

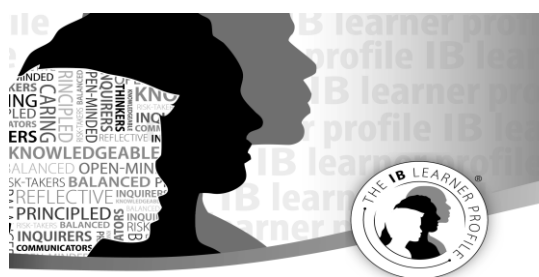
THE CODRINGTON SCHOOL

THE INTERNATIONAL SCHOOL OF BARBADOS

IB Diploma Programme Handbook 2018-20: Class of 2020



For Parents and Students



IB learner profile

“The IB Learner Profile is the IB mission statement translated into a set of learning outcomes ... 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” (IB, 2006)

Disposition	Description
Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In doing so, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and fore-thought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.



The International Baccalaureate Diploma Programme (DP)

The International Baccalaureate DP was established in Geneva in 1968 to provide an international, and internationally recognized, university-entrance qualification for students studying outside of their home country. The IB's goal is to provide students with the values and opportunities that will enable them to develop sound judgment make wise choices, and respect others in the global community. The IB DP equips students with the skills and attitudes necessary for success in higher education and employment; it has the strengths of a traditional liberal arts curriculum, but with three important additional features, shown at the centre of the hexagonal curriculum model (below). As the IB DP has grown, so too has its reputation for excellence; the IB DP is now recognized in almost every country in the world as a one of the pre-eminent pre-university qualifications.

What does it take to be a successful IB Diploma student?

To be a successful IB Diploma student, it is necessary to:

- make the right choice of higher and standard level subjects that reflect your abilities and future plans.
- be punctual both to classes and to school,
- have an excellent attendance record,
- complete work on time and to an appropriate standard.

In all courses, students must complete mandatory coursework assignments; typically this coursework amounts to 25% of the final grade for each course, although in some cases it may be higher or lower.

The key to doing this work to an acceptable standard is organization, and the importance of keeping to internal deadlines cannot be stressed enough.

The DP Model



The current DP model was introduced in 2012; its central core is the learner profile, Extended Essay, Theory of Knowledge and Creativity, Activity and Service (CAS). It also shows the six sections from which subjects are chosen from. Approaches to teaching and learning are included in the inner circle of the model demonstrating the DP's commitment to particular pedagogical approaches to teaching and to developing particular skills for learning. The watermark of the world indicates that much learning for the DP takes place in the global context.



The curriculum

<ul style="list-style-type: none"> students study six subjects chosen from the six subject groups complete an Extended Essay (EE) follow a Theory of Knowledge course (TOK) participate in Creativity, Activity, Service (CAS). 			<ul style="list-style-type: none"> three of the six subjects are studied at higher level (240 teaching hours) the remaining three subjects are studied at standard level (150 teaching hours). 		
Group 1	Group2	Group 3	Group 4	Group 5	Group 6
Language A	Language B	Individuals & Societies			
A1 English Language and Literature	Spanish Spanish Ab Initio French	History Business Management	Biology Chemistry Design Tech. (DT*)	Maths Studies Maths	Visual Arts Music
Higher and Standard Level	Higher and Standard Level	Higher and Standard Level	Higher and Standard Level	Standard Level Only	Higher and Standard Level

Online Courses (Pamoja)

There is the possibility to take an online course via Pamoja in lieu of **one** of the courses offered at Codrington. (<http://www.pamojaeducation.com/online-courses/>). Pamoja courses incur an additional expense to the student which is not covered by the school. Please note that the final decision will be that of the school and will depend upon:

1. The extent to which the student, throughout his/her MYP 5 year, has shown academic maturity, a strong work ethic and the desire to achieve highly in his/her studies.
2. The extent to which the student has shown his/herself to be organized, responsible and the ability to work independently and meet deadlines.
3. Whether the course fits with the requirements of the IB Diploma (if the student is taking the full Diploma).

Any student who is considering taking an online course should fully investigate the course description and then have a conversation with Ms. Vicky.

*Given the development of the course at DP level; the need to obtain new resources for the course and the fact that it will be a “resource heavy” subject, any student opting to take DT with the DP will have an additional annual “resource fee” of BBD\$1500.



Entry Requirements To Take the IB Diploma

Codrington Students from MYP5 must:

- have passed the IB MYP Personal Project and
- successfully completed the School's Community and Service requirements.
- graduated from MYP with either an MYP Certificate or MYP Honours Certificate

To ensure access to an IB Diploma Higher Level course, a student must have studied the subject in MYP 5 (or equivalent*) and should generally be performing at a *level 6* (or equivalent*) by the summer before commencing the DP.

To ensure access to an IB Diploma Standard Level course, a student should generally be performing at a *level 5* (or equivalent*) by the summer before commencing the DP. If the student is an external candidate and he/she did not study the subject in his/her most recent academic year he/she would need to show proven proficiency in the subject that would indicate a level 5 (or equivalent).

English Proficiency: There are no universal, formal entry requirements; however, in order to have access to instruction and to the course materials, it is a pre-requisite that a student has competent English skills – speaking, listening, reading and writing. If a student does not have sufficient English skills, then we may require that that he/she take a summer English language course before enrolling in the IB Programme in DP 1.

An internal applicant (i.e. a student in MYP 5 at Codrington) needs to make sure that they have the full support for his/her DP subject choices. This means that each subject teacher will need to sign-off a student choice this will follow a meeting with the Head of Secondary School/Principal/DP Coordinator where options are discussed one to one.

*External Candidates: For those students coming to the IBDP programme from other schools it is important to have past reports and examination results (e.g. CXE or GCSE) in order to help with choices of subjects and levels. For CXE/GCSE a 3/C or higher would be needed for a Standard Level course and a 2/B or above for a Higher Level course.

Choosing subjects and levels

It is strongly recommended that students spend as much time as possible discussing their options with as many people as possible, including parents and teachers. Decisions made at this stage in a student's education could affect the rest of their lives, so it is vital that choices are made only after full research and consultation.

As well as considering their personal strengths in individual subjects, when making course selections students should also take into account their future education and career plans. Students should become familiar with the specific requirements of the universities in the countries to which they intend to apply *as different universities in different countries have different entrance requirements.*



Assessment

There is a maximum of 7 points available for each of the six required elective courses; in addition, there are 3 points available for the combination of TOK and the Extended Essay. This makes a maximum total of 45 points. A minimum of three courses must be at Higher Level.

In general, in order to receive the IB Diploma a student will have to score at least a 4 in each subject, or 24 points or more in total. *The full criteria for passing the IB DP are set out below and students need to be aware that a score of 24 points will not always guarantee a pass.*

IB Diploma General Assessment Criteria Descriptors

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

To obtain 24 points and obtain the Diploma is a difficult task and requires 2 years of commitment, organisation and hard work. Even if you do not obtain the Diploma, you are able to achieve passing *Certificates* in different subjects which will allow you to obtain a Codrington Diploma.

What do I need to get to achieve an IB Diploma?

In general a candidate needs to score 24 points or more to obtain a Diploma. However, there are certain conditions in which a score of 24 or more will not gain a diploma. Look at this table and the examples later to understand what they mean.

Must achieve at least 24 points in the Diploma.
All the 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.



Example Diploma Scores

Complete Diploma Requirements

Student A

Higher Level	7, 6, 7	=	40 points: an excellent IB Diploma
Standard Level	6, 6, 6		
TOK/EE	2		

Student B

Higher Level	5, 6, 5	=	30 points: a good IB Diploma
Standard Level	4, 5, 4		
TOK/EE	1		

Student C

Higher Level	5, 3, 4	=	24 points: a pass with 12 at HL
Standard Level	4, 4, 4		
TOK/EE	0		

Incomplete Diploma Requirements – NO DIPLOMA AWARDED

Student X

Higher Level	5, 2, 4	=	27 points: less than 12 points at HL
Standard Level	4, 5, 6		
TOK/EE	C, C = 1 point		

Student Y

Higher Level	6, 5, 2	=	24 points: more than two 2s
Standard Level	2, 2, 7		
TOK/EE	D, D = 0 point		

Student Z

Higher Level	7, 7, 6	=	40 points: E awarded for EE
Standard Level	6, 7, 7		
TOK/EE	D, E = 0 points		

What happens if I do not obtain a Diploma?

You will be awarded a *certificate* for the subjects that you took. You will also have a Codrington school Diploma. Both of which will enable you to access further education in some fields and locations.



The Codrington School Diploma

If a student fulfils the graduation requirements set out by the School (see below), he/she will be awarded a Codrington School Diploma. This is the equivalent of an American High School Diploma but may also have equivalency in other countries. The conditions for the award of The Codrington School Diploma are determined by the school and are not contingent on any external examinations.



Codrington School Diploma (with Honors)

- An average score of 24 points or more across all six courses over the two years
- No score lower than a '2' in any course in DP2
- Satisfactory participation in the CAS (meeting all the expectations required for IB Diploma candidates). Satisfactory completion of Extended Essay and TOK requirements to obtain at least 1 IB point
- Minimum 90% attendance in each course over the two years

Codrington School Diploma

- Participation in at least four courses (to include English and maths), each from a different subject group, during DP 1 and 2
- An average score of 18 points across all courses over the two years
- Satisfactory participation in the Service component of CAS. Creativity and Activity are optional
- Minimum 90% attendance in each course over the two years.

The Diploma Ceremony will be held at the beginning of June in the second year of the DP. Students who have met the above requirements based on the expected grades given to them by their teachers will achieve Codrington Diplomas. The date that the International Baccalaureate publishes results is normally the first week of July.


Promotion from DP1 to DP2

To be promoted from DP1 to DP2, at the end of the first year of the IB Programme a student must be meeting the requirements of the relevant pathway; this includes meeting the required attendance of 90%.



University Entrance

The IB Diploma is a rigorous and demanding programme that provides students with a first-class preparation for their future. Students follow a course of study with a global reputation for academic excellence, and universities throughout the world recognize the IB Diploma as an entrance qualification to higher education degree courses. In some countries, such as the United States and Canada, the IB Diploma qualifies students for advance placement or academic credits; furthermore, students with the IB Diploma are accepted at a higher rate at selective U.S. universities than those with other qualifications. In general, European universities prefer the IB Diploma for entrance over IB Certificates or the school diploma. European universities may require standardized tests (SAT, ACT), if a student only has the high school diploma or the high school diploma with IB certificates.

A rectangular box with a black border containing a quote. The background of the box is a light blue world map. The quote is in a bold, dark blue font.

"Diploma Programme students are well-rounded, multifaceted, multiskilled and have studied in depth. They have good time-management skills. They score higher than students in other national systems, and the IB score is worldwide the same measure."

Hrilina Lock, undergraduate admissions manager,
London School of Economics, UK



What does the full curriculum look like?

It is made up of the core curriculum and individual subjects. Outlines of each are found below.

The core IB curriculum

Theory of Knowledge (ToK)

Theory of Knowledge is a course centered on the question, “How do we know?” Students are taught to investigate knowledge through critical thinking, as well as analysis of 8 Ways of Knowing: language, sense perception, emotion, reason, imagination, faith, intuition and memory. By the end of the course, students should be proficient in formulating arguments and analysing knowledge claims. The central features of the Theory of Knowledge course are critical analysis questions called Knowledge Issues. Students complete 100 hours over the two-year course. The course is comprised of **10 units** centered on 8 Areas of Knowledge, and the way these articulate with contemporary issues. These units are:

- Knowers and knowing
- Knowledge issues
- Mathematics
- Natural Sciences
- Human Sciences
- History
- The Arts
- Ethics
- Religious knowledge systems
- Indigenous knowledge systems

In the second year of the course students are officially assessed for their IB Diploma, based solely on two pieces of work:

- 1) The ToK Essay on a prescribed title (1200-1600 words). This is supervised by a teacher in the school, and then graded externally by an IB examiner.
- 2) The ToK Presentation (approx. 10 minutes per student). This is supervised and assessed by a teacher in the school. The final grade is then sent to the IB.



The Extended Essay

The Extended Essay is an in-depth study of a limited topic within a subject. Its purpose is to provide a student with an opportunity to engage in independent research at an introductory level. Emphasis is placed on the process of engaging in personal research, on the communication of ideas and information in a logical and coherent manner, and on the overall presentation of the Extended Essay in compliance with IB guidelines. Students are required to devote 40+ hours to the essay over the course of twelve months. In choosing a subject, an essential consideration should be the personal interest of the student. The subject should offer the opportunity for in depth research but should also be limited in scope. It should present the candidate with the opportunity to collect or generate information and/or data for analysis and evaluation. Extended Essays submitted in Language B (Spanish or French) must be written in that language. All other essays must be in English. The Extended Essay is limited to 4,000 words and should include an abstract, an introduction, a development methodology, a conclusion, a bibliography, and any necessary appendices.

The Extended Essay is externally examined. Marks are awarded against a set of published criteria (both general and subject specific).

The final Extended Essay grade and the final ToK grade are entered into the Diploma Points Matrix (see below) to award a possible maximum of 3 extra points to be added to a student's Diploma score. *Candidates not submitting satisfactory work in either area will fail the Diploma.*

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



Creativity, Activity and Service (CAS)

Creativity, activity and service (CAS) is at the heart of the DP. It is one of the three essential elements in every student's DP experience. It involves students in a range of activities alongside their academic studies throughout the DP (over an 18 month period).

The three strands of CAS, which are often interwoven with particular activities, are characterized as follows:



Creativity: exploring and extending ideas leading to an original or interpretive product or performance.

Activity: physical exertion contributing to a healthy lifestyle.

Service: collaborative and reciprocal engagement with the community in response to an authentic need.

All students must be actively involved in the CAS programme to obtain the full diploma. Students will demonstrate they achieved the following outcomes by updating regularly their portfolio. The portfolio should include their CAS experiences, reflections and evidences.

LO 1 Identify own strengths and develop areas for growth

Descriptor Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.

LO 2 Demonstrate that challenges have been undertaken, developing new skills in the process

Descriptor A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area.

LO 3 Demonstrate how to initiate and plan a CAS experience

Descriptor Students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process.

LO 4 Show commitment to and perseverance in CAS experiences

Descriptor Students demonstrate regular involvement and active engagement in CAS.



LO 5
Descriptor **Demonstrate the skills and recognize the benefits of working collaboratively**

Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.

LO 6
Descriptor **Demonstrate engagement with issues of global significance**

Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally.

LO 7
Descriptor **Recognize and consider the ethics of choices and actions**

Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

Students are expected to:

- self-review at the beginning of their CAS experience and set personal goals for what they hope to achieve through their CAS programme.
- plan, do and reflect (plan activities, carry them out and reflect on what they have learned).
- undertake at least one interim review and a final review with their CAS adviser.
- take part in a range of activities, including at least one project, some of which they have initiated themselves.
- keep records of their activities and achievements, including a list of the principal activities undertaken.
- show evidence of achievement.

What subjects are available?

On the next pages are simplified outlines of the courses available at The Codrington School. These will give you only a certain amount of information, however if you want to know more, you can speak to the individual teachers or visit the IB website – www.ibo.org



Language A: English Language and Literature (Higher and Standard Level)

What are the main aims of this subject? (adapted from IB Subject Guide)

The main aim of the English A Language and Literature course is to reinforce and refine English language skills of listening, speaking, reading and writing. It also encourages through the study of texts of all types and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures. Finally, it aims to provide an opportunity for enjoyment, creativity and intellectual stimulation through the knowledge of language.

Why may students consider taking this subject?

This subject will introduce students to a range of texts from different periods, styles and genres. As a Group 1 Language A course students can expect it to be academically challenging and rigorous, although there is less reading involved than the Literature A course. Students will also explicitly be given the opportunity to explore the culture of the language via a variety of texts and not just via literature. As a result, they will be able to use the language for purposes and in situations involving sophisticated discussion, argument and debate. Please also refer to the Subject Options Presentation.

What is the difference between Higher Level (HL) and Standard Level (SL) in this subject?

HL and SL students will study four options – two literary and two cultural - during the course. All students will study both literary and non-literary texts. SL students will study a total of four literary texts while HL will study six.

Main Course Objectives: (adapted from IB Subject Guide)

Having completed the course candidates will be expected to:

- engage in a detailed, critical examination of a wide range of spoken and written texts in different forms, styles and registers
- understand and use an extensive range of vocabulary and idiom and select a register and style that are consistently appropriate to the situation
- structure arguments in a focused, coherent and persuasive way, as well as support them with relevant examples
- appreciate the subtleties of technique and style employed by writers and speakers of the language

Main Units/Topics:

The cultural options are:

- Language and Culture
- Language and Media
- Literature – Texts and Contexts
- Literature - Critical Study

The two literary options will be theme-based and will consist of the study of four (SL) to six (HL) texts of literary quality. Students will read and respond to the texts critically, with close analysis. They will also consider the themes, characters, language and social and historical contexts of the texts

Texts will be chosen from a variety of places and perspectives and will include works in translation.

Assessment Information:

Assessment that goes towards the IB Diploma consists of the Internal Assessment, an oral commentary and an interactive oral commentary conducted in school, and the External Assessment, which for both HL and SL include coursework written during the two year program and two examinations, one based on literary analysis and the other consisting of a literature essay. The difference between HL and SL is one of depth and length of these assessments, while HL students must also submit a second piece of coursework.



Language B Spanish Ab Initio (Standard Level)

What are the main aims of this subject? (adapted from IB Subject Guide)

The main aims of the Language ab initio course are to develop students' intercultural understanding, and use the language they have studied in a range of contexts and for a variety of purposes. They are to encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures, develop awareness of the relationship between the languages and cultures with which they are familiar and the role of language in relation to other areas of knowledge. Finally, they are also to provide students with a basis for further study, work and leisure through the use of an additional language.

Why may students consider taking this subject?

Language ab initio courses are for beginners, that is, students who have little or no previous experience of learning the language they have chosen.

What is the difference between Higher Level (HL) and Standard Level (SL) in this subject?

This course is only available at standard level.

Main Course Objectives: (adapted from IB Subject Guide)

Having completed the course candidates will be expected to:

- demonstrate an awareness and understanding of the intercultural elements related to the prescribed topics
- communicate clearly and effectively in a range of situations
- understand and use accurately the basic structures of the language
- understand and use an appropriate range of vocabulary
- use a register and a format that are appropriate to the situation.

Main Units/Topics:

The language ab initio course is organised into three themes:

- Individual and society
- Leisure and work
- Urban and rural environment

Each theme has a list of topics that provide the students with opportunities to practice and explore the language as well as to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students should be able to respond and interact appropriately in a defined range of everyday situations.

Assessment Information:

This consists of the Internal Assessment, a three-part individual oral internally assessed by the teacher and externally moderated by the IB towards the end of the course, and the External Assessment which includes a piece of writing in the target language carried out in class under teacher supervision during the second year of the program and two examinations, first a text-handling exercise based on the understanding of four written texts and then two writing exercises.



Language B French/Spanish (Higher and Standard Level)

What are the main aims of this subject? (adapted from IB Subject Guide)

The main aims of the Language B courses (French or Spanish are offered) are to develop students' intercultural understanding, and use the language they have studied in a range of contexts and for a variety of purposes. They are to encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures, develop awareness of the relationship between the languages and cultures with which they are familiar and the role of language in relation to other areas of knowledge. Finally, they are also to provide students with a basis for further study, work and leisure through the use of an additional language.

Why may students consider taking this subject?

Language B is an additional language-learning course designed for students with some previous learning of that language. The main focus of the course is on language acquisition and development of language skills. The courses give students the possibility of reaching a high degree of competence in an additional language while exploring the culture where that language is spoken. The language B course is designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken.

What is the difference between Higher Level (HL) and Standard Level (SL) in this subject?

There is a common syllabus at SL and HL (with literature as an additional component of the HL course). The differences between levels are determined by the assessment objectives, the depth and breadth of syllabus coverage, the assessment details, the assessment criteria, and literature coverage.

Main Course Objectives: (adapted from IB Subject Guide)

Having completed the course candidates will be expected to:

- communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding
- use language appropriate to a range of contexts and understand and use language to express and respond to a range of ideas with accuracy and fluency
- organize ideas on a range of topics,
- understand, analyse and respond to a range of written and spoken texts
- understand and use works of literature written in the target language of study (HL only).

Main Units/Topics:

The core—with topics common to both levels—is divided into **three** areas and is a required area of study.

- Communication and media
- Global issues
- Social relationships

In addition, at both SL and HL, teachers select **two** from the following **five** options.

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

Also, at HL, students read **two** works of literature.

Assessment

This consists of the Internal Assessment for both HL and SL, an individual oral based on the options and three interactive oral activities based on the core conducted in school, and the External Assessment which includes coursework written during the second year of the program and two examinations, one text-handling exercise based on the core and one writing exercise based on the options.

Information:



History (Higher and Standard Level)

What are the main aims of this subject? (adapted from IB Subject Guide) to:

- develop an understanding of, and continuing interest in, the past
- encourage students to engage with multiple perspectives and to appreciate the complex nature of historical concepts, issues, events and developments
- promote international-mindedness through the study of history from more than one region of the world
- develop an understanding of history as a discipline and to develop historical consciousness including a sense of chronology and context, and an understanding of different historical perspectives
- develop key historical skills, including engaging effectively with sources
- increase students' understanding of themselves and of contemporary society by encouraging reflection on the past.

Why may students consider taking this subject?

Students who have an interest in finding out about the past or who are interested in developing a greater awareness of the discipline of History. Also, students who are thinking of any sort of course at university or college with a significant literacy focus would also find it useful to do History as it builds skills of extended analytical writing. Law and journalism graduates for example will often have studied History.

What is the difference between Higher Level (HL) and Standard Level (SL) in this subject?

Students at standard level (SL) and higher level (HL) are presented with a syllabus that has a common core consisting of prescribed subjects and topics in world history. In addition, students at HL are also required to undertake an in-depth study of three sections from one of the HL regional options. While many of the skills of studying history are common to both SL and HL, the difference in recommended teaching hours at SL and HL signals a clear distinction between the demands made on students, with the greater depth of study required for HL.

Main Course Objectives: (adapted from IB

Subject Guide)

- Assessment objective 1: Knowledge and understanding
- Assessment objective 2: Application and analysis
- Assessment objective 3: Synthesis and evaluation
- Assessment objective 4: Use and application of appropriate skills

Main Units/Topics:

Prescribed subjects

1. Military leaders
2. Conquest and its impact
3. The move to global war
4. Rights and protest
5. Conflict and intervention

World history topics

1. Society and economy (750–1400)
2. Causes and effects of medieval wars (750–1500)
3. Dynasties and rulers (750–1500)
4. Societies in transition (1400–1700)
5. Early Modern states (1450–1789)
6. Causes and effects of Early Modern wars (1500–1750)
7. Origins, development & impact of industrialization (1750–2005)
8. Independence movements (1800–2000)
9. Evolution & development of democratic states (1848–2000)
10. Authoritarian states (20th century)
11. Causes & effects of 20th-century wars
12. The Cold War: Superpower tensions rivalries (20th century)

HL options: Depth studies

1. History of Africa and the Middle East
2. History of the Americas
3. History of Asia and Oceania
4. History of Europe

Assessment Information: Consists of the internal assessment worth 25% and 20% for SL & HL respectively. External assessments (HL and SL) include two examination papers. SL examination papers 1 and 2 have the respective weightings of 30% and 45%. HL examination papers 1, 2 & 3 have the respective weightings of 20%, 25% & 35%.



Business Management (Higher and Standard Level)

What are the main aims of this subject? (adapted from IB Subject Guide)

The main aims of Business Management are to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyse, discuss and evaluate business activities at local, national and international levels. The course covers a range of organizations from all sectors, as well as the socio-cultural and economic contexts in which those organizations operate.

Why may students consider taking this subject?

Students may consider taking this if they have a definite interest in business and/or a desire to pursue business as a career. This is a good choice for students who would like to improve their knowledge base in business, to improve management skills or for students who will manage their own business.

What is the difference between Higher Level (HL) and Standard Level (SL) in this subject?

The main difference between HL and SL is one primarily of depth of content, as many of the skills of Business management are common to both SL and HL, although there are additional topics in the HL course. This is reflected in both the internal assessment and external assessment. The HL course differs from the SL course in business management in terms of the nature of the internal task and the nature of the examination questions.

Main Course Objectives: (adapted from IB Subject Guide)

Students will be expected to do the following:

1. Demonstrate knowledge and understanding of specified content
2. Demonstrate application and analysis of knowledge and understanding
3. Demonstrate synthesis and evaluation of business strategies, strategies, decisions
4. Demonstrate a variety of appropriate skills to select and use business material, tools, techniques and methods.

Main Units/Topics:

Standard and Higher Core

- Unit 1: Business organization and environment
- Unit 2: Human resource management
- Unit 3: Finance and accounts
- Unit 4: Marketing
- Unit 5: Operations management

Higher Level only:

- Organizational planning tools
- Organizational (corporate) culture
- Industrial/employee relations
- Final Accounts
- Efficient ratio analysis
- Investment appraisal
- Budgets
- Sales forecasting
- The extended marketing mix of seven Ps
- International marketing
- Lean production and quality management
- Production planning
- Research and development
- Crisis management & contingency planning

Assessment Information:

Standard Level – Paper 1 (35%) on all SL content, Paper 2 (40%) on questions based on stimulus material and internal assessment - written commentary (25%)

Higher level – Paper 1 (35%) on SL and HL content, Paper 2 (40%) on questions based on stimulus material and internal assessment – research project (25%)



Biology (Higher and Standard Level)

What are the main aims of this subject? (adapted from IB Subject Guide)

The main aim is to provide students with the opportunities for scientific study and creativity within a global context that will stimulate and challenge them. Students will be provided with a body of knowledge, methods and techniques that characterize science and technology. Students will also develop their ability to be able to analyze, evaluate and synthesize scientific information.

Why may students consider taking this subject?

Students who have an interest in the natural sciences or Medicine, or who wish to pursue any science discipline in general at the post-secondary level. Biology is also the least Mathematical of the three traditional sciences; Biology and Mathematical Studies can be a common combination.

What is the difference between Higher Level (HL) and Standard Level (SL) in this subject?

Students at standard level and higher level undertake a common core syllabus, a common internal assessment scheme and have some overlapping elements in the option studied. They are presented with a syllabus that encourages the development of certain skills, attributes and attitudes. While the skills and activities are common to students at both SL and HL, students at HL are required to study some topics in greater depth, in the additional higher level material and in the common options. The distinction between SL and HL is one of breadth and depth.

Main Course Objectives: (adapted from IB Subject Guide)

Having completed the course students will be expected to:

- Demonstrate an understanding of; scientific facts and concepts, scientific methods and techniques, scientific terminology, methods of presenting scientific information.
- Apply and use all of the above in different situations.
- Construct, analyse and evaluate, hypotheses, research questions and predictions, scientific methods and techniques, scientific explanations.
- Demonstrate the personal skills of cooperation, perseverance and responsibility appropriate for effective scientific investigation and problem solving.

Main Units/Topics:

Core: statistical analysis, cell biology, molecular biology, genetics, ecology, biodiversity and human physiology

At HL: nucleic acids, metabolism, cell respiration and photosynthesis, plant biology, genetics and evolution, animal physiology

Options SL and HL: neurobiology and behaviour, biotechnology and bioinformatics, ecology and conservation, human physiology

Assessment Information: Internal Assessment, which is a scientific investigation for both SL and HL and the External Assessments, which at both HL and SL include three examination papers; a multiple choice paper and two papers both requiring a mixture of short and extended responses. At HL there are more extended response questions.



Chemistry (Higher and Standard Level)

What are the main aims of this subject? (adapted from IB Subject Guide)

Through studying chemistry 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 the subject.

Why may students consider taking this subject?

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is often called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems. Apart from being a subject worthy of study in its own right, chemistry is a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science, and serves as useful preparation for employment.

What is the difference between Higher Level (HL) and Standard Level (SL) in this subject?

Students at standard level and higher level undertake a common core syllabus, a common internal assessment scheme and have some overlapping elements in the option studied. They are presented with a syllabus that encourages the development of certain skills, attributes and attitudes. While the skills and activities are common to students at both SL and HL, students at HL are required to study some topics in greater depth, in the additional higher level material and in the common options. The distinction between SL and HL is one of breadth and depth.

Main Course Objectives: (adapted from IB Subject Guide)

Having completed the course students will be expected to:

- Demonstrate knowledge and understanding of facts, concepts, and terminology, methodologies and techniques & communicating scientific information.
- Apply facts, concepts & terminology methodologies & techniques and methods of communicating scientific information.
- Formulate, analyse and evaluate: hypotheses, research questions & predictions, methodologies & techniques, primary & secondary data and scientific explanations.
- Demonstrate the appropriate research, experimental, and personal skills necessary to carry out insightful and ethical investigations.

Main Units/Topics:

Core:

Stoichiometric relationships
Atomic structure
Periodicity
Chemical bonding and structure
Energetics/thermochemistry
Chemical kinetics
Equilibrium
Acids and bases
Redox processes
Organic chemistry
Measurement and data processing

At HL:

Atomic structure
The periodic table—the transition metals
Chemical bonding and structure
Energetics/thermochemistry
Chemical kinetics
Equilibrium
Acids and bases
Redox processes
Organic chemistry
Measurement and analysis

Options SL and HL:

Materials
Biochemistry
Energy
Medicinal chemistry

Assessment Information: Consists of the internal assessment (20%), which is a scientific investigation for both SL and HL. External assessments (HL and SL) include three examination papers: a multiple choice paper and two papers both requiring a mixture of short and extended responses. At HL there are more extended response questions. SL examination papers 1, 2 & 3 have the respective weightings of 20%, 40% & 20%. HL examination papers 1, 2 & 3 have the respective weightings 20%, 36% & 24%.



Design Technology (Standard Level)

What are the main aims of this subject? (adapted from IB Subject Guide)

Students will demonstrate knowledge through inquiring and problem-solving. Design Technology requires the students to use the design cycle as a tool, which provides the methodology used to structure the inquiry and the analysis of problems, the development of feasible solutions, and the testing and evaluation of the solution. The methods of study are theory lessons with practical based tasks to reinforce, leading to an examination and internal assessment.

Why may students consider taking this subject?

Students who have an interest in Design Technology and/or those seeking the possibility of reaching a high degree of in all areas of design in industry including product design, fashion design, graphics, automotive design and engineering design.

What is the difference between Higher Level (HL) and Standard Level (SL) in this subject? (n/a for DT)

Main Course Objectives: (adapted from IB Subject Guide) Having completed the course students will be expected to:

- Understand designers & consider three human factors to ensure products meet ergonomic needs.
- Develop knowledge on production whilst carefully considering three key issues—consumption of raw materials, consumption of energy and production of waste—in relation to managing resources and reserves effectively and making production more sustainable.
- Understand the conceptual model originates in the mind and its primary purpose is to outline the principles, processes and basic functions of a design or system.
- Communicate why different materials are selected for manufacturing products based primarily on their properties.
- Interpret how solving a problem is a major factor in commercial design.
- Comprehend how classic design has a timeless quality, which is recognized and remains fashionable.

Main Units/Topics:

Core is divided into **six** areas and is a required area of study.

1. Human factors and ergonomics
2. Resource management and sustainable production
3. Modelling
4. Final production
5. Innovation and design
6. Classic design

Practical work:

Design project (It enables students to demonstrate the application of their skills and knowledge, and to pursue their personal interests, without the time limitations and other constraints that are associated with written examinations.)

Group 4 project

Assessment Information: Standard Level only

External Assessment:

Paper 1: 30 multiple-choice questions on the core material (30%)

Paper 2: Section A: one data-based question and several short-answer questions on the core material (all compulsory). Maximum of 30 marks. Section B: one extended-response question on the core material (from a choice of three). Maximum of 20 marks. (30%).

Internal Assessment Part 3 Design project (40%)



Mathematics (Standard Level)

What are the main aims of this subject? (adapted from IB Subject Guide)

Problem-solving is central to learning mathematics and involves the acquisition of mathematical skills and concepts in a wide range of situations, including non-routine, open-ended and real-world problems. Students will be expected to demonstrate knowledge & understanding, problem-solving, communication & interpretation, the use of technology, reasoning and Inquiry.

Why may students consider taking this subject?

Students who would relish the substantial challenges related to the science of Mathematics and/or those who do anticipate a need for Mathematics as a significant part of their future academic studies, or whose university entrance requirements demand a minimum of Mathematics SL.

Main Course Objectives: (adapted from IB Subject Guide) - Having completed the course, candidates will be expected to be able to:

- Knowledge and understanding: recall, select and use their knowledge of mathematical facts, concepts and techniques in a variety of familiar and unfamiliar contexts.
- Problem-solving: recall, select and use their knowledge of mathematical skills, results and models in both real and abstract contexts to solve problems.
- Communication and interpretation: transform common realistic contexts into mathematics; comment on the context; sketch or draw mathematical diagrams, graphs or constructions both on paper and using technology; record methods, solutions and conclusions using standardized notation.
- Technology: use technology, accurately, appropriately and efficiently both to explore new ideas and to solve problems.
- Reasoning: construct mathematical arguments through use of precise statements, logical deduction and inference, and by the manipulation of mathematical expressions.
- Inquiry approaches: investigate unfamiliar situations, both abstract and real-world, involving organizing and analysing information, making conjectures, drawing conclusions and testing their validity.

Main Units/Topics:

Topic 1

Algebra

Topic 2

Functions and equations

Topic 3

Circular functions and trigonometry

Topic 4

Vectors

Topic 5

Statistics and probability

Topic 6

Calculus

Assessment Information:

Consists of the internal assessment (20%), which is an individual exploration.

External assessment includes two examination papers which both have a weighting of 40%.



Mathematical Studies (Standard Level)

What are the main aims of this subject? (adapted from IB Subject Guide)

This is the most accessible of the Mathematics options and is designed for students of varying Mathematical abilities and backgrounds to build confidence and encourage an appreciation of Mathematics. Students are encouraged to develop their problem solving abilities through logic, thinking skills and application of technology. Students are expected to be able to transfer skills to unfamiliar problems and communicate clearly all the steps in arriving at a final solution. The historical, societal and cultural aspects of mathematics are also considered.

Why may students consider taking this subject?

Students who do not anticipate a need for Mathematics as a significant part of their future academic studies, or whose university entrance requirements do not demand a minimum of Math SL. The course avoids some of the more difficult topics covered in Math SL, and goes to less depth in common topics. The course contains a number of topics that have relevance and application to real world, everyday situations.

What is the difference between Higher Level (HL) and Standard Level (SL) in this subject?

Mathematical Studies is only offered at SL.

Main Course Objectives: (adapted from IB Subject Guide) - Having completed the course, candidates will be expected to be able to:

- read, interpret and solve a given problem using appropriate mathematical terms
- organize and present information and data in tabular, graphical and/or diagrammatic forms
- know and use appropriate notation and terminology
- formulate a mathematical argument and communicate it clearly
- select and use appropriate mathematical strategies and techniques
- demonstrate an understanding of both the significance and the reasonableness of results
- recognize patterns and structures in a variety of situations, and make generalizations
- demonstrate an understanding of and the appropriate use of mathematical modelling.

Main Units/Topics:

- Introduction to the Graphic Display Calculator
- Number and Algebra
- Sets, logic and probability
- Functions
- Geometry and Trigonometry
- Statistics
- Introductory differential calculus
- Financial Mathematics

During the course it may also be necessary to review some presumed knowledge.

Assessment Information:

Assessment that goes towards the IB Diploma consists of the Internal Assessment, one Mathematical Project linked to the main course content, and the External Assessments, which for Math Studies SL include two examination papers; one composed of fifteen short-answer questions and the other composed of five extended response questions. Calculators are permitted for both examinations.



Visual Arts (Higher and Standard Level)

What are the main aims of this subject? (adapted from IB Subject Guide)

Visual Arts aims to develop an understanding and appreciation of Visual Art from its earliest beginnings spanning pre-historic cultures through to present day conceptual forms. The course also encourages students to produce and critically evaluate visual art from local, national and international perspectives. The Visual Arts course also allows a significant degree of experimentation with different materials and techniques.

Why may students consider taking this subject?

Students interested in studying visual arts in higher education, visual literacy, and how the creative arts impact history and the human condition will find this course useful. Students having an interest in open-ended experiments with traditional, digital, and unconventional materials applied to personal themes and topics will find the course stimulating. No previous art background is necessary, however, serious time management and perseverance is essential. There is a lot of self-guided research, planning and production.

What is the difference between Higher Level (HL) and Standard Level (SL) in this subject?

The Visual Arts syllabus demonstrates a clear distinction between the course at SL and at HL, with additional assessment requirements at HL that allow for breadth and greater depth in the teaching and learning. The assessment tasks require HL students to reflect on how their own work has been influenced by exposure to other artists and for them to experiment in greater depth with additional art-making media, techniques and forms. HL students are encouraged to produce a larger body of resolved works and to demonstrate a deeper consideration of how their resolved works communicate with a potential viewer.

Main Course Objectives: (adapted from IB Subject Guide)

Having completed the course students will be expected to:

- Critically analyze historic to contemporary art forms for their function and meaning using subject specialist vocabulary.
- Practice independent creative strategies and make connections between them and the work of others.
- Explore ideas and techniques of studio processes contextually, and from observation
- Maintain a relationship between investigative research and studio work
- Create personally relevant art works

Main Units/Topics:

The Visual Arts course is student centred and driven by independent study. The course is introduced through prescribed units of inquiry, studio demonstrations, exhibition visits, lectures and technical exercises. A theme is chosen by the student, guiding the context for which various topics are explored. Topics are focused on human conditions relating to society, culture, history and individual experience. Cultural Anthropology is the general discourse running through the units of inquiry. Prescribed inquiry includes topics such as:

- Cultural Self-Portrait
- Aesthetic theories/Art movements
- Art as Social Commentary
- 'Modern' Art

Assessment Information:

Standard Level – External Assessment: Part 1: Comparative study (20%) and Part 2: Process Portfolio (40%). Internal Assessment Part 3 Exhibition (40%)

Higher Level – External Assessment Part 1: Comparative study (20%) and Part 2: Process Portfolio (40%). Internal Assessment Part 3 Exhibition (40%) where students submit 8 – 11 artworks and a curatorial that does not exceed 700 words



Music (Higher and Standard Level)

What are the main aims of this subject? (adapted from IB Subject Guide)

The main aims of this subject are to:

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

Why may students consider taking this subject?

Students who have an interest in either pursuing Music at a tertiary-level institute or learning more about music history, music cultures, composition, arranging and performance. Music functions as a means of personal and communal identity and expression, and embodies the social and cultural values of individuals and communities.

What is the difference between Higher Level (HL) and Standard Level (SL) in this subject?

Both standard level (SL) and higher level (HL) Music students are required to study musical perception. All students therefore submit a musical links investigation and also respond to a listening examination paper. In the latter, HL students are required to answer a further two questions. The first of these two questions allows them to demonstrate a wider understanding of music in relation to time, place and cultures. The second requires them to carry out a comparative analysis of music in response to pieces not previously studied.

- SL students in music are required to choose one of three options: SL creating (SLC) SL solo performing (SLS) SL group performing (SLG).
- HL students are required to present both creating and solo performing.

This is a significant difference in expectation. By pursuing both creating and performing, this enables HL students to bring a wider perspective to their musical studies. The study of three components in an integrated way allows HL students to make not only more connections but, potentially, these connections may carry more importance and have more influence during their musical studies. This path of study allows HL students the opportunity to engage in music in a more complete way.


Main Course Objectives: (adapted from IB Subject Guide)

Having followed the Music course at SL or HL, students will be expected to demonstrate:

1. knowledge, understanding and perception of music in relation to time, place and cultures
2. appropriate musical terminology to describe and reflect their critical understanding of music
3. comparative analysis of music in relation to time, place and cultures (unlike at SL, HL students are also expected to demonstrate this in response to pieces not previously studied)
4. creative skills through exploration, control and development of musical elements (SLC, HL)
5. performance skills through solo music making (SLS, HL) or group music making (SLG)
6. critical-thinking skills through reflective thought.

Main Units/Topics:

Course Content Sequence:

The elements of music: pitch, dynamics, texture, rhythm, melody, harmony, key, form, timbre, intervals, scales, modes, chords

Analysis and musical conventions

Medieval music and Renaissance

The Baroque period

The Classical period

The Romantic period

Twentieth Century music

Jazz, Popular music and The Musical

The music of Asia

The music of Africa

The music of South America

The music of North America

The music of Europe

Elements of performance

Ongoing theory and compositional techniques

Assessment Information:
SL

A choice of either Solo performance, Group performance or Creating a presentation of one or more solo recitals approximately 15 minutes OR a presentation of two public group performance 20-30 minutes OR two contrasting compositions (composing, music technology composing, arranging, improvising or stylistic techniques) with recordings, score and written statement.

HL

Solo performance (25%) AND Creating (25%) A presentation of one or more solo recitals approximately 20 minutes, Three contrasting compositions (composing, music technology composing, arranging, improvising or stylistic techniques) with recordings, score and written statement

IB external 50% as taken from the guide

Listening paper (30%)

SL: 2 hours 15 minutes long: Five musical perception questions, two questions on prescribed work, one on Western Art music and one on Jazz/Pop/World Music

HL: 3 hours long Seven musical perception questions, two questions on prescribed work, two on Western Art music and two on Jazz/Pop/World Music, plus additional analysis of Western Art music

AND

Musical Investigation (20%) Maximum 2000 words



What are your responsibilities as a student?

Meet deadlines, be organised, manage your time, academic honesty, hard work...

Deadlines

You will have deadlines throughout your course, short term for homework, longer term for some projects and internal assessments.

There are a number of very important internal assessment deadlines to stick to in order that all your assessment requirements are met. The main deadlines will be provided for you early in your DP1 year. It is your responsibility to adhere to them.

Please note that approximately 25% of each subject's final marks are from internal assessment.

Homework

Homework is an extension of the regular daily school work and is given in all courses. The functions of homework are to help students prepare for classes, and develop the skills of organization, time management, independent responsibility, self-direction and self-discipline.

Parents are encouraged to assist in monitoring student progress toward the completion of the assignments, but should not do the students' work for them. Parents can be most helpful to their children by providing a routine time and a place that is conducive to undisturbed study.

The nature of the homework will vary, but it can be assumed that students will always be required to be reading set texts in preparation for lessons and reading around all of their subjects as a matter of course. Getting work done on time requires careful planning, organization, determination, and self-discipline. These qualities are important in the later working-careers of students and in their personal lives.

To promote the habit of punctuality, while recognizing that difficulties can arise, our policy is that: *all assignments are due by the deadline set by the teacher* (Diploma coursework or any other assignment). It is the class teacher's responsibility to ensure that the due date – for written work and oral presentations – is clearly understood by all of the students in the class.

IB Diploma Deadlines are placed in the schools Assessment timeline and communicated to the parents. Students who anticipate having difficulty meeting a deadline *must* see the teacher *well before* the due date to discuss a possible extension. An extension may be granted if the teacher judges that there is an acceptable and legitimate reason.

Students with an absence for the day that an assignment was due should hand in the assignment by email where possible or on their return. They are also responsible for finding out what new assignments there may be and when they are due.



Academic Honesty

For our full School academic honesty policy please click [here](#)

Specifically in relation to the DP, the DP Coordinator (DPC) is obliged under the IB rules and regulations to inform the IB Assessment Centre if any academic misconduct has taken place during an examination, or if plagiarism or collusion is suspected in any coursework. We use “TurnItIn” to check all assessed work.

The IB Assessment Centre also randomly checks for plagiarism using a web based plagiarism prevention service. If any evidence of plagiarism or collusion is found, the IB Assessment Centre will likely initiate an investigation. If the IB Assessment Centre initiates an investigation into academic misconduct, the coordinator will be informed by email that a candidate (or candidates) is being investigated for a possible breach of regulations. The DPC will then initiate his/her own internal investigation and provide evidence to the IB to either confirm or deny the accusation. Students that have been found guilty of such misconduct risk losing their Diploma award or a reduced grade or 'N' grade being awarded in that particular subject.

School action by the DPC/member of Leadership Team depends on the circumstances. If it is for an Internal Assessment, in the examination or for externally assessed work, candidates cannot be given a chance to redo a summative piece of work adjudged to be dishonest. The DPC must then inform the IB about the case.



Sources of information & acknowledgements

- IBDP handbook
- Handbooks from International School of Paris, Atlanta International School and K International School, Tokyo.

If you have any questions about the information in this booklet, please contact Ms. Vicky.

Mrs. V. Mayers

Head of Secondary School

Feb. 2018



Please read through this Handbook and also the General Rules and Regulations for IB Diploma Students. After this students and parents will need to sign the contract and return it to Ms. Vicky at the beginning of the DP course i.e. September 2018.



The Codrington School, The International School of Barbados

International Baccalaureate DP Contract

1. I have read, and accepted, the General Regulations: DP for students and their legal guardian from IB. I have ensured that my parent/caregiver has also read these guidelines and contract.
2. I have read and understood the rules on copyright relating to students' materials submitted to the IB under article 5 of the general regulations, which state, simply put, that IB has the right to use student work for assessment, educational and training purposes. Candidates retain their copyright.
3. I understand that students are expected to complete all internal and external assessments for all DP courses by the school's deadlines. Extenuating circumstances (such as illness) will be taken into account where supported by valid documentation.
4. I understand that if a student is guilty of academic misconduct (see Article 20) no grade will be given and the student will not receive a certificate or diploma.
5. I understand that if a student chooses not to complete the internal assessment and/or not sit for the examination he or she is liable for the subject component costs of registration the school has paid on her/his behalf.
6. I understand that a student must sit for the examination unless she/he is seriously ill or there is a death within the immediate family. In the case of illness, medical documentation is required. If the student can complete over 50% of the examination (including internal assessments and other papers) he/she will receive full credit for the exam. If 50% has not been completed there is the opportunity to re-sit in the following November or May session.
7. I understand that students must read and comply with the rules and regulations for IB examinations outlined in the code of conduct that they will receive prior to the examination period. These will be used for school-based examinations to familiarize students with IB procedures.

Name of student (please print).....

Student's signature.....

Parent's signature.....Date.....

