and liquidity ratio analysis
  - 3.6 Debt/equity ratio analysis (**HL only**)
  - 3.7 Cash flow
  - 3.8 Investment appraisal
  - 3.9 Budgets (**HL only**)
- **Unit 4: Marketing**
  - 4.1 Introduction to marketing
  - 4.2 Marketing planning
  - 4.3 Sales forecasting (**HL only**)

- 4.4 Market research
- 4.5 The seven Ps of the marketing mix
- 4.6 International marketing (**HL only**)
- **Unit 5: Operations management**
  - 5.1 Introduction to operations management
  - 5.2 Operations methods
  - 5.3 Lean production and quality management (**HL only**)
  - 5.4 Location
  - 5.5 Break-even analysis
  - 5.6 Production planning (**HL only**)
  - 5.7 Crisis management and contingency planning (**HL only**)
  - 5.8 Research and development (**HL only**)
  - 5.9 Management information systems (**HL only**)

➤ Business management toolkit

The business management toolkit is a set of situational, planning and decision-making tools. These tools should be used by students to analyze and evaluate the syllabus content and can be applied in different disciplinary and interdisciplinary contexts; teachers should integrate the tools while teaching the course.

The business management course requires no specific prior learning of business management or business studies. No particular background in terms of specific subjects for national or international qualifications is expected or required. However, a familiarity with business concepts and theories would be an advantage, as would completing the individuals and societies course in the Middle Years Programme (MYP).

	<b>ASSESSMENT COMPONENTS</b> First assessment 2024	<b>WEIGHTING</b>
	<b>External assessment (3 hours)</b>	<b>70%</b>
<b>SL</b>	<p><b>Paper 1 (1 hour and 30 minutes)</b></p> <p>Based on a pre-released statement that specifies the <i>context</i> and <i>background</i> for the unseen case study</p> <p>Assessment objectives: AO1, AO2, AO3, AO4 (30 marks)</p> <p><i>Section A</i></p> <p>Syllabus content: Units 1–5 excluding HL extension topics</p> <p>Students answer all structured questions in this section based on the case study (20 marks)</p> <p><i>Section B</i></p> <p>Syllabus content: Units 1–5 excluding HL extension topics</p>	<b>35%</b>

	Students answer one out of two extended response questions based on the case study (10 marks)	
	<p><b>Paper 2 (1 hour and 30 minutes)</b></p> <p>Based on unseen stimulus material with a quantitative focus Assessment objectives: AO1, AO2, AO3, AO4 (40 marks)</p> <p><i>Section A</i> Syllabus content: Units 1–5 excluding HL extension topics Students answer all structured questions in this section based on the unseen stimulus material (20 marks)</p> <p><i>Section B</i> Syllabus content: Units 1–5 excluding HL extension topics Students answer one out of two questions comprised of some structured questions and an extended response question based on the unseen stimulus material (20 marks)</p>	<b>35%</b>
	<b>Internal assessment (20 hours)</b>	<b>30%</b>
	<p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p><u>Business research project</u> Students produce a research project about a real business issue or problem facing a particular organization using a conceptual lens. Maximum 1,800 words. (25 marks)</p>	
	<b>External assessment (4 hours and 30 minutes)</b>	<b>80%</b>
<b>HL</b>	<p><b>Paper 1 (1 hour and 30 minutes)</b></p> <p>Based on a pre-released statement that specifies the <i>context</i> and <i>background</i> for the unseen case study Assessment objectives: AO1, AO2, AO3, AO4 (30 marks)</p> <p><i>Section A</i> Syllabus content: Units 1–5 excluding HL extension topics Students answer all structured questions in this section based on the case study (20 marks)</p> <p><i>Section B</i> Syllabus content: Units 1–5 excluding HL extension topics Students answer one out of two extended response questions based on the case study (10 marks)</p>	<b>25%</b>

	<p><b>Paper 2 (1 hour and 45 minutes)</b></p> <p>Based on the unseen stimulus material with a quantitative focus Assessment objectives: AO1, AO2, AO3, AO4 (50 marks)</p> <p><i>Section A</i> Syllabus content: Units 1–5 including HL extension topics Students answer all structured questions in this section based on the unseen stimulus material (30 marks)</p> <p><i>Section B</i> Syllabus content: Units 1–5 including HL extension topics Students answer one out of two questions comprised of some structured questions and an extended response question based on the unseen stimulus material (20 marks)</p>	<p><b>30%</b></p>
	<p><b>Paper 3 (1 hour and 15 minutes)</b></p> <p>Based on unseen stimulus material about a social enterprise Syllabus content: Unit 1–5 including HL extension topics Assessment objectives: AO1, AO2, AO3, AO4 (25 marks) Students answer one compulsory question based on the unseen stimulus material (25 marks)</p>	<p><b>25%</b></p>
	<p><b>Internal assessment (20 hours)</b></p>	<p><b>20%</b></p>
	<p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p><u>Business research project</u> Students produce a research project about a real business issue or problem facing a particular organization using a conceptual lens. Maximum 1,800 words. (25 marks)</p>	

## HISTORY

History is a dynamic, contested, and evidence-based discipline that involves an exciting engagement with the past. It is a rigorous intellectual discipline, focused around key historical concepts such as **change, causation, continuity, consequences, perspectives, and significance**. It is also an interpretive discipline, allowing an opportunity for engagement with multiple perspectives and a plurality of opinions. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure

and flexibility. It focuses on developing critical thinking skills and on developing an understanding of multiple interpretations of history. Studying history leads to a deeper understanding of the world today.

**The aims of the History course at both the HL and SL level are to develop:**

- The ability to demonstrate historical understanding through the acquisition, selection and effective use of knowledge.
- The ability to present clear, concise, relevant and well-substantiated arguments.
- Source analysis - Students need to be able to evaluate sources as historical evidence, recognising their value and limitations.
- Historical argumentation - Students need to be able to formulate clear and coherent arguments.
- Understanding different perspectives - Students need to evaluate different perspectives on historical issues and events.
- Students need to reflect on the methods used by, and challenges facing, the historian
- Essay writing - Students need to structure and develop focused essays that respond effectively to the demands of a question

**Course Structure**

Both the SL and HL students will study the following topics

- Prescribed Topic
  - Conflict and Intervention: Case studies on the Rwanda Genocide and the Kosovo Crisis
- World History Topics
  - The Cold War: Superpower tensions and rivalries
  - Authoritarian States in the 20th Century

HL students are also required to study an additional regional option. The option studied at our school is: History of the Americas. Students complete three in-depth studies; the topics studied are:

- Topic 8: US Civil War: causes, course and effects (1840–1877)
- Topic 9: The development of modern nations (1865–1929)
- Topic 10: The Great Depression

	<b>ASSESSMENT COMPONENTS</b>	<b>WEIGHTING</b>
	<b>External assessment</b>	<b>75%</b>
	<b>Paper 1 (1 hour)</b> Source-based paper based on the prescribed subject: Rights and Protests. Students answer four structured questions on the prescribed subject. (24 marks)	<b>30%</b>

SL	<b>Paper 2 (1 hour 30 minutes)</b> Essay paper based on world history topics: Causes and effects of 20th-century wars; The Cold War. Students answer two essay questions on the two different topics. (30 marks)	<b>45%</b>
	<b>Internal assessment</b>	<b>25%</b>
	<b>Historical investigation (1,500-2,000 words)</b> An in-depth historical investigation into a topic chosen by the student (25 marks)	<b>25%</b>
HL	<b>External assessment</b>	<b>80%</b>
	<b>Paper 1 (1 hour)</b> Source-based paper based on the prescribed subject: Rights and Protests.. Students answer four structured questions on the prescribed subject. (24 marks)	<b>20%</b>
	<b>Paper 2 (1 hour 30 minutes)</b> Essay paper based on world history topics: Causes and effects of 20th-century wars; The Cold War. Students answer two essay questions on the two different topics. (30 marks)	<b>25%</b>
	<b>Paper 3 (2 hours 30 minutes)</b> Paper on the regional option: History of the Americas. Students answer three essay questions for this option. (45 marks)	<b>35%</b>
	<b>Internal assessment</b>	<b>20%</b>
	<b>Historical investigation (1,500-2,000 words)</b> An in-depth historical investigation into a topic chosen by the student (25 marks)	<b>20%</b>

#### GROUP 4: SCIENCES

IST offers physics, and biology, as Group 4 subjects. A common curriculum model applies to all the sciences. This model offers a parallel structure at both HL and SL, whereby a core of material is studied, together with option topics. By studying any of the Group 4 subjects, students will 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 distinguishes the Group 4 subjects.

The Group 4 project, in which all DP science students must participate at IST is a project organized at the end of year 11. The emphasis of this project is on interdisciplinary cooperation and the processes involved in scientific investigation rather than the products of such investigations. The group 4 project is a collaborative activity where students can do the project from a practical or theoretical approach.



Group 4 students at both SL and HL undertake a common core syllabus, a common internal assessment scheme and have some overlapping elements in the options studied. While the skills and activities of group 4 science subjects are common to students at both SL and HL, students at HL are required to study some topics in greater depth, both in the additional HL core material and in the common options.

## **BIOLOGY**

Biology is the study of life. The Biology course involves the study of living organisms, from single-celled organisms to multiple-celled plants, animals and humans. Students will investigate the living world from the microscopic to the macroscopic using many different approaches and experimental techniques. Biology is an excellent course for all students, both for those continuing their career in science (such as forestry, agricultural sciences, environmental sciences, microbiology, biochemistry, health related studies like medicine, dentistry, veterinary sciences, nursing, physiotherapy, biophysical sciences) as well as those with other career options.

### **Course Structure**

The DP Biology SL and HL courses are built around seven biological concepts:

- Cell Biology
- Molecular Biology
- Genetics
- Ecology
- Evolution and Biodiversity
- Human/Animal Physiology
- Plant Biology

## **PHYSICS**

Physics is the most fundamental of the experimental sciences. Physics is about the workings of the extremely small, known as quarks, to the infinitely large, the universe itself. Students have to consider many familiar actions or phenomena to a much deeper level than before to understand the laws of our universe. The DP physics course allows students to develop traditional practical skills and techniques and increase facility in the use of mathematics, which is the language of physics. Good qualifications in IBDP physics are needed for entry into universities that offer courses such as physics, engineering, medicine, dentistry and even diverse subjects such as management.

### **Course Structure**

The DP Physics SL and HL courses are built around nine concepts:

- Measurements and uncertainties
- Mechanics

- Thermal physics
- Waves
- Electricity and magnetism
- Circular motion and gravity
- Atomic and nuclear physics
- Energy production
- Astrophysics

	<b>ASSESSMENT COMPONENTS (Biology, Physics)</b>	<b>WEIGHTING</b>
<b>SL</b>	<b>External assessment</b>	<b>80%</b>
	<b>Paper 1 (45 Minutes)</b> <ul style="list-style-type: none"> <li>● 30 multiple-choice questions on core material, about 15 of which are common with HL.</li> <li>● The questions on paper 1 test assessment objectives 1, 2 and 3. The use of calculators is not permitted.</li> <li>● No marks are deducted for incorrect answers.</li> </ul>	<b>20%</b>
	<b>Paper 2 (1 hour 15 minutes)</b> Data-based question. <ul style="list-style-type: none"> <li>● Short-answer and extended-response questions on core material.</li> <li>● One out of two extended response questions to be attempted by candidates.</li> <li>● The questions on paper 2 test assessment objectives 1, 2 and 3. The use of calculators is permitted.</li> </ul>	<b>40%</b>
	<b>Paper 3 (1 hour)</b> <ul style="list-style-type: none"> <li>● This paper will have questions on core and SL option material.</li> <li>● 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.</li> <li>● Section B: short-answer and extended-response questions from one option.</li> <li>● The questions on paper 3 test assessment objectives 1, 2 and 3. The use of calculators is permitted</li> </ul>	<b>20%</b>
	<b>Internal assessment</b>	<b>20%</b>
	<b>Individual investigation (10 hours)</b> An individual scientific investigation – full lab report not longer than 12 pages – assessed for personal engagement, exploration, analysis, evaluation and communication	<b>20%</b>
	<b>External assessment</b>	<b>80%</b>
	<b>Paper 1 (1 hour)</b> <ul style="list-style-type: none"> <li>● 40 multiple-choice questions on core and AHL material, about 15 of which are common with SL.</li> <li>● The questions on paper 1 test assessment objectives 1, 2 and 3. The use of calculators is not permitted.</li> </ul>	<b>20%</b>

<b>HL</b>	<ul style="list-style-type: none"> <li>No marks are deducted for incorrect answers.</li> </ul>	
	<p><b>Paper 2 (2 hour 15 minutes)</b> Data-based question.</p> <ul style="list-style-type: none"> <li>Short-answer and extended-response questions on core and AHL material.</li> <li>Two out of three extended response questions to be attempted by candidates.</li> <li>The questions on paper 2 test assessment objectives 1, 2 and 3. The use of calculators is permitted.</li> </ul>	<b>36%</b>
	<p><b>Paper 3 (1 hour 15 minutes)</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Section B: short-answer and extended-response questions from one option.</li> <li>The questions on paper 3 test assessment objectives 1, 2 and 3. The use of calculators is permitted</li> </ul>	<b>24%</b>
	<b>Internal assessment</b>	<b>20%</b>
	<p><b>Individual investigation (10 hours)</b> An individual scientific investigation – full lab report not longer than 12 pages – assessed for personal engagement, exploration, analysis, evaluation and communication</p>	<b>20%</b>

## GROUP 5: MATHEMATICS

The IB DP higher level mathematics course focuses on developing important mathematical concepts in a comprehensible, coherent and rigorous way, achieved by a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve problems set in a variety of meaningful contexts. Development of each topic should feature justification and proof of results. Students should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas

The aims of all mathematics courses in group 5 are to enable students to:

- enjoy and develop an appreciation of the elegance and power of mathematics
- develop an understanding of the principles and nature of mathematics
- communicate clearly and confidently in a variety of contexts
- develop logical, critical and creative thinking, and patience and persistence in problem-solving
- employ and refine their powers of abstraction and generalization apply and transfer skills to alternative situations, to other areas of knowledge and to future developments

## APPROACHES AND ANALYSIS

The IB DP Mathematics: analysis and approaches course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. The focus is on developing important mathematical concepts in a comprehensible, coherent and rigorous way, achieved by a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve abstract problems as well as those set in a variety of meaningful contexts. Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.

Students in both the SL and HL classes in Mathematics: analysis and approaches will study Numbers, Algebra, Functions, Geometry, Trigonometry, Probability, Statistics, and Calculus. The course has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. It is expected that students will be able to develop insight into mathematical form and structure, and be intellectually equipped to appreciate the links between concepts in different topic areas. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments through an array of mathematical explanations.

### Use of Technology

A graphic calculator is required for all IBDP Mathematics courses and it is essential for following the lessons, completing the assignments and performing well on tests and in exams. The graphic calculator used at IST is selected at the beginning of each school year by the Mathematics department. The model that students will be required to use is a TI-84 Plus graphing calculator.

	ASSESSMENT COMPONENTS	WEIGHTING
	<b>External assessment</b>	<b>80%</b>
	<b>Paper 1: (1 hour 30 minutes)</b> <ul style="list-style-type: none"> <li>● No technology allowed.</li> <li>● Section A: Compulsory short-response questions based on the syllabus.</li> <li>● Section B: Compulsory extended-response questions based on the syllabus</li> </ul>	<b>40%</b>
<b>SL</b>	<b>Paper 2: (1 hour 30 minutes)</b> <ul style="list-style-type: none"> <li>● Technology required.</li> <li>● Section A: Compulsory short-response questions based on the syllabus.</li> <li>● Section B: Compulsory extended-response questions based on the syllabus</li> </ul>	<b>40%</b>

	<b>Internal assessment</b>	<b>20%</b>
	<b>Mathematical exploration</b> Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)	<b>20%</b>
<b>HL</b>	<b>External assessment</b>	<b>80%</b>
	<b>Paper 1 (2 hours)</b> <ul style="list-style-type: none"> <li>No technology allowed.</li> <li>Section A: Compulsory short-response questions based on the syllabus.</li> <li>Section B: Compulsory extended-response questions based on the syllabus.</li> </ul>	<b>30%</b>
	<b>Paper 2 (2 hours)</b> <ul style="list-style-type: none"> <li>Technology allowed.</li> <li>Section A: Compulsory short-response questions based on the syllabus.</li> <li>Section B: Compulsory extended-response questions based on the syllabus..</li> </ul>	<b>30%</b>
	<b>Paper 3 (1 hour)</b> <ul style="list-style-type: none"> <li>Technology required.</li> <li>Two compulsory extended response problem-solving questions.</li> </ul>	<b>20%</b>
	<b>Internal assessment</b>	<b>20%</b>
	<b>Mathematical exploration</b> Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics.	<b>20%</b>

## ASSESSMENT AND GRADING

### ASSESSMENT IN THE DP

Assessment in the DP includes:

- In-class subject specific assessment: this includes formative assessment tasks and summative assessments given by individual teachers, and completed during the school year and marked by the teacher. Summative assessments can be tests taken at the end of a unit of work or other types of assignments such as projects, presentations, research papers etc. Also included are two exam sessions in Year 11 (in January and June) and one mock exam session in Year 12 (in February or March).
  - Summative assessments contribute to report grades, and provide a basis for promotion from Year 11 to 12.
  - Passing grade in HL subjects is a 4
  - Passing grade in SL subject is a 3

- Official formal summative assessment: this is the assessment that directly contributes to the final IB diploma results and includes internally and externally assessed components to assess student performance:
  - External assessment (EA): this is assessment, which is externally marked by IB examiners, and includes the examinations taken at the end of Year 12 and a variety of other tasks spread over different subjects and completed by students at various times under various conditions during their course (e.g. the extended essay, the TOK essay, the written assignments in the Language courses). External assessment includes essays, structured problems, short-response questions, data-response questions, text-response questions, case-study questions, multiple-choice questions.
  - Official Internal assessment (IA): most courses also include assessment components internally marked by teachers and externally moderated by the IB. Internal assessment includes oral work in languages, laboratory work in the sciences, investigations in mathematics, the TOK oral presentation. The formal assessment components for each subject and their weighting in the final diploma grade are shown above in the subject descriptions.

## GRADING IN THE DP

In the DP subjects in **Groups 1-6**, students receive **grades ranging from 1 to 7, with 7 being the highest**. In TOK, students receive **grades ranging from A to E, with A being the highest**. The EE is entirely externally marked; grades also range from A to E, with A being the highest; teachers are only required to provide a predicted grade. No grades are awarded for CAS, but authenticated participation is a requirement for the award of the diploma.

The link to the document below is a compilation of descriptions (grade descriptors) of each grade for each group of subjects in the IB Diploma Programme. Grade descriptors consist of characteristics of performance at each grade. The descriptors apply to groups of subjects, but substantial similarity exists across sets of group grade descriptors.

Senior examiners use these grade descriptors when determining grade boundaries for examination papers and coursework components. The grade descriptors are also intended to help teachers explain the academic requirements of the IB Diploma Programme to students, undertake formative assessment, report progress and predict candidates grades.

## **Diploma Programme Grade Descriptors**

### **PROMOTION FROM GRADE 11 TO GRADE 12**

Promotion from Year 11 to Year 12 depends upon satisfaction of all of the following requirements at the end of Year 11:

- Passing of all the 6 subjects
  - Minimum of 3 in SL Subjects
  - Minimum of 4 in HL Subjects
- Satisfactory progress on the extended essay as determined by the EE supervisor based on the subject-specific requirements established by the EE Coordinator.
- Satisfactory progress in CAS as determined by the CAS advisor/mentor based on the requirements for the checkpoint established by the CAS Coordinator.
- Satisfactory progress in TOK, indicated by a passing grade
- 90% record of attendance and punctuality.
- 90% turn in rate of assignments.

### **RE-SIT EXAMS AT THE END OF GRADE 11**

In case a student has failed to meet the requirements for promotion into Year 12, the school can decide to offer resit examinations to give the student another opportunity to obtain the grades necessary for promotion. Students will only be allowed to re-sit a maximum of two subjects. If a student has not completed an element of the CORE, students will have a strict deadline to catch up on the requirements set by the CAS, Extended essay or TOK teacher/coordinator. If these requirements are not fixed by the deadline, IST has the right to deny promotion to grade 12.

## **AWARDING THE IBDP DIPLOMA**

### **REQUIREMENTS FOR THE IBDP DIPLOMA**

A total of six subjects must be studied, with a combination of SL and HL. Students must also complete the DP core, which consists of CAS, TOK and EE.

The overall maximum points from subject grades and TOK/EE is therefore  $45 = (6 \times 7) + 3$ . The minimum threshold for the award of the diploma is 24 points.

The additional requirements are the following:

- The candidate has gained 12 points or more in the HL subjects (for candidates who register for four HL subjects, the three highest grades count).

- The candidate has gained 9 points or more in the SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
- 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 not received a penalty for academic misconduct from the Final Award Committee.

### **Learning Management System at IST TODDLE**

We use Toddle throughout the MYP as our online learning platform. It is utilized by students, teachers, and parents alike. Toddle allows students and parents to:

- monitor and track formative and summative assessments.
- view upcoming assignments, announcements, and events.
- Maintain and check the online Service and Action task.
- track and monitor progress with the Personal Project (in Year 10).
- track a student’s academic progress by subject throughout the year.
- track and monitor a student’s Approaches to Learning skills.
- access a student’s school report at each of our reporting points.

Toddle allows students, parents and teachers to communicate effectively on the progress that is being made in all MYP subjects. Teachers monitor and record attendance daily. If your child is sick or has an appointment of any sort please register the absence via Toddle.

Toddle enables parents and students to view important academic deadlines on our school calendar throughout the school year. It has the benefit of being a single online site that is used to store all MYP related materials.