



المدرسة الكندية الدولية

Senior School Students' Handbook 2020 – 2021

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Introduction:

The Canadian International School – Amman is a Candidate School* for the Diploma Programme. This school is pursuing authorization as an IB World School. These are schools that share a common philosophy—a commitment to high quality, challenging, international education that the Canadian International School – Amman believes is important for our students.

For further information about the IB and its programmes, please visit <http://www.ibo.org>.

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IB Mission Statement:

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Philosophy:

At the Canadian International School– Amman, we believe in a holistic approach to education that targets the physical, social, emotional and mental growth of the child. We believe students learn best when they are actively engaged and work together to construct their knowledge and solve problems. To that effect, we value inquiry-based approaches that offer learners chances to explore their own ideas and reflect on their learning. We value diversity and inclusion as two elements that will create a safe and supportive environment for all, and we believe students thrive in a nurturing environment that gives voice to both learners and educators, empowering them.

CIS Vision:

At the Canadian International School – Amman, our goal is to graduate life-long learners and responsible global citizens who take pride in their heritage and aim to play an integral role in promoting peace and advancing their communities and the world. We aim to nurture students as principled, knowledgeable, lifelong learners with agile minds who communicate effectively with others and are caring and open minded. Our graduates will be focused on problem solving and look to the future in this complex, interconnected and fast-paced world.

CIS Mission:

CIS is committed to providing quality education by creating a stimulating learning environment that supports students to meet high international standards. We have adopted a rigorous curriculum and we are committed to ensuring that all students are provided access and support through differentiated instruction. We advocate a student-centered approach inside our classrooms and place emphasis on active and cooperative learning strategies. Our focus on life skills ensures that our students practice ethical behavior, think critically to solve problems, and appreciate and respect varied perspectives on any issue by engaging them in inquiry-based, real-life learning experiences. At CIS, we foster family-school partnerships by giving voice and choice to each community member to make valuable contributions.



Dear Students,

Malcolm X once said, “Education is the passport to the future, for tomorrow belongs to those who prepare for it today”.

With this inspirational quote, and on behalf of the CIS family, I would like to welcome you to what I strongly believe is the most enjoyable, challenging, and rewarding two years of your academic life – two years through which you will be given the chance to choose the subjects that best suit your interests and skills, allowing each learner to explore their full potential.

The DP offers a rigorous academic program and enlightening extra-curricular activities which will equip each individual with the skills and knowledge to be fully prepared for university and to participate in learning experiences that will contribute to self-development leading you to achieve your set goals.

The DP programme is your passport to prestigious, world-class universities that will help you fulfill your future dreams and provide you with the opportunities that will support your preparation for a bright future.

From our side, the CIS team is committed to providing you with quality education, inclusive learning environment, resources, guidance, and support throughout this journey. However, we expect you to take full advantage of the upcoming two years, be committed to achieving your goals, and always be the best you can.

We wish all our learners the best of luck and look forward to an exciting two years of great achievement and success.

Best Regards,

Wedad K. Al Sa’ad
IB DP Coordinator

CIS DP Staff List:

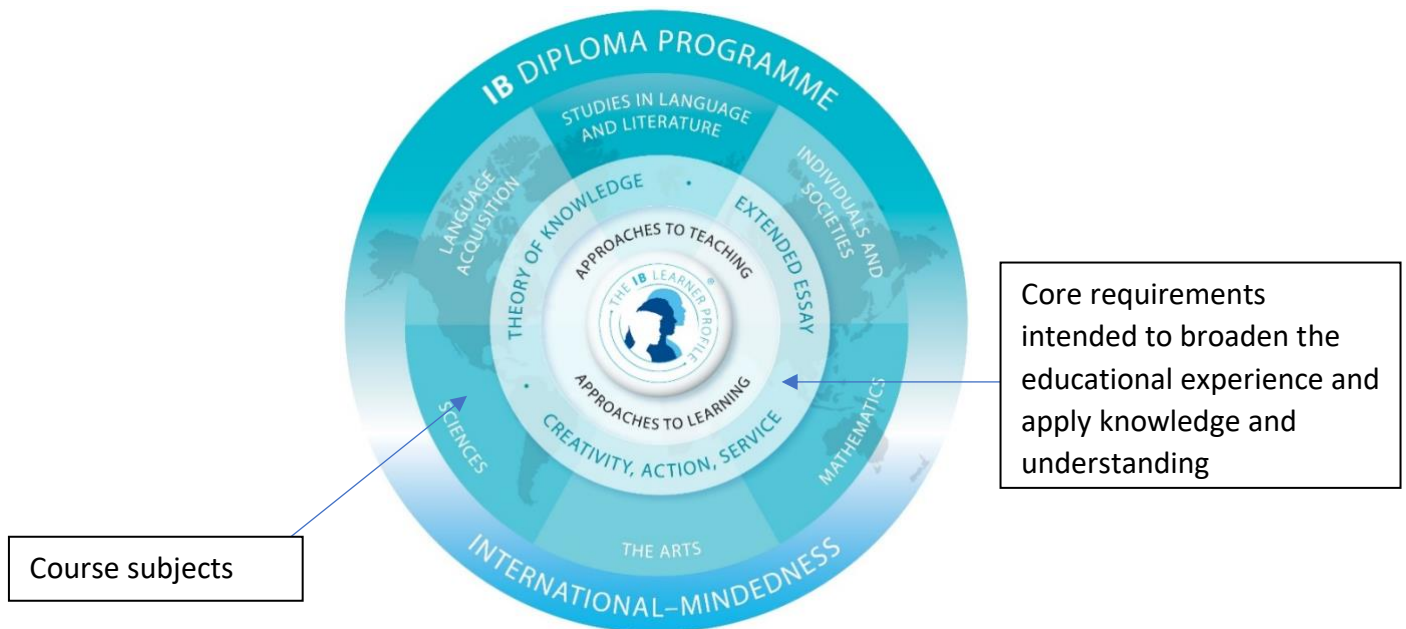
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What is the IB Diploma Programme?

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

It is a comprehensive and balanced two-year curriculum and assessment system that requires students to study six subjects and core components across all disciplines. Within this structured framework, the DP provides a great deal of flexibility, accommodating student interests and abilities.

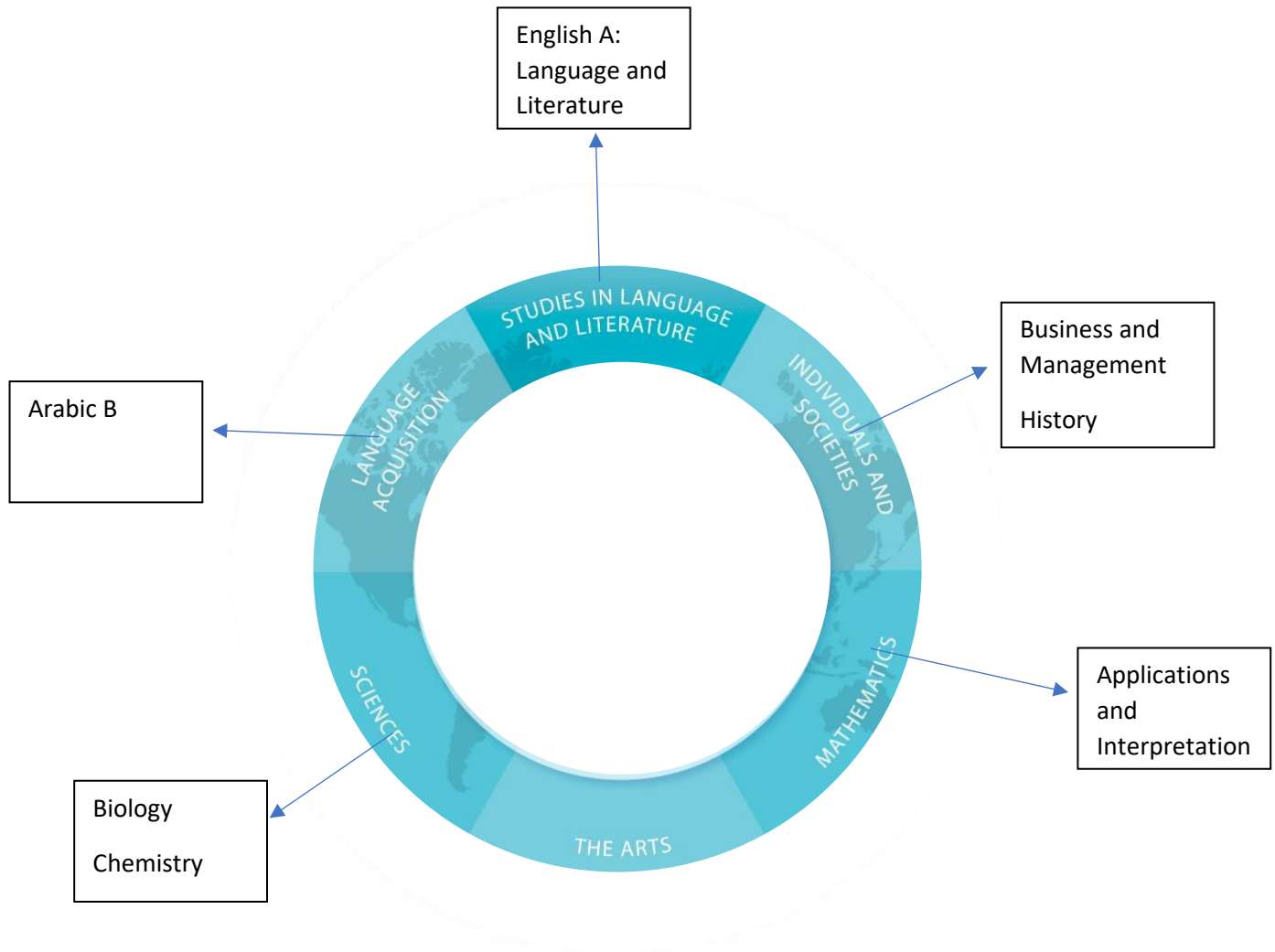
IB DP model:



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The diagram shows the components that make up the curriculum and express the core concept that all the components are interrelated.

DP subjects' offering at CIS:



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IB Diploma Subjects' Requirements:

At least **three** and not more than **four** subjects being offered at **higher level (HL)**.

The others at **standard level (SL)**.

Subjects Briefings

Subject: English Language and Literature

What are the main aims of this subject?

The aims of all subjects in studies in language and literature are to enable students to:

- engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures
- develop skills in listening, speaking, reading, writing, viewing, presenting and performing
- develop skills in interpretation, analysis and evaluation
- develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
- develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues and an appreciation of how they contribute to diverse responses and open up multiple meanings
- develop an understanding of the relationships between studies in language and literature and other disciplines
- communicate and collaborate in a confident and creative way
- foster a lifelong interest in and enjoyment of language and literature.

Why may students consider this subject?

Through the course, students are able to develop:

- a personal appreciation of language and literature
- critical-thinking skills in their interaction with a range of texts from different periods, styles, text-types and literacy forms
- an understanding of the formal, stylistic and aesthetic qualities of texts
- strong powers of expression, both written and oral
- an appreciation of cultural differences in perspective
- an understanding of how language challenges and sustains ways of thinking

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

Works read	SL	HL
Works in translation written by authors on the <i>Prescribed reading list</i>	Study of a minimum of one work	Study of a minimum of two works
Works originally written in the language studied, by authors on the <i>Prescribed reading list</i>	Study of a minimum of one work	Study of a minimum of two works
Free choice works	Study of two works freely chosen	Study of two works freely chosen
Total works studied	4	6
External assessment	SL	HL
Paper 1: Guided textual analysis	A guided analysis of a previously unseen non-literary extract or text from a choice of two	Two guided analyses of previously unseen non-literary extracts or texts
HL essay	A 1200-1500 word essay exploring a line of inquiry in connection with a studied text or work	

Main Course Objectives:

Know, understand and interpret:

- a range of texts, works and/or performances, and their meanings and implications
- contexts in which texts are written and/or received
- elements of literary, stylistic, rhetorical, visual and/or performance craft
- features of particular text types and literary forms.

Analyse and evaluate:

- ways in which the use of language creates meaning
- uses and effects of literary, stylistic, rhetorical, visual or theatrical techniquesrelationships among different texts
- ways in which texts may offer perspectives on human concerns.

Main Units/Topics:

LanguageA:Language and Literature		
AOE	Higher level	Standard level
Readers, writers and texts (Non-Literary)- 80 hrs- 20 weeks	The Great Gatsby (F. Scott Fitzgerald)	The Great Gatsby (F. Scott Fitzgerald)
	Advantages of Electronic Textbooks on Productivity	Advantages of Electronic Textbooks on Productivity
	The Reader (Bernhard Schlink)	
Time and Space (Non-Literary)- 80 hrs- 20 weeks	Death of a Salesman (Arthur Miller)	Death of a Salesman (Arthur Miller)
	Magazine Articles on Human Development	Magazine Articles on Human Development
	Persepolis (Marjane Satrapi)	Persepolis (Marjane Satrapi)

Communicate:

- ideas in clear, logical and persuasive ways
- in a range of styles, registers and for a variety of purposes and situations

	Radio Broadcast script	
Intertextuality : Connecting Texts (Non- Literary- Literary)- 80 hrs- 20 weeks	"Pride and Prejudice" by Jane Austen	"Pride and Prejudice" by Jane Austen
	Biography of Arthur Miller, Scott Fitzgerald & Kazuo Ishiguro	Biography of Arthur Miller, Scott Fitzgerald & Kazuo Ishiguro
	"Things Fall Apart" by Chinua Achebe	Travel Writing Articles on Leisure
	Travel Writing Articles on Leisure	

Assessment Information:

SL:

Assessment component	Weighting
External assessment (3 hours) Paper 1: Guided textual analysis (1 hour 15 minutes) The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students choose one passage and write an analysis of it. (20 marks)	70% 35%
Paper 2: Comparative essay (1 hour 45 minutes) The paper consists of four general questions. In response to one question students write a comparative essay based on two works studied in the course. (30 marks)	35%
Internal assessment This component consists of an individual oral which is internally assessed by the teacher and externally moderated by the IB at the end of the course. Individual oral (15 minutes) Supported by an extract from one non-literary text and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of two of the texts that you have studied. (40 marks)	30%

HL:

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

تهدف دراسة مادة اكتساب اللغة إلى:

- تطوير العقلية الدولية عبر دراسة اللغات، الثقافات، الأفكار والقضايا ذات الأهمية العالمية.
- تمكين الطلاب من التواصل باللغة التي درسوها في مجموعة من السياقات ولمجموعة متنوعة من الأغراض والغايات.
- تشجيع إدراك وتقدير مجموعة متنوعة من وجهات النظر لأشخاص ينتمون إلى ثقافات متنوعة، من خلال دراسة النصوص والتفاعل الاجتماعي.
- تنمية فهم الطلاب للعلاقة بين اللغات والثقافات المألوفة لهم.
- تنمية وعي الطلاب بأهمية اللغة فيما يتعلق بالمجالات الأخرى للمعرفة.
- تزويد الطلاب بالفرص للانخراط الفكري وتنمية مهارات التفكير الناقد والإبداعي، عبر تعلّم اللغات وعملية البحث والاستقصاء.
- تزويد الطلاب بقاعدة لمزيد من الدراسة والعمل والترفيه من خلال استخدام لغة إضافية.
- تعزيز الفضول والإبداع واستمتاع بتعلّم اللغات يدوم مدى الحياة.
-

لماذا يمكن للطلاب النظر في هذا الموضوع؟

- إنّ دراسة مادة اكتساب اللغة مصممة لتزويد الطلاب بالمهارات الضرورية والفهم المتداخل للثقافات لتمكينهم من التواصل بنجاح في البيئة التي يُتحدّث فيها باللغة التي يدرسونها. وتُمكن هذه العملية المتعلّم من تخطي حدود الغرفة الدراسية وتوسيع وعيه بالعالم وتعيز احترام التنوع الثقافي.
- فبالتالي يطور الطلبة قدراتهم اللغوية من خلال تطوير مهارات التلقي والمهارات الإنتاجية والمهارات التفاعلية. ولا تهدف مساقات اكتساب اللغة فقط إلى تطوير المهارات اللغوية بل أيضاً إلى تعزيز التفاهم ما بين الثقافات المتنوعة والانخراط العالمي.

ما هو الفرق بين المستوى العالي وبين المستوى العادي في هذا الموضوع؟

- في كلا المستويين في اللغة (ب) المستوى العالي والمستوى العادي يتعلّم الطلاب التواصل باللغة الهدف في السياقات المألوفة وغير المألوفة ويصفون المواقف ويروون الأحداث ويجرون المقارنات ويشرحون المشكلات ويذكرون آراءهم الشخصية ويدعمونها في مجموعة متنوعة من المواضيع التي تتعلّق بمحتوى المساق.
- إنّ دراسة عمليتين أدبيين مكتوبين أصلاً باللغة الهدف مطلوبة فقط في المستوى العالي .

- هناك فرق بين المستويين في مستوى القدرات التي يتوقع أن يطورها الطلاب في مهارات التلقي والمهارات الإنتاجية والمهارات التفاعلية .

- المستوى العالي يدرس خلال العامين 240 ساعة .
- المستوى العادي يدرس خلال العامين 150 ساعة.

الأهداف الرئيسية:

المحاور المقررة :

- التواصل بوضوح وفعالية في مجموعة متنوعة من السياقات
- لمجموعة متنوعة من الأغراض والغايات.
- الهويات
- فهم واستخدام اللغة المناسبة لمجموعة من السياقات
- التجارب
- البينشخصية/ متداخلة الثقافات والجماهير.
- البراعة البشرية
- فهم واستخدام اللغة للتعبير عن مجموعة من الأفكار
- التنظيم الاجتماعي
- والاستجابة لها بطلاقة ودقة.
- نتشارك الكوكب
- عمليين أدبيين بالغة العربية الأصيلة (للمستوى العالي)
- تحديد وتنظيم وعرض الأفكار حول مجموعة من المواضيع.
- فهم وتحليل والتأمل في مجموعة من النصوص المكتوبة
- والمسموعة والمرئية والسمعية .

التقييم:

هناك نوعان من التقييم تُحددهما البكالوريا الدولية IB.

- يُنري التقييم التكويني التعليم والتعلم، وهو عنصر لا يتجزأ من أساليب التعليم والتعلم. وهو يعنى بتقديم آراء ومقترحات تقييمية دقيقة ومفيدة للطلاب والمعلمين حول نوعية التعلم وطبيعة نقاط القوة والضعف لدى الطلاب للمساعدة على تطوير فهم الطلاب وقدراتهم. وبوسع التقييم التكويني أيضاً أن يُساعد على تحسين جودة التعليم حيث يُقدّم المعلومات لمراقبة التقدّم نحو الوفاء بأغراض وأهداف المنهاج.
- ويعطي التقييم النهائي ملخصاً للتعلم السابق ويعني بقياس تحصيل الطالب.

تقييم المستوى العادي يكون على النحو الآتي:

النسبة المئوية	عنصر التقييم
% 75 % 25	التقييم الخارجي (3 ساعات) الورقة 1 (ساعة و15 دقيقة) المهارات الإنتاجية – الكتابة (30 علامة) مهمة كتابية واحدة تتألف من 250 - 400 كلمة تُختار من بين ثلاث مهمات، تتصل كل واحدة منها بمحور مختلف، وتختار أحد أنواع النصوص من بين الأنواع الواردة في تعليمات الاختبار.
% 50 % 25 % 25	الورقة 2 (ساعة و45 دقيقة) مهارات التلقي – أقسام منفصلة للاستماع والقراءة (65 علامة) الفهم بالإصغاء (45 دقيقة) (25 علامة) الفهم بالقراءة (ساعة) (40 دقيقة) تمرينات الفهم حول ثلاث فقرات سمعية وثلاثة نصوص مكتوبة، مُستمدة من المحاور الخمسة جميعها.
% 25	التقييم الداخلي يُقيّم المُدرّس هذا العنصر داخلياً وتُعابره البكالوريا الدّولية IB خارجياً في نهاية المساق الدراسي. التقييم الشفهي الفردي محادثة مع المُدرّس، تركز على حافز مرئي، يتبعها نقاش يركز على محور إضافي. (30 درجة)

تقييم المستوى العالي يكون على النحو الآتي:

النسبة المئوية	عنصر التقييم
% 75 % 25	التقييم الخارجي (3 ساعات و30 دقيقة) الورقة 1 (ساعة و30 دقيقة) المهارات الإنتاجية – الكتابة (30 علامة) مهمة كتابية واحدة تتألف من 450 - 600 كلمة تُختار من بين ثلاث مهمات، تتصل كل واحدة منها بمحور مختلف، وتختار أحد أنواع النصوص من بين الأنواع الواردة في تعليمات الاختبار.
% 50 % 25 % 25	الورقة 2 (ساعتان) مهارات التلقي – أقسام منفصلة للاستماع والقراءة (65 علامة) الفهم بالإصغاء (ساعة) (25 دقيقة) الفهم بالقراءة (ساعة) (40 دقيقة) تمرينات الفهم حول ثلاث فقرات سمعية وثلاثة نصوص مكتوبة، مُستمدة من المحاور الخمسة جميعها.
% 25	التقييم الداخلي يُقيّم المُدرّس هذا العنصر داخلياً وتُعابره البكالوريا الدّولية IB خارجياً في نهاية المنهج. التقييم الشفهي الفردي محادثة مع المُدرّس، تركز على مقتطف من أحد الأعمال الأدبية التي درسها الطالب في الصف، يتبعها نقاش يركز على محور واحد أو محورين على الأقل من المنهج الدراسي. (30 درجة)

Subject: Business and Management

What are the main aims of this subject?

The business management course is designed 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 this subject?

The course will help student to investigate factors that lead businesses to making certain decisions, as well as interpreting information in a business context. Students are expected to show judgment in weighing up the relative importance of different points or sides of an argument in order to reach a conclusion. This will be of use to them later in life in any situation from work to domestic finances.

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

There is a core curriculum for both SL and HL consisting of five obligatory units (business organisation and environment; human resource management; finance and accounts; marketing; operations management) with common content and learning outcomes. HL students complete extension areas of study in all five units. The other notable difference is the IA: SL students write a written commentary (1500 words) while HL students research and report on an issue (2000 words).

Main Course Objectives:

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

1. encourage a holistic view of the world of business
2. empower students to think critically and strategically about individual and organizational behavior
3. promote the importance of exploring business issues from different cultural perspectives

Main Units/Topics:

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

4. enable the student to appreciate the nature and significance of change in a local, regional and global context

5. promote awareness of the importance of environmental, social and ethical factors in the actions of individuals and organizations

6. develop an understanding of the importance of innovation in a business environment.

Assessment Information:

External Assessment:

Paper 1 Structured questions

Paper 2 Structured and extended response questions

Internal Assessment:

SL: Written commentary Students produce a written commentary based on three to five supporting documents about a real issue or problem facing a particular organization.

HL: Students research and report on an issue facing an organization or a decision to be made by an organization (or several organizations). Maximum 2,000 words.

Subject: History

What are the main aims of this subject?

1. Develop an understanding of, and continuing interest in, the past
2. Encourage students to engage with multiple perspectives and to appreciate the complex nature of historical concepts, issues, events and developments
3. Promote international-mindedness through the study of history from more than one region of the world
4. 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
5. Develop key historical skills, including engaging effectively with sources
6. Increase students' understanding of themselves and of contemporary society by encouraging reflection on the past.

Why may students consider this subject?

History is an exploratory subject that fosters a sense of inquiry. It is also an interpretive discipline, allowing opportunity for engagement with multiple perspectives and opinions. Studying history develops an understanding of the past, which leads to a deeper understanding of the nature of humans and of the world today.

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.

The difference between the history course at SL and the course at HL can be summarized as follows:

	Standard Level	Higher Level
Syllabus	<ul style="list-style-type: none">• The study of one prescribed subject from a choice of five• The study of two world history topics from a choice of twelve• A historical investigation	<ul style="list-style-type: none">• The study of one prescribed subject from a choice of five• The study of two world history topics from a choice of twelve• The study of three sections from one HL regional option

		<ul style="list-style-type: none"> • A historical investigation
Syllabus details	<p>Prescribed subject: The move to global war</p> <ul style="list-style-type: none"> a) Japanese expansion in East Asia (1931–1941). b) German and Italian expansion (1933–1940). <p>World history topics :</p> <ul style="list-style-type: none"> 1. Authoritarian States <ul style="list-style-type: none"> a) <i>Egypt—Nasser</i> b) <i>Italy—Mussolini</i> 2. Causes and effects of 20th century wars <ul style="list-style-type: none"> c) Algerian War (1954–1962) VS. Vietnam (1946–1954) d) Spanish Civil War (1936–1939) VS. Lebanese Civil War (1975 – 1990) e) First Gulf War (1990–1991) VS. Falklands/Malvinas War (1982) 	<p>Prescribed subject: The move to global war</p> <ul style="list-style-type: none"> a) Japanese expansion in East Asia (1931–1941). b) German and Italian expansion (1933–1940). <p>World history topics :</p> <ul style="list-style-type: none"> 1. Authoritarian States <ul style="list-style-type: none"> a) <i>Egypt—Nasser</i> b) <i>Italy—Mussolini</i> 2. Causes and effects of 20th century wars <ul style="list-style-type: none"> c) Algerian War (1954–1962) VS. Vietnam (1946–1954) d) Spanish Civil War (1936–1939) VS. Lebanese Civil War (1975 – 1990) e) First Gulf War (1990–1991) VS. Falklands/Malvinas War (1982) <p>Higher Level Region: Europe</p> <p>Sections:</p> <ul style="list-style-type: none"> a) Europe and the First World War (1871–1918) b) Inter-war domestic developments in European states (1918–1939) c) Diplomacy in Europe (1919–1945)

Main Course Objectives:

The assessment objectives for history reflect those parts of the aims that will be formally assessed either internally or externally with the intention that students are able to fulfill the following assessment objectives:

Assessment objective 1: Knowledge and understanding

- Demonstrate detailed, relevant and accurate historical knowledge
- Demonstrate understanding of historical concepts and context.
- Demonstrate understanding of historical sources. (Internal assessment and paper 1)

Assessment objective 2: Application and analysis

- Formulate clear and coherent arguments.
- Use relevant historical knowledge to effectively support analysis.
- Analyse and interpret a variety of sources. (Internal assessment and paper 1)

Assessment objective 3: Synthesis and evaluation

- Integrate evidence and analysis to produce a coherent response.
- Evaluate different perspectives on historical issues and events, and integrate this evaluation effectively into a response.
- Evaluate sources as historical evidence, recognizing their value and limitations. (Internal assessment and paper 1)
- Synthesize information from a selection of relevant sources. (Internal assessment and paper 1)

Assessment objective 4: Use and application of appropriate skills

- Structure and develop focused essays that respond effectively to the demands of a question.
- Reflect on the methods used by, and challenges facing, the historian. (Internal assessment)
- Formulate an appropriate, focused question to guide a historical inquiry. (Internal assessment)
- Demonstrate evidence of research skills, organization, referencing and selection of appropriate sources. (Internal assessment)

Main Units/Topics:

Outline of the IB History topics	Hours
Case study 1: Japanese expansion in East Asia (1931–1941)	20 Hrs.
Case study 2: German and Italian expansion (1933–1940).	20 Hrs.
Authoritarian States; <i>Egypt—Nasser</i>	22 Hrs.
Authoritarian States; <i>Italy—Mussolini</i>	22 Hrs.
Algerian War (1954–1962) VS. Vietnam (1946–1954)	15 Hrs.
Spanish Civil War (1936–1939) VS. Lebanese Civil War (1975 – 1990)	15 Hrs.
First Gulf War (1990–1991) VS. Falklands/Malvinas War (1982)	15 Hrs.
[HL] Europe and the First World War (1871–1918)	30 Hrs.
[HL] Inter-war domestic developments in European states (1918–1939)	30 Hrs.
[HL] Diplomacy in Europe (1919–1945)	30 Hrs.

Assessment Information:

There are two types of assessment identified by the IB.

- **Formative assessment** informs both teaching and learning. It is concerned with providing accurate and helpful feedback to students and teachers on the kind of learning taking place and the nature of students' strengths and weaknesses in order to help develop students' understanding and capabilities. Formative assessment can also help to improve teaching quality, as it can provide information to monitor progress towards meeting the course aims and objectives.
- **Summative assessment** gives an overview of previous learning and is concerned with measuring student achievement.

Assessment Outline SL

Assessment component	Weighting
External assessment (2 hours 30 minutes) Paper 1 (1 hour) Source-based paper based on the five prescribed subjects. Choose one prescribed subject from a choice of five. Answer four structured questions. (24 marks)	75% 30%
Paper 2 (1 hour 30 minutes) Essay paper based on the 12 world history topics. Answer two essay questions on two different topics. (30 marks)	45%
Internal assessment (20 hours) This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Historical investigation Students are required to complete a historical investigation into a topic of their choice. (25 marks)	25%

Assessment Outline HL

Assessment component	Weighting
<p>External assessment (5 hours)</p> <p>Paper 1 (1 hour) Source-based paper based on the five prescribed subjects. Choose one prescribed subject from a choice of five. Answer four structured questions. (24 marks)</p> <p>Paper 2 (1 hour 30 minutes) Essay paper based on the 12 world history topics. Answer two essay questions on two different topics. (30 marks)</p> <p>Paper 3 (2 hours 30 minutes) Separate papers for each of the four regional options. For the selected region, answer three essay questions. (45 marks)</p>	<p>80%</p> <p>20%</p> <p>25%</p> <p>35%</p>
<p>Internal assessment (20 hours) This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Historical investigation Students are required to complete a historical investigation into a topic of their choice. (25 marks)</p>	<p>20%</p>

Subject: Biology

What are the main aims of this subject?

The aims enable students, through the overarching theme of the Nature of science, to:

- 1- appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
- 2- acquire a body of knowledge, methods and techniques that characterize science and technology
- 3- apply and use a body of knowledge, methods and techniques that characterize science and technology
- 4- develop an ability to analyze, evaluate and synthesize scientific information
- 5- develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities
- 6- develop experimental and investigative scientific skills including the use of current technologies
- 7- develop and apply 21st century communication skills in the study of science
- 8- become critically aware, as global citizens, of the ethical implications of using science and technology
- 9- develop an appreciation of the possibilities and limitations of science and technology
- 10- develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

Why may students consider this subject?

Biologists attempt to understand the living world at all levels using many different approaches and techniques. At one end of the scale is the cell, its molecular construction and complex metabolic reactions. At the other end of the scale biologists investigate the interactions that make whole ecosystems function.

Many areas of research in biology are extremely challenging and many discoveries remain to be made. Biology is still a young science and great progress is expected in the 21st century. This progress is sorely needed at a time when the growing human population is placing ever greater pressure on food supplies and on the habitats of other species, and is threatening the very planet we occupy.

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

Group 4 students at standard level (SL) and higher level (HL) undertake a common core syllabus, a common internal assessment (IA) 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, as described in the "Assessment objectives" section of the guide.

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, in the additional higher level (AHL) material and in the common options. The distinction between SL and HL is one of breadth and depth.

- **150 hours for SL and 240 hours for HL**

Additional higher level (AHL)	60 Hours / HL
7. Nucleic acids	9
8. Metabolism, cell respiration and photosynthesis	14
9. Plant biology	13
10. Genetics and evolution	8
Option (D - Human physiology)	15 Hours / SL 25 Hours / HL

The Practical Scheme of Work is at:

	40 Hours / SL	60 Hours / HL
Practical scheme of work	40 Hours / SL	60 Hours / HL
Practical activities	20	40
Individual investigation (internal assessment–IA)	10	10
Group 4 project	10	10

Main Course Objectives:

The assessment objectives for biology, chemistry and physics reflect those parts of the aims that will be formally assessed either internally or externally with the intention that students are able to fulfill the following assessment objectives:

- 1. Demonstrate knowledge and understanding of:**
 - a. facts, concepts and terminology
 - b. methodologies and techniques
 - c. communicating scientific information.

Main Units/Topics:

Outline of the IB Biology topics	Hours
1- Cell biology	15
2- Molecular biology	21
3- Genetics	15
4- Ecology	12
5- Evolution and biodiversity	12

2. Apply:

- a. facts, concepts and terminology
- b. methodologies and techniques
- c. methods of communicating scientific information.

6- Human physiology	20
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3. Formulate, analyze and evaluate:

- a. hypotheses, research questions and predictions
- b. methodologies and techniques
- c. primary and secondary data
- d. scientific explanations.

4. Demonstrate the appropriate research, experimental, and personal skills necessary to carry out insightful and ethical investigations.

Assessment Information:

There are two types of assessment identified by the IB.

- **Formative assessment** informs both teaching and learning. It is concerned with providing accurate and helpful feedback to students and teachers on the kind of learning taking place and the nature of students' strengths and weaknesses in order to help develop students' understanding and capabilities. Formative assessment can also help to improve teaching quality, as it can provide information to monitor progress towards meeting the course aims and objectives.
- **Summative assessment** gives an overview of previous learning and is concerned with measuring student achievement.

Assessment Outline SL

Component	Overall weighting (%)	Approximate weighting of objectives (%)		Duration (hours)
		1+2	3	
Paper 1	20	10	10	¾
Paper 2	40	20	20	1¼
Paper 3	20	10	10	1
Internal assessment	20	Covers objectives 1, 2, 3 and 4		10

Assessment Outline HL

Component	Overall weighting (%)	Approximate weighting of objectives (%)		Duration (hours)
		1+2	3	
Paper 1	20	10	10	1
Paper 2	36	18	18	2¼
Paper 3	24	12	12	1¼
Internal assessment	20	Covers objectives 1, 2, 3 and 4		10

Subject: Chemistry

What are the main aims of this subject?

The aims enable students, through the overarching theme of the Nature of science, to:

1. Appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
2. Acquire a body of knowledge, methods and techniques that characterize science and technology
3. Apply and use a body of knowledge, methods and techniques that characterize science and technology
4. Develop an ability to analyze, evaluate and synthesize scientific information
5. Develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities
6. Develop experimental and investigative scientific skills including the use of current technologies
7. Develop and apply 21st century communication skills in the study of science
8. Become critically aware, as global citizens, of the ethical implications of using science and technology
9. Develop an appreciation of the possibilities and limitations of science and technology
10. Develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

Why may students consider this subject?

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. Chemical principles underpin both the physical environment in which we live and all biological systems. Chemistry is often a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science. Both theory and practical work should be undertaken by all students as they complement one another naturally, both in school and in the wider scientific community. The DP chemistry course allows students to develop a wide range of practical skills and to increase facility in the use of mathematics. It also allows students to develop interpersonal and information technology skills, which are essential to life in the 21st century. By 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.

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

Group 4 students at standard level (SL) and higher level (HL) undertake a common core syllabus, a common internal assessment (IA) 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, as described in the "Assessment objectives" section of the guide.

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, in the additional higher level (AHL) material and in the common options. The distinction between SL and HL is one of breadth and depth.

- **150 hours for SL and 240 hours for HL**

Syllabus content

Core	95 Hours /SL
1. Stoichiometric relationships	13.5
2. Atomic structure	6
3. Periodicity	6
4. Chemical bonding and structure	13.5
5. Energetics/thermochemistry	9
6. Chemical kinetics	7
7. Equilibrium	4.5
8. Acids and bases	6.5
9. Redox processes	8
10. Organic chemistry	11
11. Measurement and data processing	10

Additional higher level (AHL)	60 Hours / HL
12. Atomic structure	2
13. The periodic table—the transition metals	4
14. Chemical bonding and structure	7
15. Energetics/thermochemistry	7
16. Chemical kinetics	6
17. Equilibrium	4
18. Acids and bases	10
19. Redox processes	6
20. Organic chemistry	12
21. Measurement and analysis	2
Option (B: Biochemistry)	15 Hours / SL 25 Hours / HL

The Practical Scheme of Work is at: 40 Hours / SL

Practical scheme of work	60 Hours / HL	
	40 Hours / SL	60 Hours / HL
Practical activities	20	40
Individual investigation (internal assessment–IA)	10	10
Group 4 project	10	10

Main Course Objectives:

The assessment objectives for biology, chemistry and physics reflect those parts of the aims that will be formally assessed either internally or externally with the intention that students are able to fulfill the following assessment objectives:

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

Assessment Information:

There are two types of assessment identified by the IB.

- **Formative assessment** informs both teaching and learning. It is concerned with providing accurate and helpful feedback to students and teachers on the kind of learning taking place and the nature of students' strengths and weaknesses in order to help develop students' understanding and capabilities. Formative assessment can also help to improve teaching quality, as it can provide information to monitor progress towards meeting the course aims and objectives.
- **Summative assessment** gives an overview of previous learning and is concerned with measuring student achievement.

Assessment Outline SL

Component	Overall weighting (%)	Approximate weighting of objectives (%)		Duration (hours)
		1+2	3	
Paper 1	20	10	10	$\frac{3}{4}$
Paper 2	40	20	20	$1\frac{1}{4}$
Paper 3	20	10	10	1
Internal assessment	20	Covers objectives 1, 2, 3 and 4		10

Assessment Outline HL

Component	Overall weighting (%)	Approximate weighting of objectives (%)		Duration (hours)
		1+2	3	
Paper 1	20	10	10	1
Paper 2	36	18	18	$2\frac{1}{4}$
Paper 3	24	12	12	$1\frac{1}{4}$
Internal assessment	20	Covers objectives 1, 2, 3 and 4		10

Subject: Mathematics Applications and Interpretation course

What are the main aims of this subject?

To enable students to:

1. Develop mathematical knowledge, concepts and principles
2. Develop logical, critical and creative thinking
3. Employ and refine their powers of abstraction and generalization.

Why may students consider this subject?

For students interested in social sciences, natural sciences, medicine, statistics, business, engineering, some economics, psychology, and design. This course will be the best to prepare the student for their higher education.

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

The number of hours needed to cover each topic in HL is higher than in SL; for example students need 16 hours to cover Number and Algebra topic, but in HL is 26 hours.

Main Course Objectives:

1. Knowing and Understanding
2. Problem Solving
3. Communication and Interpretation
4. Technology
5. Reasoning
6. Inquiry approaches

Main Units/Topics:

1. Number and Algebra
2. Functions
3. Geometry and Trigonometry
4. Statistics and Probability
5. Calculus

Assessment Information:

Assessment component	Weighting
External assessment (5 hours)	80%
Paper 1 (120 minutes) Technology required. (110 marks) Compulsory short-response questions based on the syllabus.	30%
Paper 2 (120 minutes) Technology required. (110 marks) Compulsory extended-response questions based on the syllabus.	30%
Paper 3 (60 minutes) Technology required. (55 marks) Two compulsory extended response problem-solving questions.	20%
Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Mathematical exploration Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)	20%

Core Requirements

Core requirements of the IB Diploma:

All full Diploma students must complete:

- **A course in the Theory of knowledge (TOK) over the two-years period of the DP**
- **An Extended Essay in a subject of their choice**
- **A creativity, Action, and Service (CAS) program**



Brief on Core Requirements:



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Theory Of Knowledge (TOK) is an interdisciplinary course on the philosophy of learning, it requires students to reflect on the origin, validity, and value of various kinds of knowledge and make comparisons between them. In other words “How do we know what we know”.

Requirements:

- 1) One major paper (IB assessed)
- 2) One major presentation

Extended Essay (EE) is a 4000 word essay forwarded to IB examiners for evaluation. Its purpose is to provide candidates an opportunity to engage in an independent research project on an introductory level.

Creativity, Activity, Service (CAS) is often referred to as community service requirement, the CAS component of the DP curriculum is intended to encourage each student to develop individual skills and interest and to challenge the student to become aware of the responsibility to contribute to the community in a meaningful way. The IB recommends at least 150 hours for the required combination of experiences.

Extended Essay Timeline:

DP Year 1 Semester 1	
Element	Suggested Date
DPY1 students attend a briefing session with the DP teachers aimed for exploring the areas of research in each subject.	06/10/2020
EE coordinator briefs students on the structure of the EE essay, and the required elements of the final submission.	20/10/2020
DPY1 Students attend a research methodologies workshop conducted by the E.E coordinator and librarian.	3/11/2020
DPY1 Students attend a workshop related to academic honesty, referencing and technology literacy conducted by the E.E coordinator and librarian	24/11/2020
Students will identify a topic of special interest to them, which is also connected to one of their 6 DP subjects.	8/12/2020
DP Year 1 Semester 2	
DPY1 Students attend a workshop related to proposal writing	10/01/2021
Students will conduct preliminary research about their chosen topic (Inquiry stage).	1/02/2021
Students will confirm their research topic and submit an EE form which includes initial thesis/hypothesis and bibliography to EE coordinator.	08/03/2021
EE coordinator will classify the submissions and identify the subject supervisors.	22/03/2021
DP Year 1 Semester 3	
First Reflection Session (Planning and background reading): Subject supervisors will meet with students to discuss their first draft submissions in order to ascertain the effectiveness of their choices, re-examine their ideas, and decide whether changes are needed. Subject supervisor will also guide students in their bibliographic research and offer feedback regarding the first draft.	26/04/2021
DP Year 2 Semester 1	
Second Reflection Session (Interim Writing) Subject supervisors review second draft, provides feedback, checks academic honesty, and responds to any difficulty's students might have faced up to this stage.	10/10/2022
Final Reflection Session (Final Writing and Viva Voce)	12/12/2022

By the end of DPY2 semester 1, students submit their final research, and attend a 10-15 minutes viva voce with their subject supervisor.	
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Support Resources for Extended Essay:

CALLIDO

Build Core Skills for Academic and Long-Term Success



DP Assessment Requirements

Assessment Requirements:

The assessment of student achievements happens in a variety of ways throughout the course of the two-year programme. It includes the assessment of student work both by external examiners as well as the students' own teachers. Internal or teacher assessment normally contributes between 20% and 30% of the subject assessment, but can account for as much as 50% in some of the arts courses.

The assessment itself undergoes careful review and moderation to ensure that a common standard is applied equally to the work of all students internationally.

All students' work, regardless of which school they attended, are subjects to the same assessment principles.

For most courses, written examinations at the end of the DP form the basis of the assessment. This is because these examinations have high levels of objectivity and reliability.

Externally assessed coursework, completed by students over an extended period under authenticated teacher supervision, forms part of the assessment for several programme areas, including the TOK essay and the EE.

Grading System:

Performance in each subject (HL or SL) is graded on a scale of 7 points (maximum) down to 1 point (minimum).

Performance in theory of knowledge and the extended essay are each graded on a scale of A (maximum) to E (minimum).

The CAS requirement is not assessed.

For the IB Diploma, a maximum of 3 points is awarded for combined performance in theory of knowledge and the extended essay.

The maximum total DP points score is 45.

External Assessment:

- For most courses, written examinations at the end of the DP form the basis of the assessment.
- This is because these examinations have high levels of objectivity and reliability.

Internal Assessment:

- The IA is a unique partnership between the student, the instructor, and the IB examiner.
- While neither the instructor nor the student ever has contact with the examiner, all are working from the exact **set of criteria** in constructing, guiding, and evaluating the finished product.
- The IA can be a paper, project, oral exam, workbook, or series of experiments, depending on the individual IB class.
- The IA is heavily criterion-referenced and **is marked internally by the course instructor**.
- THEN, the IB then selects a sample of all completed IA's per class and these are forwarded to IB

Internal assessment – how is it scored?

- Examiners throughout the world for “moderation.”
- Moderation in this case means reviewing the accuracy of the internal marking.
- Grades are then extended to all students completing the IA.
- For example, if a paper is rated internally at a 20 and is moderated at an 18, then all papers rated at a 20 (those not included in the sample) will receive a score of 18.
- IB teachers are often very accurate criterion-referenced markers.

How DP assessment is scored:

- In the DP, students receive grades ranging from 7 to 1, with 7 being highest. Students receive a grade for each DP course attempted.
- A student's final Diploma result score is made up of the combined scores for each subject.
- The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance including successful completion of the three essential elements of the DP core.

Full Diploma Pass Requirements:

The IB Diploma will be awarded to a candidate provided all the following requirements have been met.

- CAS requirements have been met.
- The candidate's total points are 24 or more.
- There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject.
- There is no grade E awarded for theory of knowledge and/or the extended essay.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (HL or SL).
- There are no more than three grade 3s or below awarded (HL or SL).
- The candidate has gained 12 points or more on HL subjects (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.

DP Fail (Not meeting requirements) students

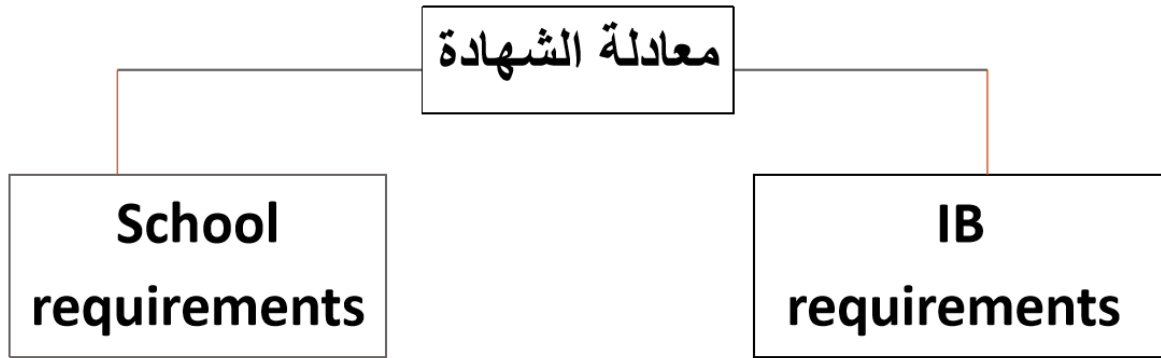
An IB Diploma Candidate who fails to satisfy the requirements for the award of an IB Diploma will receive DP Course Results indicating the grades obtained in individual subjects, together with results in theory of knowledge and the extended essay, and confirmation of the completion of all CAS requirements, as appropriate.

Theory of knowledge/extended essay matrix:

ToK/EE	A	B	C	D	E
A	3	3	2	2	Failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing condition				

- Performance in theory of knowledge and the extended essay are each graded on a scale of A (maximum) to E (minimum).
- The CAS requirement is not assessed.
- For the IB Diploma, a maximum of 3 points is awarded for combined performance in theory of knowledge and the extended essay.
- The maximum total DP points score is 45

New Tawjihi Equivalency (MOE):



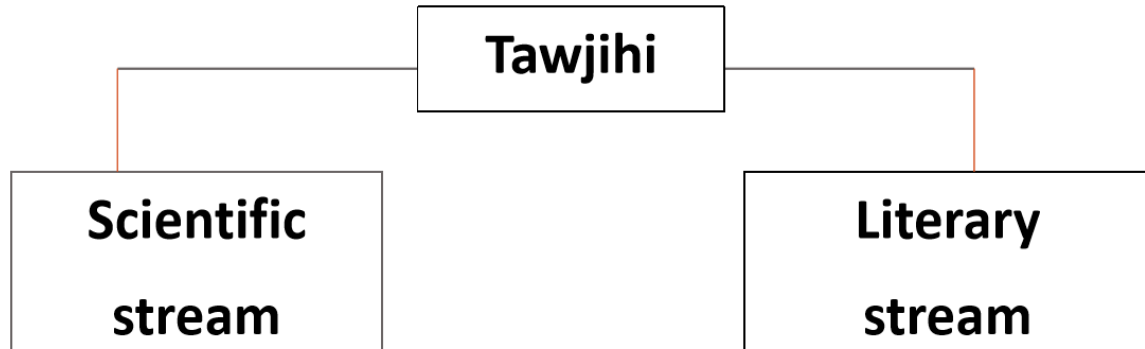
School subjects' requirements:

- Grade 11 & 12 pass in the following school subjects:
- اللغة العربية (مهارات الاتصال)
- الثقافة الاسلامية
- تاريخ الأردن

IB Related Requirements:

- pass in at least six DP subjects
- Pass two HL subjects
- Pass in math (SL or HL)
- Pass in science (SL or HL)
- Pass in Arabic A or B (SL or HL)

Tawjihi Streams:



Scientific Stream Equivalency Requirements:

Pass in:

- HL (Math and Science) OR HL (Two sciences)
- SL (Arabic) / (Science or math) / (Foreign Language) / (Individual and society or Arts)
- 21 points out of 42

Literary Stream Requirements:

Pass in:

- HL (Arabic and literary subject) OR (Two literary subjects)
- SL (Arabic or literary subject) / (science) / (Math) / (Foreign language) / (Individual and society or Arts)
- 21 points out of 42

Tawjihi GPA Calculation:

Grade	7	6	5	4	3	2 (SL)
equivalency	100	95	88	77	66	55

Notes:

GPA is the mean of the 6 subjects' grades

No additional points are added to the student's GPA

In-house report card:

- CIS issues report cards to provide students with continuous feedback on assessments and progress of learning throughout the 2-year program.
- Grades awarded to students follow a scale from 7 (maximum) to 1 (minimum). Each subject has its own specific criteria.
- Report cards are issued three times a year.

The following table illustrates the weight of marks in grades 11 & 12 report card:

First Assessment	Second Assessment	Third Assessment
30%	30%	40%

- CIS organizes two student-led teacher parent conferences a year.

Internal Deadlines Calendar:

DP Year 1

Internal deadline calendar - Diploma Programme - Canadian International School

DP year (1) - 2020 - 2021					
August	September	October	November	December	January
16 - First school day 9 - 10 Induction & Orientation 11 - Final Subjects selection form submission 12 - Staff meeting to confirm the two year assessment timeline	6 - CAS interviews Commence 13 - Launch of Sciences Internal requirements	18 - First Student led parents conference	22 - First Performance report card	8- E.E topic Identification 19- CAS portfolio (1)	

DP year (1) - 2020 - 2021					
February	March	April	May	June	July
21 - Methodology Group 4 Project	8 - Extended Essay Proposal Submission 28 - Second Performance Card report	4 - second parents meeting 26 - First Reflection Session with E.E Supervisors 28 - Introduction of sciences IA requirements	8 - formal CAS meetings 9 - TOK Presentations 15 - CAS portfolio 2 23 - End of years exams 31 - Last of day teaching		

DP Year 2:

Internal deadline calendar - Diploma Programme - Canadian International School

DP year (2) - 2021 - 2022					
August	September	October	November	December	January
15 - First school day sciences project	10- IA First Draft Business and Management Submission 16- CAS meetings 19 - IA first First Draft History	5- IA First Biology Draft 10 - Second Reflection Session with E.E Supervisors 15- TOK official presentations 17 - First Student led parents conference 20 - First Draft Math Application and interpretation Internal	3- Chemistry Internal Assessment Draft 10- Draft TOK essay submission 30- CAS folder submission 21 - First Performance report card	10- IA Business and Management Submission 12- Final Reflection Session with E.E supervisors (Viva Voce) 15 - IA History Submission 20 - Math IA Submission	16- TOK essay submission 19 - Final Chemistry IA submission 23 - IA Biology Submission

DP year (2) - 2021 - 2022					
February	March	April	May	June	July
6 - Individual Oral Exams Language A 13 -Oral Exams Language B 28 - Last Day (Teaching)	16 - CAS Completion 21 - Mock Exams	1- Predicted grades uploaded to IBIS 20 - Report cards	IB external examination		IB results

DP School Timetable:

Period / Day	Sunday	Monday	Tuesday	Wednesday	Thursday
(1) 8:00 - 8:40	Group 4 / Biology (SL & HL)	Group 5 / Math (Applications & Interpretation) (SL & HL)	Group 4 / Chemistry (SL & HL) (or) Group 3 / History (SL & HL)	Group 1 / English Lang & Lit (HL only)	TOK
(2) 8:40 - 9:20	Group 4 / Biology (SL & HL)	Group 5 / Math (Applications & Interpretation) (SL & HL)	Group 4 / Chemistry (SL & HL) (or) Group 3 / History (SL & HL)	Group 1 / English Lang & Lit (HL only)	TOK
(3) 9:20 - 10:00	CAS	تاريخ الأردن	Religion	PE	Religion
Break 10:00 - 10:20					
(4) 10:20 - 11:00	Group 3 / Business Management (SL & HL)	Group 2 / Arabic B (SL & HL)	Group 5 / Math (Applications & Interpretation) (SL & HL)	Group 4 / Chemistry (HL only) or Group 3 / History (HL only)	Group 4 / Biology (HL only)
(5) 11:00 - 11:40	Group 3 / Business Management (SL & HL)	Group 2 / Arabic B (SL & HL)	Group 5 / Math (Applications & Interpretation) (SL & HL)	Group 4 / Chemistry (HL only) or Group 3 / History (HL only)	Group 4 / Biology (HL only)
(6) 11:40 - 12:20	Group 1 / English Lang & Lit (SL & HL)	Group 4 / Biology (SL & HL)	Group 2 / Arabic B (SL & HL)	Group 5 / Math (Applications & Interpretation) (HL only)	Group 3 / Business Management (HL only)
(7) 12:20 - 1:00	Group 1 / English Lang & Lit (SL & HL)	Group 4 / Biology (SL & HL)	Group 2 / Arabic B (SL & HL)	Group 5 / Math (Applications & Interpretation) (HL only)	Group 3 / Business Management (HL only)
Break 1:00 - 1:35					
(8) 1:35 - 2:15	Group 4 / Chemistry (SL & HL) (or) Group 3 / History (SL & HL)	Group 1 / English Lang & Lit (SL & HL)	TOK	Group 3 / Business Management (SL & HL)	Group 2 / Arabic B (HL only)
(9) 2:15 - 2:55	Group 4 / Chemistry (SL & HL) (or) Group 3 / History (SL & HL)	Group 1 / English Lang & Lit (SL & HL)	CAS	Group 3 / Business Management (SL & HL)	Group 2 / Arabic B (HL only)

Note: Students leave at 1pm on Tuesday twice per month

Allocated hours for HL subjects per week	240 minutes equivalent to 4 hours	Total hours for HL subjects over the two years = 240 hours
Allocated hours for SL subjects per week	160 minutes equivalent to 2.67 hours	Total hours for SL subjects over the two years = 150 hours
Allocated hours for TOK per week	100 minutes equivalent to 1.67 hours	Total hours for TOK over the two years = 100 hours

Note: the calculation of the exact number of teaching hours is done in a separate document

Note: Students can choose between group 4 chemistry or group 3 history

Note: The same schedule is used for DPY1 and DPY2

CIS Policies

Admission into the Diploma Programme (DP):

Candidates who are applying for entrance to the Diploma Programme at the CIS must meet the following academic requirements:

Category (A): Internal students continuing from CIS MYP Year 5 to DP Year 1:

1. Successfully complete the requirements of MYP Year 5.
2. Complete the requirements of the Service as Action and Personal Project.

Category (B): External candidates from IB Schools applying to enter the IBDP at CIS:

1. Have achieved a minimum cumulative GPA of 75% in the last three years of MYP.
2. Have completed the Personal Project and Service as Action requirements.
3. Have completed required recommendation forms from previous school.
4. Have achieved a pass level in CIS's Mathematics, Arabic and English, and at least one of the sciences entrance exams.

Category (C): External candidates from non-IB Schools applying to enter the IBDP at CIS:

1. Have achieved a minimum cumulative GPA of 80% in the last 3 academic years attended.
2. Have completed required recommendation forms from previous school.
3. Have achieved a pass level in CIS's Mathematics, Arabic and English, and at least one of the sciences entrance exams.

Category (D): Transfer students from DP Year 1 must:

1. Submit evidence from previous school confirming that he/she was enrolled in the IB Diploma Programme.
2. Provide evidence of satisfactory academic achievement from their previous school.
3. Provide necessary curriculum documentation, as requested by the DP coordinator, from previous school.
4. Provide CAS activities evidence and former CAS supervisor contact details.
5. Have completed required recommendation forms from previous school.

Notes:

- In case CIS does not provide all the subject choices for the transfer student, he/she will be advised to pursue tutoring and/or online course privately.
- In case of discrepancy between curriculum outlines offered in the previous school and CIS curriculum outlines, Transfer student will be advised to pursue private tutoring to compensate for any uncovered material.

Interview (External students only):

In addition to all the aforementioned academic requirements, all DP candidates seeking

enrolment at CIS must sit for an interview with the IBDP coordinator. The purpose of the interview is to determine the candidate's commitment to complete course requirements and form a judgment about the readiness of the candidate to exhibit the IB Learner Profile attributes.

Orientation and subject selection:

The DP coordinator organises orientation sessions for newly admitted students and parents. In addition, each newly admitted candidate attends a counselling session with the DP coordinator and university counsellor to discuss their subject choices.

Students who wish to complete the full Diploma course must select three subjects at higher level and three subjects at standard level. However, students who wish to register for four higher level subjects must:

1. Demonstrate a high academic achievement level within grades 9&10.
2. Obtain the IBDP coordinator's approval.
3. Accept the possibility of changing one HL subject to SL at any time depending upon the student's academic performance and wellbeing.

Important considerations:

1. Whilst CIS strives to accommodate all subject requests, there is no guarantee that students will be able to attend all their first-choice subjects, either due to schedule/timetable reasons or availability of qualified teachers. Some students may opt to pursue their second or third preferred subject choices.
2. Students are given an opportunity to change their subject selection during the four-week trial period, however after this period the subject change is prohibited.
3. All full diploma students must complete all core components: Creativity, Action and Service (CAS), Theory of Knowledge (TOK), and Extended Essay (EE).
4. All students must sign an academic honesty consent form indicating their understanding and commitment to CIS academic honesty policy. Refer to the Academic Honesty Policy.

Promotion criteria MYP Year 5 – DP1

1. DP subjects at the higher level can only be taken if the final grade in MYP Year 5 for this subject is 6 or higher.
2. In order to take DP Maths at HL, the criteria for Maths Extended must have been met.

Promotion Criteria from Year 1 – Year 2 in the Diploma Programme

- To qualify for promotion from DP 1 to DP 2, students must reach an overall score of 24 points for their 6 chosen subjects and a minimum of D in Theory of Knowledge.

Students who do not achieve an overall score of 24 will be advised by the programme coordinator and university counsellor to pursue other options which may include switching to the certificate course option.

Assessment in the Diploma Programme (DP):

DP Assessment Principles:

- Aligns with the academic requirements of the programme
- Is integral to teaching and learning and plays a crucial role in supporting the learning process
- Is criterion-based and is built according to the course aims and objectives
- Includes a suitable range of tasks and instruments/ components that ensure all objectives for the subject are assessed
- Ensures effective teaching to the course requirement
- Pays appropriate attention to the higher-order cognitive skills as well as the fundamental cognitive skills
- Reflects the international-mindedness of the programme and must avoid any form of cultural or gender stereotyping bias
- Provides regular feedback to students to inform them about their attainment level to improve their learning
- Informs all involved (students, parents, teachers, programme coordinator, and administration) about the student progress
- Ensures students' preparedness to the formal assessment requirements

DP Assessment Tasks:

- Include tests, examinations, extended practical work, projects, portfolios and oral work
- Focus on a broad range of concepts, attitudes, knowledge and skills
- Account for a variety of learning styles
- Are differentiated to cater for the diverse backgrounds of learners
- Use published and pre-determined learning objectives as mandated by the IB
- Allow students to reflect on and evaluate their progress to set future goals for improvement

Guidelines for Assessment Practices Teachers Must Follow:

- Decimals and fractions are not used as they are inconsistent with criterion-based assessment
- Keep students fully aware of the criteria used to evaluate their work
- Undertake grading positively and consistently in relation to clear criteria
- Adopt a best fit model, assessing student performance for each strand separately
- Offer students regular and constructive feedback supporting their learning
- Keep a clear record of all assessment activities
- Apply the consequences stated in the Academic Honesty policy, in case of student malpractice

Forms of Assessment in the DP Programme:

- A. **Admissions Assessment:** Students wishing to enroll in the Diploma Programme must pass an entrance exam which covers Mathematics, English, Arabic and at least one science subject. Refer to the CIS Admissions Policy.
- B. **Formative Assessment:** An ongoing process of gathering, analyzing, and interpreting data about students' progress and using evidence to improve their learning. It is an essential classroom practice that offers continuous, constructive feedback that will enhance the learning of students, allow scaffolding to take place, and adjust teaching accordingly.
- C. **Summative Assessment:** It is the measurement of student's performance against Diploma Programme assessment criteria to measure level of attainment. It is used to assess students' acquired understanding, skills and knowledge.

Guidelines for Students' work Submission:

- Students must submit all their work on time.
- Students may apply for extension prior to the due date, providing a valid reason. If approved, a new due deadline will be assigned.
- In case of a missed deadline, the teacher will consider students' circumstances. If the student has a valid reason, an alternative task will be assigned.

DP Assessment Reporting and Recording:

- CIS issues report cards to provide students with feedback on assessment results throughout the 2-year programme. Report cards (Transcripts) are issued three times a year
- Grades awarded to students following a scale from 7 (maximum) to 1 (minimum)
- Each subject has its own specific criteria
- Two student-led teacher parent conferences are organized each year

Forms of Reporting:

- **Interim Reports:** Track student's overall academic performance and behavioral conduct in specific subject areas. Teachers issue these reports when needed in agreement with the DPC, to notify the students and their parents/guardians and provide recommendations and suggested intervention plan.
- **Report cards (Transcripts):** Issued three times per year on the school platform to be shared with parents and students.
- **Written/documented comments:** Written by the teachers to comment on student's subject specific performance and achievement.
- **Conferences:** Parent-Teacher conference day in addition to individual scheduled teacher-parent meetings (when needed)

The following table illustrates the weight of marks in DP year 1 and 2 report card:

First Assessment	Second Assessment	Third Assessment
30%	30%	40%

Stakeholders involved in DP assessment: Roles and Responsibilities:

i. Teachers:

- Responsible for the design of formative and summative assessments
- Assess formative and internal summative assessments and provide detailed feedback on the nature of students' strengths and limitations
- Encourage students to become a better judge of their own performance and help them develop strategies to improve
- Familiarize themselves with specimen papers and mark schemes
- Collaborate by sharing ideas with their colleagues and observing classes

ii. Students:

- Successfully complete all required tasks and examinations
- Meet all deadlines assigned by teachers including internal school and IB deadlines
- Organize and manage their time in order to successfully meet programme's requirements
- Adhere to the academic honesty policy
- Assume responsibility for their own learning
- Develop their personal attributes in line with the IB learner profile

iii. Parents:

- Assist and support their children to help them successfully complete their school work
- Be aware of the CIS Assessment policy and types of assessments associated with the programme
- Attend meetings, briefings, and orientation sessions
- Contact coordinator/teacher in case of any queries

iv. IBDP Coordinator:

- Ensures teachers understand subject and level requirements
- Ensures grade descriptors are clear to all teachers
- Encourages teachers' active contribution within the development and implementation of assessment policy
- Provides teachers with all IB assessment-related documents
- Provides teachers with adequate resources, training and continuous professional development
- Supervises testing and oversees testing conditions
- Prepares the internal deadlines calendar in collaboration with DP Teachers

Diploma Programme Formal Summative Assessment:

The is defined as assessment directly contributing to the final diploma qualification. Most of these assessments are externally assessed, and include examinations or work completed during the course and then sent to an external examiner.

Some formal summative assessments are internally assessed with the teacher applying the same standard set by the IB. The mark awarded by the teacher is then confirmed or moderated by an IB external moderator.

- Candidates for the IB Diploma must satisfy assessment requirements in six subjects and the core.
- Candidates must choose one subject from each group of the curriculum model:

Group 1: Studies in Language and Literature

Group 2:
Language Acquisition

Group 3: Individuals and Societies

Group 4:
Sciences

Group 5: Mathematics

Group 6: Arts OR one subject from Groups 1 - 4

- At least three, but not more than four subjects, must be chosen at higher level (HL), the rest at standard level (SL).
- Performance in each subject (HL or SL) is graded on a scale of 7 (maximum) to 1

(minimum).

Internal Assessment Guidelines:

- Internal assessments are mandatory and are completed during DP Years 1 and 2.
- Student work is marked by the teacher(s) and is subject to external moderation.
- Moderators check the standard of teachers' marking, through submitted evidence of student work against objectives.
- Internal assessments vary according to the subject, and may include project work, fieldwork, laboratory practical work, mathematical investigations and orals for languages.
- Teacher collaboration is essential where more than one teacher is involved in teaching the course, as schemes of work must be developed collaboratively.
- Final internal assessments are collected by subject, not by teacher, and are sent for moderation as school samples, not class samples.
- Teachers can improve practices by sharing ideas with their colleagues and observing classes, and teacher collaboration should, therefore, also be seen as one important aspect of professional development.
- DPC provides teachers with support material clarifying the marking scheme
- Strong measures must be taken to avoid plagiarized work.
- Word count should not exceed the limit in any written task.
- Internal assessment timeline is issued and distributed at the beginning of DP year 1 (Refer to DP Student Handbook).

External Assessment Guidelines:

- External assessment calendar is shared at the beginning of DP year 1.
First point???
- These summative assessments are designed to record student attainment and achievement towards the end of the 2-year course of study.
- These IB assessments are administrated during the May testing session and are sent to IB examiners for evaluation.
- Students must take the external assessments on the assigned test date.

The Core Requirements:

- The core will be assessed using the same assessment principles outlined in the IBDP specifications.

Creativity, Activity, and Service (CAS):

- The CAS programme formally begins at the start of the Diploma Programme and continues regularly, ideally on a weekly basis, for at least 18 months with a reasonable balance between creativity, activity, and service.

- CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS.
- Completion of CAS is based on student achievement of the seven CAS learning outcomes.

Theory of knowledge (TOK):

- TOK assessment requirements include giving a presentation and submitting a maximum of 1600-word essay on one of the six prescribed titles for the examination session.
- Grades Earned are: A (Highest) to E (Lowest).

Extended essay (EE):

- Diploma candidates must complete and submit an extended essay (EE), which is a substantial piece of independent research of up to 4,000 words.
- Grades Earned are: A (Highest) to E (Lowest).

Students in **Extended Essay and TOK** are assessed using the diploma points matrix:

The diploma points matrix

		Theory of knowledge					
		Excellent A	Good B	Satisfactory C	Mediocre D	Elementary E	Not submitted
Extended essay	Excellent A	3	3	2	2	1 + Failing condition*	N
	Good B	3	2	1	1	Failing condition*	N
	Satisfactory C	2	1	1	0	Failing condition*	N
	Mediocre D	2	1	0	0	Failing condition*	N
	Elementary E	1 + Failing condition*	Failing condition*	Failing condition*	Failing condition*	Failing condition*	N
	Not submitted	N	N	N	N	N	N

Special Need Students Access Arrangements:

- To obtain inclusive access arrangements, the programme coordinator, supported by the head of school, submits an application on behalf of a candidate using the online request form on IBIS.
- DP requests for inclusive access arrangements must be submitted six months prior to an examination session. For further information, refer to the Inclusion Policy.

Tawjihi MOE Equivalency (For Jordanian Students) Requirements:**A. Scientific Stream**

1. HL: Mathematics and Science, or two Sciences.
2. SL: Arabic, Science or Mathematics, Language, Individual and Society or Arts.
3. 21 points out of 42

B. Literary stream

1. HL: Arabic and one additional literary subject, or two literary subjects.
2. SL: Arabic or literary subject, Science, Mathematics, Language, Individuals and Society or Arts.
3. 21 points out of 42

42 Grade Conversion

IB Score	7	6	5	4	3	2	1
Percentage	100	95	88	77	66	55	-

Academic Honesty:

Responsibility of Stakeholders towards Academic Honesty:

CIS academic honesty policy ensures that the school's practices are transparent and consistent. The following is a description of the rights and responsibilities of all members of the school community, what constitutes good practice, and misconduct, and what actions are to be taken if there are transgressions.

Students:

- Become familiar with the CIS Academic Honesty Policy and IB requirements concerning academic honesty
- Develop research skills and study habits
- Develop positive behavior towards work
- Evaluate the usefulness of sources of information
- Be transparent about the ideas and work of others
- Are responsible for producing authentic work
- Respect and recognize the work of others by using proper citation and referencing
- Follow an appropriate citation and referencing protocol
- Develop ATL skills

Teachers:

- Familiarize students with their responsibilities towards academic honesty
- Set clear expectations for assignments
- Provide guidance to candidates on how to correctly cite sources
- Model the academic honesty policy and be role models of academic honesty and integrity
- Provide students with examples of good exam practice counterbalanced with examples of unacceptable practice
- Make use of electronic plagiarism detect engines when checking assignments
- Confirm that, to the best of his or her knowledge, all candidates' work accepted or submitted for assessment is the authentic work of each candidate
- Follow the set-out procedures of this policy in any case of academic honesty breach

Programme(s) Coordinator:

- Ensures that students, teachers, and parents/legal guardians clearly understand the expectations regarding academic honesty
- Ensures that the school's academic honesty policy aligns with IB expectations and is periodically reviewed
- Ensures that academic honesty policy and procedures are available to all stakeholders
- Provides professional development to teachers about academic integrity and academic honesty practices
- DP Coordinator agrees with teachers on the internal assessment deadlines calendar
- DP Coordinator ensures candidates and invigilators are provided with information about examination regulations
- DP Coordinator keeps records of each academic honesty breach situation and the consequences

Librarian:

- Familiarize students with research methodologies
- Train students on the fundamentals of academic honesty
- Train students on using plagiarism detection engines
- Provide students with examples of good referencing practice counterbalanced with examples of poor referencing/ unacceptable practice

Parents:

- Encourage students to demonstrate their own work and thinking
- Recognize what constitutes a violation of the academic honesty policy
- Understand and support the academic honesty policy
- Cooperate and coordinate with the school in case of any breach to academic honesty

What is considered a Malpractice in the Diploma Programme (DP)?

- **Plagiarism:** occurs when a student represents the ideas or work of another person as his/her own without crediting the source of the material. Even material that has been paraphrased in the student's own words is considered plagiarized material unless proper credit or explicit reference is given.
- **Collusion:** occurs when a student allows his/ her work to be deliberately copied by another student and submitted as part of that student's work.

Examples of collusion:

- Letting someone copy one's work or assisting in their cheating in any way. Both

parties are at fault.

- Letting one's partner do all the work in a task, homework, class work or project and then putting one's name on the work submitted as if one had done an equal share of the work.
- **Duplication of work:** occurs when a student submits the same work for different assessment components, tasks, homework, and assignments in his/her internal or external.
- **Fabrication or Falsification of Data or Results:** occurs when a student present in a piece of work figures or data which have been made up or altered and which have no basis in verifiable and reliable sources.
- **Misconduct:** taking unauthorized material into an examination room, disruptive behaviour and communicating with others during the examination.
- **Communication about the content of an examination (External Assessment):** 24 hours before or after the examination with others outside their school community is also considered a breach.
- **Unfair practice:** any other behaviour which gains an unfair advantage for a student. For example, obtaining unauthorized access to examination material, the use of a calculator or other means of arriving at an answer when this is precluded in the syllabus/component, disruptive behaviour in the examination room, failure to abide by the instructions of an invigilator, impersonation of another person or forgery of their signature, or failure to abide by the conditions of supervision designed to maintain the security of the examinations.

How to Avoid Malpractice in the DP

Students should:

- Use their own words.
- Write their understanding of what they read and studied.
- Try to make as much of their work as authentic as possible.
- In cases where they need to use or build upon someone else's work, give that person credit.
- Indicate where they found the information, both in the body of the written work and in the bibliography at the end.
- List all sources of information (internet web page, URL, journals, books, magazine articles etc.)
- Apply the MLA protocol.
- Keep records of where they found the information.
- Manage their time wisely.

Consequences of Malpractice in the DP:

CIS procedures for dealing with any instance of academic dishonesty conducted by student is transparent, fair and consistent.

First Incident:

- Teacher completes the malpractice form by drawing the attention of both the student and the parents to the breach that took place.
- A “Notice of Concern” will be issued to the student.
- The student is required to reproduce the work again based on the subject teacher’s remarks and feedback.
- If this first breach is part of an assessment, the student must restart the whole assessment by reproducing all activities and assignments related to the assessment from the beginning.
- The malpractice form is escalated to the programme coordinator and the school principal.

Second Incident:

- Teacher completes the malpractice form.
- A “Warning Letter” will be issued to the student.
- The student is assigned a (0) level of achievement on the piece of work.
- The form is then elevated to the programme coordinator and the school principal.

Third Incident:

- Teacher completes the malpractice form.
- Student must respond to the incident, and the programme coordinator and school principal must approve the consequence and sign the form.
- Consequence of third incident may result in student failing the subject and may be asked to repeat the whole academic year.
- A report will be sent to the parents.

External International Baccalaureate (IB) sanctions and consequences of malpractice DP

External malpractice relates to any malpractice that occurs in a candidate work which counts to the award of his/her final diploma:

The IB explicitly states that:

1. The candidate is ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged.
2. Candidates themselves must bear the consequences if they submit any work for assessment that is not their own, regardless of whether the plagiarism was deliberate or the result of poor research skills.
3. The same principle applies to collusion.

Incidents of malpractice sanctions

1. Internal assessment, extended essay or Theory of Knowledge essay:

Stage 1: If malpractice is suspected in the first draft, the candidate is asked to re-do the work and the school malpractice internal consequences will apply.

Stage 2: If malpractice is suspected at a later stage; after a student has signed the declaration of authentication. Malpractice investigation and sanctions will take place which involves:

- The teacher/supervisor is asked to provide an explanation of why he/she believes that the student has done malpractice.
- The IB coordinator will inform the school principal.
- The student in presence of his parents will meet with the IB coordinator, school principal and the teacher/supervisor to discuss the situation.
- The student is asked to provide evidence/ defense of his work. The teacher is asked to give final decision on the student work.
- The IB coordinator will complete a report, which includes statement of the teacher/supervisor, statement of the student, and a summary of the conducted meeting.
- The IB coordinator reports the incident to the IB relevant section for investigation.
- If malpractice is confirmed, the student will be subject to consequences as decided by the IB.
- For DP students, the consequence may be “no diploma will be awarded”.

2. During IB exams:

- The candidate will be allowed to complete the exam.
- The IB coordinator informs the school principal and the students' parents.
- The IB coordinator will investigate the incident. The investigation involves: interviewing the candidate, collecting written statements from involved personnel, collecting relevant evidence.
- The IB coordinator reports the incident to the IB relevant section. The candidate is allowed to complete the rest of Diploma exams.
- The IB makes the final decision concerning the incident consequences.

Steps and consequences taken by the IB (once involved)

- The final award committee considers and makes the final decision in all special cases with respect to the award of IB Diploma and Diploma Programme courses results, which includes cases of suspected malpractice.
- After reviewing all evidence collected during the investigation, the committee will decide with full discretion whether to dismiss the allegation, uphold it, or ask for further investigations to be made.
- If the final award committee deems evidence of malpractice insufficient, the allegation will be dismissed, and a grade will be awarded in the normal way.
- If the final award committee decides that a case of malpractice has been established, no grade will be awarded in the subject concerned. In the case of a Diploma Programme candidate the consequence is that no diploma will be awarded to the candidate. However, a Diploma Programme courses results will be awarded for other subjects in which no malpractice has occurred.
- If a case of malpractice is very serious, either because of its nature or because the candidate has already been found guilty of malpractice in a previous session, the final award committee may decide that the candidate will not be permitted to register for examinations in any future session.
- An IB diploma, or a certificate, may be withdrawn from a candidate at any time if malpractice is subsequently established

Use of Calculators in DP Examinations DP

DP students should abide by “The conduct of IB Diploma Programme examinations” document and the school should ensure that all calculators used in examinations comply with the IB regulations.

“Candidates must be made fully aware of the regulations involving calculators, and the implications of any infringement of these rules, during the pre-examination period. In particular, their attention must be drawn to the list of prohibited calculators and the requirements involving resetting memory and examination modes.”- (*Diploma Programme Assessment procedures 2019 Guide, page 358*)

Conditions of use of Graphic Display Calculator:

- The RAM memory must be completely reset.
- The ROM memory must be initialized.
- Any devices with unrestricted/candidate accessible Wi-Fi functionality are not permitted.
- Candidates are not allowed to use or store data/notes, programs or flash (ROM) applications (APPs) in their calculators which may assist them in examination by removing the need to recall facts or formulae. Such an action will be considered a violation of academic honesty.
- Calculators which are not recommended models by the IB are not allowed.

Remarks

- CIS adopts the MLA citation protocol.
- CIS will utilize all possible and available resources to train students on the implementation of the academic honesty policy through units of study.
- The subject teachers have the right to take all necessary arrangements in case there is a breach of the academic honesty policy; Subject teachers should refer to the programme coordinator; In addition, an email is to be sent to the parents informing them of the breach.
- In case of an extreme breach of the policy, or in case of repetitive breaches, parents will be called for a meeting with the programme coordinator where they will be briefed of the case and informed of the consequences.

Academic Honesty Consent Form

- I have read and understood IBO policies on Academic Malpractice & being In 'Good' Standing at the School.
- I understand that if I breach any of these policies, this might have a negative impact on my effort to attain the IB Diploma.
- I understand that it is my responsibility to ensure that all official assignments, submitted for assessment, are the result of my own work and that I have acknowledged all my sources fully and in an appropriate way.
- I recognize that in the event that an assignment is submitted on my behalf and it is not the result of my own work, I will suffer the relevant consequences as indicated by the IBO and Psychico College whether this happens on purpose or because of malpractice of any kind.
- I understand that any student failing to comply with the principles of academic honesty, as set by the IBO, will run the risk of a grade not being awarded for a specific subject and/or for the IB Diploma not being attained.

Student Name: _____

Parent Name: _____

Student Signature: _____

Parent Signature: _____

Tips for Success in the DP:

1. Study with a routine.

An effective study strategy is a must. Develop an efficient and productive study routine because it helps eliminate confusion as a clear action plan emerges with a little thinking and planning.

2. Have an organised timetable.

Benefits of an organised timetable:

- It ensures that you study a healthy range of subjects every day
- It ensures that you give equal attention to all subjects. make sure you do 3 x one-hour study sessions for each subject every week.

3. Stay ahead

Staying ahead means preparing early. Use holidays to begin learning new content independently. Early preparation reduces stress during the academic term—a big plus.

4. Use the subject syllabus

The IB outlines exactly what you need to know for your exams. This magical information is all contained in the corresponding subject syllabus. Follow it and you'll get to where you need to go.

5. Be proactive and ask for help

Never leave problems unsolved.

Deal with problems in your understanding *immediately*. Avoid the trouble by ensuring your complete understanding of course material when it is being taught.

- Ask your teacher.
- Consult YouTube.
- Ask a friend.

Approaches to Learning:

What are the approaches to learning (ATL)?

- ATL are deliberate strategies, skills and attitudes that permeate the IB teaching and learning environment.
- ATL supports the IB belief that a large influence on a student's education is not only what you learn but also how you learn.
- Teaching students how to learn has always been a part of IB teaching, but now the IB is providing more explicit support for teaching these skills, aligning the Diploma Programme (DP) with the Primary Years Programme (PYP), the Middle Years Programme (MYP) and the IB Career-related Programme (CP).
- Focus on ATL will improve the quality of teaching and learning across the programmes and may result in more engaged teachers and students.

What are the IB approaches to learning skills?

1. Thinking skills
2. Communications skills
3. Social skills
4. Self-management skills
5. Research skills

IB Learner Profile:



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.



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