Diocesan Boys' School

International Baccalaureate Diploma Programme

DBS IB Handbook

Edited October 2026

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School Vision and Mission

Vision:

The vision of our school is to equip our students with the sound knowledge, worthy qualities, dynamic social and technical skills they need to become contributors to society and leaders with integrity in a diverse and ever-changing world.

Mission:

The mission of the school is to provide a liberal education based on Christian principles.

To realize this stated mission, the school has set the following objectives:

- To offer a well-balanced education for the development of the WHOLE person.
- To maintain well-established school traditions.
- To nurture a unique cultural identity.
- To achieve self-respect and self-esteem so that each student can be a man of integrity, discipline, devotion, industriousness, courage and gratitude.
- To promote multiple intelligence so that students can fully develop their talents.
- To equip our students to become life-long learners with a solid foundation of knowledge, essential qualities of good character and proper social and technical skills in order to achieve success in the future.

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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.

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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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Approaches to Learning (ATL)

Throughout the IB Diploma Programme, we are not just developing the knowledge and understanding of specific academic disciples, we are also equipping learners with skills for life. Each unit will include a range of opportunities to develop or refine skills that will support students in their studies and their journey beyond our school gates. The approaches to learning (ATLs) are a toolkit of skills that are intrinsically linked with the IB learner profile attributes. These skills are highly valued by university admissions officers and employers too, both of whom are keen to see evidence of these skills in applications.

So what are these skills?

In the IBDP, these skills are grouped under five overarching headings:



These skills are not intrinsic and can be explicitly taught. Through the development of these skills and attitudes, students improve their affective, cognitive and metacognitive abilities developing them into life-long learners. Affective skills are those concerning learning behaviours such as resilience while cognitive skills are those needed to help us acquire knowledge and process information. Finally, meta-cognitive skills enable students to evaluate the learning process.

Underneath the five ATL headings lie a huge variety of sub-skills that are introduced, developed and refined throughout the programme, both in subject lessons and through

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the core components. For example, in Skills lessons, students are introduced to Research Skills such as how to find reliable secondary sources to support a hypothesis and how to accurately cite these sources. These are skills students will use across the curriculum and at university level too. Another example is the development of metacognitive skills, which sit under the umbrella term of Thinking Skills. We develop students' ability to think critically about how they learn and which learning styles best suit them. Through self-awareness comes a more conscious awareness of the process of learning.

The ultimate aim is to turn students from passengers of their learning journey into pilots. In this way they can: set their own learning goals; ask pertinent questions; be self-motivated; show perseverance and resilience; experiment and take calculated risks; be unfettered by failure; and be critical of the process of learning in order to refine it.

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Diocesan Boys' School Diploma Programme Timeline

Deadlines
Core (CAS, EE, ToK)
Centre for Further Studies and Careers's events

Grade 10 Bridging Year Programme	September	Advisor meeting
	October	
	November	Mid Year Exam Thinking about University Workshop (G10 Skills Class)
	December	CAS Weeks, G10 CAS flag 1 Subject Choices - Expression of interest Student Feedback
	January	Advisor meeting G10 Mid-year Report; Parents Day
	February	
	March	University Application and Personality Tests (G10 Skills Class)
	April	G10 Predicted Grade Report
	May	Final Subject Choices
	June	Final Exams Core Exhibition
	July	CAS Weeks, G10 CAS flag 2 Advisor meeting G10 Final Report; Parents Day SAR / ACT Workshop

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G11 Diploma Programme	September	Advisor meeting
	October	TOK - Unit Assessment 1
	November	Mid Year Exams EE - students begin research Mentoring Scheme Briefing
	December	EE 2x proposals & Supervisors allocated to students CAS Trip TOK/EE Grade 1 + CAS Flag 1 Student Feedback survey US Kickstarter Workshop Deadline for Mentoring Scheme Registration CV Workshop TOK - Unit Assessment 2
	January	Extended Essay Initial Reflection Meeting Advisor meeting G11 Mid-year Report; Parents Day UK Kickstarter Workshop Economics IA (first commentary)
	February	UK Oxbridge and Early Application Workshop Mentoring Scheme Reception TOK - Unit Assessment 3
	March	University Counselor Allocation UK Personal Statement Workshop HKU Admissions Talk (TBC)
	April	US College Application Workshops TOK - Exhibition Draft
	May	EE - Literature Review EE – Poster (print ready) Other Regions Application Workshop CUHK Admissions Talk (TBC) TOK - Internal Exhibition Day
	June	Final Exams Chemistry IA begins ESS IA begins Biology IA begins Math IA begins Psychology IA begins Collaborative Science Project (Group 4 Project) EE - Outline/Science Students Research Plan US College Application Workshops

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	July	Core Exhibition (EE, CAS, TOK posters) First Predicted Grade Report TOK/EE Grade 2 + CAS Flag 2 TOK - Exhibition Final Draft English A L&L Individual Oral English A Literature Individual Oral Economics IA (second commentary) Advisor Meeting EE Supervisor Informal Meeting G11 Final Report; Parents Day UCAS Account Opening and Teacher Reference Request Workshop US College Application Workshops
G12 Diploma Programme	September	Advisor meeting Extended Essay Draft Submission Physics IA begins Math IA draft submission Non-JUPAS Application Workshop History IA first draft
	October	Second Predicted Grade Report Psychology IA final submission
	November	Final Predicted Grade Report Extended Essay Interim Reflection Meeting Canadian University Application Workshop UK Early and HKU Medicine Mock Interviews
	December	Extended Essay - Final Submission Mathematics IA final submission TOK - Essay First Draft TOK/EE Grade 3 + CAS Flag 3 Student Feedback Survey English B Individual Oral
	January	Extended Essay - Final Reflection Meeting (Viva Voce) ESS IA final submission Chemistry/Biology IA final submission Economics IA (third commentary) Chinese A IO, Chinese B IO English A Language and Literature and Literature Higher Level Essay Advisor meeting G12 Mid-year Report; Parents Day CUHK Medicine Mock Interview
	February	TOK - Essay Final Submission Physics IA final submission French Individual Oral History final IA Chinese A HL Essay (Final) CAS Flag 4 CAS Completion
	March	Mock Exam TOK/EE Grade 4 VA/ Music early component VA Exhibition

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	April	Study Leave (approx 2 weeks before IB Exams) Request IBO transcript Workshop VA/ Music IA and external component IB Exams
	May	IB Exams
	June	
	July	IB Results Meeting

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Diocesan Boys' School
International Baccalaureate Diploma Programme

DBS IB
Policies & Guidelines

Edited in August 2026

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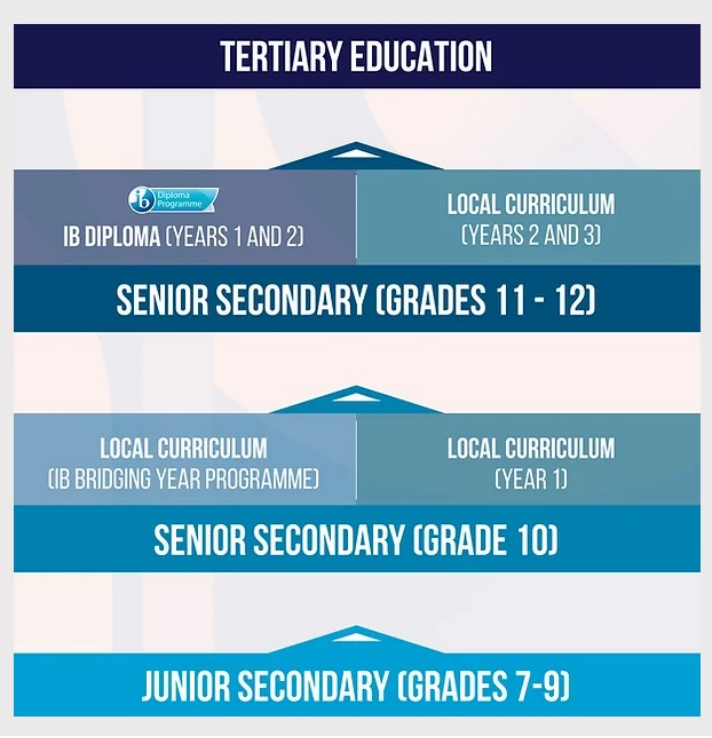
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IB Admission Policy

(Last reviewed July 2024)



The International Baccalaureate Diploma Programme, or IBDP as it is widely known, is highly valued by Universities across the world.

The holistic nature of the IB emphasizes high academic standards in the mandatory areas of first and second language, mathematics, humanities, science and arts. Academic excellence is coupled with emphasis on personal development in areas such as philosophy, social awareness and the arts. This can be further observed in the 10 traits of the IB Learner Profile. The IB is unfettered by individual national demands, which allows it to act as a powerful guarantor of assessment procedures. This explains why universities across the world hold IB graduates in high regard, and why an ever increasing number of schools are adopting it as their senior school curriculum.

The Diploma combines academic rigour with breadth, ensuring that each student finishes the program literate and numerate, capable in a foreign language, knowledgeable in science and a humanistic discipline, and be artistically accomplished . In addition, students will follow a course in critical thinking (Theory of Knowledge), write an Extended Essay, and meet the learning outcomes through Creativity, Activity and Service (CAS) experiences.

Admission to the DBS Grade 10 Bridging Year Programme

DBS welcomes all internal and external Grade 10 Bridging Year Programme applicants who are able to:

- Demonstrate how they can benefit from the IB Programme
- Demonstrate a strong, independent work ethic and a desire to succeed.
- Demonstrate academic and language abilities, and commitment to learning languages that are at a level appropriate to the Bridging Year Program.
- Maintain a high level of self-motivation, organization and time management.
- Commit to the Grade 10 Service Program.
- Show a keen interest and awareness of local, international and global affairs.
- Respect the views, values and traditions of other individuals and cultures.
- Be responsible ambassadors for DBS.

Internal and external applicants for admissions to DBS Grade 10 Bridging Year Program (Bridging Year) will undergo an age-appropriate writing and reading English assessment to demonstrate that they are capable of engaging with an English Medium IB Curriculum. A Chinese/French admission exercise and a cognitive test is also administered. Additionally, all external candidates will also take a Mathematics admissions test. The results of these will help us assess the students' ability to engage with the challenges of the IB Diploma. Details of the written assessments are as follows:

English	The G10 Bridging Year Programme English Admissions test consists of two tasks assessing reading skills and writing skills, respectively. The reading task requires a response to a question based on a literary piece of writing; the writing task requires an argumentative response to a prompt. For both tasks, students will be graded on the depth of ideas and understanding presented, and the attention given to crafting. Crafting might include: organisation of ideas, grammar, vocabulary, punctuation and general fluency.
Chinese	IB 入學試中文卷的設計，旨在讓學生能展示與語言 A 課程所要求的相關能力，包括文學分析、鑒賞、詮釋及撰寫文學評論的能力。試卷分為兩部分：甲部分為文學作品分析，乙部分為簡短論文寫作。作答以能反映考生的獨特見解、透徹的理解及脈絡分明為尚。
Mathematics	The admissions test is designed to determine candidates' prior knowledge and aptitude to gauge potential success in IB Mathematics. The skills examined can include routine algebraic manipulation including exponents, factorization, quadratic equations, algebraic fractions, coordinate geometry, and trigonometry, probability and statistics. Non-routine

	contexts can range from application or word-based problems, patterns and proofs, or modeling and investigation.
Cognitive Test	This test is designed to measure students' ability to use and apply information appropriately. More specifically, their performance on critical thinking, problem-solving, information literacy and research and written communication skills. The test is adaptive. Depending on each individual student's responses, it can take between 25 – 60 minutes to complete. Students may use dictionaries, Google or other reference material during the test. The test does not require any subject-specific knowledge.

Applicants who pass the written assessment are invited to an individual interview with a panel of teachers representing different subject Groups of the IB, where each student's potential for learning as well as their ability to engage and succeed within the Bridging Year and IB Diploma curriculum will be explored.

Applicants' academic background, previous school reports and supporting documents will also be taken into account when considering the applicant's learning skills and cognitive ability. Applicants must be able to demonstrate academic and language abilities that are at a level appropriate to the DBS Bridging and IB Programs. The student's responsibility to behave in accordance with the school's standards of conduct and the principles of good citizenship with reference to the IB Learner Profile are also taken into consideration.

Admission to the Bridging Year Program is open to students of all nationalities and backgrounds, as long as they have the right of abode in Hong Kong, who demonstrate the ability to access and benefit from the challenging international curriculum and program offered by the school.

Admission is dependent on:

- Meeting all admissions procedures and qualifications.
- Meeting all financial obligations.
- Availability of places in appropriate classes and programs.
- Understanding and agreeing to the DBS IB Policies and Guidelines

Students who successfully complete the Grade 10 Bridging Year Programme will be automatically offered a place in the DBS International Baccalaureate Program (IBDP). Additional information about the G10 Bridging Year Programme admissions process and subject choices can be found on our website.

Admission to the DBS G11 International Baccalaureate Diploma Program (IBDP)

A limited number of spaces may be available for direct entry into our G11 IBDP for external applicants who demonstrate the attainment and capabilities of rising G11s from the DBS Bridging Program.

Applicants will take an age-appropriate writing and reading English assessment to demonstrate that they are capable of engaging with an English Medium IB Curriculum. A Chinese/French, Mathematics and Cognitive admissions exercise will also be administered.

The IBDP is very demanding academically, in terms of level of commitment, time and effort required from the student. Applicants who do not meet all of the entry requirements may be considered suitable for Year 11 entry as a *Diploma Courses* student. This decision will be made on a case-by-case basis by the IB Diploma Programme Coordinator. Students will be counselled on the correct choice of either full Diploma status or Courses status during the Admissions procedure, however, the School reserves the right to accept or reject any application at its discretion.

During the admissions process we will offer guidance and support to students when they make their subject choices and subject levels; however, students should initially refer to the IB subject guide for specific subject requirements, before making their initial choices.

Additional information about the G11 IB Diploma Programme admissions process and subject choices can be found on our website.

Inclusive Access Arrangements

Our school will accommodate and provide support to students who need inclusive access arrangements, who otherwise demonstrate the ability to access and benefit from our regular curriculum and program, to minimise their barriers to learning. Students who require access arrangements will be admitted on the basis of the admissions panel's review of previous school records and placement, assessments of current intellectual and achievement levels, Individual Educational Plan (IEP) and psycho-educational evaluation. For more information, please refer to our Inclusion Policy.

It is parents' responsibility and obligation both to externally provide an inclusive education and to keep the School informed on particulars of the inclusive access arrangements that require undertaking. Failure to do so may affect students' eligibility to stay in the program.

Application Forms

IB application documents can be secured through the School's website or directly from the IB Admin Office.

Application Timeline

For exact dates for the current year, please refer to the School's website.

Approx. Date/Time Period	Event
March	G10 Application
March/April	Admission Written Assessments
April/May	Interviews
June	Release of results
Late August	Induction Day (for G10 boys) *(to be attended by students admitted to the IB accompanied by their parents)*

DBS IB ASSESSMENT POLICY

(Last reviewed June 2026)

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Introduction

This document contains the assessment policies of the International Baccalaureate Diploma Programme (IBDP) offered at Diocesan Boys' School (DBS). It is mainly based on the official guiding documents published by the International Baccalaureate Organization (IBO), namely:

- "Diploma Programme Assessment procedures" (2026)
- "Assessment Principles and Practices – Quality Assessments in a Digital Age" (2022)
- "Rules for IB World Schools: Diploma Programme" (2018)
- "General Regulations: Diploma Programme" (2016)

Including additional internal policies at DBS, this document aims at helping students, parents and teachers at DBS to:

- Understand the IB and DBS assessment philosophies;
- Plan according to the IB assessment content;
- Make informed subject and university choices based on the DBS IB grading system; and
- Establish a consent on the IB assessment methods at DBS

The DBS IB Assessment Policy is designed to help each student succeed in obtaining his IB Diploma and optimally navigating the university admissions process. All DBS IB students and parents are expected to read through this document and sign the Student and Parental Agreement Form to confirm their efforts to adhere to all of the IBO and DBS policies.

1. Philosophy

1.1. The IBO Mission Statement[1]

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 organisation 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.

1.2. The IB Diploma Programme[2]

The International Baccalaureate® (IB) Diploma Programme (DP) is an assessed programme for students aged 16 to 19. It is respected by leading universities across the globe.

The International Baccalaureate® (IB) assesses student work as direct evidence of achievement against the stated goals of the Diploma Programme (DP) courses.

DP assessment procedures measure the extent to which students have mastered advanced academic skills in fulfilling these goals, for example:

- analysing and presenting information
- evaluating and constructing arguments
- solving problems creatively.

Basic skills are also assessed, including:

- retaining knowledge
- understanding key concepts
- applying standard methods.

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[1] "Mission," International Baccalaureate Organization (IBO), accessed March 20, 2026 , https://www.ibo.org/about-the-ib/mission/ .

[2] "What is the DP?" International Baccalaureate Organization (IBO), accessed March 20, 2026 , https://www.ibo.org/programmes/diploma-programme/what-is-the-dp/.

"Assessment and Exams," Diploma Programme, International Baccalaureate Organization (IBO), accessed March 20, 2026 , https://www.ibo.org/programmes/diploma-programme/assessment-and-exams/ .

In addition to academic skills, DP assessment encourages an inquiry-based approach to learning facilitated by a conceptual approach to the curriculum emphasising an international outlook and an appreciation of intercultural learning, as well as intellectual risk-taking. These can take the form of themes and global issues in the language, humanities and arts subjects, and challenges in the form of unfamiliar problem-solving in novel contexts in the sciences and mathematics.

Student results are determined by performance against set standards (criteria-referenced), not by each student's position in the overall rank order (norm-referenced).

1.3. Principles of Assessment

DBS recognizes that teaching, learning and assessment are fundamentally interdependent. We are aware of and guided by the following principles:

Our students:

- have multiple learning styles, and cognitive and affective skills levels.
- have different cultural experiences, expectations and needs.
- perform differently according to the context of learning.
- understand their progress and can identify their unique 'zone of proximal development' to navigate their ongoing learning journey.
- should receive feedback that is positive and constructive, and have an active role to play in self-regulation, self-assessment and peer assessment.

In the curriculum and instructional process, assessment:

- constitutes an integral part of the pedagogy / assessment / reporting cycle.
- contributes greatly to the data used in monitoring student learning and achievement.
- aids in determining the effectiveness of teaching.
- informs the need for ongoing curriculum and assessment review and revision, especially as relates to Backwards Design of courses as described by the Understanding by Design Program[3].
- utilises a variety of methods.
- should be in a context that is relevant and motivating to students.

The broader scope requires feedback to parents and others, as appropriate to maintain:

- transmission of relevant data to receiving institutions.
- assessment and appraisal of a broad range of concepts, attitudes, knowledge and skills to thrive in multiple cultural contexts and an increasingly complex world.

[3] Wiggins, Grant, and Jay McTighe. 1998. *Understanding by Design.*

In addition:

- Assessment undertaken by the IB Section must be in accordance with the Hong Kong EDB assessment principles.
- Students should be made aware of the assessment tools used before commencing any area of study.
- All internal assessment should be designed to be formative in nature for the student and summative where appropriate.
- Feedback to students should be prompt and supportive.
- The section should keep a clear and accurate record of any assessment.

DBS is involved in the process of assessment of its student body in order to do the following:

- enhance the learning of the students', including cognitive, affective, and metacognitive skills.
- monitor the progress of individual student learning and achievement, including self-monitoring skills.
- determine the effectiveness of teaching.
- inform curriculum review.
- evaluate the suitability of courses.
- provide ongoing communication with all stakeholders in the school community, including students, teachers, parents, secondary and post-secondary institutions, and future employers.

We assess by gathering and analysing data from the following sources:

- Multiple types of ongoing formative assessment
- Summative assessment tasks
- Previous summative records
- Conversations with other stakeholders and community members
- The student's work when judged against rubrics and grade descriptors
- Teachers' professional knowledge and expertise

All students are assessed by:

- The relevant DBS staff, such as subject teachers and Heads of Group
- External agencies such as IB examiners and moderators

Other assessments are valued and encouraged:

- Student self-assessment in ongoing self-regulation
- Peer assessment
- Portfolios or journals
- Observation and interviews

Alternate opportunities may also arise when students are:

- engaged in both teacher-initiated and student-initiated activities
- working with an adult
- engaged in group work or pair work
- working independently
- working on the school premises and on educational activities off-site

2. Assessment Content

2.1. The Assessed Curriculum

The curriculum is made up of the DP core and six subject groups.

DP Core

Each IBDP student must take the three core components of:

- **Theory of knowledge** (TOK), in which students reflect on the nature of knowledge and on how we know what we claim to know.
- **The extended essay** (EE), which is an independent, self-directed piece of research, finishing with a 4,000-word paper.
- **Creativity, activity, service** (CAS), in which students complete a project related to those three concepts.[4]

DP Subjects
Each IBDP student must take six subjects, each from a different group, except that a Group 6 subject could be replaced by an additional sciences, individuals and societies, or languages subject.

The six subject groups and the subjects offered at DBS are the following:

Group	**Subjects offered at DBS**
1. Studies in Language and Literature (L&L)	English Literature, English Language and Literature, , Chinese Literature, Chinese Language and Literature
2. Language Acquisition	English, Chinese, French
3. Individuals and Societies	Economics, Environmental Systems and Societies, History, Psychology
4. Sciences	Biology, Chemistry, Environmental Systems and Societies, Physics
5. Mathematics	Mathematics: Analysis and Approaches (MAA), Mathematics: Applications and Interpretation (MAI)
6. The Arts	Music, Visual Arts

[4] "Curriculum," Diploma Programme, International Baccalaureate Organization (IBO), accessed January 29, 2020, https://www.ibo.org/programmes/diploma-programme/curriculum/ .

2.2. Assessment Schedule

Please see *Diocesan Boys' School Diploma Programme Timeline* found earlier in this Handbook.

[1] "Curriculum," Diploma Programme, International Baccalaureate Organization (IBO), accessed January 29, 2020, https://www.ibo.org/programmes/diploma-programme/curriculum/ .

In Grade 10, we aim to offer students two internally assessed pieces of work that contribute to their IC grade on their reports. In addition, all students will sit one exam for each subject per term.

In Grades 11 and 12, assessment will include internal assessments that support the development of skills necessary for their IAs (Internal Assessments that contribute to their final IB grade). In addition, students will receive feedback on planning and initial work on their IAs, and written feedback on their complete first draft. In Grade 11, all students will sit one exam for each subject per term. In Grade 12, students will sit their mock exams in Term 2, and this will include all the papers they will sit in the final examinations.

2.3. Assessment during Grade 11 and 12 (IBDP Years 1 and 2)

During a particular reporting period several formative tasks (such as classwork or homework) will be utilised to provide detailed feedback on students' strengths and weaknesses, ultimately helping develop student capabilities. Formative assessments represent the process of gathering, analysing, interpreting and then using evidence to improve student learning and help students achieve their potential. These may be marked in a variety of ways to inform the students of their strengths and areas for development. They are, however, essential formative steps in the learning process to inform students and influence pedagogy, especially with regard to scaffolding for higher-order thinking. The Internal Assessments, for example, may be subdivided into components, and a student may master individual steps.

Through the term, at regular intervals, summative tasks will be set. It is only these summative assignments and assessments (e.g., tests, quizzes, commentaries, presentations, and individual commentaries) that contribute to the final grade. The student should be given the optimum chance of succeeding in every subject and in the Diploma Programme.

Please also note that the reported summative grade is for a particular reporting period and that it is criteria-referenced rather than norm-referenced and that it is not an average of the summative tasks; rather, it is the most accurate and recent descriptor of student achievement in a particular subject. It is not uncommon for grades to be revised downwards when a student's achievement on summatives fits a lower band in the subject-specific grade descriptors. Please see the grade descriptors on each report for more details.

Some key features of the Diploma Programme assessment include:

- An emphasis on criteria-related [as opposed to norm-referenced] assessment. This method of assessment judges students' work in relation to identified levels of attainment (see grade descriptors), and not in relation to the work of other students.
- A distinction between summative internal and external IB assessment and the supporting formative process.
- Valuing the most accurate and recent demonstration of student performance, and not just averaging attainment marks over a reporting period.
- Examining student understanding at the end of the course on the whole course and not just aspects of it. Students must be able to recall, adapt and apply knowledge and skills to novel questions, contexts, and works.

3. Grading

3.1. IBDP Grade Descriptors

Students take written examinations at the end of the Diploma Programme (in May of their final year), which are marked and moderated by external IB examiners. Students also complete internal assessment tasks in the school, which, depending on subject groups, are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners.

The marks awarded for each course range from 1 (lowest) to 7 (highest). Students can also be awarded up to three additional points for their combined results on Theory of Knowledge and the Extended Essay.

The highest total that a Diploma Programme student can be awarded is 45 points. Assessment is criterion-based, measuring student performance on pre-specified assessment criteria based on the aims and objectives of each subject's curriculum, rather than the performance of other students undertaking the same examinations.

Assessment criteria are used as the basis for awarding marks, in addition to any assessment-specific mark scheme. The grade awarded should be placed in the highest level where the majority of descriptors correspond to the student's work. For example, if a student has achieved one level 7, two times level 6, and two times level 5, then the overall level achieved will be a level 6. Teachers use the full range of levels available. Teachers do not use decimals, percentages or fractions. When using a Diploma mark scheme, initial grading will follow the mark scheme. To ensure this is in line with the School's internal grading in accordance with the EDB, policy modifications may be made.

If a piece of work seems to fall between two level descriptors, only partially fulfilling the requirements of the higher descriptor, teachers re-read both of the descriptors in question and choose the descriptor which most appropriately describes the students' work.

Each subject at both Higher and Standard Level has an associated grade descriptor, and students are set tasks such that the full range of criteria can be achieved. This may not be the case in formative tasks where specific skills and knowledge components are being introduced. Summative tasks should, however, give the students the opportunity to match criteria over the full range. In summary, a student has the opportunity to obtain a level 7 when he undergoes a summative task which addresses the higher-order skills, and he achieves those skills as identified in the descriptor.

Please refer to the Group-specific Grade Descriptors, shared with students by subject teachers.

Assessment is gauged against subject-specific criteria.
The award of Level 1: A candidate should be awarded Level 1 only in the following circumstances:

- If the work has been genuinely attempted, but no relevant material is correct or work has not been handed in.
- Students are not awarded Level 1 if the teacher suspects that a candidate is guilty of malpractice. In this case, we refer to Diocesan Boys' School's Academic Integrity Policy.
- The recording and reporting of individual levels of achievement should be organised in ways that provide students with detailed feedback on their progress as it relates to the assessment criteria for each subject.

3.2. Internal and External Assessments [5]

The IB uses both external and internal assessment in the DP.

External assessment

Examinations form the basis of the assessment for most courses. This is because of their high levels of objectivity and reliability.

IBDP examinations include the following:

- essays;
- structured problems;
- short-response questions;
- data-response questions;
- text-response questions;
- case-study questions; and
- multiple-choice questions.

Internal assessment

[5] IBO, "Assessment and Exams."

Internal assessment tasks are also used for most courses. These include:

- oral work in Groups 1 and 2
- fieldwork in ESS
- laboratory work in the sciences
- exploration in mathematics
- artistic performances

For the weighting of external and internal assessments, please refer to the latest subject-specific guides published by IBO: DP curriculum - International Baccalaureate®

3.3. TOK and EE points

The Core Points Matrix

The performance of a student in the core components of the Diploma Programme requirements, Theory of Knowledge and the Extended Essay is determined according to the quality of the work based on the application of the IBDP's assessment criteria. It is described by one of the band descriptors, A–E. Using the two performance levels and the diploma points matrix, a maximum of three diploma points can be awarded for a student's combined performance.

		Theory of knowledge				
		A	B	C	D	E
Extended essay	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				

Points awarded for the externally assessed component (Part 1 Essay on Prescribed Title, 20 points) and for the internally assessed component (Part 2 TOK Exhibition, 10 points) are combined to give a total out of 30. The grade boundaries are then applied to determine where the student falls on the TOK markband (A to E). Please see the TOK internal assessment scheme.

The band descriptor is used both to determine the contribution of TOK to the overall Diploma score and to provide the basis for school reporting.

For the Extended Essay, the research and engagement process is internally supervised with one formal feedback on the first draft produced by the student. The final submission is externally marked out of a maximum of 30 points. The grade boundaries are then applied to determine where the student falls on the EE markband (A to E). The band descriptor is used both to determine the contribution of EE to the overall Diploma score and to provide the basis for school reporting.

3.4. CAS Flags

Three levels of CAS Flags are given to students for each term:

Flag	**Meaning**
Red Flag	Concern
Green Flag	On track
Trophy	Excellent

At the beginning of each term, CAS Leaders announce the flag requirements for the specific term for each cohort. By the end of each term, academic advisors review each student's CAS portfolios on ManageBac to assign flags accordingly.

Flag requirements are designed to help students take steps to reach the final goal of meeting the IBO CAS passing requirements, which is one of the essential conditions to receive a full IB Diploma. For details, please refer to the DBS CAS Handbook, the IBO CAS Guide and the IBDP Subject Brief.

3.5. Predicted Grade Policy

IBDP Predicted Grades

During G11 and G12, predicted grades will be given by subject teachers for the university application process, based on students' formative assessment, summative assessment and effort. This predicts the students' final level of achievements by the end of G12. The purpose is to provide students and parents a realistic and up-to-date estimation of their final grade to make informed university choices.

The predicted grades are not necessarily the same as the coursework or exam grades on ManageBac. Teachers may adjust the grades based on professional judgement. Predicted grades are not negotiable. They may take the form of a solid grade (e.g., level 6) or a range (e.g., level 6–7). In particular, as with term grades, predicted grades can be revised downwards when a student's performance on summatives or progress on and quality of

internally or externally marked components fall according to the markband descriptors for the respective components.

At present, the IB section issues PGs three times to coincide with UK early application, US early applications and regular applications. Further details will be disseminated by the CFC at appropriate times.

3.6. Diploma Award Conditions

All assessment components for each of the six subjects and the additional IB Diploma requirements must be completed in order to qualify for the award of the IB Diploma. The IB Diploma will be awarded to a candidate whose total score is no fewer than 24 points, provided all the following requirements have been met:

- There is no "N" awarded for TOK, the EE or for a contributing subject.
- All internally and externally assessed components are completed on time with integrity and can be authenticated.
- CAS requirements are met.
- The candidate has achieved at least 24 total points.
- A grade has been awarded in all subjects, TOK and the EE.
- A grade of at least a 2 has been awarded in all subjects.
- There are no more than two grade 2s awarded (SL or HL).
- There are no more than three grade 3s or below awarded (SL or HL).
- The candidate has at least 12 points on HL subjects. (For candidates who register for four HL subjects, the three highest grades count).
- Candidates have at least 9 points on SL subjects. (Candidates who register for two SL subjects must be awarded at least 5 points at SL).[6]

In addition, candidates who have completed these conditions through multiple languages may be eligible for a bilingual diploma. At DBS, a bilingual diploma will be awarded to a successful IB candidate who takes Chinese A Language & Literature or Chinese A Literature.

3.7. Local Requirements

DBS offers the IB curriculum under the Hong Kong Government's Direct Subsidy Scheme (DSS). According to the Education Bureau of the Hong Kong Special Administrative Region (HKSAR):

"DSS schools are required to offer principally a curriculum targeted at local students to prepare them to sit for the relevant local public examinations. Nevertheless, some DSS schools, apart from operating local curriculum at Secondary 5 and Secondary 6 level, also offer the choice to study

[6] "DP Passing Criteria - International Baccalaureate®." About the IB, February 19, 2026. https://www.ibo.org/about-the-ib/what-it-means-to-be-an-ib-student/recognizing-student-achievement/about-assessment/dp-passing-criteria/.

non-local curriculum for a small stream of students, broadening their pathways for further studies."[7]

No further local requirements regarding assessment have been set by the HKSAR.

4. Method

4.1. Assessment Language Policy

For assessments in many subjects, it is important to take into account and make allowances for the fact that some students will not be using their first language. Teachers are not marking for grammatical or syntactical accuracy; relevance lies in students presenting their answers as clearly as possible. All teachers should aid English B students by highlighting and improving language errors, where applicable.

For details, please refer to the DBS IB Language Policy.

4.2. Inclusive Examination Policy

Students with additional needs may provide medical proof to DBS. Based on IBO rules, DBS provides special arrangements for each student in response to their specific cases, e.g., special rooms, extra examination time and alternative writing materials.

For details, please refer to the DBS IB Inclusion Policy.

4.3. Academic Integrity Policy

DBS values academic integrity highly. Each DBS IB student must sign a declaration to promise zero plagiarism and the appropriate use of AI tools in all assessments, including formative coursework, orals, tests, exams, EE, TOK, CAS and IAs. Academic dishonesty leads to zero marks for the assignment. Repeated offences lead to an escalation in consequences — ranging from zero marks on a particular task to withdrawal from the Diploma Programme.

For details, please refer to the DBS IB Academic Integrity Policy.

[7] Education Bureau, Government of the Hong Kong Special Administration Region, "General Information on DSS," last modified 25 October 2023, https://www.edb.gov.hk/en/edu-system/primary-secondary/applicable-to-primary-secondary/direct-subsidy-scheme/info-sch.html.

5. Special Conditions

5.1. Incomplete Assessment

Any G12 student who fails to complete any of his internally examined coursework (IAs, IOs, TOK exhibition and CAS engagement) or externally examined components (HLEs, portfolios, EE, or TOK essay) may not be registered for the IBDP. They may be considered for IB Course for individual subjects or core components instead of the full diploma. A meeting will be held with the parents and the IB Coordinator to discuss this option if necessary.

5.2. Late Submissions

Clear guidelines are given to the students at the beginning of the school year. The student and parent/ guardian have signed a Student Agreement which clearly sets out the consequences of handing in work late. Late submissions by default will receive zero marks.

5.3. Absences during Assignments and Summatives

Assignments and summatives are critical markers of a student's learning journey. Absences – both planned and unplanned – can result in irreversible consequences if not handled in a timely and appropriate manner. Expectations and actions to be taken proactively by the student or his family are detailed below.

<table>
<tr><th>Assignments</th><th>Unplanned Absence (accident/emergency)</th><th>Planned Absence (competition / school trip)</th><th>General Expectations</th></tr>
<tr><td>Assigned during absence</td><td colspan="2">Due on its regular date unless prior arrangements are made with the teacher.</td><td rowspan="3">Teachers should announce all tasks on ManageBac or Google Classroom for their class.

Students are responsible for taking initiative to enquire about, make up, and complete any and all work missed.

If a student misses an assignment deadline without any timely communication with his subject teacher, the student will get a zero for that task.

Therefore, clear and timely communication is expected from the student/student's family throughout the absence with the advisor, IB Coordinator, admin office and concerned subject teacher. The IB admin office must receive a scanned copy of reason for absence, e.g., doctor's sick leave letter or "Confirmation of Competition Entry", which must be submitted in original upon the student's return to school.</td></tr>
<tr><td>Due during absence</td><td colspan="2">Digitally submitted assignments are due on Google Classroom/ManageBac on their regular date.

Physically submitted assignments due on the first day the student returns to school.</td></tr>
<tr><td>Prolonged absence</td><td colspan="2">The due date is coordinated between the advisor, subject teachers and the student.</td></tr>
</table>

Summatives	Unplanned Absence (accident/emergency)	Planned Absence (competition / school trip)	General Expectations
Assessments	*Student present when announced:* The student is expected to take the assessment on the day of his return to school, pending teacher arrangements and if this does not affect the integrity of the assessment. *Student absent when announced:* Typically, students are expected to pay attention to any assessments set during their absence and make sure they are ready for them on their return to school. However, assessment may be rescheduled at the discretion of the teacher based on the student's circumstances.	In the case of planned absence, students are required to inform the teacher within two days of the test announcement. Assessments may be rescheduled by the teacher to take place on the student's first day back in school if this is possible and does not affect the integrity of the assessment. It is the student's responsibility to discuss the possible rescheduling of the assessment with the teacher before their absence. The subject teacher and IB Coordinator will have the final right to decide if an assessment can be rescheduled. If a student does not inform the teacher about a clash within two days of the test announcement, then the student's planned absence will not be excused, and the student will receive zero marks.	All tests will be announced on ManageBac typically one week in advance. Students are expected to be proactive in seeking out their teacher and arranging any missed assessments. If a student misses an assessment without any timely communication with his subject teacher, the student will get a zero for that assessment. The rescheduling of assessments may not always be possible. In which case, the IC score on the report will consist of those assessments for which the student was present, or a projected score may be computed if sufficient data is available at the teacher's discretion. If two or more assessments are missed, a relevant comment will be made by the subject teacher on the student's report.
Examination	Special arrangements for examinations will only occur due to sickness (accompanied by a doctor's certificate), accident or family emergency such as bereavement. In all other cases, the student will not be allowed to sit the examination and will receive a mark of 0.	Special arrangements for examinations — if possible — will only be made if a student has previously communicated to the IB Coordinator of a clash with university entrance interviews/examinations or important competitions. In case an alternate arrangement within a reasonable timeframe cannot be made, the absence will be excused. In all other cases, the student will not be allowed to sit the examination and will receive a mark of 0.	In general, students will not be excused from school on examination days. In line with the IB external examinations, students do not receive any credit for missed examinations. No make-up examination will be allowed, and zero marks will be awarded. If a student arrives late for any reason to an examination, he will not be admitted after the examination has started.

5.4 Digital Assessments

In line with upcoming changes in the modalities of IB assessments, certain subjects may be assessed digitally using a laptop belonging to the student. For this reason, students must always have an Apple laptop with them every day.

6. Roles and Responsibilities

It is the Strategic Development Group (SDG) that has the responsibility for implementing, evaluating and reviewing the assessment policy and training new teachers. The majority of this would be carried out in time allocated for IB meetings and on a continuous informal basis. It is also the responsibility of the SDG to keep the school community informed.

It is, however, the collaborative efforts of the teachers within the subject groups to develop the assessment practices and to induce new teachers within their subjects with the collective experience gained over time.

Teachers have the responsibility to design and provide formative assessment structures and practices that help students improve their knowledge and understanding of subject content, develop conceptual mastery, and develop higher-order thinking skills through a balance of both routine and unfamiliar contexts. The IB summative assessments are unique in their focus on assessing concepts in unfamiliar settings or global contexts. As such, summatives will not necessarily follow predictable patterns of coverage or style based on past papers.

Teachers and students have a shared responsibility to engage in the IA and IO process in a manner that facilitates authentication of student coursework.

Students are the key component in their learning how to learn and, as such, have the responsibility to become better judges of their own performance and work closely with teachers to improve their cognitive and affective skills.

Students and parents have the responsibility of ensuring that all work submitted is the student's own work without any undeclared human or AI assistance. They also have the responsibility of ensuring that teaching and learning resources provided by the school and, in particular, homework, quizzes, tests and exams are not given, sold or in any way physically or digitally distributed to anyone or any party, including tutors or tutorial centres. Serious action will be taken against this theft of intellectual property belonging to the school.

It is the responsibility of parents to acknowledge they have read this policy.

The School Committee has the responsibility to ratify this policy and ensure it is reviewed in a timely manner.

7.Rights

7.1 Rights of students

The IBO allows a formal written appeal in the case of missed assessments, and we will do the same. Students who wish to appeal against the inclusion of a zero in his average, must make the appeal in writing to his teacher and the IB Coordinator within two school days of the missed assessment, and he must provide supporting evidence (doctor's letters, etc.). The subject teacher and the IB Coordinator will then decide whether or not to include the zero. A make-up assessment

may be possible in some special cases. In other cases, at the discretion of the subject teacher, a projected score may be used if sufficient data is available.

7.2 Rights of teachers

Teachers have the right to determine whether an appeal is accepted, with the joint decision of the IB Coordinator. It is the teacher's right to determine whether a make-up assignment is applicable to a student being absent.

7.3 Rights of parents

Parents have the right to access students' grades through ManageBac and discuss them with subject teachers.

7.4 Right of School committee

The School Committee conducts exercise book inspection once a term to assure the quality of feedback.

8.Assessments and Well-being

The school places great importance on the well-being of students. To the extent where possible, subject assessments and deadlines for core assessments such as EE and TOK components are spaced out during the term.

The Academic Advisor of each IB student regularly monitors the academic progress of their advisee as evidenced by their attainment in assignments and assessments. The primary role of assessments in G10 is to provide data for the G10 predicted grades (G10 PGs). The G10 PGs are then used by all stakeholders to make informed choices about subject selection for the Diploma Programme balancing the needs, ability and passion of each student. This mechanism serves to minimise anxiety and undue stress arising from selecting unsuitable subjects. For the diploma programme students in G11 and G12, an overall progress tracking system is in place providing timely data about students who are showing signs of struggle as evidenced by their assessments in one or more of the academic or core subjects. The IB coordinator, advisor and subject teacher plan a micro-intervention with the student with the aim of identifying the problem and supporting the student.

9.Policy review

The assessment policy should be reviewed at least every five years. If a new curriculum is launched in any of the subjects, the Head of Group should review respective policies with the IB Coordinator.

Appendix 1: Acronyms

CAS	Creativity, Activity, Service
DBS	Diocesan Boys' School
DP	Diploma Programme
EE	Extended Essay
HL	Higher Level
HLE	Higher Level Essay
IA	Internal Assessment
IB	International Baccalaureate
IBO	International Baccalaureate Organization
IO	Individual Oral
L&L	Language and Literature
MAA	Mathematics: Analysis and Approaches
MAI	Mathematics: Applications and Interpretation
MB	Managebac
PG	Predicted Grade
SL	Standard Level
SWAN	Students with Additional Needs
TOK	Theory of Knowledge

Appendix 2: Conduct of the Examinations – Notice to Candidates

DIOCESAN BOYS' SCHOOL

International Baccalaureate Diploma Programme

Conduct of the examinations

Notice to candidates

General

1. Candidates will be seated a minimum of 1.5 metres apart and must not be able to overlook the work of other candidates.
2. Candidates are not required to sit in order or in the same place in all examinations.
3. The coordinator/invigilator will decide where each candidate will sit during an examination. Candidates must comply with the decision of the coordinator and remain seated until permission is given to leave the examination room.
4. Candidates will be assigned to different seats for different examinations, please check the seating arrangement outside each examination room before entering.
5. **Candidates should report to the examination room at least ten minutes before the examination is due to begin. Late arrivals may not be permitted. Once inside the examination room, you are not allowed to leave unless given permission.**
6. Candidates may take to their desk/table only the following items:
   - General stationery (for example, pens, pencils, coloured pencils, an eraser, geometry instruments and a ruler)
   - Other materials specified by the school as required for a particular examination (for example, an electronic calculator).

   Candidates are allowed to take a container (for example, a pencil case or water bottle) to their desk/table, however the container must be either transparent or checked by the coordinator/ invigilator to ensure that they do not contain unauthorized material.
7. Candidates must not share stationery, calculators or other material required for an examination.
8. If unauthorized material is found in a candidate's possession, they are likely to be held in breach of regulations, regardless of whether they intended to use the material during the examination.
9. Personal belongings not required for the examination must be removed from candidates. The coordinator/invigilator must be particularly vigilant for any unauthorized electronic devices **including watches.**
10. Candidates are not permitted to use correcting fluid/pens. The candidate must neatly cross out any mistakes.
11. Candidates must write their answers in either blue or black ink.
12. Electronic Calculators
    - Candidates are responsible for checking which calculators are permitted on specific exams.
    - Candidates are responsible for preparing/resetting a permitted device into a correct test-mode in front of the invigilator.
    - Candidates have to reset the permitted device at the end of the examination session in front of the invigilator.
    - At no point should candidates attempt to use their permitted devices to cheat in any way.
13. The instructions of the coordinator/invigilator must be obeyed. The coordinator/invigilator has the right to expel from the examination room any candidate whose behaviour is interfering with the proper conduct of the examinations.

During the examination

14. Candidates will be allowed to have five minutes' reading time at the start of each examination (except for multiple choice examination papers). These five minutes are not counted as part of the time allowed for the examination and candidates must not write anything on the examination paper. Candidates must not use calculators during the reading time.
15. The coordinator/invigilator will write the start and finish times of each examination paper on a board or flip chart in view of all candidates. All will abide to the common clock provided in the examination room.
16. Candidates are not allowed to ask any questions during the examination. If faults are found in the examination paper, they should make the decision on whether or not to leave the answers blank.
17. The coordinator/invigilator will announce the remaining time 30 minutes and 5 minutes respectively before the end of the examination.

Absence / Temporary absence

18. **Conforming to IB practice, students will not receive any credit for missed assessments including examinations. Students who wish to appeal against the inclusion of a "zero" in his average, he must make the appeal in writing to the IB Coordinator within two school days of the missed assessment, and he must provide supporting evidence. However, please keep in mind that only very special circumstances will be considered. The decision of the IB Coordinator and Headmaster will be final.**
19. If a student wants to go to the toilet during an examination, he must seek permission from an invigilator and be escorted by a male member of staff. The time he leaves and returns to the examination room are recorded on the exam report. No extra time will be given.
20. In case of emergency (for example illness), at the discretion of the coordinator/invigilator, a candidate may be allowed to leave the examination room and return. The temporary absence of a candidate will be recorded by the coordinator/invigilator.
21. A candidate will be supervised while leaving the examination room. There must be no communication with any person other than the person who is supervising the candidate.
22. During a temporary absence the candidate must not take any material out of the examination room, have access to material during the absence, or return with any material.

Malpractice

23. During the examination and at other times specified by the coordinator/invigilator, a candidate must not communicate with any other candidate. Failure to observe this regulation may constitute malpractice, resulting in appropriate action by the school (refer to the DBSIB Academic Integrity Policy).
24. All work completed during an examination and then submitted for assessment, must be the authetic work of the candidate. Any collusion, plagiarism, reference to unauthorized material, or communication between candidates may constittue malpractice, resulting in appropriate action by the school. The impersonation of another candidate will be treated as a breach of regulations.
25. If a candidate finds that he has accidentally taken unauthorized material into an examination, this material must be given to the coordinator/invigilator immediately. Failure to do so may lead to an allegation of malpractice against the candidate.

Early departures (for G12 final exams only)

26. Candidates will not be allowed to leave the examination room during the first hour or during the last 15 minutes of any examination. If the duration of the examination is less than one hour, candidates will not be allowed to leave during the examination.
27. If a candidate leaves the examination before the scheduled finishing time, the candidate will not be allowed to return.

End of the examination

28. It is the responsibility of the candidate to ensure that the front page of their examination cover sheet is correctly completed prior to departure from the examination room.
29. Candidates must give all examination papers, answer sheets, multiple choice answer sheets and rough notes to the coordinator/invigilator at the end of the examination. (Rough notes are not submitted for assessment.)
30. Candidates must leave the examination room in a quiet and orderly manner.
31. Candidates must not disclose or discuss the content of any examination paper with any person outside their immediate school community within 24 hours after an examination. This includes any form of communication, whether verbal, written or electronic.

Appendix 3: Supervision After the Exams

Even if all students at DBS have completed an examination, there may be other students in other countries who have not yet started the examination. Therefore, the IB requires students to be supervised to ensure they do not have access to mobile/cell phones, the internet, social media or digital messaging services until the planned end of the examination.

At DBS, this supervision will be undertaken in the IB Library. A minimum of one invigilator will be responsible for supervising the students as they transition from the Lecture Hall to the IB Library. In the IB Library, the IBDP Librarian will supervise the remaining students.

Regardless of the length of the examination, students must be supervised for a minimum of **two hours**.

For example, if a student has a single examination scheduled for one hour within an AM or PM session, they must still be supervised for a minimum of two hours from the start of the examination.

Supervision period guidelines:

Examinations under two hours: If the total examination duration (AM or PM session) is fewer than two hours, candidates must remain supervised until two hours have passed.

Consecutive examinations exceeding two hours: If a candidate has two or more examinations with a combined duration exceeding two hours, and they are completed consecutively without a rest break, supervision is not required after the examinations.

Rest breaks between examinations: Candidates must be supervised during any rest break scheduled between examinations.

Students will remain under supervision in the IB Library with no access to mobile/cell phones, the internet or any digital device that would enable communication with external IB students or any other person. Students are permitted to talk to other students in the school who have completed the examination, provided this is not disruptive to any other examinations that might be ongoing. Students may also consult paper-based study notes such as handwritten notes, printed notes or physical textbooks.

Please note the IB academic misconduct policy will apply if a student is found in possession of an unauthorised electronic device during a supervised break.

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The assessment policy should be reviewed at least every five years. If a new curriculum is launched in any of the subjects, the Head of Group should review respective policies with the IB Coordinator.

DBS IB INCLUSION POLICY (Last reviewed July 2024)

I. Inclusion

Inclusion is an ongoing process that aims to increase access to and engagement in learning for all students by identifying and removing barriers. Inclusion is an organizational paradigm that involves change. It is a continual process of increasing learning and participation for all students (IBO, 2018).

II. School Vision & Mission

School vision

To equip our students with the sound knowledge, worthy qualities, dynamic social and technical skills to become contributors to society and leaders with integrity in a diverse and ever-changing world.

School mission

To provide a liberal education based on Christian principles.

To realize the stated mission, the School has set the following objectives:

- To offer a well-balanced education for the development of the WHOLE person through effective means and agreeable strategies.
- To maintain the well-established school traditions.
- To nurture a unique cultural identity.
- To help students acquire critical thinking and creative skills.
- To provide opportunities for the development of good character based on Christian principles and students are expected to have the following qualities: trustworthiness; a sense of responsibility; fairness; and consideration for others.
- To cultivate self-respect and self-esteem through relevant activities so that each student can be a man of integrity, discipline, devotion, industry, courage and gratitude.
- To promote multiple intelligences so that students can fully maximize their talents.
- To equip our students to become life-long learners with a solid foundation of knowledge, essential qualities of good character and proper social and technical skills to achieve success in future challenges.

III. Guiding principles for supporting students

A whole school approach is adopted to support students' variability. The whole school approach entails three interconnected dimensions, namely school policies, culture and practices, and aims to reach a whole school consensus so that all students can show their acceptance of and respect towards the students' variability and all teachers can acknowledge their responsibility to and support for them. With participation and

collaboration among the school administration (the administrative practices and arrangement), the teachers (equipped with the professional knowledge of various kinds of students' educational needs and the variety of pedagogies) and parents, all students can receive meaningful and equitable opportunities to participate and engage in quality learning. This enhances their academic and social skills, self-esteem and positive relationships with others in the school as well as in the wider community (IBO, 2010).

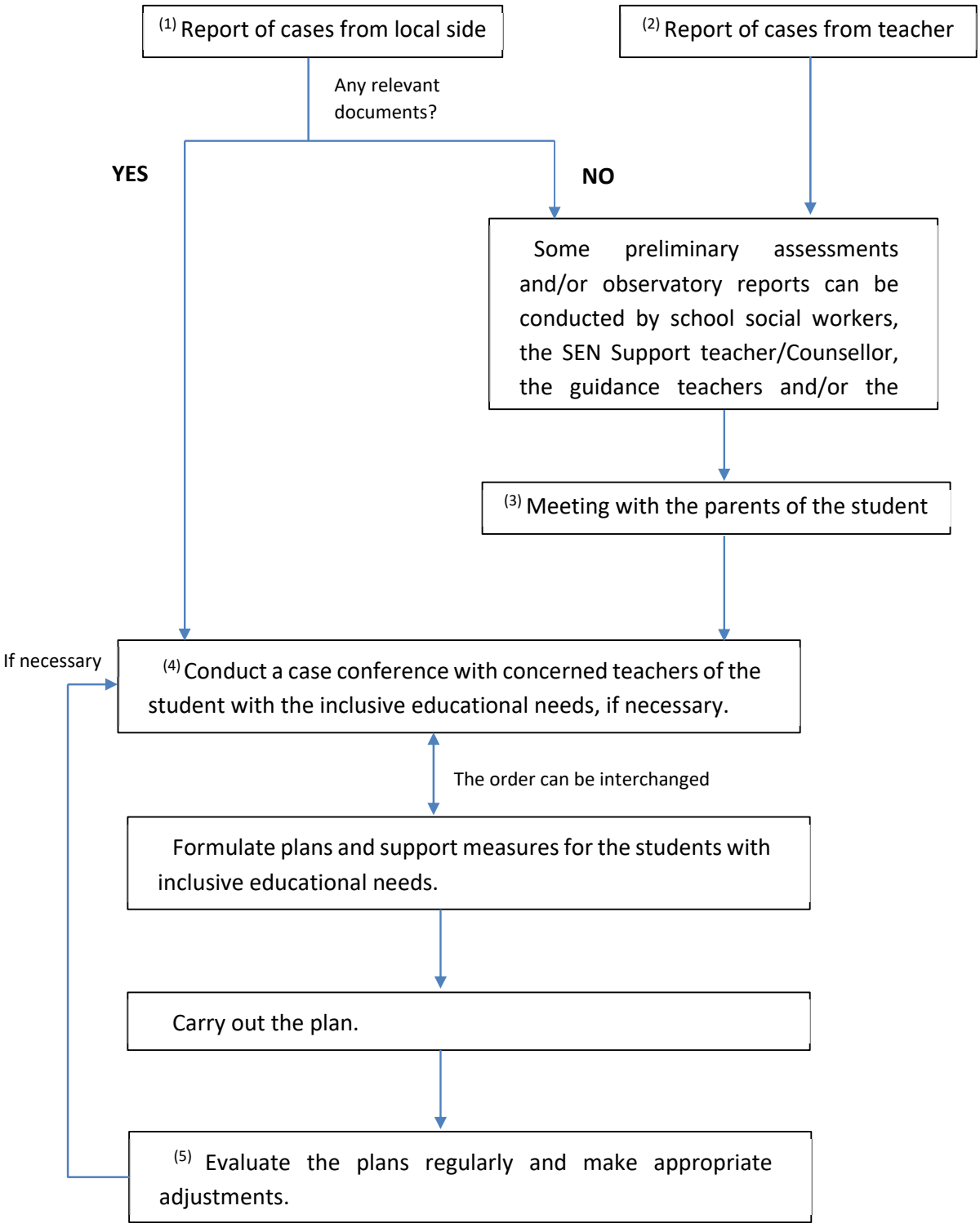
V. Identification of inclusive educational needs

It is the responsibility of the family to inform the School of any inclusive educational needs of a student, which is to be done at the time of admission to the School. The family should provide relevant supporting documents to the School; failure to do so can lead to lack of support for the student by the School.

A Student Support Team (SST) has been set up to plan, implement and review support services for the students who have inclusive educational needs. The SST consists of the Headmaster, Dean(s), Student Guidance team, SEN Coordinator, school social workers, IB Coordinator and SEN Support teacher/Counsellor (IB side). The school will arrange for teachers to receive relevant training geared towards identifying and supporting students with inclusive educational needs. The school will also organize general training courses geared towards the particular inclusive educational needs of students in the school. The IB Coordinator, the SEN Support teacher/Counsellor, the IB Guidance teachers and/or the advisor of the student will work with other subject teachers and parents to support the academic and social/emotional needs of the students.

If a student having inclusive educational needs is identified, it is essential and required for a teacher to raise the issue as soon as possible for the IB Coordinator, the SEN Support teacher/Counsellor, the IB Guidance teachers and/or the advisor to be able to address it in a timely manner. This allows the concerned personnel to meet the student and his parents if necessary to collect more information.

VI. Referral procedure



(1) Subject to the parental consent to the transfer of the information about the student with inclusive educational needs, hard copies of the relevant documents (like medical reports and assessment reports etc.) together with the duly signed parental consent form, will be sent to the IB Coordinator and/or the IB SEN Support teacher.

(2) If a teacher suspects a student of having inclusive educational needs, he/she should inform the IB Coordinator and/or the IB SEN Support teacher as soon as possible. After that, the IB Coordinator and/or the IB SEN Support teacher should inform the advisor of the reported student about the situation. The advisor should then help collect information of the reported student from his subject teachers. The IB Coordinator, the IB SEN Support teacher and the advisor will meet and discuss the preliminary assessment of the reported student. If it is deemed necessary after the preliminary assessment, the IB SEN Support teacher can seek advice from the SEN Coordinator and/or the school social worker.

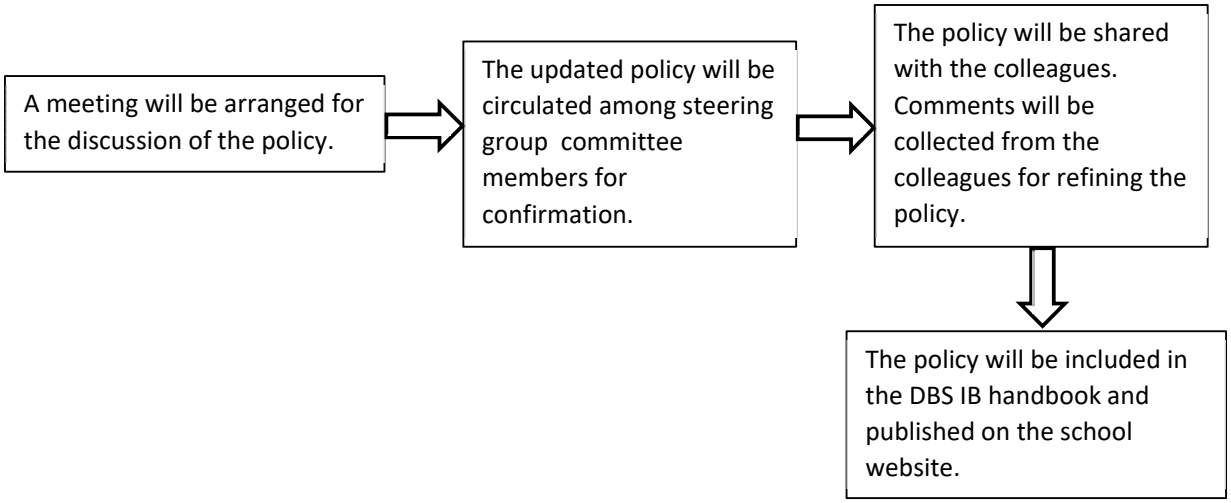
(3) The advisor along with the IB Coordinator and/or the IB SEN Support teacher should conduct a meeting with the parents of the reported student to discuss the situation. In the meeting, some measures should be come up with to help the reported student in school and at home. The parents will be required to declare whether or not they agree to disclose the situation of their son to his subject teachers and any other relevant parties.

(4) Once the case of the reported student is confirmed, the advisor along with the IB Coordinator and/or the IB SEN Support teacher, with the help of the SEN Coordinator and/or the school social worker if necessary, will organize a case conference to discuss the situation of the reported student. In the meeting, advice and suggestions will be shared with the subject teachers and the relevant parties to support their work with the reported student. After the meeting, a summary will be sent out to the subject teachers and the relevant parties as a reminder. The subject teachers are required to fill in a form called Inclusion and Access Arrangement form (IAA). It details the support measures provided by the subject teachers for the reported student.

(5) An evaluation of the support measures for the reported student will be made at the end of the term. Updated information will also be collected from the subject teachers and the relevant parties.

VI. Review process

The policy will be reviewed every two years. A steering committee will be organized; it is composed of the IB Coordinator, Heads of Group, the IB counselor, the guidance teacher and the discipline teacher.



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DBS IB Language Policy (Last reviewed July 2024)

I. Philosophy

The Diocesan Boys' School (DBS) derives its language philosophy from the school's mission and objectives and from existing understanding about language acquisition and how language is best learned within the educational context of Hong Kong, much of which is aptly summarised in the IB publication "Language and Learning in IB Programmes". Teaching and learning at DBS is based on the beliefs that through language learning we:

- enhance self-esteem and personal development, thus adopting the model of 'additive multilingualism' (Cenoz & Genesee);
- affirm cultural identity and to appreciate a diversity of cultures both within Hong Kong and in other cultural contexts;
- encourage intercultural awareness, new perspectives; and
- develop a deeper understanding of ourselves and ways in which to acquire, appreciate, and think critically about the linguistic skills necessary to be effective global citizens.

We believe the awareness and the explicit teaching of language as a developmental tool extends to all curricula, thus all teachers are responsible for language development. The aim is also to empower students to develop a unique cultural identity and to, according to the DBS school mission and objectives, "offer a well-balanced education for the development of the whole person" (DBS). This links to our philosophy of international mindedness in which we seek to value ourselves and where we come from, as well as valuing other people, places and values. Through language, in schooling we bring ourselves and others 'into fruitful contact in studies, thought and in life'.

II. School Language Profile

As an English Medium Instruction (EMI) school, English is used in all classrooms, except Chinese and French lessons, by all teachers. For the majority of our students, their mother tongue is Cantonese. However, a portion of our student body would consider English as their mother tongue. Due to the unique situation of Hong Kong as China's international city, the school endeavours to encourage intensive development of both English and Chinese from primary through secondary education.

In line with the school's vision and mission, we aim to help students be creative and dynamic citizens who are successful in rapidly advancing pluralistic societies, both in Hong Kong and overseas. To this end, the school provides students with opportunities to study English, Chinese (Putonghua and Cantonese), French and other languages such as Spanish, Japanese and German, in order to build a strong multi-lingual foundation.

As required by the Education Bureau, all students study Chinese, while some also take a third language.

Entry into the DBS Bridging Year Language Programmes is based on students' previous results and on written and oral testing. The process of judging whether or not a student is suitable for English A and Chinese A remains a formidable task as it is difficult to judge how each individual will develop linguistically. For those students who are challenged by their lack of proficiency in English or Chinese, it is their keen attitude and willingness to improve that remains the benchmark. All students are made well aware of potential challenges before acceptance onto the Bridging Year Language Programmes.

Entry into DBS IB Language Programmes is based on students' grades as they are awarded during the Bridging Year. At present, we give regular feedback to parents on the progress of students in English, Chinese and/or French. For those students who we predict could struggle to attain Level 4 or below in an IB subject, students are given advice on how to improve before beginning the IB Diploma. We do not deny entry to students; however, we may strongly advise a student to tailor his language choice based on his Bridging Year performance.

Conventions for both British and American English are taught and made explicit to students, who are at liberty to use either so long as they do so consistently. Best practices for academic integrity, including a range of styles for referencing and citing works are explicitly taught in the course. The preferred style is MLA, though there is flexibility for subjects to choose a style more suitable to their discipline.

DBS takes pride in all languages spoken within the school community and sees bilingualism and multilingualism as not only a key asset of its students, but also, as reinforced in the Programme Standards and Practices 2020, as "a fact, a right, and a resource for learning." IB teachers encourage the use of translanguaging to support learning. This empowers students to use their linguistic resources to explore concepts, develop their knowledge, make connections between ideas and to be heard (EAL Journal). Students should use this respectfully and be inclusive in their use of language. Teachers are of the understanding that there are situations and contexts in which the mother tongue must be allowed for the social and developmental well-being of the students.

Due to the language-intensive environment of the IBDP, each applicant's language abilities are assessed prior to their entrance into the G10 Bridging Year. Each applicant's written, oral, and reading ability is assessed in English and either Chinese or French. Only students capable of meeting the challenges of two language courses in the Grade 10 Bridging Year are admitted. In addition, language goals and objectives are developed from this point and discussed with students to ensure that all students make appropriate decisions for language and subject choices in the IBDP. When significant language concerns present themselves, these are discussed in consultation with parents to foresee what additional language support may be needed.

III. Pedagogy and Practice

A. Staff Development

DBS has a history of maintaining a high number of multilingual staff. Currently, all teachers are fluent English speakers and many can communicate in a second language. Ongoing professional development programmes specifically aimed at strengthening English as a medium of instruction in non-language specific subjects are provided yearly to ensure the school's ability to consistently reinforce a bilingual learning atmosphere.

As all teachers are language teachers, professional development is encouraged and supported by the school. Teachers may request funding for professional development to support language learning and teaching. Courses suggested include:

- Centre for Educators of BMLs: Bilingual & Multilingual Learners From the Inside Out
- Lexis Education: Teaching in English in multilingual classrooms: Language in learning across the curriculum (TEMC: LiLAC)

B. Teaching Practices

DBS teachers are encouraged to nurture diverse teaching methods and philosophies, as well as to work towards common understandings of "best practices" in teaching. Work is currently being done to further specify and articulate prescribed teaching practices with the implementation and application of the IBO's Approaches to Teaching and Learning (ATL) framework. Many of the approaches to learning skills (such as research, communication, and social skills) are described in their relationship to language development in other sections of this document. Of particular importance to approaches to teaching and language are the beliefs that learning and language should be taught in authentic contexts, that the teaching of language should allow for collaboration and social construction of knowledge, and that the diverse learning styles of students apply to the teaching and development of language as well. Some common agreements related to language teaching are listed below. The use of diverse teaching methods and practices, including the four dimensions of teaching: 1) activating prior knowledge, 2) scaffolding learning, 3) extending language, and 4) affirming identity (Cummins cited in Inugai-Dixon 2007). These four dimensions are used to promote not only the discrete language skills of reading, listening, speaking and writing, but also interpersonal communicative skills, linguistic and literary analysis, and evaluation skills. These are taught across the curriculum so that students may both learn *through* a language as well as *about* a language.

C. Common teaching practices:

As we believe that all teachers are teachers of language, a number of strategies are used across the curriculum to support language development. These include:

- Providing a balanced programme of instruction which includes reading, speaking, listening and writing.
- Activating prior understanding and contextualising the background knowledge of students.
- Scaffolding learning and new understandings as part of a teaching and learning cycle.
- Deconstructing texts and genres of writing common to different subject areas.
- Evaluating the effectiveness of language patterns.
- Increasing the vocabulary and lexical field, encouraging the awareness of collocations.
- Encouraging authentic language use.
- Promoting school-wide and extra-curricular uses of language.
- Recognising student work through school publications, such as the school paper and literary magazine.
- Practising language-focused peer- and self-assessment strategies.
- Developing a love of language and literature, which will be included in the syllabus at all levels of primary and secondary schooling.
- Developing a life-long habit of reading and language growth.

D. Differentiation Between Language A and Language B and Criteria for Selection

This addendum provides clarification regarding the distinction between Language A and Language B as outlined in the IB document 'DP language courses: overview and placement guidance', and it establishes a set of criteria for selecting the appropriate language course for each student. The goal is to ensure that every student is enrolled in the language courses that best align with their language proficiency and academic background, to allow for a suitable degree of challenge for development in those languages.

Language A
Language A courses are designed for students who possess a high level of proficiency and command over the language. These courses emphasise advanced skills in reading, writing, literary analysis, and critical interpretation. They incorporate cultural, historical, and theoretical dimensions, fostering a deep understanding of the language's literature and its broader societal context.

Typically, native speakers or those who have achieved near-native fluency through long-term, immersive experiences, such as having been being taught in English as the medium of instruction, will be best served by Language A courses. The expectation is that these students engage with complex texts and contribute original interpretations.

Language B
Language B courses are intended for learners who have a functional command of the language but have not yet reached the nuanced proficiency expected in Language A. These courses prioritise the development of language skills in reading, writing, speaking, and listening. They concentrate on practical communication, grammatical accuracy, vocabulary expansion, and cultural awareness.

Language B is ideally suited for students studying the language as a second language or for those who have received instruction primarily in another language. It allows learners to consolidate their existing knowledge while progressively building a more complete understanding of its usage in academic and real-world contexts.

Language B: Ab Initio
Language ab initio is a language acquisition course designed for students with no prior experience of the target language, or for those students with very limited previous exposure. It should be noted that language ab initio is offered at SL only.

At DBS, Language Ab Initio is not a course offered within our standard suite of subject choices. If a student wishes to take an Ab Initio course, this will be at extra cost. The two languages currently available are French and Spanish. These are offered through an online provider.

Criteria for Selection
To determine the appropriate placement between Language A and Language B (or Language B – Ab Initio), the following criteria is applied consistently:

Language Proficiency Level
Prior Attainment: Subject teachers will review previous academic performance and teacher assessments that indicate proficiency levels. For example, report cards from Grades 7 to 9 will likely indicate which pathway is suitable. Students who study mainstream Chinese in the Grade 10 Bridging Programme can only choose IBDP Chinese A. They are not allowed to choose Chinese B unless this is recommended by the subject teacher. Chinese B is only available for students who study Chinese Acquisition in the Grade 10 Bridging Year.
Internal Assessments: Subject teachers will review a range of assessments such as formative assessments, quizzes, tests, presentations, class discussions, reading proficiency, vocabulary proficiency, and examinations. Criterion D for Grade 10 assessments is also used as an indicator of proficiency.

Expected Proficiency
Language A learners will demonstrate the ability to engage with sophisticated texts, produce nuanced analyses, and write at a high academic standard.
Language B learners will have a clear grasp of basic to intermediate language structures, with room for growth in higher-order language and analytical skills.
Language B Ab Initio learners will have had no or minimum understanding of the language.

Language Exposure
Also considered is the student's previous exposure to the language, including immersion experiences, informal use such as at home or in community settings, and the medium of instruction of the school. Neither nationality nor ethnicity is not a considerable factor for a student to choose Chinese B. Being non-Chinese cannot be used as evidence to prove Chinese is a student's second language.

Advice and Guidance
In language classes in Grade 10, students will be introduced to both Language and Language B courses and these criteria will be explained to them. Students who are insecure about which language is a best fit for them should talk to their subject teacher.

Learning Objectives and Future Needs
In collaboration with advice from the CFC, we will work to accommodate students into courses that will allow them to follow their intended career path.

Resource Availability
The school will also need to consider the expertise of subject teachers, available materials, and institutional support.

The final decision of a student's placement sits with the IB Coordinator.
Local Requirements for the Study of Chinese
Grade 10 students who take French will need to continue to study Chinese Acquisition.

Grade 11 and 12 students who do not take Chinese for either Language A, Language B or Language Ab Initio, must also continue to study school-based curriculum Chinese.

IV. Inclusion and Equity: Language Support

Our learners are supported to develop their academic writing. Grade 10 Skills Class and language classes include sessions on academic writing, research and presentation skills, as well as a writing workshop to expose students to different language registers. Students are taught to recognise and produce "academic writing" and access the specialised vocabulary and terminology of different subject areas. Different language pathways are available for students in the IBDP, and students are advised by their teachers to choose the most appropriate path for their language needs.

Taking into account our selective intake, as outlined in our Admissions Policy, we strive to be inclusive to the extent that we accurately represent and address the requirements of our incoming students. Students with specific language needs are discussed on a case by case basis during the admissions process.

V. Mother Tongue Support

We promote a class and school environment that welcomes and embraces the diversity of languages, cultures and perspectives. For our students who identify Cantonese as their mother-tongue or "strongest" language, a number of support systems are in place to aid in the continued development of their Cantonese, particularly as a language for academic use. Those students who identify English as their mother-tongue are supported through English Medium of Instruction classes. Students have the additional option of studying the International Baccalaureate Bilingual Diploma Programme.

Mother tongue development is supported in the following ways:

- Mother-tongue Cantonese speakers who choose a third language, such as French B or Ab Initio, will still be provided with opportunities for the development of Cantonese;
- Use of Cantonese as a support language by bi-lingual teachers for courses that are otherwise taught in English;
- Opportunities beyond the classroom such as clubs and societies offered by the school, including the Chinese Culture Club and Chinese Debate team;
- Use their home language to explore and explain concepts to one another as an aid to understanding vocabulary and concepts delivered in the languages of instruction;
- Parent information sessions about language acquisition and additive bi/multilingualism; and
- Provision of library resources in and about the languages used by the learners.

VI. Physical and Virtual Resources to Support Language Development

The IB Library is well stocked with texts in a range of languages. While predominantly consisting of books in English, there are also resources available in Chinese and French. The IB Library holds subscriptions to a range of publications and supporting resources. The Librarian is bilingual and able to communicate with learners according to their strongest language. The Librarian also supports students with study and research skills.

VII. Ongoing Evaluation of Language Goals

- Parent feedback and input regarding language options at DBS
- Standardising language and referencing conventions
- Develop standardised rubrics and criteria for assessment at all levels, including the junior school
- Further increase communication and cooperation between DBS Primary and Secondary divisions, including teacher observations and team teaching
- Increase communication and cooperation between junior and senior forms
- Re-evaluate DBS' entry requirements for all Grade 10 Bridging Language Courses and further develop entry requirements into language options in the IB Diploma Programme
- From 2021, the EDB has made it mandatory that all students study Chinese. DBS is working towards its inclusion alongside the IB curriculum.

VII. Ongoing Review and Communication of Language Goals

- This policy will be subject to annual review by Heads of Groups who will keep it updated. The policies, alongside other key policies of the school, will also be discussed at annual end of year meetings with the staff at large, who may contribute to the updating, discussion and direction of the policy
- This policy, alongside other key policies, is available to all stakeholders on the school website to ensure transparency and clear communication of language goals.

Updated August 2023

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DBS IB Academic Integrity Policy (Last reviewed June 2026)

A. Introduction

The Diocesan Boys' School (DBS) seeks to develop, promote and ensure academic integrity and personal integrity among students, teachers and other members of the community. This is embedded in both the School's Vision: "to equip our students with the sound knowledge, worthy qualities, dynamic social and technical skills they need to become contributors to society and leaders with integrity in a diverse and ever-changing world"; and the School's Mission where students are expected to "achieve self-respect and self-esteem so that each student can be a man of integrity, discipline, devotion, industriousness, courage and gratitude".

DBS places a high emphasis on promoting and supporting good learning practices, and as an IB school, seeks to promote all the qualities of the IB Learner Profile. In agreement with this and guidance from the IB publication *Academic Integrity* (*October 2019, updated March 23)*, an Academic Integrity Policy has been developed.

The Academic Integrity System developed for the DBS IB Section is intended to enable students to be honest in all practices. It is not established as a tool to detect malpractice but rather seeks to prevent and discourage it.

For the purpose of developing DBS IB's own Academic Integrity Policy, the IB's definition for Academic Integrity as '*a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work*' has been adopted. In developing the DBS IB Academic Integrity Policy, members of the community are encouraged to be:

1. Thinkers, who make reasoned, ethical decisions.
2. Principled, who act with integrity and take responsibility for their own actions and the consequences that accompany them.
3. Open-minded, who are accustomed to seek and evaluate a range of points of view.
4. Reflective, who give thoughtful consideration to their own learning and experience.

B. Key Terms

In developing an Academic Integrity System, DBS IB seeks to promote a culture of honesty within the school community. All members of the school community are responsible for promoting and maintaining academic integrity as well as knowing and understanding of the policy. A list of definitions is included for the purpose of this Policy.

- **Academic integrity**

  Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest thin the school community. All members of the school community are responsible for promoting and maintaining academic integrity as well as knowing scholarly work.

- **Authenticity**
  The quality of producing a piece of work that is based on a student's individual and original ideas and work of others fully acknowledged.

- **Collaboration**
  Working together on a common aim with shared information, which is an open and cooperative behavior that does not result in "allowing one's work to be copied or submitted for assessment by another" including outside tutors.

- **Citation**
  For further details about the IB's expectations with regard to referencing, see the publication "Effective citing and referencing" available on the DBS IB Website.

- **Intellectual property**
  Forms of intellectual and creative expression, usually the result of human ingenuity that must be respected and are protected by law.

- **Paraphrasing**
  The rendition of another person's words represented in a new style and integrated grammatically into the writing.

Infringements

- **Academic misconduct**
  The IB defines academic misconduct as *'deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment*.' Behaviour that may disadvantage another student is also regarded as academic misconduct. It also includes any act that potentially threatens the integrity of IB examinations and assessments that happen before, during or after the completion of the assessment or examination, paper-based or digital.

- **Balance of probabilities approach**

  "Balance of probability" means that the decision-maker(s) with appropriate subject-matter expertise is satisfied that an event or account is more likely than not to have occurred. It is used when deciding on a penalty for an alleged case of student academic misconduct or school maladministration where evidence beyond reasonable doubt is not available.

- **Collusion**
  Supporting malpractice by another student, as in allowing one's work to be copied or submitted for assessment for another. Collusion also applies where students have used a common write-up for a group rather than written their own. This applies to all types of media, including text, visuals, videos, audio, interactive media, print, social media, multimedia, performance and data/infographics.

- **Duplication of work**
  The presentation of the same work for different assessment components /subjects, including the copying from external sources or peers, and the reuse of work submitted in past examination sessions by the same or other student(s).

- **Facilitating plagiarism**
  Students facilitating the sharing or copying of their work, or the work of third parties, to peers and/or forums/essay mills.

- **Falsification of data**

- **Inclusion of inappropriate, offensive, or obscene material**

- **Malpractice**
  A behavior that results in, or may result in, a student or any other student gaining an unfair advantage in any academic activity, or that affects the results of any other student. Malpractice includes, but is not limited to, plagiarism, collusion and duplication of work.

- **Plagiarism**

  The representation of the ideas or work of another person or AI as the student's own. The IB defines plagiarism "*as the representation, intentionally or unintentionally, of the ideas, words or work of another person or AI without proper, clear and explicit acknowledgment*". This includes the use of translated materials and AI-generated materials.

- **Submitting work commissioned, edited by, or obtained from a third party**

C. Development, Maintenance and Promotion of Academic Integrity at DBS IB.

General Overview

The key educational reasons to take such a strong line on academic integrity are:

- **To maintain fairness**. IB assessments can only be fair if all students are provided with an equal opportunity; and to be valid, they need to provide an accurate reflection of a student's achievement. Any act that undermines this fairness by students engaging in academic misconduct or schools committing maladministration will create a disadvantage for those who have complied with the rules.

- **To maintain trust and credibility.** Trust in academic qualifications is fundamental. When a student or a school contravene the principle of academic integrity, that trust pact is broken with the IB as an awarding body accountable for the validity of the assessment process.

- **To develop respect for others**. Students that understand how knowledge is built will understand that it is acceptable to use the ideas, words or work of others. However, following good academic practice, it is expected that information is appropriately acknowledged.

It is the student's responsibility to understand the Academic Integrity Policy established by the DBS IB and lack of knowledge of the conditions of this policy cannot constitute an allegation for academic dishonesty. However, it is in the School's best interest to provide the tools and promote the skills that will encourage academic integrity at all times. DBS IB actively promotes an academic integrity system within each subject area as well as offering a time frame for specifically developing the qualities, values and skills that will allow good practice amongst students.

1. Curriculum

Bridging Year Programme

At G10, this is highlighted through the *IB Skills Course* although academic integrity is promoted in all subjects. "Academic Integrity" is not just a value, it is also a skill—one that can be developed, practised, and mastered. The IB Skills course is taken by all Grade 10 Bridging Programme students and is especially designed to help students learn how to produce, identify and promote authentic pieces of work. Students learn academic writing and research skills, conventions for citing and referencing a range of text types, and methods for evaluating the validity and suitability of primary and secondary sources. A specific module of the course has been developed to allow students to understand and observe examples of malpractice—including collusion,

plagiarism and misrepresentation of others' works, as well as the consequences of these infringements.

Diploma Programme

In G11 and G12 students are regularly reminded about citing sources in all subjects as well as reminded about the rules and regulations of sitting all internal and external examinations.

Underpinning the course is the inquiry-based approach and framework of the IB Diploma's "Theory of Knowledge" (TOK) course, which encourages students to reflect on their own development as knowers and their ways of knowing. By the end of the course, students will be able to demonstrate academic integrity practices that will be applicable not only in their IB Diploma programme, but also in their future studies at university and as lifelong learners.

2. Role of teachers

Subject Teachers

In addition to the G10 skills-based preparation course, all subject areas allow students to develop subject-specific skills that promote good academic practice, including but not limited to the skill of citing and referencing sources.

Subject teachers are responsible for:

- developing a plan to cross-reference work across multiple groups of students when they are preparing for an assessment.
- keeping electronic copies of students' past work for three years in case a plagiarism check is required.

Subject teachers should not:

- Provide multiple edits to student work, in contradiction to the instructions of the subject guide.

For more information on all of these courses, please refer to individual subjects' course outlines.

All teachers should also adhere to the Expectations and Responsibilities listed in the latest version of the IB Academic Integrity Policy, which could be found in My IB.

Advisors

Each student is assigned an advisor—a teacher who will promote the student's development of desirable qualities as a life-long learner. The advisor *is not* a tutor, but may offer advice to students in an attempt to promote academic integrity and good practice. The advisor has frequent communication with the student's parents, and thus serves as a link to promote and report on good practice from the student, both in the school environment as well as at home.

The DBS IB team believes that if empowered with the appropriate tools and given the suitable spaces for the development of skills, students will inherently develop the qualities embedded in the IB Learner Profile.

D. Rules and Regulations to Ensure Academic Integrity and Good Practice at all times

General Overview

It is the responsibility of students to maintain academic integrity at all times. Students may, where the circumstances allow it, request assistance from their teachers, parents and advisors to ensure good practice is being carried out. Under no circumstances does ignorance of the conditions established constitute an allegation for malpractice.

The following are general guidelines for the promotion of academic integrity and good practice at both Bridging Programme and IB Diploma Programme levels.

Further guidance for the promotion of academic integrity can be found in subject specific guidelines from the IBO website.

1. Submission of individual piece of work

An individual piece of work submitted for assessment will always be an authentic piece of work; i.e it is based on the student's individual and original ideas with the ideas and work of others fully acknowledged. Under such conditions a student submitting an individual piece of work will:

a. Use the student's own language, expressions and ideas.
b. Document ALL source material in a formal and appropriate manner.
c. Use direct quotations appropriately.
d. Make appropriate use of and acknowledge paraphrasing.
e. Acknowledge explicitly and appropriately any help provided by another person. The student should understand that any form of legitimate collaboration for an individual piece of work must be limited and justified.
f. Provide a complete and comprehensive list of all references used, including books, web pages, images, statistics and AI tools.

g. Make sure collaborative work does not result in collusion.
h. Ensure that all text, images, or charts produced by AI are explicitly identified as being sourced from such software. The software must be credited in the body of the text and appropriately referenced in the bibliography.
i. Never provide soft or hard copies of their individual work to another student.
j. Never purchase or submit work produced by someone else.
k. Never copy another student's work, either partially or totally.
l. Never fabricate data.
m. Never duplicate work, i.e submit the same/similar piece of work for two subjects.
n. Never use software or AI tools to improve language and grammar in subjects where marks are awarded for these skills.

When submitting any IA or externally assessed work, students will be required to submit a signed copy of the DBS IB Academic Integrity IA & EA Candidate Consent Form (appendix 1).

2. Exam sessions

The regulations for exam sessions at the DBS follow similar guidelines as those proposed by the IBO. All Teacher-in-Charge invigilators of all exams are made aware of the rules and regulations before each examination session. For all exam sessions students must not the following:

a. Arrive on time. Good practice implies all students must be presented with exams under the same conditions.
b. Do not gain or attempt to gain access to IB examination content before the examination's schedule time via any form of communication platform.
c. Be present for the examination session. Allowing someone else to impersonate the examinee or impersonating someone else is a serious case of malpractice.
d. Remain in silence. Any form of communication during examinations is deemed as malpractice. Exchanging information, or in any way supporting the passing of information to another student about the content of an examination, is considered malpractice.
e. Take only authorized material into examination rooms.
f. Comply with the instructions of the invigilator or person responsible for the conduct of the examination.
g. Leave all examination material behind. Stealing examination material before, during or after the exam is considered malpractice.
h. Leave the examination room only when instructed to do so and following the exam invigilator's instructions.
i. Do not share IB examination content before or during the examination's scheduled time, or within 24 hours after the examination.
j. The previous list is not exhaustive and students must use their common sense and reasoned ethical decisions to assess any situation which may lead into malpractice. When in doubt, a student is encouraged to seek advice so as to support good practice. Students are reminded that at the subject teacher's

discretion, work may be submitted for on-line checking of plagiarism and collusion.

For examination sessions, students are provided with an examination calendar along with the *Conduct of Examinations* (see Assessment Policy) of that year several weeks in advance. Students should clarify any doubts regarding rules and regulations for the examination session *prior* to the scheduled time of examination.

E. Provisions for academic misconduct

Breaches of the *Rules and regulations to ensure academic integrity and good practice at all times* constitute a serious misdemeanor and are not treated lightly at DBS. The Subject teacher, the Coordinator and the Headmaster have the right to decide if the student has breached the Policy. The following guidelines have been established to ensure equality in the treatment of any and all cases of academic misconduct.

Breaches of academic integrity have been divided into three levels. These levels have been established according to the importance of the assignment and premeditation of the student.

If the subject teacher cannot authenticate a piece of work, then it will be considered a "breach of academic integrity" and the appropriate action will be taken.

1. LEVEL 1

In the first instance, work resulting from academic misconduct will receive a zero (0) as a grade. If the teacher considers it appropriate however, feedback may be offered to the student. The zero will constitute the percentage equivalent of the assignment, thus, if a piece of work worth 12% of the term grade is found to be academically dishonest, this 12% will be awarded a grade of 0. The student's advisor will be notified of the event. Parents will be notified. Additionally, a confidential record will be made to log in the incident.
Actions comprised in Level 1 include (but are not limited to):

a. Collusion, e.g. copying homework, a report, an essay or any piece of non-collaborative work. Both the student copying and the student who allows for copying to occur are breaching academic integrity.
b. Looking at another's test or quiz / allowing another student to look on a test or quiz
c. Exchanging information or receiving information in any way before or during a test or quiz.
d. Plagiarism of minor content: Copying fewer than 50 consecutive words (verbatim or paraphrased) from an external source or peer without full in-text citation of the source.

e. Taking unauthorized material into an examination room. This includes calculators, notes, and dictionaries.
f. Disruption or misconduct during an examination session.
g. Using AI that violates the subject specific guidelines.

2. LEVEL 2

The second occurrence of a *Level 1* action, will be considered a *Level 2* action. However, certain actions can also immediately be considered *Level* 2 (see list below). A Level 2 action of academic misconduct will result in the student receiving a zero for the related subject on their report. A confidential record will be made to log in the incident. The student's parents or legal guardians will attend a meeting to receive an explanation and to become involved. The subject teacher, advisor and IB Coordinator will be present at the meeting. The Discipline Committee Representative may be asked to attend (this is subject to the nature of the infringement). Both parents and students will be made aware that if a third infringement of academic integrity occurs, the student will not be allowed to continue in the examinable course.

Actions immediately comprised in Level 2 (without having to occur twice) include (but are not limited to):

a. Collusion: submitting work that shows close similarity to another student's work, including more than 51 consecutive copied words (exact or substituted) without full in-text citation, where individual work was required.
b. Plagiarism of significant content: Copying more than 51 consecutive words (copied verbatim or paraphrased, or containing additional or substituted words) without full in-text citation of the source.
c. Knowingly presenting another student's work as the student's own.
d. Duplication of work: The complete reuse of materials from one assessment component for another different component or subject, without authorization.
e. Facilitating plagiarism by taking no steps to prevent their work being copied or shared to a forum where it is likely to be shared.
f. Knowingly presenting the same piece of work for two assignments or two different subjects.
g. Submitting work heavily edited or influenced by a third party, (e.g., a paid tutor or AI tool) to the extent that the teacher's feedback role has been exceeded. This includes 'over-editing' where multiple rounds of editing are provided, or 'templating' where a third party provides a framework that curtails the student's creativity.
h. Buying, or by any means obtaining work and presenting it as the student's own. If a student sells, or by any means produces work for another student to present, this student too is seriously breaching academic integrity.
i. Taking or stealing any part of a test to use or give to others.
j. Impersonating another student for any piece of assessed or non-assessed work.

3. LEVEL 3

A third breach in academic integrity is considered a serious misdemeanor. A student found responsible for three infringements of academic integrity (Repeated Level 1 and/or Level 2 actions) will not be allowed to continue on the examinable course and will not be able to be awarded the IB Diploma. The case will be taken to the Headmaster.

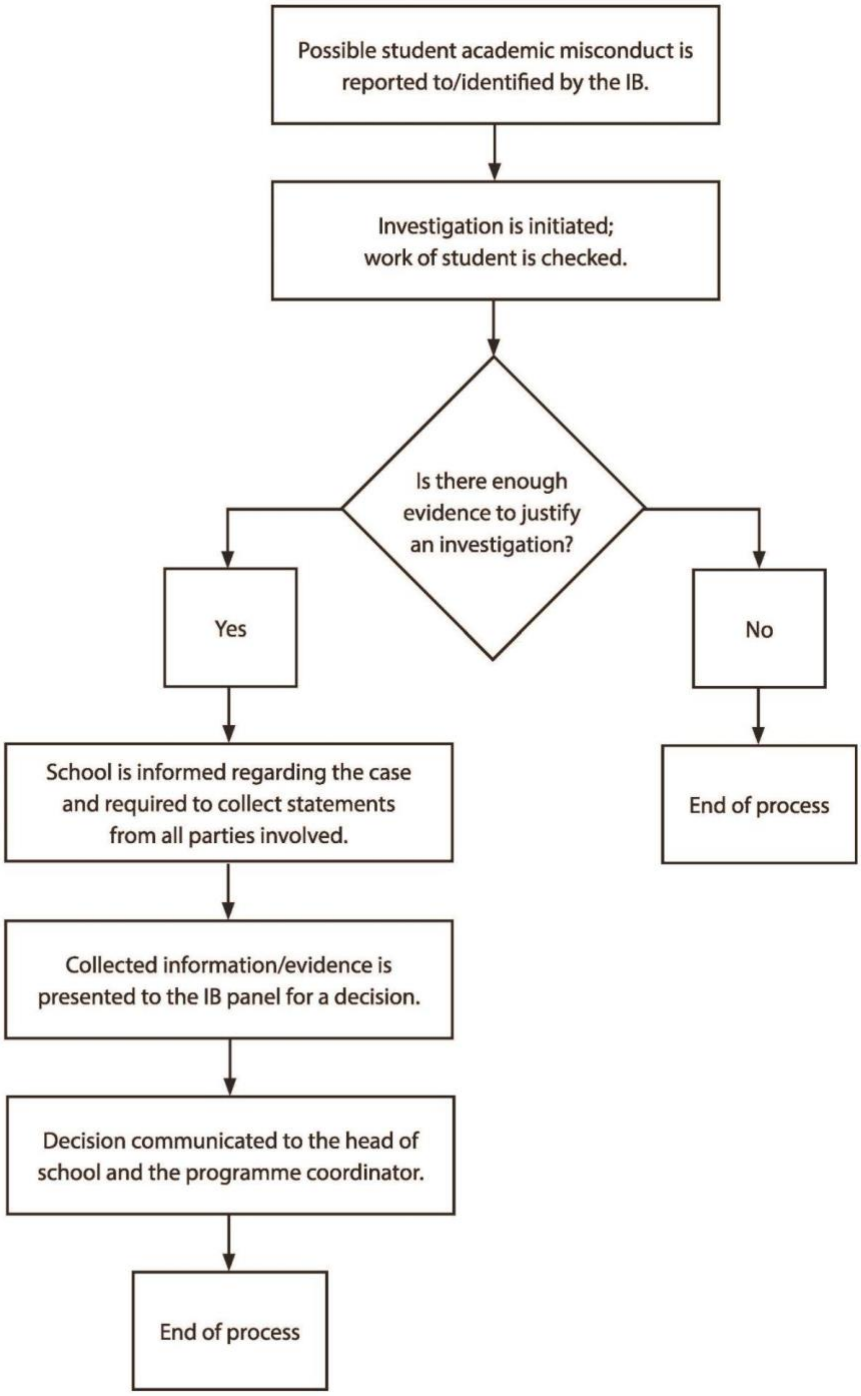
Actions immediately comprised in Level 3 (without having to occur twice) include (but are not limited to):

a. Submitting final IB coursework (**i.e. IA/ IO/ Externally assessed components**) heavily edited or influenced by a third party, for example a paid tutor or AI tool, thus grossly misrepresenting their abilities. Please also see the Gen AI Usage Policy.

4. ACADEMIC INTEGRITY AND THE IB

Parents and students should at all times be aware that for any cases of reported academic misconduct, the IBO undertakes serious investigation. A teacher supervising examinable work for the IB, (for example, the extended essay, an internal assessment) may refuse to authenticate the work if the teacher suspects academic misconduct from the student. An examiner or coordinator may report academic misconduct during an examination session.

The following is the IBO Investigation flowchart when dealing with student academic misconduct:


Possible student academic misconduct is reported to/identified by the IB.
Investigation is initiated; work of student is checked.
Is there enough evidence to justify an investigation?
Yes
No
School is informed regarding the case and required to collect statements from all parties involved.
End of process
Collected information/evidence is presented to the IB panel for a decision.
Decision communicated to the head of school and the programme coordinator.
End of process

Penalties imposed by the IBO are in accordance with the offense.

For any cases of suspected academic misconduct, the IBO, in liaison with the school, will conduct the relevant investigation. Students are entitled to be informed of this process and the result of it. For any piece of externally assessed components, (other than exams), the work is submitted on-line and at this stage the student checks a box indicating the work produced is their own original version and the supervising teacher also checks a box acknowledging this to be true to the best of their understanding. A teacher may refuse to submit the work if academic misconduct is suspected.

Investigation of student academic misconduct cases

Once the IB establishes that there is evidence to suspect a student of academic misconduct, the school will be required to conduct an investigation and provide the IB with statements from all parties involved and any other relevant documentation pertinent to the case. The details of this procedure can be found in the IB's Academic Integrity Policy.

F. Wellbeing

At DBS, we believe that a student who is well-rested, supported, and balanced is less likely to make dishonest choices. Consistent with the IB Learner Profile, we recognise that acting with principle (honesty) and caring (towards oneself) are inseparable. Academic integrity supports wellbeing by:

- reducing the fear of 'being caught';
- promoting genuine mastery (reducing assessment anxiety); and
- encouraging reflection and time management (Approaches to Learning).

To minimize stress and thus the temptation to engage in academic dishonesty:

- Students should take note of the major deadlines in the academic calendar, which are included in the DBS IB Handbook.
- Subject teachers should provide students with sufficient advance notice of submission deadlines.
- A mutual understanding of how AI can be used for learning/ assessment tasks in the IB IA: AI Traffic Lights documents makes acceptable use clear for both teachers and students.

References

IB Academic Integrity Policy October 2019 updated February 2026

Guidelines. - AI Generative Tools - Guides at the Education University of Hong Kong https://libguides.eduhk.hk/ai-generative-tools/guidelines (September 2023)

Declaration of Authentication

By signing the G10 DBS Bridging Year Programme/G11 DBS IBDP Enrollment Letter, I declare that:

1. I have read, understood and agree to abide by the DBS IB Academic Integrity Policy and accept the consequences of any breach, which may include the disqualification of my IB Diploma;

2. I understand and consent to the programme coordinator or another authorised school staff member uploading my work to the International Baccalaureate Organization's (IBO) eCoursework system;

3. All coursework, whether internally or externally assessed that I submit to The Diocesan Boys' School (DBS) or to the IBO is my own work (apart from guidance allowed by the International Baccalaureate) and that the version of any materials that I submit or pass to the programme coordinator or another DBS staff member is the correct version;

4. I understand that this declaration of authenticity is a requirement of the IBO and it may be accessed by the IB at any time, but in particular, should there be any disagreements regarding my academic submissions;

5. I understand that a failure to do any of the above will be investigated as a breach of IB regulations and in the case of any disputes, the decision by the IB Coordinator or the IBO will be final.

School Absence, Class Attendance and Lateness Policy

Good attendance is vital to academic achievement and enables students to attain the number of classroom hours required by the IBO. The IB Division therefore adopts the following policy in addition to what is required by DBS.

A. Absence from school

For the general DBS policy on absences, please refer to the School Calendar.

In addition—

1. Anticipated or planned absences from school must be approved by the IB Coordinator and subject teachers at least two school days ahead of the first day of absence using the Request for Absence Form. Parents should also sign the form and provide appropriate evidence of the need for the planned absence. For example, if a student must miss school to attend an external event, a copy of the certificate of registration or admission ticket to the event should accompany the request. If the anticipated or planned absence is over one week long, notice must be given at least two weeks in advance to allow for the student to plan with his teachers how to make up for his lost days.

2. Absences from school due to school-related activities must also be approved by the IB Coordinator at least two school days ahead of the first day of absence using the Request for Absence Form. Students should personally provide appropriate evidence including a signature by the Teacher-in-charge of the activity on the form. Mass-emails from the teacher-in-charge requesting for students' absence is NOT permission to be absent. Each subject teacher and the IB Coordinator must also be consulted.

3. Students will not be excused from school on assessments days. In order to conform to IB practice, students will not receive any credit for missed assessments (quizzes, tests, exams, presentations, lab reports, orals, etc.). No make-up assessment will be allowed.

4. The IBO allows a formal written appeal in the case of missed assessments, and we will do the same. Students who wish to appeal against the inclusion of a zero in his average, he must make the appeal in writing to his teacher and the IB Coordinator within two school days of the missed assessment, and he must provide supporting evidence (doctor's letters etc…). The subject teacher and the IB Coordinator will then decide whether or not to include the zero. A make-up assessment may be possible in some special cases.

5. As the IB Diploma is widely recognised and respected by universities, there is no need for students to take any other examinations. If a student decides to take external examinations, they need to do so in consultation with the CFC

and after approval from the DP Coordinator. If not, they will be marked absent for any lessons or assessments missed.

Please note that typically, make-up assessments are only granted by the IBO in very special situations and in the case of a missed exams, even when permitted in response to a "D2 appeal", are usually given the following November. Admission to university can be delayed or withdrawn as a result of missing an exam.

B. Absence from classes

1. Because the IB diploma requires minimum number learning hours (150 for SL, 240 for HL), class attendance will be recorded and absences from classes for each subject will be a part of a student's report.

2. Because learning hours do not include excused absences, a student missing class is reported as absent regardless of reason.

3. A class is reported as missed regardless of how much or how little of the period is missed.

4. Students who miss more than 10% of classes per term will be considered as showing a "pattern of missing classes."

5. A student with a "pattern of missing classes" will receive an academic warning letter. If the pattern persists, the student may not meet the mandatory requirements to qualify for an IB Diploma (please also see *Promotion Policy*).

6. In order to help students heavily involved in extra-curricular activities, students may arrange *beforehand* to make up missed classes *if the nature of the work missed allows a make-up*. The decision to allow for this lies with the subject teacher along with a final approval from the IB Coordinator. The student must fill in a Request for Absence form and have it signed by the subject teacher and IB Coordinator. The student is responsible for holding on to the form, carrying out any make up work that is assigned, and then having it checked for completion and signed by the subject teacher on the first day after returning to school (unless specified by teachers) before an absent record amendment will be considered. The school will not make any amendments if the student loses his form.

7. In many cases the prior arrangement of make-up work is not possible, e.g., lab assessments or interactive oral activities requiring special set-up or class participation. Students considering absence from class should also consider their recorded absences and any consequences that will ensue.

C. Lateness

For the general DBS policy on lateness, please refer to the School Calendar.
In addition—

1. A late student must go straight to the General Office to record the lateness with your student card. If assembly is still running, the student must then go

straight to the Hall (with school bag). The late slip must then be handed in to the IB office the same day.

Failure to do so will result in the lateness being counted as an absence for all periods until the first subsequent registration where he is recorded as present.

Please note that students who do not report absences and lateness as outlined in the School Calendar will be considered playing truant.

Request for Absence

Student I.D. Number : _____ Class: _____

I, _____ (*English name as printed on HKID)*, am writing to request absence. I have consulted all parties, including my subject teachers, the IB Coordinator and also my parents. I am fully aware that this may affect my attendance record and that I am responsible for making up any work caused by this absence.

Date: From _____to _____

Time: From _____ to _____

Reasons for absence (☐Personal - *please provide evidence* ☐ School Activity)

_____

Subject	Teacher Approval	Make up work and deadline	Teacher Checked

_____ _____

Signature of Student, date Signature of Teacher/Parent, date

(Office Use Only)

☐ Accepted ☐ Rejected

_____

Signature of IB Coordinator, date

Please return this slip to IB Admin Office (Request for Absence)

Student Name: _____ Class: _____

Date: From _____to _____

Time: From _____to _____

Reasons for absence (☐Personal - *please provide evidence* ☐School Activity)

_____

_____

_____

Signature of IB Coordinator

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ICT Acceptable Use Policy (AUP)

A. DBS IB ICT Vision

Information and Communication Technology (ICT) skills prepare students to participate in a rapidly changing world where access to information and social integration may depend on new or developing technologies. Teachers and students must develop skill and discretion in the use of ICT. The Diocesan Boys' School IB acknowledges the effective and efficient use of ICT as an essential tool for learning in the 21st century and through a well programmed curriculum, we aim to develop ICT skills so that our IB students are enthusiastic, active and independent learners.

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Students in the IB section in DBS will at times be required to bring laptop computers to school for projects and other school-related responsibilities. Also during study periods, students will be permitted to use their laptops for assignments and other IB related work. However, ICT use can also easily be harmful if used inappropriately. Therefore, in order to help create a positive ICT-enable learning environment, the ICT AUP will be governed under the Terms and Conditions stated below.

B. Terms and Conditions:

1. Students may use laptop computers or tablets only in the Michiko Miyakawa (IB) Building during school hours.

2. During lesson time, students are required to close their computers or tablets unless otherwise instructed by the teacher.

3. For safety and cost reasons, students are not allowed to re-charge their devices in school.

4. Students may use laptop computers or tablets only in the permitted area of the IB Library during open hours. After school hours, students may also use them in Room 201.

5. The only time students can use their laptops in the classroom is if required by the teacher during lesson time. Once the lesson is over, students are required to turn off their computers and put them away out of sight.

6. Students can only use laptop computers for projects, assignments and research purposes for their IB course. Computer games and social networking sites are strictly forbidden.

7. Students must immediately stop any use of their laptop that is deemed inappropriate by any teacher or prefect. Prefects or teachers have final say on what is considered "inappropriate".

8. In order to create a positive ICT enabled learning environment for everyone, students (especially ICT Committee members) that see inappropriate use of ICT are strongly encouraged to report the matter to the Discipline Master, who will deal with the matter confidentially.

9. Classroom PCs are strictly off limit to students, as are the IT ports and sockets. Students may not connect their own computers to the classroom's sound and projection systems unless permitted by the teacher.

10. Mobile phones must be turned off and put away out of sight during school hours as outlined in the School Rules. Other electronic devices (e.g. MP3 players, ipods, etc…) except calculators must also be stored in lockers during that time.

11. Any violation of these terms and conditions will result in strict disciplinary action which may include the confiscation of the devices (regardless of who the owner is) and the immediate loss of privilege to bring or use any ICT devices in school for a period of time (usually one month). Offenders will also be subject to the three-strike system outlined in the IB Discipline Policy.

*12. If violations reach a limit that is deemed unacceptable by either the Headmaster, the IB Coordinator, or the Discipline Master within a cohort, the entire cohort will be forbidden to bring laptops to school indefinitely. Any disputes will be handled by the IB Coordinator and the Discipline Master whose decisions will be final.

GenAI Policy (Last reviewed October 2023)

Introduction

DBS IB fully recognizes the importance of embracing Generative Artificial Intelligence (GenAI) technology as emphasized by the International Baccalaureate Organization (IBO). The IBO acknowledges that GenAI technology, like spell checkers, translation software, and calculators, will become an integral part of our daily lives. Consequently, it is imperative that we adapt our educational programs and assessment practices to empower students to utilize these AI tools ethically and effectively. In alignment with our commitment to Academic Integrity, we have established the GenAI Usage policy to provide students with guidance on the ethical use of these tools.

GenAI Usage Policy for Teachers and Students

1. Purpose

This policy has two aims:

- To provide guidelines for responsible use of GenAI technologies like ChatGPT and Poe by students.
- To promote ethical, educational use that aligns with the School's Academic Integrity Policy for both staff and students.

2. Definitions

GenAI refers to artificial intelligence systems that can generate new content and output, such as text, code, audio or images, based on a given prompt and training data. Examples include ChatGPT, Poe, and Claude.

3. Acceptable Use

3.1 GenAI may be used to assist with the following:

- Brainstorming ideas- Concept explanation
- Receiving suggestions to improve skills (e.g., presentation skills)
- Receiving feedback and evaluation
- Creating revision exercises and activities
- Assisting with research
- Assisting with correct citing and formatting

3.2 When using GenAI for the above purposes, students should:

- Receive permission from the subject teacher
- Critically evaluate any generated text for accuracy, bias, errors, and relevance before use
- Cite sources and attribute any ideas appropriately
- Comply with the DBS IB Academic Integrity Policy

4. Prohibited Use

4.1 Students should not:

- Misrepresent their abilities by using GenAI to complete tasks that do not reflect the understanding and skill levels demonstrated by them in class
- Use GenAI to heavily edit assignments
- Submit GenAI output as their own original work without proper attribution
- Create offensive, abusive, unethical or harmful content
- Impersonate someone else or create fake profiles
- Breach others' privacy or intellectual property rights

4.2 Examples of prohibited use:

- Using GenAI to write large portions of an essay or creative work with limited original analysis
- Quoting blocks of AI generated text without proper attribution
- Generating defamatory or private content about others

5. Academic Integrity

5.1 Students hold the responsibility to comply with the school's Academic Integrity Policy when using GenAI. Violations where students claim GenAI content as their own original work will be treated as academic integrity breaches.

5.2 Teachers reserve the right to use plagiarism checking software, questionnaires or interviews to determine if AI tools were improperly used for any part of student work. If teachers cannot authenticate the students' work, then it will be considered a breach of Academic Integrity and appropriate action will be taken.

5.3 Consequences for violating this policy may include:

- Loss of ICT and GenAI systems privileges
- Receiving a zero grade for a task
- Receiving a zero grade for the subject
- Suspension or expulsion from the programme based on severity

6. Oversight & Reporting

6.1 Teachers and the IB Diploma Coordinator will monitor compliance with this policy. Students must immediately comply if asked to verify how content was generated.

6.2 Students should report any misuse of GenAI to teachers.

7. Review process

The policy will be regularly reviewed by the IB Diploma Coordinator and IB staff in order to ensure that it remains relevant to changes and updates in AI technology.

Deadline and Course Completion Policy

Studies have shown time and time again that *Time Management* and *Academic Results* have a very strong correlation. The better the time management of the student, the higher the tendency he or she has of achieving higher academic results. We have therefore written the following Deadline and Course Completion Policy with the above thought in mind.

1. Students must meet all deadlines that are set by their teachers. To encourage students not to take a "last minute" approach to deadlines and to help develop their time-management skills, students will receive a score of "0" for an assignment in which the deadline is not met regardless of reason.

2. Students must complete all courses' internal and external requirements.

3. Students must fulfill all subject-specific requirements on time in order to be eligible for promotion (please see *Promotion Policy*).

4. Arbitration or disputes should in the first instance be discussed with the subject teacher. Subsequent arbitration or disputes will be handled by the IB Coordinator.

Promotion Policy

The following are minimum requirements that are expected from our students:

1. Class attendance
    a. G10, 11 & 12 - 90% class attendance rate per term (see Absent, Late & Missed Hours Policy)
    b. G11/12 SL - 150 hours (overall)
    c. G11/12 HL - 240 hours (overall)

2. Final grade
    a. G10 final
        i. Entry into the IB Diploma Programme (IBDP): Subject to approval, Grade of at least 5 is required in the 3 intended HL subjects; a Grade of at least 3 or a "pass" is required in ALL remaining subjects; for Mathematics, please refer to the Grade descriptors.
        ii. Entry into Diploma Courses (previously known as "Certificates") – pass (Grade of 3) in subjects that the student is intending on taking

    b. G11 final and G12 Mocks
        i. 24 points (out of 42)
        ii. No red flags (failing condition) for CAS, TOK or EE
        iii. No grade 2 in any HL subject
        iv. At least 12 points in three HL subjects
        v. No more than one grade 2 in any SL subject
        vi. At least 9 points in three SL subjects

Students with Effort Grades lower than "B" in any number of subjects or with any serious discipline issues will need approval from the IB Coordinator in order to be promoted to G11 or G12 regardless of academic results.

3. Coursework (for all subjects taken)
    a. Completion of Exams
    b. Completion of Internal Assessments
    c. Completion of Internal Components (homework, tests, lab work, presentations, projects, etc.)

Students in danger of failing to meet requirements any time during the year may be issued a warning letter.

Bridging Programme (G10) students who fail to meet the minimum requirements for either the IBDP or Diploma Courses will be required to partake in a student/staff/parent meeting to decide the best avenue to proceed. Promotion to G11 may not be in the students' best interest.

IB (G11/12) students who fail to meet the minimum requirements may not be registered for the IBDP. They may be considered for Diploma Program Courses or not be promoted at all. A meeting will be held with the parents and the IB Coordinator to discuss this option.

Grade 10 Summary Evaluation Descriptors

Grade	Descriptor
7	Conscientiously and regularly produces work at an exemplary level. Manages the demands of the course effectively. Highly encouraged to take HL in this subject. **(Highly encouraged to take MAA HL).**
6	Regularly produces very good work and manages the demands of the course very well. Encouraged to take HL in this subject. **(Encouraged to consider MAA HL if university requirements can be met).**
5	Produces good work and satisfactorily manages the demands of the course well. Encouraged to take SL and could, with the approval of the subject teacher consider HL in this subject. **(Will struggle to meet the demands of MAA HL, highly encouraged to take MAA SL).**
4	Produces adequate work and may have some trouble managing the demands of the course. Should take SL. Does not meet the demands of HL in this subject. **(Encouraged to consider MAA SL if university requirements can be met).**
3	Sometimes produces acceptable work and has some trouble managing the demands of the course. Could take SL. Does not meet the demands of HL in this subject. **(Will struggle to meet the demands of MAA SL, highly encouraged to take MAI-SL).**
2	Rarely produces acceptable work and has significant trouble managing the demands of the course. Would struggle to meet the demands of SL in this subject. **(Encouraged to focus on university programmes whose requirements can be met by MAI-SL).**
1	Does not produce acceptable work and has significant trouble managing the demands of the course. Does not meet the demands of SL in this subject. **(Encouraged to focus on university programmes whose requirements can be met by MAI-SL).**

Grade 11 & 12 Descriptors

Grade	Descriptor
7	The student demonstrates excellent content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Highly effective research, investigation and technical skills are evident, as is the ability to analyse, evaluate and synthesize qualitative and quantitative evidence, knowledge and concepts to reach valid conclusions or solve problems. In collaborative exercises, the student works very well with others, ethically and responsibly, and with perseverance. Responses are highly insightful, accurate, clear, concise, convincing, logically structured, with sufficient detail, precise use of appropriate terminology and with appropriate attention to purpose and audience. Responses are creative, make very effective use of well selected examples, demonstrate awareness of alternative points of view and provide clear evidence of intercultural understanding.
6	The student demonstrates very good content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Competent research, investigation and technical skills are evident, as is the ability to analyse, evaluate and synthesize evidence, knowledge and concepts. In collaborative exercises, the student works well with others, ethically and responsibly, and with perseverance. Responses are mainly accurate, clear, concise, convincing, logically structured, with sufficient detail, using consistent terminology and with appropriate attention to purpose and audience. Responses show creativity, make effective use of examples, demonstrate awareness of alternative points of view and provide evidence of intercultural understanding.
5	The student demonstrates sound content knowledge and understanding, good conceptual and contextual awareness and evidence of critical, reflective thinking. Research, investigation and technical skills are evident and sometimes well developed. Analytical ability is evident, although responses may at times be more descriptive than evaluative. In collaborative investigations, the student generally works well with others, ethically and responsibly, and with perseverance. Responses are generally accurate, clear, logically structured and coherent, with mainly relevant material, using suitable terminology, and are sometimes well developed. Responses show reasonable creativity, use of examples, awareness of audience and evidence of intercultural understanding.

4 The student demonstrates, with some gaps, secure content knowledge and understanding, some conceptual and contextual awareness and some evidence of critical thinking. Research, investigation and technical skills are evident, but not thoroughly developed. Analysis is generally valid, but more descriptive than evaluative. The student solves basic or routine problems, but with limited ability to deal with new or difficult situations. In collaborative exercises, the student works within a team and generally approaches investigations ethically and responsibly, but requires supervision. Responses are mostly accurate and clear with little irrelevant material. There is some ability to logically structure responses with adequate coherence and use of appropriate terminology. Responses sometimes show creativity, and include some awareness of audience and evidence of intercultural understanding.

3 The student demonstrates basic knowledge and understanding of the content, with limited evidence of conceptual and contextual awareness. Research and/or investigation is evident, but remains undeveloped. There is some ability to comprehend and solve problems. Collaborative investigations are approached ethically and responsibly, but require close supervision. Responses are only sometimes valid and appropriately detailed. There is some expression of ideas and organization of work and basic use of appropriate terminology, but arguments are rarely convincing. Responses lack clarity and some material is repeated or irrelevant. There is limited creativity, awareness of context or audience and limited evidence of intercultural understanding.

2 The student demonstrates little knowledge or understanding of the content, with weak comprehension of concepts and context and little evidence of application. Evidence of research and/or investigation is only superficial. There is little ability to comprehend and solve problems. Responses are rarely accurate or valid. There is some attempt to express ideas, use terminology appropriate to the subject and organize work, but the response is rarely convincing. There is very little creativity, awareness of context or audience and little evidence of intercultural understanding.

1 The student demonstrates very rudimentary knowledge or understanding of the content, with very weak comprehension of concepts and context. Ability to comprehend and solve problems or to express ideas is not evident. Responses are rarely accurate or valid. Organization is lacking to the point that responses are confusing. Responses demonstrate very little to no appreciation of context or audience, inappropriate or inadequate use of terminology, and little to no intercultural understanding.

Effort Grade Descriptors

Grade	Descriptor
A	The student consistently demonstrates a positive attitude towards learning both with his teacher and peers. He listens to the opinions of others and respects them. He contributes to a positive learning environment. He meets all deadlines, and comes equipped for class. He strives to correct errors and make improvements. He participates frequently with pertinent questions and comments.
B	The student mostly demonstrates a positive attitude towards learning both with his teacher and his peers. He generally listens to the opinions of others, shows respect and acts upon them. He contributes to the learning environment. He rarely misses deadlines and mostly comes equipped for class. He usually corrects errors and makes improvements. He participates with pertinent questions and comments.
C	Generally the student demonstrates a positive attitude towards learning both with his teacher and peers. He may fail, at times, to listen and respect the opinions of others and act upon them. He may fail to meet deadlines without a valid reason on occasions and may also occasionally forget the appropriate materials for class. He is inconsistent at taking action to improve his work. He sometimes participates with pertinent questions and comments.
D	The student can demonstrate a positive attitude towards learning both with his teacher and peers, but this is not always evident. He needs to bear in mind observations about his work in order to improve or correct them. He has some time management and/or organizational issues. He rarely participates with pertinent questions and comments.
E	The student regularly demonstrates a poor attitude towards learning both with his teacher and peers. He fails to listen to and respect the opinions of others and often disrupts the learning environment. He has major time management and/or organizational issues. He does not correct mistakes or act on observations made to elicit improvements. His participation with pertinent questions or comments is extremely rare.

Subject Choices Policy

Subjects for Grade 10 Bridging year

Choices for G10 Bridging Year subjects are made during the application process. The deadline for choices is the same date as the application deadline. Requests for changes will not be accepted after the deadline so students are highly encouraged to research, ask questions, reflect and consult beforehand.

Subjects for Grade 11 – IB Year One

DBS IB is committed to helping our students succeed. Part of this is making sure that our boys make suitable G11 subject choices based on their performance in Grade 10.

Final choices for G11 subjects are made in May during the G10 year. However, subject performance up to that point represented by predicted grades, must also meet the standards outlined in the Promotion Policy which states that a minimum overall grade of 5 is required for consideration into an HL course, and a minimum overall grade of 3 is required for consideration into SL.

The predicted grades* are based on the analysis of the mid-year report and Term 2 formative assessments. If there is a significant drop in performance in the Final Exam, subject choices may be amended by the subject teacher and IB Coordinator.

Grade	Descriptor
7	Conscientiously and regularly produces work at an exemplary level. Manages the demands of the course effectively. Highly encouraged to take HL in this subject. **(Highly encouraged to take MAA HL).**
6	Regularly produces very good work and manages the demands of the course very well. Encouraged to take HL in this subject. **(Encouraged to consider MAA HL if university requirements can be met).**
5	Produces good work and satisfactorily manages the demands of the course well. Encouraged to take SL and could, with the approval of the subject teacher consider HL in this subject. **(Will struggle to meet the demands of MAA HL, highly encouraged to take MAA SL).**
4	Produces adequate work and may have some trouble managing the demands of the course. Should take SL. Does not meet the demands of HL in this subject. **(Encouraged to consider MAA SL if university requirements can be met).**

3	Sometimes produces acceptable work and has some trouble managing the demands of the course. Could take SL. Does not meet the demands of HL in this subject. **(Will struggle to meet the demands of MAA SL, highly encouraged to take MAI-SL).**
2	Rarely produces acceptable work and has significant trouble managing the demands of the course. Would struggle to meet the demands of SL in this subject. **(Encouraged to focus on university programmes whose requirements can be met by MAI-SL).**
1	Does not produce acceptable work and has significant trouble managing the demands of the course. Does not meet the demands of SL in this subject. **(Encouraged to focus on university programmes whose requirements can be met by MAI-SL).**

Notes:

1. No subject choices are guaranteed. If a class is oversubscribed, preference will be given to students who demonstrate a stronger need for the course. Students will be asked to explain the reasons of their choice through an interview and/or written explanation. The final decision will be made by the subject teacher and IB Coordinator.

2. Language B choices and selections will be based on teacher recommendations.

3. *G10 Predicted Grades (PG) are NOT related to IBDP PG. G10 PG are only an indicator of potential grades at the end of G10 based on the G10 descriptors.

ManageBac Policy

DBS IB section uses ManageBac (MB) as our official communications platform that centralizes all student information online. MB allows for a much smoother and effective means of communications between students, teachers and parents. Uses for MB in DBS include:

A. For students

1. Uploading assignments including official IB Internal Assessments
2. Checking assessment results
3. Downloading files uploaded by subject teachers
4. Organizing entire CAS portfolio
5. Organizing and tracking EE and TOK progress
6. Personal subject and master calendar (check for tests, exams and other deadlines)
7. Checking mid-year and final reports
8. Receiving messages from teachers
9. Accessing DBS/CAS/EE Handbooks
10. Receiving notices from Disciplinary Committee including Prefects. This means that the email address you choose to use in Managebac will be made accessible to the Disciplinary Committee. If you do not agree to use your personal address, then please switch to you E-class address for Managebac.

B. For parents

1. Dashboard: keep informed of key IB deadlines and school news
2. Academics: view academic progress by subject, report cards and Diploma core progress (CAS, EE, TOK)
3. Parents Association: view email announcements and messages; view important files and academic handbooks

C. For teachers:

1. Managing all the above for students and parents
2. Effective means to communicate with the IBO
    a. Electronically handing in IAs to IBO (for some subjects)
    b. Electronically handing in CAS portfolio to IBO
    c. IB exam registration

Responsibilities

Students will typically receive an email whenever an assignment, assessment or message is posted by his teacher or member of the Discipline Committee. However, to avoid any miscommunication, students are required to check their account on a daily basis and are responsible for any deadlines set by his teachers as outlined in the Deadline Policy or any notices posted by teacher or members of the Discipline Committee.

In order to help save paper and hence our environment, school notices and messages will be uploaded onto MB and as a result, parents will typically receive an email.

Parents are strongly encouraged to regularly check their MB accounts to keep updated. Some notices that require parent signatures will still be sent out in hard-copy form.

The school will assume that Parents will read, acknowledge and agree to any announcements, notices, and policies posted on ManageBac if Parents do not contact the school within 1 week of the posting date.

Discipline Policy

Our wish in the IB Program at DBS is to have our students attain excellence in the curriculum and at the same time to excel in all areas of school life. Our students must work at embodying the qualities of the IB Learner Profile, so they must be caring; we therefore expect them to conduct themselves considerately, respectfully, and with consideration of the program's aims. Given these goals and expectations, we have policies and rules outlined in the *DBS IB Policy & Guidelines* specific to the IB section of the school, in addition to the DBS school rules.

Students who are unable to internalize their knowledge of rules and policies by understanding and complying with them may end up doing things that are harmful to themselves, to others, or to the good order of the program and the school. We have therefore established within the IB section a process that takes its name from the game of baseball, where a batter who gets three "strikes" is out. During an academic year, the three-strike system works as follows:

1. The first infraction or omission will result in a verbal warning along with guidance on how to do the right thing.
2. The second will result in an official written warning and if necessary, a meeting with the parents to discuss further and perhaps sterner guidance from school and at home. The academic advisor and school guidance counselor may also be asked to involve themselves.
3. Upon committing a "third strike" the offending student will receive a suspension and a permanent mark on record. A meeting will be arranged with the parents and further guidance from the academic advisor and school counselor will be provided.
4. Any disputes will be handled by the IB Coordinator and the Discipline Master, whose decisions will be final.

Roll-call Policy

In order to improve the proper and effective used of time by students within the IB section during school hours, as well as facilitate the goals of the *Late, Absent and Missed Hours Policy*, an electronic roll-call system is in force. The guidelines of this system are as follows:

1. Roll call will be taken in the IB Lecture Theater every morning and afternoon between 7:45:00 – 8:04:59am and 1:45:00 – 1:54:59pm respectively.

2. Students will need to swipe their student ID cards into one of several stations within the time boundaries stated above.

3. The system will automatically shut off at 8:04:59am and 1:54:59pm and any student who arrives after that time will need to swipe their cards at the General Office and complete a late slip that states the reason for their lateness. The late slip must then be handed in to the IB Admin Office during the same day.

4. Students who swipe their cards after the time boundaries in the General Office will be considered "late".

5. Students who do not swipe their cards in at all during any given session (morning or afternoon) will be considered "absent".

6. "Late" and "absent" students will be subject to the rules and consequences outlined in the *"Late, Absent and Missed Hours Policy".*

7. Students who do not have their student ID cards must fill in a form with an explanation of the reason and have it signed by either the Discipline Master or the IB Coordinator. Those students will be expected to produce their ID cards at the next roll-call. Students who do not produce ID cards at roll-call for 3 consecutive days will be subject to disciplinary action.

8. Students may only swipe **their** cards. As this is a serious offence, any student who is found swiping another student's card, as well as the other student(s), will face severe disciplinary action.

9. After roll-call, students are expected to arrive inside the School Hall by 8:10am for Morning Assembly. You may leave your school bags in the IB Lecture Hall during Assembly.

10. On special days (exams, school activity days, etc.,) when roll-call times may change, students will be notified of any special arrangement through Managebac.

In addition to morning and afternoon roll-call, attendance in each lesson will be recorded by the subject teachers. The class attendance record will be part of the Report Card as outlined in the *Late, Absent and Missed Hours Policy*.

Absolutely no exceptions to this policy will be entertained. Any disputes will be handled by the Discipline Master and IB Coordinator, whose decisions will be final.

IB Science Labs Policy

It is a requirement of the Group 4 subjects that all students must complete compulsory practical work (including set pre-scribed labs). HL students are required to complete 60 hours and SL students, 40 hours. These hours include the Internal Assessment (IA) -10 hours - and the Group 4 project - 10 hours.

DBS IB aspires to supply the students with all appropriate lab equipment/chemicals, in good working order, required for the compulsory in-class practical work that supports the curriculum.

A. Equipment policy for Internal Assessments (IA) and Extended Essays (EE)

1. Use of equipment at school

As each student does an individual IA/EE and chooses the topic and research question themselves (with some guidance from teachers), the type of equipment and chemicals needed expands considerably. To ensure that each student gets the equipment needed for their IA/EE in a fair and just manner, students should follow the procedures as set out below:

- Complete the IA/EE equipment request form.
- Have the subject teacher check, approve and sign it.
- Hand it in to the relevant lab technician ONE WEEK before the equipment is needed.

Equipment will be available to students ONE WEEK AFTER the approved equipment from has been received by the relevant lab technician. Approval depends on safety, availability and sharing of limited equipment among the students. The technician will then set out the equipment allocated to the students in an appropriate container and hand it to each student in the relevant lab, one week after receiving the equipment request form. The student is then deemed responsible for the equipment.

Should the student request equipment/chemicals not available in the DBS IB lab store, the lab manager and relevant technician will make a decision as follows:

- If the school is likely to use the equipment in a class practical in the near future, the school will purchase the equipment, provided it falls within budgetary constraints.
- If the case of chemicals, if the amount consumed during the student's IA/EE will be less than 50% of the smallest/most economic amount purchasable, and is used in later in-class practicals, the school will purchase the chemical.
- If the school will/cannot use the equipment/chemicals in any future class practical work, the student will need to purchase the equipment/chemical themselves, or change their research question.

2. Taking equipment off campus

In the case where the practical work requires students to collect data outside the school, certain arrangements can be made to allow students to take certain equipment off campus.

The lab manager and relevant lab technician will determine what equipment can be taken off campus. These decisions will be based on the sensitivity of the equipment (probes, sensors, tablets), the cost of the equipment, the ease of replacement (if damaged) and the quantity of that item available in the DBS IB lab store. For larger and/or sensitive pieces of equipment, the mode of transport to and from the campus will also be taken into consideration.

A record of student name, equipment and dates of use will be kept and punctual return of equipment in good condition is expected, as other students may need the equipment.

3. Damage to equipment

As it is the nature of science advancement and a rigorous science curriculum that some of the equipment required for the practical work has become more and more technical (probes, sensors, tablets), and thus more delicate and expensive.

Whereas we acknowledge that practical work involves the risk of equipment being damaged, we also need to ensure that all students have optimal access to working lab equipment during lab work, IAs and EEs. It is thus essential that the school maintain a full set of all equipment required for prescribed labs and practical work that supports understanding of the curriculum. To ensure that this is indeed the case, the school must see that any equipment that has been damaged is sent to the suppliers for timely repair or replacement, as needed.

- Any equipment damaged due to accident or constant use, will be repaired and replaced by the school, at the school's cost.
- Any equipment damaged due to misuse, neglect, failure to read/follow the instructions or lost (when taken off campus), needs to be replaced by the student(s) concerned (in accordance with communication with the EDB).
- If the cost of the repair/replacement is less than HK$ 100, the student is given the choice to either replace* the equipment or do "lab service"** - to show his regret and willingness to correct his mistake.
- If the cost of the repair/replacement is HK$ 100 or greater, the student is requested to pay for the repair or to replace* the equipment. In many instances, replacement requires the student to purchase the item(s) directly from our supplier and bring it to the lab prep room. However, in some

instances, the lab technicians would be willing to assist in the process by ordering the item on behalf of the student, for the student's account.

B. Lab coat policy

For chemistry, it is compulsory to wear a lab coat during all practical work.

For biology it is compulsory to wear a lab coat during practical work involving chemicals or dissections. For other practical work, a lab coat is recommended.

For physics, a lab coat is optional as no chemicals are used.

The lab coat must at all times be clean (and mould-free***), have no inappropriate writing or images on it, have no big holes in it and must button down the front.

Students who report to a lab without an appropriate lab coat, will have the following consequences:

- First offence – a lab coat is lent to the student and a record is kept
- Second offence – a lab coat is lent to the student, the student is assigned half an hour of lab service (not to be used as CAS) and the record is updated
- Third offence – a lab coat is provided, half an hour to two hours of lab service is assigned (not to be used as CAS) and the record updated
- Any further offence, or not doing the lab service, results in further disciplinary action by the school, up to and including a strike.

*replacement of equipment means that the same quality and style of equipment will be purchased to replace the damaged piece.

** Lab service entails any lab tasks done by the student after school hours, that assist the lab technicians in carrying out their duties. This would include cleaning glassware/apparatus, putting away equipment, preparing labels for reagent bottles or making simple preparations for practical work. The idea is to let students experience more of what is involved in providing practical opportunities for them, as well as practicing lab skills such as orderliness and cleanliness. Failure/delay in doing the lab service results in further consequences, up to and including a strike.

***To remove mould accumulated on lab coats (e.g. during the summer holidays), lab coats can be washed, and then rinsed in a dilute chlorine bleach solution and hung up to dry.

IB Labs Safety Policy

A. PURPOSE:

Our science classes are hands-on laboratory classes, so you will be doing work which may require the use of hazardous lab equipment and chemicals. Safety in the science classroom is the #1 priority for students, teachers, lab technicians and parents.

To ensure a safe lab class, the following list of rules will be implemented. You will be asked to sign a lab safety contract form, stating that you have read the rules, understand them and will abide by them. The safety contract form must be signed by you before doing any practical work in the labs. A copy of the DBS lab safety policy is available on ManageBac so that you can always remind yourself of the rules.

B. GENERAL RULES

1. Conduct yourself in a responsible manner at all times in the laboratories.
2. Never fool around in the laboratory. Horse play, practical jokes, and pranks are dangerous and prohibited.
3. Be in the lab on time so that you hear all instructions given to students for a lab class.
4. Follow all written and verbal instructions carefully. If you do not understand a direction or part of a procedure, ask the teacher before proceeding.
5. Do not enter a lab unless there is a teacher in the lab. You may not work in the lab without a teacher being present.
6. Do not touch any lab equipment or materials until told to do so by the teacher.
7. Do not eat or store food, drink beverages, or chew gum in the lab. Never use lab glassware as containers for food or beverages.
8. Perform only those experiments authorized by the teacher. Any unauthorized experiments or procedures are prohibited.
9. Be prepared for the practical work in the lab. Read all procedures thoroughly before entering the lab.
10. Place all bags, jackets and sweaters in the front of the lab, under the white board. Do not place them in passageways between desks or desks and wall where they may obstruct quick exit routes.
11. Keep all aisles clear. Push you chair under the desk when not in use.
12. Observe good housekeeping practices. Work areas need to be kept clean and tidy at all times. Have only the necessary notes and workbook at your workplace.
13. Keep your voice level down and do not shout across the lab to your lab partners. Teachers need to be able to hear if an accident occurs.
14. Know what to do if there is a fire drill during a laboratory period; containers must be closed, gas valves turned off, fume hoods turned off, and any electrical equipment turned off.

15. Always work in a well-ventilated area. Use the fume hood when working with volatile substances or poisonous vapours. Never place your head into the fume hood.
16. Be alert and proceed with caution at all times in the laboratory. Notify the teacher immediately of any unsafe conditions you observe.
17. Dispose of all chemical and biological waste properly. Never mix chemicals in sink drains. Sinks are to be used only for water and those solutions designated by the teacher. Solid chemicals, biological material, metals, matches, filter paper, and all other insoluble materials are to be disposed of in the proper waste containers, not in the sink. Check the label of all waste containers twice before adding your chemical or biological waste to the container.
18. Labels and equipment instructions must be read carefully before use. Set up and use the prescribed apparatus as directed in the laboratory instructions or by your teacher.
19. Keep hands away from face, eyes, mouth and body while using chemicals or preserved specimens. Wash your hands with soap and water after performing all experiments. Clean all work surfaces and apparatus at the end of the experiment. Return all equipment clean and in working order to the proper storage area.
20. Experiments must be personally monitored at all times. You will be assigned a laboratory station at which to work. Do not wander around the room, distract other students, or interfere with the laboratory experiments of others.
21. Students are never permitted in the science storage rooms or preparation areas unless given specific permission by their teacher.
22. Handle all living organisms used in a laboratory activity in a humane manner. Preserved biological materials are to be treated with respect and disposed of in an ethically correct manner.
23. When using knives, dissection kits and other sharp instruments, always carry with tips and points pointing down and away. Always cut away from your body. Never try to catch falling sharp instruments. Grasp sharp instruments only by the handles.
24. When doing dissections do not lift your hands holding dissection instruments above elbow level. Be aware of where your and your partners' hands are at all times. Do not point at any part of the organ being dissected with your fingers. Use the probe.
25. If you have a medical condition (e.g. allergies, epilepsy, diabetes, etc.), check with your physician prior to working in the lab and inform your teacher.

C. CLOTHING

26. Lab coat must be worn in all labs working with chemical or biological materials. Students forgetting their lab coat will fall under "lab coat policy" above.

27. Any time chemicals, heat, or glassware are used, students will wear laboratory goggles. There will be no exception to this rule!
28. Inform your teacher if you are wearing contact lenses and use glasses for lab work if possible.

D. ACCIDENTS AND INJURIES

29. Report any accidents (spill, breakage, etc.) or injury (cut, burn, etc.) to the teacher immediately, no matter how trivial it may appear.
30. If you or your lab partner is hurt, immediately get the teacher's attention and ask for help and instructions.
31. If a chemical splashes in your eye(s) or on your skin, immediately flush with running water from the eyewash station or safety shower for at least 20 minutes. Notify the teacher immediately.

E. HANDLING CHEMICALS

32. All chemicals in the laboratory are to be considered dangerous. Do not touch, taste, or smell any chemicals unless specifically instructed to do so. The proper techniques for smelling chemical fumes will be demonstrated to you.
33. Check the label on chemical bottles twice before removing any of the contents. Take only as much chemical as you need.
34. Never return unused chemicals to their original containers.
35. Never use mouth suction to fill a pipette. Use a rubber bulb or pipet pump.
36. When transferring reagents from one container to another, hold the containers away from your body.
37. Acids must be handled with extreme care. You will be shown the proper method for diluting strong acids. Always add acid to water, swirl or stir the solution and be careful of the heat produced, particularly with sulfuric acid.
38. Handle flammable hazardous liquids over a pan to contain spills. Never dispense flammable liquids anywhere near an open flame or source of heat.
39. Never remove chemicals or other materials from the laboratory area.
40. Take great care when transporting acids and other chemicals from one part of the laboratory to another. Hold them securely and walk carefully.

F. HANDLING GLASSWARE AND EQUIPMENT

41. Carry glass tubing, especially long pieces, in a vertical position to minimize the likelihood of breakage and injury.
42. Never handle broken glass with your bare hands. Use a brush and dustpan to clean up broken glass. Place broken or waste glassware in the designated glass disposal container.
43. Inserting and removing glass tubing from rubber stoppers can be dangerous. Always lubricate glassware (tubing, thistle tubes, thermometers, etc.) before attempting to insert it in a stopper.

44. Always protect your hands with towels or cotton gloves when inserting glass tubing into, or removing it from, a rubber stopper. If a piece of glassware becomes "frozen" in a stopper, take it to your teacher for removal.
45. Fill wash bottles only with de-ionized water and use only as intended, e.g., rinsing glassware and equipment, or adding water to a container.
46. When removing an electrical plug from its socket, grasp the plug, not the electrical cord. Hands must be completely dry before touching an electrical switch, plug, or outlet.
47. Examine glassware before each use. Never use chipped or cracked glassware. Never use dirty glassware.
48. Report damaged electrical equipment immediately. Look for things such as frayed cords, exposed wires, and loose connections. Do not use damaged electrical equipment.
49. If you do not understand how to use a piece of equipment, ask the teacher for help.
50. Do not immerse hot glassware in cold water; it may shatter.

G. HEATING SUBSTANCES

51. Exercise extreme caution when using a gas burner or hot plate. Take care that hair, clothing and hands are a safe distance from the flame at all times. Do not put any substance into the flame unless specifically instructed to do so. Never reach over an exposed flame. Light gas (or alcohol) burners only as instructed by the teacher.
52. Never leave a lit burner unattended. Turn the air vent to ensure a yellow (visible) flame when you are not using the flame. Never leave anything that is being heated or is visibly reacting unattended. Always turn the burner or hot plate off when not in use.
53. You will be instructed in the proper method of heating and boiling liquids in test tubes. Do not point the open end of a test tube being heated at yourself or anyone else.
54. Heated metals and glass remain very hot for a long time. They should be set aside to cool and picked up with caution. Use tongs or heat-protective gloves if necessary.
55. Never look into a container that is being heated.
56. Do not place hot apparatus directly on the laboratory desk. Always use a bench mat. Allow plenty of time for hot apparatus to cool before touching it.
57. When bending glass, allow time for the glass to cool before further handling. Hot and cold glass has the same visual appearance. Determine if an object is hot by bringing the back of your hand close to it prior to grasping it.

IB Library Policy

The IB Library is designed to provide a place for students to collect and preserve knowledge, and to enrich and further develop the subject areas in which DBS students are taking their formal education. However, in order for all to fully benefit from these resources, students must use these two places under the Terms and Conditions stated below:

Terms and Conditions for the IB Library

1. Leave ALL bags on the floor at the main entrance when you are using the library.
2. Take your bags with you when you exit to library. The librarian will reserve the right to remove any unattended bags.
3. Do not bring food, drinks (except water in a clear bottle) or umbrellas.
4. Use only the main entrance to go in and out.
5. Do not raise your voice to a level that causes a disturbance to others. Librarians, teachers or staff members have final say as to what is considered "a disturbance".
6. Laptops and tablet devices can only be used in the permitted area: the section where the Librarians' desks are. (see ICT Policy)
7. Mobile phones and other electronic devices (e.g., MP3 players, ipods, etc…) except calculators are strictly prohibited and must be turned off and kept out of sight. (see ICT Policy)
8. Clean up after yourself: push chairs in, return books used, leave no mess.
9. Borrow books within the *Borrowing Regulations*

Any disputes will be handled by the IB Coordinator, Discipline Master or Librarians, whose decisions will be final.

Borrowing Regulations

A. Loan Quotas and Loan Periods	Loan Quotas	Loan Periods
Teaching Staff	3 Volumes	4 Weeks
Students	4 Volumes	2 Weeks

B. Non-circulation material

Periodicals, reference books and newspaper are available for use in the library. They may be borrowed at the Teacher Librarian's discretion.

C. Borrowing Procedures

1. Student ID card must be produced when borrowing books. It is not transferable.
2. A maximum of two books may be borrowed at one time.
3. No library materials shall be removed from the Library until they have been properly recorded at the Circulation Counter.
4. A borrower shall, before leaving the Library, ensure that all books issued to him/her on loan are complete and undamaged.

D. Renewals

Books on loan, except those reserved by others, may be renewed for another 2 weeks by returning them to the library for stamping.

E. Reservation

Books on loan may be reserved by filling out a form and submitting the completed form to the counter.

F. Overdue

An overdue notice will be sent to the borrower as soon as possible once the loan period expires. Borrowers should return the books to the Library. If the overdue period exceeds one month, it will be treated as a lost book (refer to IB Library Policy H.2).

G. Return Procedures

Borrowers should return the books to the Library.

H. Fines

1. A fine of 50 cents will be imposed per school day for each book overdue.

2. If a book is lost, the borrower will be asked to buy the same book and it should be returned to the Library as soon as possible. If the book is out of print, the borrower will be charged the original cost of the book plus 20% for handing charges.

3. Borrowers are responsible for any damage inflicted on the books loaned and will be charged the cost of replacement.

4. Non-payment of a fine will automatically result in suspension of borrowing rights, and the withholding of school reports until the fine is paid in full.

I. Loss of Student ID card

If you have lost your student ID card, you must report to the library immediately.

J. Theft

Taking books out of the library without using the proper procedures outlined above will be considered as theft. This is a serious offense and may result in immediate suspension from school, a permanent record on your report card, and in more serious cases, legal action.

Study Period Policy and Activity Time Policy

A. Study periods are for what the term suggests: Studying. They are meant to provide time for students to collect and preserve knowledge through:

1. revising taught material or reading new ones
2. working on class-related projects
3. doing homework
4. discussing *class-related work* with classmates

B. Study periods are NOT "free-periods" and are NOT meant for:

1. sleeping
2. wasting time
3. eating and/or drinking
4. going to the tuck shop
5. going to another area of the school outside the IB building

C. Students

1. During study periods, students must head to the IB Library.
2. Attendance will be taken
3. Leaving the IB Building without permission from the IB Coordinator or Discipline Master is prohibited.

Internal Scholarship Policy

The Internal Scholarship Policy in the IB section is based on the existing Internal Scholarship Policy for the whole school. In addition:

1. The criteria used to determine the rankings for internal scholarships are not solely based on academic performance. Conduct, class attendance and embodiment of the IB Learner Profile are also taken into account.

2. The rankings will be determined by a team of IB teachers and the IB Coordinator. Once approved by the Headmaster, the rankings will be final.

3. The amount of the scholarships for G10 bridging year students are based on calculations stemming from school fees in the NSS. G10 bridging year students are responsible for any differences between the IB section fees and the scholarship they receive.

Diocesan Boys' School

Enhanced School Complaint Management Manual

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Background

The "Enhanced School Complaint Management Arrangements" have been launched by the Education Bureau (EDB) since the 2012/13 school year, and all schools in Hong Kong are required to adopt their own school-based complaint handling procedures. DBS has opted to implement the enhanced school complaint management mechanism starting from 1 September 2017.

Chapter I Scope of Application

1.1 The principles, procedures and arrangements proposed in the Guidelines are designed to help the school handle complaints more effectively. They are applicable to the handling of the following types of complaints lodged by parents, students or the public through various means, including post, fax, email, phone or in person:

(i) Complaints about the daily operation and internal affairs of the school

- In the spirit of school-based management, the Education Ordinance has entrusted the School Committee (SC) with the power and responsibility to manage the school. The school would, therefore, collaborate closely with our sponsoring bodies to develop our school-based mechanism and procedures for handling the school's affairs, including complaints related to the school. A complainant should lodge his/her complaint directly to the school for effective handling if it concerns the daily operation and internal affairs of the school (see Appendix I for relevant examples).
- The school would handle complaints about daily operation and internal affairs in accordance with the Education Ordinance, Education Regulations, Codes of Aid, relevant circulars, guidelines and codes of practice to ensure compliance with the relevant requirements.
- Upon receipt of any complaints about the daily operation and internal affairs of the school from members of the public or via other organizations (such as the Chief Executive's Office, Legislative Council, Equal Opportunities Commission (the EOC), District Council, Offices of Councilors or other government departments), the EDB will seek the complainant's consent to refer the complaint to the relevant school for investigation and direct response. If the complainant does not consent to the referral, the EDB will not investigate the complaint. However, if the complaint involves any serious incident or school maladministration, even without the complainant's consent, the EDB may, without disclosing any personal information, allow the relevant school access to the content of the complaint so that the school could make improvements to its administration system.

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- The EDB may conduct direct investigation of any complaints under special circumstances, e.g. suspected breaches of the Education Ordinance, Education Regulations or Codes of Aid, non-compliance with the requirements stipulated in the relevant circulars, guidelines and codes of practice, student safety being endangered, school operation being seriously impeded, maladministration of the SC or serious mismanagement by the school.
- To ensure compliance with respective requirements, the school would at the same time refer to the relevant circulars, guidelines and codes of practice when handling complaints of different nature or complaints related to legislations other than Education Ordinance, such as:
  - Complaints about child abuse: EDB Circular No. 1/2016 "Handling Child Abuse and Domestic Violence Cases"
  - Complaints about disability discrimination: EDB Circular No. 14/2001 "Commencement of the Code of Practice on Education"; and "Disability Discrimination Ordinance Code of Practice on Education" issued by the EOC
  - Complaints about equal opportunities: EDB Circular No. 33/2003 "The Principle of Equal Opportunities"
  - Complaints about gender discrimination and sexual harassment: EDB Circular No. 2/2009 "Amendment to the Sex Discrimination Ordinance (Cap. 480)" and "Questions and Answers on Preventing Sexual Harassment in Schools" issued by the EOC
  - Complaints about race discrimination: EDB Circular No. 25/2008 "Race Discrimination Ordinance" and booklet on "Racial Equality and School Uniform" issued by the EOC
  - Complaints about procurement of services and goods (such as school bus service, provision of meal boxes, etc.): EDB Circular No. 4/2013 "Procurement Procedures in Aided Schools", EDB Circular No. 10/2016 "Trading Operations in Schools", and "Corruption Prevention Best Practice: Governance and Internal Control in Schools" and "The Integrity Management for Schools – A Practical Guidebook for School Staff" issued by the Independent Commission against Corruption (ICAC)
  - Complaints about acceptance of advantages and donations: EDB Circular No. 14/2003 "Acceptance of Advantages and Donations by Schools and their Staff"

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(ii) Complaints about the Education Ordinance, education policies and services provided by the EDB

- The EDB is responsible for formulating education policies, enforcing the Education Ordinance and providing education services. If a complaint falls into any of the following categories, it should be lodged to the EDB for direct handling, even though the case may have taken place in the school:
  - Complaints about education policies (e.g. class structure and class size);
  - Complaints about alleged contravention of the Education Ordinance (e.g. in relation to corporal punishment, unregistered teacher) or contravention of the Codes of Aid (e.g. exorbitant charges, expulsion of students); and
  - Complaints about services directly provided by the EDB(e.g. school place allocation, services provided by the Regional Education Offices).
- The EDB will also draw reference from relevant internal guidelines in handling the above complaints.

1.2 The guidelines in this manual are not applicable to handling of the following types of complaints:

(i) Anonymous complaints

Under special circumstances (e.g. when there is sufficient evidence or when the case is serious or urgent), the middle or senior management of the school may decide whether to follow up with an anonymous complaint, such as treating it as an internal reference, informing the respondent about the complaint, or taking appropriate remedial and improvement measures. If follow-up actions are considered unnecessary, the school would briefly state the reasons and put on file for record.

(ii) Complaints not made by the person concerned

Generally speaking, the person concerned should lodge the complaint by himself/herself. Anyone who seeks to file a complaint on behalf of the person concerned has to obtain his/her prior written consent. If the case involves a student (or a minor, or an intellectually disabled person), then his parents/guardian, or the person authorised by the parents/guardian, may lodge a complaint on his behalf.

(iii) Complaints involving incidents that happened more than one year

(iv) Complaints with insufficient information

(v) Complaints related to ongoing legal proceedings

(vi) Complaints under the jurisdiction of other organisations/government departments

(vii) Complaints governed by other ordinances or statutory regulations such as complaints against corruption, fraud or theft

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(viii) Complaints lodged by school staff

Chapter II Guiding Principles for Handling Complaints

In handling school-related complaints made by parents, students or the public, the school would refer to the following guiding principles:

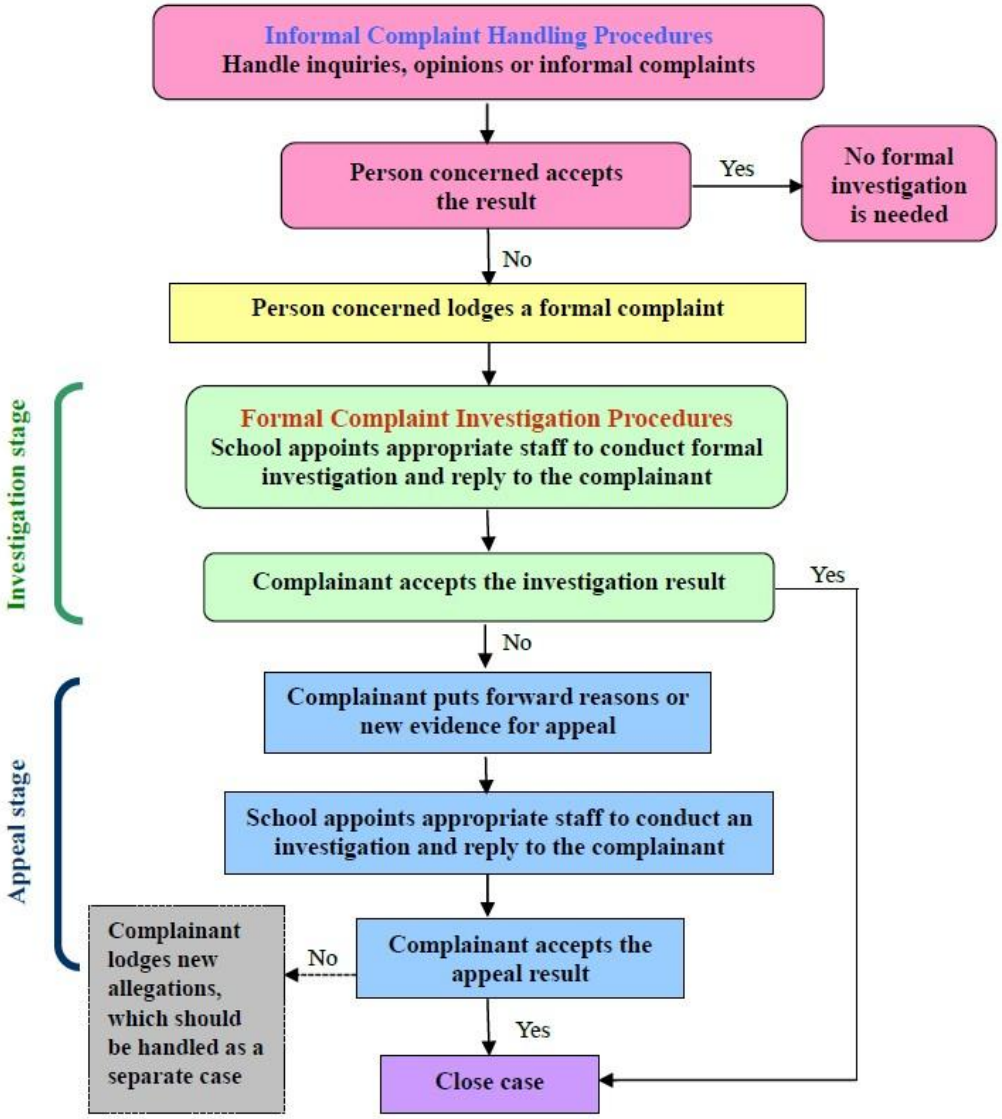
- Handling of complaints by the appropriate party/parties
- Clear and transparent mechanism
    - The school would prepare guidelines for stakeholders on the relevant policies, procedures and responsible staff for handling complaints. It may make parents and staff fully aware of the details of the procedures through different channels, e.g. school websites, circulars, student handbooks, staff meetings, parent-teacher meetings, seminars and school events.
- Fair and impartial handling
    - Before an investigation begins or where appropriate, a designated staff and related individuals would declare interests. If there is any conflict of interest, the persons concerned would not be involved in handling the case or have access to information relating to it.

Chapter III Procedures for Handling Complaints

3.1 The school has particular procedures for handling formal and informal complaints. Please refer to Diagram 1 for the flowchart of complaint handling procedures in the school.

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Diagram 1: Flowchart of School Complaint Handling Procedures



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Informal Complaint Handling Procedures

Immediate/prompt handling

3.2 The school hopes to handle inquiries or complaints efficiently and appropriately, which would aid in removing misunderstandings and forestall crises. The school would consider adopting the following arrangements:

- If the school receives an inquiry, opinion or informal complaint from the public, whether verbal or written, the frontline staff would clearly distinguish its nature and take appropriate action. In general, if the case does not require an investigation involving evidence collection, or the person concerned does not request a formal written reply, the frontline staff would handle the matter following the informal complaint handling procedures of the school.
- The frontline staff would listen to the concerns of the inquirer/complainant with care and understanding. If the incident is not serious, they would provide whatever assistance or information required or promptly responds to the concerns raised by the inquirer/complainant and help resolve the problems involved.
- If necessary, the school staff in charge of the relevant issue would have direct talks or interviews with the person(s) concerned to explain the schools' stance and remove any misunderstanding, misgivings or worries of them.
- The school would provide an initial response within five school days.
- If necessary, the frontline staff would refer the case to a designated staff or a senior officer for prompt follow up actions and resolutions. The Headmaster would decide whether to take up the handling of the case, depending on the situation of the school and the nature of the case.

Replying to complaints

3.3 For verbal inquiries/opinions/complaints handled by the informal complaint handling procedures, oral replies will suffice and written replies will not be provided. For opinions/complaints which are presented in written form or if the school wishes to make clear its stance or provide necessary details, the responsible staff may decide whether a simple written reply to the person(s) concerned/complainant is appropriate.

Complaint records

3.4 Cases handled by the informal complaint handling procedures would normally not be documented in formal written records. If an inquiry/complaint has been answered or resolved instantly, a designated staff would record the key points in a log book for future reference.

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Appropriate follow-up

3.4 The school would review whether the policies or procedures regarding complaints have been properly followed and suggest appropriate measures to improve the handling of similar cases or prevent similar cases from recurring. If necessary, the responsible staff may brief the person(s) concerned on the follow-up actions that the school has adopted and the results that follow.

Formal Complaint Investigation Procedures

Arrangements for the investigation and appeal stages

3.5 When the school has made its best efforts to resolve the problem through the informal complaint handling procedures but the complainant still does not accept the school's response or the problem remains unresolved, the following formal complaint investigation procedures (including an appeal mechanism) would be initiated:

(i) Investigation stage

When the school receives any formal complaints (including those referred by the EDB or other organisations), they would be handled according to the following procedures:

- The school will assign appropriate staff to investigate the complaint and reply to the complainant;
- acknowledge receipt of the complaint, seek the complainant's consent to obtain his/her personal data and information relating to the complaint, and inform him/her of the name, post title and phone number of the staff responsible for handling the case for contact purposes. (Refer to Appendixes II and III);
- if necessary, contact the complainant and other persons involved or arrange meetings with them in order to have a better grasp of the situation or request them to provide relevant information;
- For general cases, the complaint will be handled within 60 school days. For more complex cases, the investigation time would be extended accordingly;
- if the complainant accepts the investigation result, the case would be concluded officially; and
- if the complainant does not accept the investigation result or the way the school handled the complaint, and is able to provide new evidence or sufficient justification, he/she may lodge an appeal in writing against the school's decision within seven school days from the date of its reply.

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(ii) Appeal stage

The school would adopt the following procedures with appeal cases:

- in accordance with the school-based mechanism, staff of a higher rank (e.g. Curriculum Coordinators, or Deans, etc.) are responsible for handling the appeal and reply to the complainant;
- For general cases, the complaint will be handled within 60 school days. For more complex cases, the investigation time would be extended accordingly;
- if the complainant accepts the appeal result, the case would be concluded officially;
- if the complainant does not accept the appeal result or the way the school handled the appeal, the school would cautiously review the appeal process to ensure that proper procedures have been followed.
- if the complainant raises other new allegations, the school would handle them separately in order to avoid mixing up the old complaints with the new ones.

Resolving conflict through mediation

3.6 If applicable, when handling complaints, the school may, having regard to the nature of individual cases, consider whether it is appropriate to adopt different means to resolve conflicts quickly. This includes seeking mediation service from a mediator, or inviting independent persons/professionals to provide impartial views to assist the persons concerned (including the complainants and the persons/organisations being complained against).

Responding to complaints/appeals

3.7 Generally speaking, the time limit for replying to a complaint/appeal would start from the date on which it is received or when the complainant agrees to let the school have access to his/her personal data. If the information submitted is incomplete, the time limit would start from the date on which the school receives from the complainant the necessary information. If a reply cannot be given within the specified period, the school would explain to the complainant in writing why a longer handling time is needed.

Complaint/appeal records

3.8 The school would keep a clear record of cases handled by the formal complaint investigation procedures (refer to Appendix IV). The school would establish a complaint record management system to store relevant information (including correspondences, investigation reports and interview records). In addition, The school would keep statistics of complaints and appeals lodged through either the informal or formal handling procedures for future reference.

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Appropriate follow-up

3.10 At the end of the investigation/appeal stage, the school would review whether the complaint handling policies and procedures are appropriate, and suggest proper measures to improve the method of handling and to prevent similar incidents from recurring. The staff in charge would inform the person(s) concerned of the school's follow-up actions and outcome of the review.

3.11 The school would inform complainants in their reply after the appeal that if they do not accept the result of their appeal or the way the appeal has been handled, they may apply in writing to the EDB for a review within 14 days from the date of the school's reply. In requesting a review, the complainant should state explicitly in the application the reasons for his/her discontent (e.g. the case has not been handled according to proper procedures or the investigation result is prejudiced) and provide substantial justifications or new evidence. The EDB will then forward the case to the Panel to decide whether a review should be conducted.

Chapter IV Arrangements for Handling Complaints

Designated staff

4.1 Taking into account the nature of the complaint, its scope and the people involved, the school would assign a designated staff or set up a task force to handle the complaint with reference to the following arrangements:

- Staff members who are responsible for the appeal stage would be different from those responsible for the investigation stage. In principle, the staff dealing with the appeal would be of a higher rank than those responsible for the investigation. If this is not practicable, the school would make other arrangements, such as appointing staff from another department, to ensure fair handling.
- Where necessary, the school may establish a task force to handle special complaint cases. Depending on the situation, the task force may include members of the SC and representatives from the school sponsoring bodies. To enhance credibility, the school may invite independent persons such as social workers, lawyers, psychologists, and parents or teachers not involved in the case to join the task force to provide professional advice and support.
- The appointed staff would be proactive in communicating with the inquirers/complainants, and prompt in providing responses as well as the information they need. The school would also ensure that frontline/ designated staff have proper authorization and clearly understand their roles and responsibilities.
- Concerning the deployment of staff for handling complaints at different stages, the school will refer to the examples in the table below:

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Targets involved	Example	Investigation stage	Appeal stage
Teaching and school staff	1	Senior teacher	Dean
	2	Dean	Headmaster
	3	Headmaster	Supervisor
Headmaster	1	Supervisor	Designated staff of school sponsoring body #
	2	School Committee Investigation Task Force*	Supervisor / School Committee Appeal Task Force*
Supervisor / School Committee		Designated staff of school sponsoring body# / Task force	Designated staff of school-sponsoring body# / Task force

Designated staff could be the staff or the person in charge of the education office of the school sponsoring body.

* If a complaint involves the Headmaster, the SC investigation/appeal task force may include independent persons/managers.

Confidentiality

4.2 All contents and information of complaints would be kept strictly confidential and restricted to internal reference or reference by relevant persons only.

4.3 The school would incorporate the arrangements for interviews or meetings with relevant parties into the school-based complaint handling mechanism on condition that:

- the person(s) concerned cannot be accompanied by others (e.g. relatives, legal representatives) during the interview/meeting; and
- the person(s) concerned is not permitted to audio/video record the interview/meeting.

Chapter V Handling of Unreasonable Behaviour

5.1 Appropriate communication and mediation are conducive to removing misunderstanding and enhancing mutual trust. Under general circumstances, the school would not put any restrictions on complainants making contact with the school. However, sometimes certain unreasonable behaviour of complainants may have a negative impact on schools, e.g. draining a considerable amount of the school's human resources, interrupting its operations or services, as well as threatening the safety of staff and other stakeholders. The school would therefore develop appropriate policies and measures to handle this kind of unreasonable behaviour to ensure that its operation would not be affected.

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Definition of unreasonable behaviour

5.2 Complainants' unreasonable behaviour can generally be classified into the following three types:

(i) Unreasonable attitude or behaviour, such as:
- Acts of violence or intimidation
- Making complaints with abusive language or in an insulting and discriminatory tone
- Providing false data or deliberately concealing facts

(ii) Unreasonable demands, such as:
- Requesting a huge amount of information or demanding special treatment
- Making telephone calls incessantly to ask for a dialogue or an interview, or to command a certain staff member to reply
- Commanding a certain staff member to meet at a specific time and place

(iii) Unreasonable persistent complaints, such as:
- Insisting on rejecting the explanations and findings of the school/EDB, and/or requiring the school/EDB to discipline certain person(s), even after appropriate investigation procedures have been taken
- In respect of the same case, repeatedly making the same complaints or presenting similar justifications as before without providing any new evidence
- In respect of the same case, persistently bringing in new allegations or new complaint targets, but failing to present concrete evidence
- Interpreting things in an unreasonable or irrational manner, or wrangling over trivial details

Formulating school-based policy

5.3 The school has instituted appropriate policies and measures to deal with unreasonable behaviour of complainants:
- The school would designate suitable staff members to ascertain whether a complainant's behaviour is reasonable, and decide what measures should be taken. Generally speaking, the Headmaster will make such decisions. However, if the complaint is lodged against the Headmaster, such decisions would be made by the school supervisor or the School Committee.

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- The school would integrate its policies regarding unreasonable behaviour of complainants into the school-based complaint handling mechanism and consult stakeholders' views.
- All stakeholders would be informed of the school's policy regarding unreasonable behaviour of complainants.

Handling of unreasonable behaviours

5.4 While developing policies and measures to deal with unreasonable behaviour of complainants, the school would follow the guidelines below:

(i) Unreasonable attitude or behaviour

- Any unreasonable attitude or behaviour, including acts of violence, intimidation, and abusive/offensive conduct or language, whether performed face-to-face, by phone, or in writing are unacceptable. The staff member handling the complaint would convey this message clearly to the complainant and demand that he/she stop acting in such a way. If the complainant refuses to comply after the warning, the staff member may terminate the meeting or conversation with him/her.
- The staff member is empowered by the school to make decision, depending on the situation, on whether to terminate the interview or dialogue with the complainant and ask the complainant to leave, if his/her behaviour poses an immediate threat to the staff's personal safety or damages their personal interests. In an emergency or if it is deemed necessary, the school would take appropriate and decisive action, such as reporting to the police or taking legal action.

(ii) Unreasonable demands

- If a complainant makes unreasonable demands which have an adverse impact on the school, e.g. interrupting its operation/services or other stakeholders are affected by the unreasonable behaviour of the complainant, the school may consider putting restrictions on the complainant's contacts with the school, including specifying the time, frequency, date, duration and modes of communication (for example, requiring the complainant to make an appointment before visiting the school, submit his/her views in writing, or contact only with the staff designated by the school). The school will notify the complainant in writing of such arrangements and handling procedures.
- If the complainant's behaviour improves, the school may consider whether the restrictions should be lifted. If the school decides to keep the restrictions, the conditions for imposing them would be regularly reviewed.

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(iii) Unreasonable persistent complaints

- Faced with these complaints, when the school has carefully examined the case and handled it properly under the prescribed investigation and appeal procedures, and sent a detailed and unbiased written explanation regarding the outcome to the complainant, the school may decide whether to restrict or stop contacts with the complainant, and cease handling the case altogether.
- To avoid any unrealistic expectations on the part of the complainant, the school would communicate to him/her in a firm manner that a final decision has been made regarding the case and that the decision is irreversible.
- In response to these complaints, the school may send a "Reply Card" to the complainant, referring him/her to the replies previously given, and reiterate that the school will neither respond to the same complaint nor contact him/her again. (Refer to Appendix V for a sample "Reply Card")

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Appendix I

Examples of Complaints Relating to Daily Operation and Internal Affairs of the School

Parents/Guardians' complaints about the daily operation and internal affairs of DBS should be lodged directly to the School. Examples of major types of complaints are:

Domain	Examples
Management and Organization	• School policies • Standards of contractors' services • School environment
Learning and Teaching	• Homework • Assessment • Staff performance
School Ethos and Student Support	• School ethos • Home-school cooperation • Student support
Student Performance	• Students' overall performance • Student discipline

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Appendix II

Sample Acknowledgement Letter (1)

[For cases where complainants have provided their personal particulars and no referral is needed.]

DD MM YYYY

Name of the complainant

Address of the complainant

Dear Mr/Ms *XX:

We received your written/verbal* complaint on DD MM YYYY. The case is being investigated and a reply will be sent to you within XX school days/as soon as possible.

If you have any inquiries, please contact Mr/Ms X (Teacher/Panel Chairperson/Dean*) at XXXXXXX (telephone number).

(Signature)

Headmaster of Diocesan Boys' School /
Name and post
of the designated staff*

* Please delete where inappropriate

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Appendix III

Sample Acknowledgement Letter (2)

[For cases where referral of the complaint to a third party (e.g. government departments or contractors of school services) is needed.]

DD MM YYYY

Name of the complainant

Address of the complainant

Dear Mr/Ms* XX:

We received your written/verbal* complaint on DD MM YYYY. To facilitate our investigation and follow-up, please fill in the reply form attached and send it to us before DD MM YYYY. We will notify you of the outcome when the investigation is completed.

If you have any inquiries, please contact Mr/Ms X (Teacher/Panel Chairperson/ Dean *) at XXXXXXX (telephone number).

(Signature)

Headmaster of Diocesan Boys' School
Name and post
of the designated staff*

* Please delete where inappropriate

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Sample Acknowledgement Letter (2)

Reply Form

To: Name of School

File No.: (if applicable)

Name of the complainant: Mr/Ms_____

[Please write the name as appears on your HK I.D. Card]

Correspondence Address: _____

_____

Contact No.: _____

I understand that the personal information provided above will only be used for investigating the complaint.

To assist the school in handling this complaint, I agree that:

1. The school may forward copies of the complaint and other information I present to relevant persons/ organisations; and
2. The school may ask relevant persons/organisations for my personal details and other information related to this complaint.

_____ _____

Date Signature of the complainant

Item that must be completed.

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Appendix IV

Sample Complaint Record

Date received_____

Source: □ Directly lodged to the school

□ Referred by the EDB

□ Referred by other organisations:_____

Mode: □ Phone □ Letter □ Email □ Fax □ In person

□ Others: _____

Personal information of the complainant:

Name: Mr/Ms/Mrs_____

Identity: □ Parent □ Councillor □ Public

□ Organisation _____

□ Others _____

□ Authorised representative of the complainant (please state the name, address and contact telephone number of the representative and his/her relation with the complainant):

_____

Tel:_____Fax:_____Email:_____

Address: _____

Subject(s) of complaint:

□ Headmaster □ Teacher □Staff

□ Others:_____

Areas of Complaint:

□ Management and Organization □ Learning and Teaching

□ School Ethos and Student Support □ Student Performance

□ Others _____

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Summary of complaint:

Investigation stage

Deadline for this stage: _____
Person-in-charge _____

Issue of Notice of Acknowledgement (date:_____)

Telephone contact (date:_____)

Interview with the complainant (date:_____)

Issue of reply (date:_____)

Summary of findings:

Appeal stage (if applicable)

Deadline for this stage: _____

Date of appeal: _____

Person-in-charge: _____

Issue of Notice of Acknowledgement (date :_____)

Telephone contact (date :_____)

Interview with the complainant (date:_____)

Issue of reply (date:_____)

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Summary of appeal result:

Follow-up actions or recommendations (if applicable)

Signature of person-in-charge: _____

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Appendix V

Sample Reply Card

DD MM YYYY

Name of the complainant

Address of the complainant

Dear Mr/Ms* XX:

We received your letter dated DD MM YYYY. Our stance on the relevant issue has been detailed in our reply/replies dated DD MM YYYY (and dates of other replies [if applicable]). We will not respond to the same complaint nor contact you again.

(Signature)

Headmaster of Diocesan Boys' School /

Name and post of the designated staff*

* Please delete where inappropriate

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Rights Reserved

A. Changes to terms and conditions

The Diocesans Boys' School reserves the right to change the terms and conditions in DBS IB Policies and Guidelines at any time. Updated version can be found in Managebac.

B. Disputes

Any disputes regarding the terms and conditions of the DBS IB Policies and Guidelines will be handled by the Headmaster and IB Coordinator whose decisions will be final.

Grade 10 Summary Evaluation Descriptors

Grade	Descriptor
7	Conscientiously and regularly produces work at an exemplary level. Manages the demands of the course effectively. Highly encouraged to take HL in this subject. **(Highly encouraged to take MAA HL).**
6	Regularly produces very good work and manages the demands of the course very well. Encouraged to take HL in this subject. **(Encouraged to consider MAA HL if university requirements can be met).**
5	Produces good work and satisfactorily manages the demands of the course well. Encouraged to take SL and could, with the approval of the subject teacher consider HL in this subject. **(Will struggle to meet the demands of MAA HL, highly encouraged to take MAA SL).**
4	Produces adequate work and may have some trouble managing the demands of the course. Should take SL. Does not meet the demands of HL in this subject. **(Encouraged to consider MAA SL if university requirements can be met).**
3	Sometimes produces acceptable work and has some trouble managing the demands of the course. Could take SL. Does not meet the demands of HL in this subject. **(Will struggle to meet the demands of MAA SL, highly encouraged to take MAI-SL).**
2	Rarely produces acceptable work and has significant trouble managing the demands of the course. Would struggle to meet the demands of SL in this subject. **(Encouraged to focus on university programmes whose requirements can be met by MAI-SL).**
1	Does not produce acceptable work and has significant trouble managing the demands of the course. Does not meet the demands of SL in this subject. **(Encouraged to focus on university programmes whose requirements can be met by MAI-SL).**

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G10 CAS Flag 1

Gold medal	**In addition to all green flag requirements,** • CAS Weeks: a diverse and interesting schedule attempted, demonstrating the student's engagement • Managebac Descriptions detail personal goals (e.g. SMART goals) related to the 2-3 CAS Learning Outcomes selected • Managebac Reflections are personal and address the CAS Learning Outcomes
Green flag	• Long-term CAS Service Programs: Description in Managebac addresses 2-3 Learning Outcomes • Long-term CAS Service Programs: No unexcused absences • CAS Risk Assessments completed for each CAS Experience (uploaded to Managebac by Students as Evidence) • CAS Weeks: Experience created in Managebac, with a short description. Maximum 3 Learning Outcomes selected per CAS Experience. • CAS Weeks: Daily Evidence in Managebac (e.g. photos, videos, documents) • CAS Weeks: Daily Reflections in Managebac for the CAS Weeks Experiences
Red flag	Does not meet requirements of Green Flag

G10 CAS Flag 2

Gold medal	**In addition to all green flag requirements,** • CAS Weeks: a diverse and interesting schedule attempted, demonstrating the student's engagement • Managebac Descriptions detail personal goals (e.g. SMART goals) related to the 2-3 CAS Learning Outcomes selected • Managebac Reflections are personal and address the CAS Learning Outcomes • CAS Weeks: Interesting and challenging Mini-CAS Service Project undertaken, including evidence of initiation, planning, action and reflection. • Varied evidence that clearly shows your achievements, not just your presence.
Green flag	• Long-term CAS Service Programs: Description in Managebac addresses 2-3 Learning Outcomes • Long-term CAS Service Programs: No unexcused absences • CAS Risk Assessments completed for each CAS Experience (uploaded to Managebac by Students as Evidence) • CAS Weeks: Experience created in Managebac, with a short description. Maximum 3 Learning Outcomes selected per CAS Experience. • CAS Weeks: Daily Evidence in Managebac (e.g. photos, videos, documents) • CAS Weeks: Daily Reflections in Managebac for the CAS Weeks Experiences • CAS Weeks: CAS Weeks Plan submitted on time. • CAS Weeks: Must address 5 of the 7 CAS Learning Outcomes. • CAS Weeks: Mini-CAS Service Project attempts to address a societal need. Must take up at least 5 days.
Red flag	Does not meet requirements of Green Flag

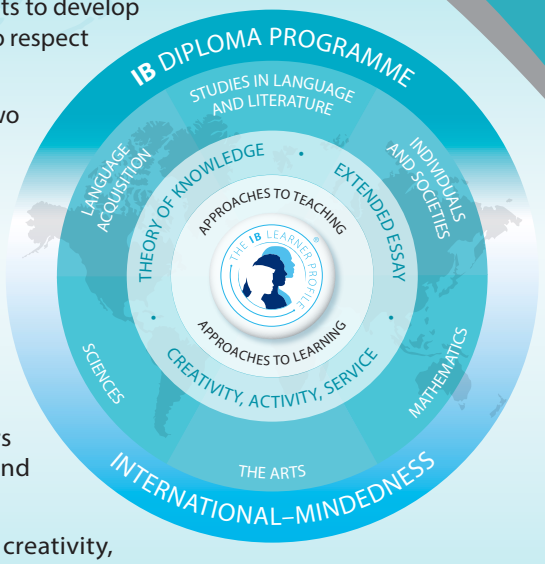
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International Baccalaureate Diploma Programme Subject Brief

Language A: language and literature

First assessments for SL and HL—2021

The Diploma Programme (DP) is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.



The course is presented as six academic areas enclosing a central core. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics and one of the creative arts. Instead of an arts subject, students can choose two subjects from another area. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL.

In addition, three core elements—the extended essay, theory of knowledge and creativity, activity, service—are compulsory and central to the philosophy of the programme.

This IB DP subject brief has three key components:
I. Course description and aims II. Curriculum model overview III. Assessment model

I. Course description and aims

The language A: language and literature course aims at studying the complex and dynamic nature of language and exploring both its practical and aesthetic dimensions. The course will explore the crucial role language plays in communication, reflecting experience and shaping the world, and the roles of individuals themselves as producers of language. Throughout the course, students will explore the various ways in which language choices, text types, literary forms and contextual elements all effect meaning.

Through close analysis of various text types and literary forms, students will consider their own interpretations, as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts.

The aims of studies in language and literature courses 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.

II. Curriculum model overview

Syllabus component	Recommended teaching hours	
	SL	HL
Readers, writers and texts	50	80
Time and space	50	80
Intertextuality: connecting texts	50	80
Total teaching hours	**150**	**240**

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III. Assessment model

It is the intention of this course that students are able to fulfill the following assessment objectives:

1. 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.
2. Analyse and evaluate:
   - ways in which the use of language creates meaning
   - uses and effects of literary, stylistic, rhetorical, visual or theatrical techniques
   - relationships among different texts
   - ways in which texts may offer perspectives on human concerns.
3. Communicate:
   - ideas in clear, logical and persuasive ways
   - in a range of styles, registers and for a variety of purposes and situations
   - (for literature and performance only) ideas, emotion, character and atmosphere through performance.

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade (%)	
		SL	HL	SL	HL
External					
Paper 1: Guided textual analysis	Guided analysis of unseen non-literary passage/passages from different text types.	1.25	2.25	35	35
Paper 2: Comparative essay	Comparative essay based on two literary works written in response to a choice of one out of four questions.	1.75	1.75	35	25
HL essay	Written coursework component: 1,200–1,500 word essay on one literary work or a non-literary body of work studied.				20
Internal					
Individual oral	Prepared oral response on the way that one literary work and one non-literary body of work studied have approached a common global issue.			30	20

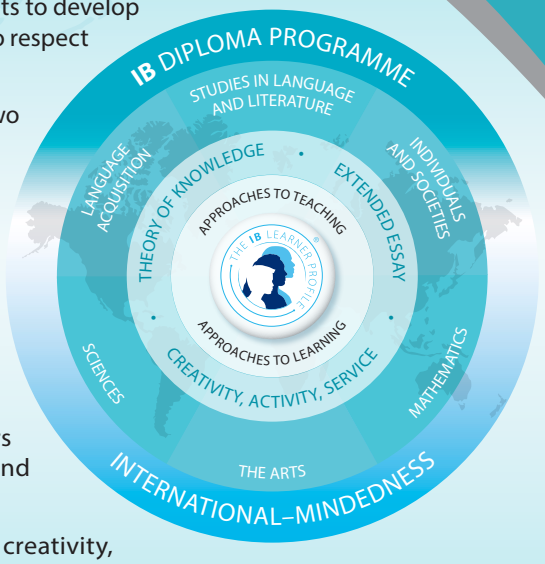
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International Baccalaureate Diploma Programme Subject Brief

Language A: literature

First assessments for SL and HL—2021

The Diploma Programme (DP) is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.



The course is presented as six academic areas enclosing a central core. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics and one of the creative arts. Instead of an arts subject, students can choose two subjects from another area. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL.

In addition, three core elements—the extended essay, theory of knowledge and creativity, activity, service—are compulsory and central to the philosophy of the programme.

This IB DP subject brief has three key components:
I. Course description and aims II. Curriculum model overview III. Assessment model

I. Course description and aims

The language A: literature aims at exploring the various manifestations of literature as a particularly powerful mode of writing across cultures and throughout history. The course aims at developing an understanding of factors that contribute to the production and reception of literature—the creativity of writers and readers, the nature of their interaction with their respective contexts and with literary tradition, the ways in which language can give rise to meaning and/or effect, and the performative and transformative potential of literary creation and response. Through close analysis of a range of literary texts in a number of literary forms and from different times and places, students will consider their own interpretations as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts.

The aims of studies in language and literature courses 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.

II. Curriculum model overview

Syllabus component	Recommended teaching hours	
	SL	HL
Readers, writers and texts	50	80
Time and space	50	80
Intertextuality: connecting texts	50	80
Total teaching hours	**150**	**240**

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III. Assessment model

It is the intention of this course that students are able to fulfill the following assessment objectives:

1. 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.
2. Analyse and evaluate:
   - ways in which the use of language creates meaning
   - uses and effects of literary, stylistic, rhetorical, visual or theatrical techniques
   - relationships among different texts
   - ways in which texts may offer perspectives on human concerns.
3. Communicate:
   - ideas in clear, logical and persuasive ways
   - in a range of styles, registers and for a variety of purposes and situations
   - (for literature and performance only) ideas, emotion, character and atmosphere through performance.

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade (%)	
		SL	HL	SL	HL
External					
Paper 1: Guided literary analysis	Guided analysis of unseen literary passage/ passages from different text types.	1.25	2.25	35	35
Paper 2: Comparative essay	Comparative essay based on two literary works written in response to a choice of one out of four questions.	1.75	1.75	35	25
HL essay	Written coursework component: 1,200–1,500 word essay on one work studied.				20
Internal					
Individual oral	Prepared oral response on the way that one work originally written in the language studied and one work studied in translation have approached a common global issue.			30	20

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International Baccalaureate Diploma Programme Subject Brief

Language B

First assessment 2020

The Diploma Programme (DP) is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.



The course is presented as six academic areas enclosing a central core. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics and one of the creative arts. Instead of an arts subject, students can choose two subjects from another area. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL.

In addition, three core elements—the extended essay, theory of knowledge and creativity, activity, service—are compulsory and central to the philosophy of the programme.

This IB DP subject brief has four key components:

I. Course description and aims II. Curriculum model overview III. Assessment model IV. Content outline

I. Course description and aims

Language acquisition consists of two modern language courses—language ab initio and language B—designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken.

Language B is a language acquisition course designed for students with some previous experience of the target language. Students further develop their ability to communicate through the study of language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet.

Both language B SL and HL students learn to communicate in the target language in familiar and unfamiliar contexts. The distinction between language B SL and HL can be seen in the level of competency the student is expected to develop in receptive, productive and interactive skills.

At HL the study of two literary works originally written in the target language is required and students are expected to extend the range and complexity of the language they use and understand in order to communicate. Students continue to develop their knowledge of vocabulary and grammar, as well as their conceptual understanding of how language works, in order to construct, analyse and evaluate arguments on a variety of topics relating to course content and the target language culture(s).

The following language acquisition aims are common to both language ab initio and language B.

- Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance.
- Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
- Develop students' understanding of the relationship between the languages and cultures with which they are familiar.
- Develop students' awareness of the importance of language in relation to other areas of knowledge.
- Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills.

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- Provide students with a basis for further study, work and leisure through the use of an additional language.
- Foster curiosity, creativity and a lifelong enjoyment of language learning.

II. Curriculum model overview

The curriculum is organized around five prescribed themes with which the students engage though written, audio, visual and audio-visual texts.

Students develop into successful, effective communicators by considering the conceptual understandings of context, audience, purpose, meaning and variation.

Communication is evidenced through receptive, productive and interactive skills.

III. Assessment model

The language acquisition assessment objectives are common to both language ab initio and language B.

- Communicate clearly and effectively in a range of contexts and for a variety of purposes.
- Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences.
- Understand and use language to express and respond to a range of ideas with fluency and accuracy.
- Identify, organize and present ideas on a range of topics.
- Understand, analyse and reflect upon a range of written, audio, visual and audio-visual texts.

Assessment at a glance

Language B SL and HL assessment outline		Weighting
External 75%	**Paper 1** (productive skills) One writing task from a choice of three Writing—30 marks	**25%**
	Paper 2 (receptive skills) Separate sections for listening and reading Listening—25 marks Reading—40 marks	 **25%** **25%**
Internal 25%	**Individual oral assessment** 30 marks	**25%**

The assessment outlines for language B SL and HL are identical; it is the nature of the assessment that differs and this is what distinguishes SL assessments from those of HL.

For language B HL paper 1, the tasks set will require more complex language and structures and demand higher-order thinking skills. Additionally for HL, a higher word range has been provided in order to accommodate the more complex responses required.

For the individual oral internal assessment, the stimulus at language B SL is a visual image that is clearly relevant to one (or more) of the themes of the course. The stimulus at language B HL is an excerpt from one of the two literary works studied.

IV. Content outline

Theme	Guiding principle	Optional recommended topics		Possible questions
Identities	Explore the nature of the self and what it is to be human.	• Lifestyles • Health and well-being • Beliefs and values	• Subcultures • Language and identity	• What constitutes an identity? • How do language and culture contribute to form our identity?
Experiences	Explore and tell the stories of the events, experiences and journeys that shape our lives.	• Leisure activities • Holidays and travel • Life stories	• Rites of passage • Customs and traditions • Migration	• How does our past shape our present and our future? • How and why do different cultures mark important moments in life?
Human ingenuity	Explore the ways in which human creativity and innovation affect our world.	• Entertainment • Artistic expressions • Communication and media	• Technology • Scientific innovation	• What can we learn about a culture through its artistic expression? • How do the media change the way we relate to each other?
Social organization	Explore the ways in which groups of people organize themselves, or are organized, through common systems or interests.	• Social relationships • Community • Social engagement	• Education • The working world • Law and order	• What is the individual's role in the community? • What role do rules and regulations play in the formation of a society?
Sharing the planet	Explore the challenges and opportunities faced by individuals and communities in the modern world.	• The environment • Human rights • Peace and conflict • Equality	• Globalization • Ethics • Urban and rural environment	• What environmental and social issues present challenges to the world, and how can these challenges be overcome? • What challenges and benefits does globalization bring?

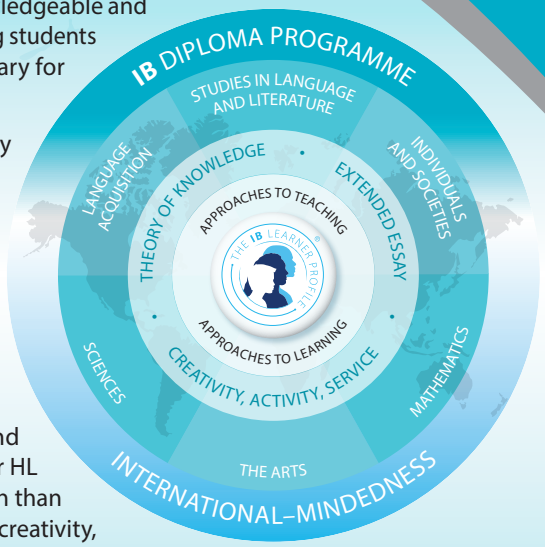
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International Baccalaureate Diploma Programme Subject Brief

Individuals and societies: Economics—higher level

First assessments 2022—last assessments 2029

The Diploma Programme (DP) is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.



The course is presented as six academic areas enclosing a central core. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics and one of the creative arts. Instead of an arts subject, students can choose two subjects from another area. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL. In addition, three core elements—the extended essay, theory of knowledge and creativity, activity, service—are compulsory and central to the philosophy of the programme.

These DP subject briefs illustrate four key course components.

I. Course description and aims
II. Curriculum model overview
III. Assessment model
IV. Sample questions

I. Course description and aims

Economics is an exciting, dynamic subject that allows students to develop an understanding of the complexities and interdependence of economic activities in a rapidly changing world. At the heart of economic theory is the problem of scarcity. Owing to scarcity, choices have to be made. The economics course, at both SL and HL, uses economic theories, models and key concepts to examine the ways in which these choices are made: at the level of producers and consumers in individual markets (microeconomics); at the level of the government and the national economy (macroeconomics); and at an international level, where countries are becoming increasingly interdependent (the global economy). The DP economics course allows students to explore these models, theories and key concepts, and apply them, using empirical data, through the examination of six real-world issues. Through their own inquiry, students will be able to appreciate both the values and limitations of economic models in explaining real-world economic behaviour and outcomes. By focusing on the six real-world issues through the nine key concepts (scarcity, choice, efficiency, equity, economic well-being, sustainability, change, interdependence and intervention), students of the economics course will develop the knowledge, skills, values and attitudes that will encourage them to act responsibly as global citizens.

The aims of the DP **economics** course are to enable students to:

- develop a critical understanding of a range of economic theories, models, ideas and tools in the areas of microeconomics, macroeconomics and the global economy
- apply economic theories, models, ideas and tools, and analyse economic data to understand and engage with real-world economic issues and problems facing individuals and societies
- develop a conceptual understanding of individuals' and societies' economic choices, interactions, challenges and consequences of economic decision-making.

II. Curriculum model overview

Component	Recommended teaching hours
Unit 1: Introduction to economics 1.1 What is economics? 1.2 How do economists approach the world?	**10**
Unit 2: Microeconomics 2.1 Demand 2.2 Supply 2.3 Competitive market equilibrium 2.4 Critique of the maximizing behaviour of consumers and producers 2.5 Elasticity of demand 2.6 Elasticity of supply 2.7 Role of government in microeconomics 2.8 Market failure—externalities and common pool or common access resources 2.9 Market failure—public goods 2.10 Market failure—asymmetric information 2.11 Market failure—market power 2.12 The market's inability to achieve equity	**70**
Unit 3: Macroeconomics 3.1 Measuring economic activity and illustrating its variations 3.2 Variations in economic activity—aggregate demand and aggregate supply 3.3 Macroeconomic objectives 3.4 Economics of inequality and poverty 3.5 Demand management (demand-side policies)—monetary policy 3.6 Demand management—fiscal policy 3.7 Supply-side policies	**75**

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Unit 4: The global economy 4.1 Benefits of international trade 4.2 Types of trade protection 4.3 Arguments for and against trade control/ protection 4.4 Economic integration 4.5 Exchange rates 4.6 Balance of payments 4.7 Sustainable development 4.8 Measuring development 4.9 Barriers to economic growth and/or economic development 4.10 Economic growth and/or economic development strategies	**65**
Internal assessment Portfolio of three commentaries	**20**

III. Assessment model

There are four assessment objectives for the DP economics course. Having followed the course at HL, students will be expected to meet the following objectives.

Assessment objective 1: Knowledge and understanding
- Demonstrate knowledge and understanding of specified content
- Demonstrate knowledge and understanding of the common SL/HL syllabus
- Demonstrate knowledge and understanding of current economic issues and data
- Demonstrate knowledge and understanding of the HL extension topics

Assessment objective 2: Application and analysis
- Apply economic concepts and theories to real-world situations
- Identify and interpret economic data
- Analyse how economic information is used effectively in particular contexts
- In the internal assessment task: Explain the link between key economic concepts and economic commentaries
- Demonstrate application and analysis of the HL extension topics

Assessment objective 3: Synthesis and evaluation
- Examine economic concepts and theories
- Use economic concepts and examples to construct and present an argument
- Discuss and evaluate economic information and theories
- Demonstrate economic synthesis and evaluation of the HL extension topics
- Select and use economic data using economic theory to make policy recommendations

Assessment objective 4: Use and application of appropriate skills
- Produce well-structured written material, using appropriate economic theory, concepts and terminology
- Produce and use diagrams to help explain economic theory, concepts and real-world issues
- Select, interpret and analyse appropriate extracts from the news media
- Interpret appropriate data sets
- Use quantitative techniques to identify, explain and analyse economic relationships

Type of assessment	Format of assessment	Time	Weighting of final grade (%)
External		4 hours 45 mins	80
Paper 1	Extended response paper based on all units of the syllabus	1 hour 15 mins	20
Paper 2	Data response paper based on all units of the syllabus	1 hour 45 mins	30
Paper 3	Policy paper based on all units of the syllabus	1 hour 45 mins	30
Internal			
Portfolio	Three commentaries based on different units of the syllabus (except the introductory unit) and from published extracts from the news media, analysed using different key concepts	20 hours	20

IV. Sample questions

Paper 1
- Explain two tools open to a central bank to conduct expansionary monetary policy.
- Using real-world examples, evaluate the effectiveness of monetary policy to achieve low unemployment.

Paper 2
- Using an exchange rate diagram, explain how the increase in the interest rate by the Nigerian central bank might prevent the continued fall in the value of the naira.

Paper 3
- Using the data provided, and your knowledge of economics, recommend a policy that could be introduced by the government of Country X in response to the expected fall in the world price of coffee.

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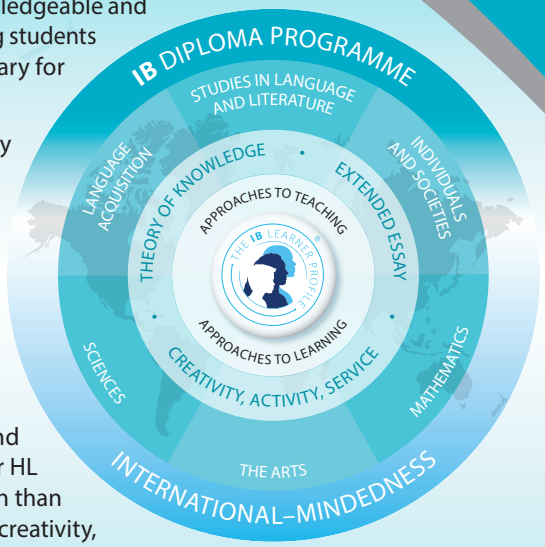
For further information on the IB Diploma Programme, visit: **www.ibo.org/en/dp**.
Complete subject guides can be accessed through the programme resource centre or purchased through the IB store: **store.ibo.org.**
For more on how the DP prepares students for success at university, visit: **www.ibo.org/en/university-admission**.

International Baccalaureate Diploma Programme Subject Brief

Individuals and societies: Economics—standard level

First assessments 2022—last assessments 2029

The Diploma Programme (DP) is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.



The course is presented as six academic areas enclosing a central core. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics and one of the creative arts. Instead of an arts subject, students can choose two subjects from another area. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL. In addition, three core elements—the extended essay, theory of knowledge and creativity, activity, service—are compulsory and central to the philosophy of the programme.

These DP subject briefs illustrate four key course components.

I. Course description and aims
II. Curriculum model overview
III. Assessment model
IV. Sample questions

I. Course description and aims

Economics is an exciting, dynamic subject that allows students to develop an understanding of the complexities and interdependence of economic activities in a rapidly changing world. At the heart of economic theory is the problem of scarcity. Owing to scarcity, choices have to be made. The economics course, at both SL and HL, uses economic theories, models and key concepts to examine the ways in which these choices are made: at the level of producers and consumers in individual markets (microeconomics); at the level of the government and the national economy (macroeconomics); and at an international level, where countries are becoming increasingly interdependent (the global economy). The DP economics course allows students to explore these models, theories and key concepts, and apply them, using empirical data, through the examination of six real-world issues. Through their own inquiry, students will be able to appreciate both the values and limitations of economic models in explaining real-world economic behaviour and outcomes. By focusing on the six real-world issues through the nine key concepts (scarcity, choice, efficiency, equity, economic well-being, sustainability, change, interdependence and intervention), students of the economics course will develop the knowledge, skills, values and attitudes that will encourage them to act responsibly as global citizens.

The aims of the DP **economics** course are to enable students to:

- develop a critical understanding of a range of economic theories, models, ideas and tools in the areas of microeconomics, macroeconomics and the global economy
- apply economic theories, models, ideas and tools, and analyse economic data to understand and engage with real-world economic issues and problems facing individuals and societies
- develop a conceptual understanding of individuals' and societies' economic choices, interactions, challenges and consequences of economic decision-making.

II. Curriculum model overview

Component	Recommended teaching hours
Unit 1: Introduction to economics 1.1 What is economics? 1.2 How do economists approach the world?	**10**
Unit 2: Microeconomics 2.1 Demand 2.2 Supply 2.3 Competitive market equilibrium 2.4 Critique of the maximizing behaviour of consumers and producers 2.5 Elasticity of demand 2.6 Elasticity of supply 2.7 Role of government in microeconomics 2.8 Market failure—externalities and common pool or common access resources 2.9 Market failure—public goods	**35**
Unit 3: Macroeconomics 3.1 Measuring economic activity and illustrating its variations 3.2 Variations in economic activity—aggregate demand and aggregate supply 3.3 Macroeconomic objectives 3.4 Economics of inequality and poverty 3.5 Demand management (demand-side policies)—monetary policy 3.6 Demand management—fiscal policy 3.7 Supply-side policies	**40**

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Unit 4: The global economy 4.1 Benefits of international trade 4.2 Types of trade protection 4.3 Arguments for and against trade control/ protection 4.4 Economic integration 4.5 Exchange rates 4.6 Balance of payments 4.7 Sustainable development 4.8 Measuring development 4.9 Barriers to economic growth and/or economic development 4.10 Economic growth and/or economic development strategies	**45**
Internal assessment Portfolio of three commentaries	**20**

III. Assessment model

There are four assessment objectives for the DP economics course. Having followed the course at SL, students will be expected to meet the following objectives.

Assessment objective 1: Knowledge and understanding
- Demonstrate knowledge and understanding of specified content
- Demonstrate knowledge and understanding of the common SL/HL syllabus
- Demonstrate knowledge and understanding of current economic issues and data

Assessment objective 2: Application and analysis
- Apply economic concepts and theories to real-world situations
- Identify and interpret economic data
- Analyse how economic information is used effectively in particular contexts
- In the internal assessment task: Explain the link between key economic concepts and economic commentaries

Assessment objective 3: Synthesis and evaluation
- Examine economic concepts and theories
- Use economic concepts and examples to construct and present an argument
- Discuss and evaluate economic information and theories

Assessment objective 4: Use and application of appropriate skills
- Produce well-structured written material, using appropriate economic theory, concepts and terminology
- Produce and use diagrams to help explain economic theory, concepts and real-world issues
- Select, interpret and analyse appropriate extracts from the news media
- Interpret appropriate data sets
- Use quantitative techniques to identify, explain and analyse economic relationships

Type of assessment	Format of assessment	Time	Weighting of final grade (%)
External		3 hours	70
Paper 1	Extended response paper based on all units of the syllabus	1 hour 15 mins	30
Paper 2	Data response paper based on all units of the syllabus	1 hour 45 mins	40
Internal			
Portfolio	Three commentaries based on different units of the syllabus (except the introductory unit) and from published extracts from the news media, analysed using different key concepts	20 hours	30

IV. Sample questions

Paper 1
- Explain two reasons why a government might set a price ceiling (maximum price) on a good.
- Using real-world examples, discuss the consequences of a price ceiling on stakeholders.

Paper 2
- Using a poverty cycle diagram, explain how the net increase in foreign direct investment (FDI) in Mexico between 2010 and 2015 might lead to an improvement in economic development.

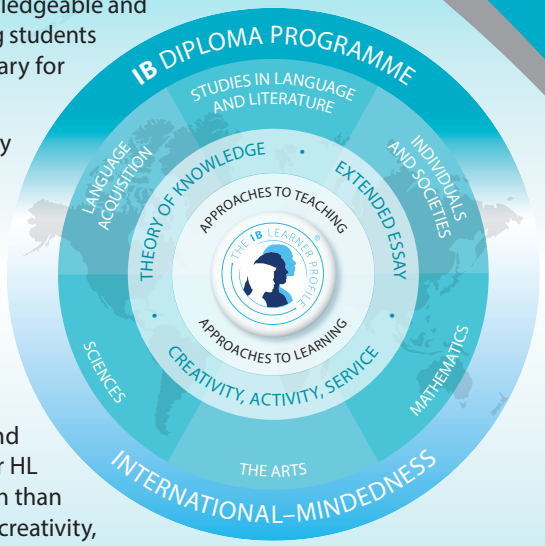
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International Baccalaureate Diploma Programme Subject Brief

Individuals and societies: History—higher level

First assessments 2017

The Diploma Programme (DP) is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.



The course is presented as six academic areas enclosing a central core. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics and one of the creative arts. Instead of an arts subject, students can choose two subjects from another area. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL. In addition, three core elements—the extended essay, theory of knowledge and creativity, activity, service—are compulsory and central to the philosophy of the programme.

These DP subject briefs illustrate four key course components.

I. Course description and aims
II. Curriculum model overview
III. Assessment model
IV. Sample questions

I. Course description and aims

The DP history course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a va-riety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility.

The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical think-ing, and on developing an understanding of multiple interpre-tations of history. In this way, the course involves a challenging and demanding critical exploration of the past. Teachers explicitly teach thinking and re-search skills such as comprehension, text analysis, transfer, and use of primary sources.

There are six key concepts that have particular prominence throughout the DP history course: change, continuity, causation, consequence, sig-nificance and perspectives.

The aims of the DP history course are to enable students to:

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

II. Curriculum model overview

Component	Recommended teaching hours
Prescribed subjects ***One of the following, using two case studies, each taken from a different region of the world:*** 1. Military leaders 2. Conquest and its impact 3. The move to global war 4. Rights and protest 5. Conflict and intervention	40

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World history topics ***Two of the following, using topic examples from more than one region of the world:*** 1. Society and economy (750–1400) 2. Causes and effects of wars (750–1500) 3. Dynasties and rulers (750–1500) 4. Societies in transition (1400–1700) 5. Early Modern states (1450–1789) 6. Causes and effects of Early Modern wars (1500–1750) 7. Origins, development and impact of industrialization (1750–2005) 8. Independence movements (1800–2000) 9. Emergence and development of democratic states (1848–2000) 10. Authoritarian states (20th century) 11. Causes and effects of 20th-century wars 12. The Cold War: Superpower tensions and rivalries (20th century)	90
HL options: Depth studies ***One of the following:*** 1. History of Africa and the Middle East 2. History of the Americas 3. History of Asia and Oceania 4. History of Europe	90
Internal assessment Historical investigation	20

III. Assessment model

There are four assessment objectives for the DP history course. Having followed the course at higher level (HL), students will be expected to meet the following 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.

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.

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.
- Synthesize information from a selection of relevant sources.

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.
- Formulate an appropriate, focused question to guide a historical inquiry.
- Demonstrate evidence of research skills, organization, reference and selection of appropriate sources.

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External		5	80
Paper 1	Source-based paper based on the five prescribed subjects	1	20
Paper 2	Essay paper based on the 12 world history topics	1.5	25
Paper 3	Essay paper based on one of the four regional options	2.5	35
Internal			
Historical investigation	A historical investigation into a topic of the student's choice.	20	20

IV. Sample questions

Paper 1

When presented with five sources related to the enforcements of the provisions of the treaties, disarmament and London Naval Conference (1930), students will:
- explain the significance of the Conference
- compare and contrast the views of the Conference presented in different sources
- assess the value and limitations of sources
- use the sources and their own knowledge to discuss the extent to which they agree with the view that the London Naval Conference was unsuccessful.

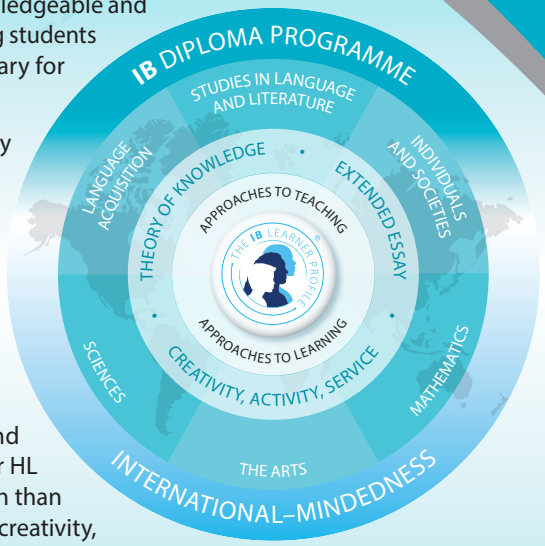
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International Baccalaureate Diploma Programme Subject Brief

Individuals and societies: History—standard level

First assessments 2017

The Diploma Programme (DP) is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.



The course is presented as six academic areas enclosing a central core. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics and one of the creative arts. Instead of an arts subject, students can choose two subjects from another area. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL. In addition, three core elements—the extended essay, theory of knowledge and creativity, activity, service—are compulsory and central to the philosophy of the programme.

These DP subject briefs illustrate four key course components.

I. Course description and aims
II. Curriculum model overview
III. Assessment model
IV. Sample questions

I. Course description and aims

The DP history course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a va-riety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility.

The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical think-ing, and on developing an understanding of multiple interpre-tations of history. In this way, the course involves a challenging and demanding critical exploration of the past. Teachers explicitly teach thinking and re-search skills such as comprehension, text analysis, transfer, and use of primary sources.

There are six key concepts that have particular prominence throughout the DP history course: change, continuity, causation, consequence, sig-nificance and perspectives.

The aims of the DP history course are to enable students to:

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

II. Curriculum model overview

Component	Recommended teaching hours
Prescribed subjects ***One of the following, using two case studies, each taken from a different region of the world:*** 1. Military leaders 2. Conquest and its impact 3. The move to global war 4. Rights and protest 5. Conflict and intervention	40

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World history topics ***Two of the following, using topic examples from more than one region of the world:*** 1. Society and economy (750–1400) 2. Causes and effects of wars (750–1500) 3. Dynasties and rulers (750–1500) 4. Societies in transition (1400–1700) 5. Early Modern states (1450–1789) 6. Causes and effects of Early Modern wars (1500–1750) 7. Origins, development and impact of industrialization (1750–2005) 8. Independence movements (1800–2000) 9. Emergence and development of democratic states (1848–2000) 10. Authoritarian states (20th century) 11. Causes and effects of 20th-century wars 12. The Cold War: Superpower tensions and rivalries (20th century)	90
Internal assessment Historical investigation	20

III. Assessment model

There are four assessment objectives for the DP history course. Having followed the course at standard level (SL), students will be expected to meet the following 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.

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.

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.
- Synthesize information from a selection of relevant sources.

Assessment objective 4: Use and application of appropriate skills
- 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.
- Synthesize information from a selection of relevant sources.

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External		2.5	75
Paper 1	Source-based paper based on the five prescribed subjects	1	30
Paper 2	Essay paper based on the 12 world history topics	1.5	45
Internal			
Historical investigation	A historical investigation into a topic of the student's choice.	20	25

IV. Sample questions

Paper 2 (HL and SL)
- Examine the impact of industrialization on standards of living and working conditions in one country.
- Compare and contrast the impact on women of the policies of two authoritarian states, each chosen from a different region.
- Compare and contrast the role of technology in determining the outcome of two 20th-century wars.
- Examine the impact of the US policy of containment on superpower relations between 1947 and 1964.

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International Baccalaureate Diploma Programme Subject Brief

Individuals and societies: Psychology

First assessment 2019

The Diploma Programme (DP) is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.



The course is presented as six academic areas enclosing a central core. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics and one of the creative arts. Instead of an arts subject, students can choose two subjects from another area. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL.

In addition, three core elements—the extended essay, theory of knowledge and creativity, activity, service—are compulsory and central to the philosophy of the programme.

This IB DP subject brief has four key components:

I. Course description and aims II. Curriculum model overview III. Assessment model IV. Sample questions

I. Course description and aims

At the core of the DP psychology course is an introduction to three different approaches to understanding behaviour: the biological, cognitive and sociocultural approaches. Students study and critically evaluate the knowledge, concepts, theories and research that have developed the understanding in these fields.

The interaction of these approaches to studying psychology forms the basis of a holistic and integrated approach to understanding mental processes and behaviour as a complex, dynamic phenomenon, allowing students to appreciate the diversity as well as the commonality between their own behaviour and that of others.

The contribution and the interaction of the three approaches is understood through the four options in the course, focusing on areas of applied psychology: abnormal psychology, developmental psychology, health psychology, and the psychology of relationships. The options provide an opportunity to take what is learned from the study of the approaches to psychology and apply it to specific lines of inquiry.

Psychologists employ a range of research methods, both qualitative and quantitative, to test their observations and hypotheses. DP psychology promotes an understanding of the various approaches to research and how they are used to critically reflect on the evidence as well as assist in the design, implementation, analysis and evaluation of the students' own investigations. Surrounding the approaches and the options are the overarching themes of research and ethics. A consideration of both is paramount to the nature of the subject.

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

- develop an understanding of the biological, cognitive and socio-cultural factors affecting mental processes and behaviour
- apply an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behaviour to at least one applied area of study
- understand diverse methods of inquiry
- understand the importance of ethical practice in psychological research in general and observe ethical practice in their own inquiries
- ensure that ethical practices are upheld in all psychological inquiry and discussion
- develop an awareness of how psychological research can be applied to address real-world problems and promote positive change
- provide students with a basis for further study, work and leisure through the use of an additional language
- foster curiosity, creativity and a lifelong enjoyment of language learning.

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II. Curriculum model overview

Syllabus component	Teaching hours SL	Teaching hours HL
Core • Biological approach to understanding behaviour • Cognitive approach to understanding behaviour • Sociocultural approach to understanding behaviour • Approaches to researching behaviour	90 20	120 60
Options • Abnormal psychology • Developmental psychology • Health psychology • Psychology of human relationships	20	40
Internal assessment Experimental study	20	20
Total teaching hours	150	240

III. Assessment model

By the end of the psychology course at SL or at HL, students will be expected to demonstrate the following.

1. Knowledge and comprehension of specified content
   - Demonstrate knowledge and comprehension of:
     - key terms and concepts in psychology
     - a range of psychological theories and studies
     - the biological, cognitive and sociocultural approaches to mental processes and behaviour
     - research methods used in psychology.
2. Application and analysis
   - Demonstrate an ability to use examples of psychological research and psychological concepts to formulate an argument in response to a specific question.
   - Demonstrate application and analysis of:
     - a range of psychological theories and research studies
     - the knowledge relevant to areas of applied psychology.
   - At HL only, analyse qualitative and quantitative research in psychology.
3. Synthesis and evaluation
   - Evaluate the contribution of:
     - psychological theories to understanding human psychology
     - research to understanding human psychology
     - the theories and research in areas of applied psychology.
   - At HL only, evaluate research scenarios from a methodological and ethical perspective.
4. Selection and use of skills appropriate to psychology
   - Demonstrate the acquisition of skills required for experimental design, data collection and presentation, data analysis and the evaluation of a simple experiment while demonstrating ethical practice.
   - Work in a group to design a method for a simple experimental investigation, organize the investigation and record the required data for a simple experiment.
   - Write a report of a simple experiment.

Assessment at a glance

Type of assessment	Format of assessment	Time (hours) SL	Time (hours) HL	Weighting of final grade (%) SL	Weighting of final grade (%) HL
External		3	5	75	80
Paper 1	Three short answer questions on the core. One essay from a choice of three on the biological, cognitive and sociocultural approaches. **HL only:** essays will reference additional HL topic.	2	2	50	40
Paper 2	**SL:** one question from a choice of three on one option. **HL:** two questions; one each from a choice of three on two options.	1	2	25	20
Paper 3	Three short answer questions on approaches to research.		1		20
Internal		20	20	25	20
Experimental study	A report on an experimental study undertaken by the student.	20	20	25	20

IV. Sample questions

- Outline one study investigating schema.
- Discuss ethical considerations linked to genetic research into human behaviour.
- **(HL only)** Discuss how the use of technology affects one cognitive process.

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International Baccalaureate
Diploma Programme Subject Brief

Sciences: Biology

First assessment 2025

The Diploma Programme (DP) is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.



The course is presented as six academic areas enclosing a central core. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics and one of the creative arts. Instead of an arts subject, students can choose two subjects from another area. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL. In addition, three core elements—the extended essay, theory of knowledge and creativity, activity, service—are compulsory and central to the philosophy of the programme.

I. Course description and aims

As one of the three natural sciences in the IB Diploma Programme, biology is primarily concerned with the study of life and living systems. Biologists attempt to make sense of the world through a variety of approaches and techniques, controlled experimentation and collaboration between scientists. At a time of global introspection on human activities and their impact on the world around us, developing and communicating a clear understanding of the living world has never been of greater importance than it is today.

Through the study of DP biology, students are empowered to make sense of living systems through unifying themes. By providing opportunities for students to explore conceptual frameworks, they are better able to develop understanding and awareness of the living world around them. This is carried further through a study of interactions at different levels of biological organization, from molecules and cells to ecosystems and the biosphere. Integral to the student experience of the DP biology course is the learning that takes place through scientific inquiry. With an emphasis on experimental work, teachers provide students with opportunities to ask questions, design experiments, collect and analyse data, collaborate with peers, and reflect, evaluate and communicate their findings.

DP biology enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond.

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Through the overarching theme of the nature of science, the course aims to enable students to:

1. develop conceptual understanding that allows connections to be made between different areas of the subject, and to other DP sciences subjects
2. acquire and apply a body of knowledge, methods, tools and techniques that characterize science
3. develop the ability to analyse, evaluate and synthesize scientific information and claims
4. develop the ability to approach unfamiliar situations with creativity and resilience
5. design and model solutions to local and global problems in a scientific context
6. develop an appreciation of the possibilities and limitations of science
7. develop technology skills in a scientific context
8. develop the ability to communicate and collaborate effectively
9. develop awareness of the ethical, environmental, economic, cultural and social impact of science.

II. Curriculum model overview

The DP biology course promotes concept-based teaching and learning to foster critical thinking.

The DP biology course is built on:

- approaches to learning
- nature of science
- skills in the study of biology.

These three pillars support a broad and balanced experimental programme. As students progress through the course, they become familiar with traditional experimentation techniques, as well as the application of technology. These opportunities help them to develop their investigative skills and evaluate the impact of error and uncertainty in scientific inquiry. The scientific investigation then places a specific emphasis on inquiry-based skills and the formal communication of scientific knowledge. Finally, the collaborative sciences project extends the development of scientific communication in a collaborative and interdisciplinary context, allowing students to work together beyond the confines of biology.

Syllabus component	Recommended teaching hours	
	SL	HL
Syllabus content	**110**	**180**
Unity and diversity • Water • Nucleic acids • Origins of cells * • Cell structure • Viruses * • Diversity of organisms • Classification and cladistics * • Evolution and speciation • Conservation of biodiversity	**19**	**33**

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Syllabus component	Recommended teaching hours	
	SL	HL
Form and function • Carbohydrates and lipids • Proteins • Membranes and membrane transport • Organelles and compartmentalization • Cell specialization • Gas exchange • Transport • Muscle and motility * • Adaptation to environment • Ecological niches	**26**	**39**
Interaction and interdependance • Enzymes and metabolism • Cell respiration • Photosynthesis • Chemical signalling * • Neural signalling • Integration of body systems • Defence against disease • Populations and communities • Transfer of energy and matter	**31**	**48**
Continuity and change • DNA replication • Protein synthesis • Mutations and gene editing • Cell and nuclear division • Gene expression * • Water potential • Reproduction • Inheritance • Homeostasis • Natural selection • Sustainability and change • Climate change	**34**	**60**
Experimental programme	**40**	**60**
Practical work	20	40
Collaborative sciences project	10	10
Scientific investigation	10	10

* Topics with content that should only be taught to HL students

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Skills in the study of biology

The skills and techniques students must experience through the course are encompassed within the tools. These support the application and development of the inquiry process in the delivery of the biology course.

Tools

- Experimental techniques
- Technology
- Mathematics

Inquiry process

- Exploring and designing
- Collecting and processing data
- Concluding and evaluating

Teachers are encouraged to provide opportunities for students to encounter and practise the skills throughout the programme. Rather than being taught as stand-alone topics, these skills should be integrated into the teaching of the syllabus when they are relevant to the syllabus topics being covered.

III. Assessment model

There are four assessment objectives for the DP biology course. Having followed the biology course, students are expected to demonstrate the following assessment objectives.

Assessment objective 1

Demonstrate knowledge of:

- terminology, facts and concepts
- skills, techniques and methodologies.

Assessment objective 2

Understand and apply knowledge of:

- terminology and concepts
- skills, techniques and methodologies.

Assessment objective 3

Analyse, evaluate, and synthesize:

- experimental procedures
- primary and secondary data
- trends, patterns and predictions.

Assessment objective 4

Demonstrate the application of skills necessary to carry out insightful and ethical investigations.

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Assessment at a glance

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade
		SL	HL	
External		**3**	**4.5**	**80**
Paper 1	Paper 1A: Multiple-choice questions Paper 1B: Data-based questions (four questions that are syllabus related, addressing all themes)	1.5	2	36
Paper 2	Data-based and short-answer questions Extended-response questions	1.5	2.5	44
Internal		**10**		**20**
Scientific investigation	The scientific investigation is an open-ended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words.	10		20

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For further information on the IB Diploma Programme, visit: **www.ibo.org/en/dp.**

Complete subject guides can be accessed through the programme resource centre or purchased through the IB store: **https://www.follettibstore.com.**

For more on how the DP prepares students for success at university, visit: **www.ibo.org/en/university-admission.**

International Baccalaureate
Diploma Programme Subject Brief

Sciences: Chemistry

First assessment 2025

The Diploma Programme (DP) is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.



The course is presented as six academic areas enclosing a central core. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics and one of the creative arts. Instead of an arts subject, students can choose two subjects from another area. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL. In addition, three core elements—the extended essay, theory of knowledge and creativity, activity, service—are compulsory and central to the philosophy of the programme.

I. Course description and aims

As one of the three natural sciences in the IB Diploma Programme, chemistry is primarily concerned with identifying patterns that help to explain matter at the microscopic level. This then allows matter's behaviour to be predicted and controlled at a macroscopic level. The subject therefore emphasizes the development of representative models and explanatory theories, both of which rely heavily on creative but rational thinking.

DP chemistry enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond.

Integral to the student experience of the DP chemistry course is the learning that takes place through scientific inquiry both in the classroom and the laboratory.

Through the overarching theme of the nature of science, the course aims to enable students to:

1. develop conceptual understanding that allows connections to be made between different areas of the subject, and to other DP sciences subjects
2. acquire and apply a body of knowledge, methods, tools and techniques that characterize science
3. develop the ability to analyse, evaluate and synthesize scientific information and claims
4. develop the ability to approach unfamiliar situations with creativity and resilience
5. design and model solutions to local and global problems in a scientific context
6. develop an appreciation of the possibilities and limitations of science
7. develop technology skills in a scientific context
8. develop the ability to communicate and collaborate effectively
9. develop awareness of the ethical, environmental, economic, cultural and social impact of science.

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II. Curriculum model overview

The DP chemistry course promotes concept-based teaching and learning to foster critical thinking.

The DP chemistry course is built on:

- approaches to learning
- nature of science
- skills in the study of chemistry.

These three pillars support a broad and balanced experimental programme. As students progress through the course, they become familiar with traditional experimentation techniques, as well as the application of technology. These opportunities help them to develop their investigative skills and evaluate the impact of error and uncertainty in scientific inquiry. The scientific investigation then places a specific emphasis on inquiry-based skills and the formal communication of scientific knowledge. Finally, the collaborative sciences project extends the development of scientific communication in a collaborative and interdisciplinary context, allowing students to work together beyond the confines of chemistry.

Syllabus component	Recommended teaching hours	
	SL	HL
Syllabus content	**110**	**180**
Structure 1. Models of the particulate nature of matter Structure 1.1—Introduction to the particulate nature of matter Structure 1.2—The nuclear atom Structure 1.3—Electron configurations Structure 1.4—Counting particles by mass: The mole Structure 1.5—Ideal gases	17	21
Structure 2. Models of bonding and structure Structure 2.1—The ionic model Structure 2.2—The covalent model Structure 2.3—The metallic model Structure 2.4—From models to materials	20	30
Structure 3. Classification of matter Structure 3.1—The periodic table: Classification of elements Structure 3.2—Functional groups: Classification of organic compounds	16	31
Reactivity 1. What drives chemical reactions? Reactivity 1.1—Measuring enthalpy change Reactivity 1.2—Energy cycles in reactions Reactivity 1.3—Energy from fuels Reactivity 1.4—Entropy and spontaneity (Additional higher level)	12	22
Reactivity 2. How much, how fast and how far? Reactivity 2.1—How much? The amount of chemical change Reactivity 2.2—How fast? The rate of chemical change Reactivity 2.3—How far? The extent of chemical change	21	31

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Reactivity 3. What are the mechanisms of chemical change? Reactivity 3.1—Proton transfer reactions Reactivity 3.2—Electron transfer reactions Reactivity 3.3—Electron sharing reactions Reactivity 3.4—Electron-pair sharing reactions	24	45
Experimental programme	**40**	**60**
Practical work	20	40
Collaborative sciences project	10	10
Scientific investigation	10	10

Skills in the study of chemistry

The skills and techniques students must experience through the course are encompassed within the tools. These support the application and development of the inquiry process in the delivery of the chemistry course.

Tools

- Experimental techniques
- Technology
- Mathematics

Inquiry process

- Exploring and designing
- Collecting and processing data
- Concluding and evaluating

Teachers are encouraged to provide opportunities for students to encounter and practise the skills throughout the programme. Rather than being taught as stand-alone topics, these skills should be integrated into the teaching of the syllabus when they are relevant to the syllabus topics being covered.

III. Assessment model

There are four assessment objectives for the DP chemistry course. Having followed the chemistry course, students are expected to demonstrate the following assessment objectives.

Assessment objective 1

Demonstrate knowledge of:

- terminology, facts and concepts
- skills, techniques and methodologies.

Assessment objective 2

Understand and apply knowledge of:

- terminology and concepts
- skills, techniques and methodologies.

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Assessment objective 3

Analyse, evaluate, and synthesize:

- experimental procedures
- primary and secondary data
- trends, patterns and predictions.

Assessment objective 4

Demonstrate the application of skills necessary to carry out insightful and ethical investigations.

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade
		SL	HL	
External		**3**	**4.5**	**80**
Paper 1	Paper 1A: Multiple-choice questions Paper 1B: Data-based questions and questions on experimental work	1.5	2	36
Paper 2	Short answer and extended-response questions	1.5	2.5	44
Internal		**10**		**20**
Scientific investigation	The scientific investigation is an open-ended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words.	10		20

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International Baccalaureate
Diploma Programme Subject Brief

Sciences: Physics

First assessment 2025

The Diploma Programme (DP) is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.



The course is presented as six academic areas enclosing a central core. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics and one of the creative arts. Instead of an arts subject, students can choose two subjects from another area. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL. In addition, three core elements—the extended essay, theory of knowledge and creativity, activity, service—are compulsory and central to the philosophy of the programme.

I. Course description and aims

As one of the three natural sciences in the IB Diploma Programme, physics is concerned with an attempt to understand the natural world; from determining the nature of the atom to finding patterns in the structure of the universe. It is the search for answers from how the universe exploded into life to the nature of time itself. Observations are essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations. Besides leading to a better understanding of the natural world, physics gives us the ability to alter our environments.

DP physics enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond.

Integral to the student experience of the DP physics course is the learning that takes place through scientific inquiry both in the classroom and the laboratory.

Through the overarching theme of the nature of science, the course aims to enable students to:

1. develop conceptual understanding that allows connections to be made between different areas of the subject, and to other DP sciences subjects
2. acquire and apply a body of knowledge, methods, tools and techniques that characterize science
3. develop the ability to analyse, evaluate and synthesize scientific information and claims
4. develop the ability to approach unfamiliar situations with creativity and resilience
5. design and model solutions to local and global problems in a scientific context
6. develop an appreciation of the possibilities and limitations of science
7. develop technology skills in a scientific context

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8. develop the ability to communicate and collaborate effectively
9. develop awareness of the ethical, environmental, economic, cultural and social impact of science.

II. Curriculum model overview

The DP physics course promotes concept-based teaching and learning to foster critical thinking.

The DP physics course is built on:

- approaches to learning
- nature of science
- skills in the study of physics.

These three pillars support a broad and balanced experimental programme. As students progress through the course, they become familiar with traditional experimentation techniques, as well as the application of technology. These opportunities help them to develop their investigative skills and evaluate the impact of error and uncertainty in scientific inquiry. The scientific investigation then places a specific emphasis on inquiry-based skills and the formal communication of scientific knowledge. Finally, the collaborative sciences project extends the development of scientific communication in a collaborative and interdisciplinary context, allowing students to work together beyond the confines of physics.

Syllabus component	Recommended teaching hours	
	SL	HL
Syllabus content	**110**	**180**
A Space, time and motion A.1 Kinematics • A.2 Forces and momentum • A.3 Work, energy and power • A.4 Rigid body mechanics ••• A.5 Galilean and special relativity •••	27	42
B. The particulate nature of matter B.1 Thermal energy transfers • B.2 Greenhouse effect • B.3 Gas laws • B.4 Thermodynamics ••• B.5 Current and circuits •	24	32
C. Wave behaviour C.1 Simple harmonic motion •• C.2 Wave model • C.3 Wave phenomena •• C.4 Standing waves and resonance • C.5 Doppler effect ••	17	29
D. Fields D.1 Gravitational fields •• D.2 Electric and magnetic fields •• D.3 Motion in electromagnetic fields • D.4 Induction •••	19	38

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E. Nuclear and quantum physics E.1 Structure of the atom •• E.2 Quantum physics ••• E.3 Radioactive decay •• E.4 Fission • E.5 Fusion and stars •	23	39
Experimental programme	**40**	**60**
Practical work	20	40
Collaborative sciences project	10	10
Scientific investigation	10	10

Key to table:

• Topics with content that should be taught to all students

•• Topics with content that should be taught to all students plus additional HL content

••• Topics with content that should only be taught to HL students

Skills in the study of physics

The skills and techniques students must experience through the course are encompassed within the tools. These support the application and development of the inquiry process in the delivery of the physics course.

Tools

- Experimental techniques
- Technology
- Mathematics

Inquiry process

- Exploring and designing
- Collecting and processing data
- Concluding and evaluating

Teachers are encouraged to provide opportunities for students to encounter and practise the skills throughout the programme. Rather than being taught as stand-alone topics, these skills should be integrated into the teaching of the syllabus when they are relevant to the syllabus topics being covered.

III. Assessment model

There are four assessment objectives for the DP physics course. Having followed the physics course, students are expected to demonstrate the following assessment objectives.

Assessment objective 1

Demonstrate knowledge of:

- terminology, facts and concepts
- skills, techniques and methodologies.

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Assessment objective 2

Understand and apply knowledge of:

- terminology and concepts
- skills, techniques and methodologies.

Assessment objective 3

Analyse, evaluate, and synthesize:

- experimental procedures
- primary and secondary data
- trends, patterns and predictions.

Assessment objective 4

Demonstrate the application of skills necessary to carry out insightful and ethical investigations.

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade
		SL	HL	
External		**3**	**4.5**	**80**
Paper 1	Paper 1A: Multiple-choice questions Paper 1B: Data-based questions	1.5	2	36
Paper 2	Short-answer and extended-response questions	1.5	2.5	44
Internal		**10**		**20**
Scientific investigation	The scientific investigation is an open-ended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words.	10		20

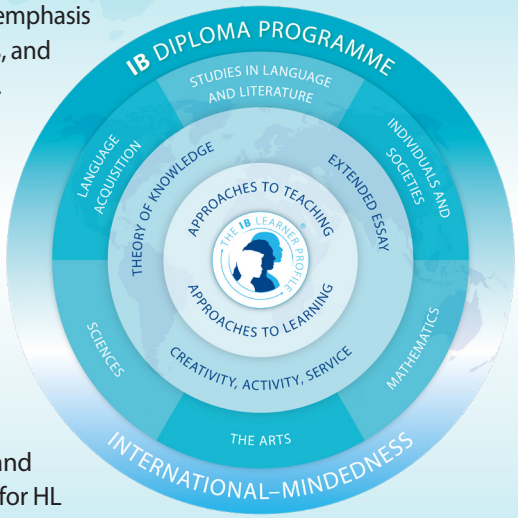
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International Baccalaureate
Diploma Programme Subject Brief

Environmental systems and societies

First assessment 2026

The Diploma Programme (DP) is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.



The course is presented as six academic areas enclosing a central core. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics and one of the creative arts. Instead of an arts subject, students can choose two subjects from another area. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL. In addition, three core elements—the extended essay, theory of knowledge and creativity, activity, service—are compulsory and central to the philosophy of the programme.

I. Course description and aims

Environmental systems and societies (ESS) is an interdisciplinary course, encompassing both the sciences and individuals and societies and is offered at both standard level (SL) and higher level (HL). As such, ESS combines a mixture of methodologies, techniques and knowledge associated with both the sciences and individuals and societies.

ESS is both a complex and contemporary course that engages students in the challenges of 21st century environmental issues. Consequently, it requires its students to develop a diverse set of skills, knowledge and understanding from different disciplines. Students develop a scientific approach through explorations of environmental systems. They also acquire understandings and methods from individuals and societies subjects whilst studying sustainability issues within social, cultural, economic, political, and ethical contexts. The interdisciplinary nature of the course means students produce a synthesis of understanding from the various topics studied. It also emphasizes the ability to perform research and investigations and to participate in philosophical, ethical, and pragmatic discussions of the issues involved from the local through to the global level.

ESS aims to empower and equip students to:

1. develop understanding of their own environmental impact, in the broader context of the impact of humanity on the Earth and its biosphere
2. develop knowledge of diverse perspectives to address issues of sustainability
3. engage and evaluate the tensions around environmental issues using critical thinking
4. develop a systems approach that provides a holistic lens for the exploration of environmental issues
5. be inspired to engage in environmental issues across local and global contexts.

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Because of the interdisciplinary nature of the subject, students can choose to study ESS to count as either a sciences or individuals and societies course, or as both. In this latter option, students have the opportunity to study an additional subject from any other subject group, including the sciences and individuals and societies subjects.

II. Curriculum model overview

The ESS course has at its heart the intention of providing students with the capacity to understand and make informed decisions regarding the pressing environmental issues we face. A conceptual, interdisciplinary approach is essential to problem solving in ESS as this allows for truly holistic thinking about impending sustainability challenges.

The ESS course engages students and teachers with a conceptual approach. All students are encouraged to integrate the three key concepts of perspectives, systems and sustainability throughout the course. These concepts are given special focus within the foundation's unit.

Students at SL and HL share the following:

- the study of a concept-based syllabus
- a course which promotes holistic thinking about environmental issues and their solutions
- a foundations unit which introduces and explores the three concepts: perspectives, systems and sustainability
- one piece of internally assessed work, the internal assessment (IA)
- the collaborative sciences project.

The SL course provides students with a fundamental understanding of environmental studies and experience of the associated concepts and skills. The HL course requires students to extend their knowledge and understanding of the subject, exploring the complexity of issues with additional breadth and depth, providing a solid foundation for further study at university level.

The foundations unit is designed to be the starting point for both standard and higher level courses. Other topics contain additional HL content, which provide both greater breadth and depth. The SL course has a recommended 150 teaching hours and the HL course 240 hours. This difference is reflected in the additional content studied by HL students.

The HL course has three HL only lenses—environmental law, environmental and ecological economics, and environmental ethics. The conceptually more demanding HL lenses allow for far more sophisticated processing and balanced viewpoints. The additional HL content requires the student to make more connections between diverse areas of the syllabus, resulting in increased networked knowledge and a comprehensive understanding of the complexities of environmental issues as well as possible strategies, solutions and management. HL students are required to demonstrate critical evaluation and to synthesize material in the core content (common to both SL and HL), HL extension material and HL lenses, facilitating a more complete view of a problem with analysis at greater breadth and depth.

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Syllabus component	Recommended teaching hours	
	SL	HL
Syllabus content	**100**	**190**
Topic 1 Foundation	**16**	
1.1 Perspectives	3	
1.2 Systems	5	
1.3 Sustainability	8	
Topic 2 Ecology	**22**	**35**
Topic 3 Biodiversity and conservation	**13**	**26**
Topic 4 Water	**12**	**25**
Topic 5 Land	**8**	**15**
Topic 6 Atmosphere and climate change	**10**	**23**
Topic 7 Natural resources	**10**	**18**
Topic 8 Human populations and urban systems	**9**	**15**
Higher level (HL) lens		
HL.a Environmental law		**5**
HL.b Environmental and ecological economics		**7**
HL.c Environmental ethics		**5**
Experimental programme	**50**	
Practical work	30	
Collaborative sciences project	10	
Scientific investigation	10	

Skills in the study of environmental systems and societies

The skills and techniques students must experience through the course are encompassed within the tools. These support the application and development of the inquiry process in the delivery of the ESS course.

Tools

- Experimental techniques
- Mathematics
- Technology
- Systems and models

Inquiry process

- Inquiring and designing
- Collecting and processing data
- Concluding and evaluating

Teachers are encouraged to provide opportunities for students to encounter and practise the skills throughout the programme. Rather than being taught as stand-alone topics, these skills should be integrated into the teaching of the syllabus when they are relevant to the syllabus topics being covered.

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III. Assessment model

There are four assessment objectives for the DP ESS course. Having studied the course, students are expected to demonstrate the following assessment objectives.

Assessment objective 1

Demonstrate knowledge and understanding of relevant:

- terminology, facts, and concepts
- methodologies and techniques
- perspectives and worldviews.

Assessment objective 2

Apply this knowledge and understanding in the analysis of:

- explanations, concepts, and theories
- primary and secondary data and models
- case studies and examples
- arguments and values.

Assessment objective 3

Evaluate, justify, and synthesize, as appropriate:

- explanations, concepts, theories, and models
- arguments and proposed solutions
- methods of fieldwork and investigation
- political, economic, ethical and sociocultural contexts of issues.

Assessment objective 4

Investigate sustainability issues at the local or global level through:

- identifying an appropriate environmental issue and research question for investigation
- selecting and demonstrate the use of appropriate methods and skills to carry out insightful and ethical investigations into environmental issues.

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade %
		SL	HL	
External		**3.0**	**4.5**	**75 (SL)** **80 (HL)**
Paper 1	Students will be provided with data in a variety of forms relating to a specific, previously unseen case study. Questions will be based on the analysis and evaluation of the data in the case study. All questions are compulsory.	1.0	2.0	25 (SL) 30 (HL)
Paper 2	Section A is made up of short-answer and data-based questions. Section B requires students to answer structured essay questions. There is a limited amount of choice.	2.0	2.5	50 (SL/HL)

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Internal		**10**	**25 (SL)** **20 (HL)**
Individual investigation	The individual investigation is an open-ended task in which the student gathers and analyses data to answer their own formulated research question. The outcome of the Individual investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words.	10	25 (SL) 20 (HL)

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International Baccalaureate Diploma Programme Subject Brief

Mathematics: analysis and approaches

First assessments for SL and HL—2021

The Diploma Programme (DP) is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.



The course is presented as six academic areas enclosing a central core. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics and one of the creative arts. Instead of an arts subject, students can choose two subjects from another area. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL. In addition, three core elements—the extended essay, theory of knowledge and creativity, activity, service—are compulsory and central to the philosophy of the programme.

This IB DP subject brief has three key components:

I. Course description and aims II. Curriculum model overview III. Assessment model

I. Course description and aims

Individual students have different needs, aspirations, interests and abilities. For this reason there are two different DP subjects in mathematics, Mathematics: analysis and approaches and Mathematics: applications and interpretation. Each course is designed to meet the needs of a particular group of students. Both courses are offered at SL and HL.

The IB DP Mathematics: analysis and approaches course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. The focus is on developing important mathematical concepts in a comprehensible, coherent and rigorous way, achieved by a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve abstract problems as well as those set in a variety of meaningful contexts. Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. Students should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments. The internally assessed exploration allows students to develop independence in mathematical learning. Throughout the course students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas.

The aims of all DP mathematics courses are to enable students to:

- develop a curiosity and enjoyment of mathematics, and appreciate its elegance and power
- develop an understanding of the concepts, principles and nature of mathematics
- communicate mathematics clearly, concisely and confidently in a variety of contexts
- develop logical and creative thinking, and patience and persistence in problem solving to instil confidence in using mathematics
- employ and refine their powers of abstraction and generalization
- take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities
- appreciate how developments in technology and mathematics influence each other
- appreciate the moral, social and ethical questions arising from the work of mathematicians and the applications of mathematics
- appreciate the universality of mathematics and its multicultural, international and historical perspectives
- appreciate the contribution of mathematics to other disciplines, and as a particular "area of knowledge" in the TOK course
- develop the ability to reflect critically upon their own work and the work of others
- independently and collaboratively extend their understanding of mathematics.

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II. Curriculum model overview

Mathematics: analysis and approaches and Mathematics: applications and interpretation share 60 hours of common SL content.

Syllabus component	Recommended teaching hours	
	SL	HL
• Number and algebra • Functions • Geometry and trigonometry • Statistics and probability • Calculus	19 21 25 27 28	39 32 51 33 55
Development of investigational, problem-solving and modelling skills and the exploration of an area of mathematics	30	30
Total teaching hours	150	240

III. Assessment model

Problem-solving is central to learning mathematics and involves the acquisition of mathematical skills and concepts in a wide range of situations, including non-routine, open-ended and real-world problems.

The assessment objectives are common to Mathematics: analysis and approaches and to Mathematics: applications and interpretation.

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

The exploration is an integral part of the course and its assessment, and is compulsory for both SL and HL students. It enables students to demonstrate the application of their skills and knowledge, and to pursue their personal interests, without the time limitations and other constraints that are associated with written examinations.

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade (%)	
		SL	HL	SL	HL
External					
Paper 1	No technology allowed. **Section A:** compulsory short-response questions based on the syllabus. **Section B:** compulsory extended-response questions based on the syllabus.	1.5	2	40	30
Paper 2	Technology allowed. **Section A:** compulsory short-response questions based on the syllabus. **Section B:** compulsory extended-response questions based on the syllabus.	1.5	2	40	30
Paper 3	Technology allowed. Two compulsory extended-response problem-solving questions.		1		20
Internal					
Exploration		15	15	20	20

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International Baccalaureate Diploma Programme Subject Brief

Mathematics: applications and interpretation

First assessments for SL and HL—2021

The Diploma Programme (DP) is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.



The course is presented as six academic areas enclosing a central core. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics and one of the creative arts. Instead of an arts subject, students can choose two subjects from another area. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL. In addition, three core elements—the extended essay, theory of knowledge and creativity, activity, service—are compulsory and central to the philosophy of the programme.

This IB DP subject brief has three key components:

I. Course description and aims II. Curriculum model overview III. Assessment model

I. Course description and aims

Individual students have different needs, aspirations, interests and abilities. For this reason there are two different DP subjects in mathematics, Mathematics: analysis and approaches and Mathematics: applications and interpretation. Each course is designed to meet the needs of a particular group of students. Both courses are offered at SL and HL.

The IB DP Mathematics: applications and interpretation course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. Students are encouraged to solve real-world problems, construct and communicate this mathematically and interpret the conclusions or generalizations.

Students should expect to develop strong technology skills, and will be intellectually equipped to appreciate the links between the theoretical and the practical concepts in mathematics. All external assessments involve the use of technology. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments.

The internally assessed exploration allows students to develop independence in mathematical learning. Throughout the course students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas.

The aims of all DP mathematics courses are to enable students to:

- develop a curiosity and enjoyment of mathematics, and appreciate its elegance and power
- develop an understanding of the concepts, principles and nature of mathematics
- communicate mathematics clearly, concisely and confidently in a variety of contexts
- develop logical and creative thinking, and patience and persistence in problem solving to instil confidence in using mathematics
- employ and refine their powers of abstraction and generalization
- take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities
- appreciate how developments in technology and mathematics influence each other
- appreciate the moral, social and ethical questions arising from the work of mathematicians and the applications of mathematics
- appreciate the universality of mathematics and its multicultural, international and historical perspectives
- appreciate the contribution of mathematics to other disciplines, and as a particular "area of knowledge" in the TOK course
- develop the ability to reflect critically upon their own work and the work of others
- independently and collaboratively extend their understanding of mathematics.

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II. Curriculum model overview

Mathematics: applications and interpretation and Mathematics: analysis and approaches share 60 hours of common content.

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

III. Assessment model

Problem-solving is central to learning mathematics and involves the acquisition of mathematical skills and concepts in a wide range of situations, including non-routine, open-ended and real-world problems.

The assessment objectives are common to Mathematics: applications and interpretation and to Mathematics: analysis and approaches.

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

The exploration is an integral part of the course and its assessment, and is compulsory for both SL and HL students. It enables students to demonstrate the application of their skills and knowledge, and to pursue their personal interests, without the time limitations and other constraints that are associated with written examinations.

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade (%)	
		SL	HL	SL	HL
External					
Paper 1	Technology allowed. Compulsory short-response questions based on the syllabus.	1.5	2	40	30
Paper 2	Technology allowed. Compulsory extended-response questions based on the syllabus.	1.5	2	40	30
Paper 3	Technology allowed. Two compulsory extended-response problem-solving questions.		1		20
Internal					
Exploration		15	15	20	20

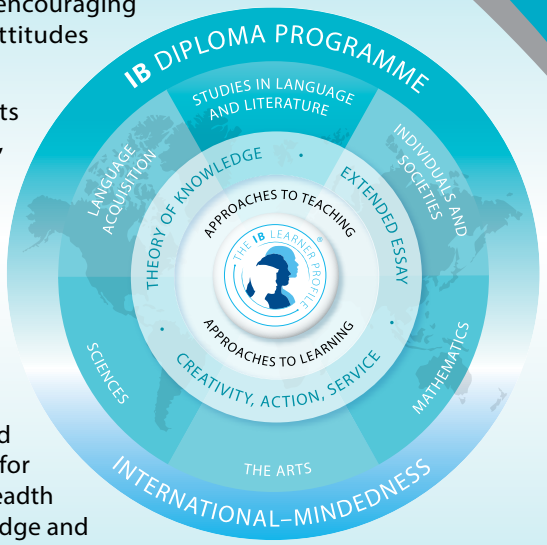
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International Baccalaureate Diploma Programme Subject Brief

The arts: Music

First assessment 2022

The Diploma Programme (DP) is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.



The course is presented as six academic areas enclosing a central core. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics and one of the creative arts. Instead of an arts subject, students can choose two subjects from another area. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL. In addition, three core elements—the extended essay, theory of knowledge and creativity, activity, service—are compulsory and central to the philosophy of the programme.

These IB DP subject briefs illustrate the following key course components.
I. Course description and aims II. Curriculum model overview III. Assessment model

I. Course description and aims

The Diploma Programme Music course (for first teaching from 2020) has been designed to prepare the 21st century music student for a world in which global musical cultures and industries are rapidly changing.

The course is grounded in the knowledge, skills and processes associated with the study of music and offers a strengthened approach to student creativity through practical, informed and purposeful explorations of diverse musical forms, practices and contexts. The course also ensures a holistic approach to learning, with the roles of performer, creator and researcher afforded equal importance in all course components.

The aims of the music course are to enable students to:

- explore a range of musical contexts and make links to, and between, different musical practices, conventions and forms of expression
- acquire, develop and experiment with musical competencies through a range of musical practices, conventions and forms of expression, both individually and in collaboration with others
- evaluate and develop critical perspectives on their own music and the work of others.

Alignment with DP arts courses

The curriculum moves into alignment with other DP arts courses, through the clear articulation of the balance between the theoretical and practical disciplines of music. A new set of assessment tasks that link directly to the processes and roles experienced in the curriculum have been developed. These robust tasks address the concept of holistic musical development by removing optionality (and thereby the possibility to specialize in one skill at the expense of others) and incorporating practical music-making into all tasks. Assessment tasks are now presented as coursework, balanced between internal and external assessment. There are three common components at SL and HL, with a discrete HL extension component which invites students to work within the parameters of real-life music industry practices.

Engagement with diverse musical material

The new course seeks to be inclusive of students with wide-ranging personal and cultural musical backgrounds. In place of prescribed musical content, students and teachers in the new course have the agency to personalise unique approaches to musical forms, genres and pieces. The exploration of diverse musical material is focused through the lenses of four areas of inquiry.

- Music for sociocultural and political expression
- Music for listening and performance,
- Music for dramatic impact, movement and entertainment
- Music technology in the electronic and digital age.

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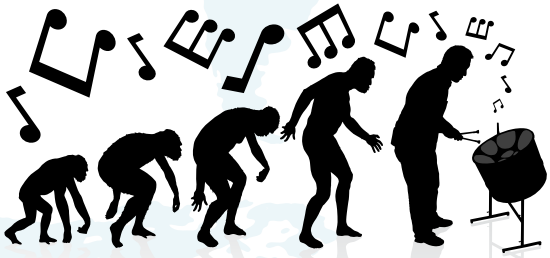
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A framework for study and assessment

Engagement with these areas of inquiry takes place across three contexts—personal, local and global. These contexts invite students to move beyond familiar musical material (personal context), to experience music from the culture or community around them (local context), as well as engaging with previously unfamiliar music (global context). Combined with the contexts, the areas of inquiry offer a "matrix" onto which students can plot the variety of their musical encounters. This new flexibility is not only about choice in the learning, teaching and assessment—it is also about forging deep, life-long connections between students' passions and interests and the wider world of music and music-making. All musical encounters are experienced in the roles of researcher, creator and performer, and are related through teaching and assessment to the processes of exploring, experimenting and presenting music. Academic rigour is assured through the requirement for students to critically analyse the music with which they engage, drawing information and conclusions which they then apply to their own practical music making through creating and performing.
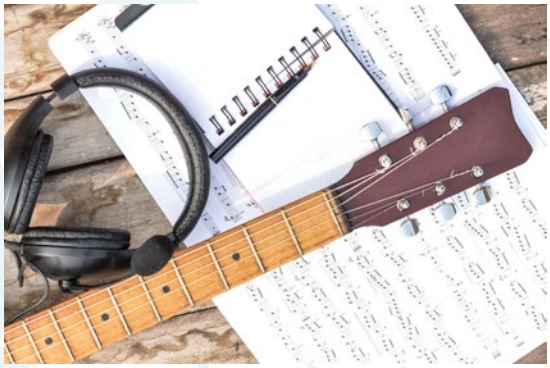
What do students do in a music classroom?



Engage with a diverse range of music that will broaden their musical horizons and provide stimuli to expand their own music-making



Connect theoretical studies to practical work to gain a deeper understanding of the music they engage with.



Communicate and present music as researchers, creators and performers.

How are music students assessed?

Students at SL and HL submit the following common assessment tasks.

An exploration portfolio: Written work demonstrating engagement with, and understanding of, diverse musical material, along with practical exercises in creating and performing

An experimentation report: Written work in the form of a rationale and commentary that supports practical musical evidence of experimentation in creating and performing

A musical presentation: Finished works in creating and performing, supported by programme notes.

In addition, HL students will submit the following project.

A collaborative project: A continuous multimedia presentation documenting a real-life project, containing evidence of the project proposal, the process and evaluation, and the realized project, or curated selections of it.

By the end of the course students will have:

- broadened their musical horizons through engagement with diverse musical material
- analysed a wide range of music
- engaged with music technology as a compulsory part of the course
- gained confidence in the essential processes associated with music-making
- developed as holistic musicians with experience as creators and performers

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- developed both independent and collaborative working skills
- honed their inquiry, reflection and critical thinking skills.

The course is ideal for students who …

- are interested in both the practical and theoretical aspects of music-making
- respond to a creative approach to composition and performance
- value collaboration
- wish to experience a DP arts course
- plan to study music in university or college.

II. Curriculum model overview

Syllabus component	Teaching hours	
	SL	HL
Exploring music in context Students will learn how to engage with a diverse range of music that will broaden their musical horizons and provide stimuli to expand their own music-making. They will demonstrate diversity and breadth in their exploration by engaging with music from the areas of inquiry in personal, local and global contexts.	45	45
Experimenting with music Students connect theoretical studies to practical work and gain a deeper understanding of the music they engage with. Through this theoretical and practical work as researchers, creators and performers, they will learn to experiment with a range of musical material and stimuli from the areas of inquiry across local and global contexts.	45	45
Presenting music Students learn to practise and prepare finished pieces that will be performed or presented to an audience. In working towards completed musical works, they expand their musical identity, demonstrate their level of musicianship, and learn to share and communicate their music as researchers, creators and performers.	60	60
The contemporary music maker (HL only) Music at higher level (HL) builds on the learning of musical competencies and challenges students to engage with the musical processes in settings of contemporary music-making. For the HL component, students plan and collaboratively create a project that draws on the competencies, skills and processes in all of the musical roles of the music course and is inspired by real-life practices of music-making.	n/a	90
Total teaching hours	**150**	**240**

III. Assessment model

	External/ internal	SL	HL
Exploring music in context Students select samples of their work for a portfolio submission. Students submit: a) written work demonstrating engagement with, and understanding of, diverse musical material b) practical exercises in creating and performing	External	30%	20%
Experimenting with music Students submit an experimentation report with evidence of their musical processes in creating and performing in two areas of inquiry in a local and/or global context. The report provides a rationale and commentary for each process. Students submit: a) a written experimentation report that supports the experimentation b) practical musical evidence of the experimentation process in creating and performing	Internal	30%	20%
Presenting music Students submit a collection of works demonstrating engagement with diverse musical material from four areas of inquiry. The submission contains: a) Programme notes b) Presenting as a creator: composition and/or improvisation c) Presenting as a performer: solo and/or ensemble	External	40%	30%
The contemporary music-maker (HL only) Students submit a continuous multimedia presentation documenting their real-life project which evidences: a) the project proposal b) the process and evaluation c) the realized project, or curated selections of it.	Internal		30%
		100%	100%

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International Baccalaureate Diploma Programme Subject Brief

The arts:

Visual arts—Higher level

First assessments 2016

The IB Diploma Programme (DP) is a rigorous, academically challenging and balanced programme of education designed to prepare students aged 16 to 19 for success at university and life beyond. The DP aims to encourage students to be knowledgeable, inquiring, caring and compassionate, and to develop intercultural understanding, open-mindedness and the attitudes necessary to respect and evaluate a range of viewpoints. Approaches to teaching and learning (ATL) within the DP are deliberate strategies, skills and attitudes that permeate the teaching and learning environment. In the DP, students develop skills from five ATL categories: thinking, research, social, self-management and communication.

To ensure both breadth and depth of knowledge and understanding, students must choose at least one subject from five groups: 1) their best language, 2) additional language(s), 3) social sciences, 4) experimental sciences, and 5) mathematics. Students may choose either an arts subject from group 6, or a second subject from groups 1 to 5. At least three and not more than four subjects are taken at higher level (240 recommended teaching hours), while the remaining are taken at standard level (150 recommended teaching hours). In addition, three core elements—the extended essay, theory of knowledge and creativity, action, service—are compulsory and central to the philosophy of the programme.



These IB DP subject briefs illustrate three key course components.
I. Course description and aims II. Curriculum model overview III. Assessment model

I. Course description and aims

The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to further study of visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

The role of visual arts teachers should be to actively and carefully organize learning experiences for the students, directing their study to enable them to reach their potential and satisfy the demands of the course. Students should be empowered to become autonomous, informed and skilled visual artists.

The aims of the arts subjects are to enable students to:

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

In addition, the aims of the visual arts course at SL and HL are to enable students to:

7. make artwork that is influenced by personal and cultural contexts
8. become informed and critical observers and makers of visual culture and media
9. develop skills, techniques and processes in order to communicate concepts and ideas.

II. Curriculum model overview

Component	Recommended teaching hours
Visual arts in context • Examine and compare the work of artists from different cultural contexts. • Consider the contexts influencing their own work and the work of others. • Make art through a process of investigation, thinking critically and experimenting with techniques. • Apply identified techniques to their own developing work. • Develop an informed response to work and exhibitions they have seen and experienced. • Begin to formulate personal intentions for creating and displaying their own artworks.	**80**

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Visual arts methods • Look at different techniques for making art. • Investigate and compare how and why different techniques have evolved and the processes involved. • Experiment with diverse media and explore techniques for making art. • Develop concepts through processes informed by skills, techniques and media. • Evaluate how their ongoing work communicates meaning and purpose. • Consider the nature of "exhibition", and think about the process of selection and the potential impact of their work on different audiences.	**80**
Communicating visual arts • Explore ways of communicating through visual and written means. • Make artistic choices about how to most effectively communicate knowledge and understanding. • Produce a body of artwork through a process of reflection and evaluation, showing a synthesis of skill, media and concept. • Select and present resolved works for exhibition. • Explain the ways in which the works are connected. • Discuss how artistic judgments impact the overall presentation.	**80**

Throughout the course students are required to maintain a visual arts journal. Although sections of the journal will be selected, adapted and presented for assessment, the journal itself is not directly assessed or moderated. It is, however, regarded as a fundamental activity of the course.

III. Assessment model

Having followed the visual arts course, students are expected to:

1. Demonstrate knowledge and understanding of specified content
   - Identify various contexts in which the visual arts can be created and presented
   - Describe artwork from differing contexts, and identify the ideas, conventions and techniques employed by the art-makers
   - Recognize the skills, techniques, media, forms and processes associated with the visual arts
   - Present work, using appropriate visual arts language, as appropriate to intentions
2. Demonstrate application and analysis of knowledge and understanding
   - Express concepts, ideas and meaning through visual communication
   - Analyse artworks from a variety of different contexts
   - Apply knowledge and understanding of skills, techniques, media, forms and processes related to art-making
3. Demonstrate synthesis and evaluation
   - Critically analyse and discuss artworks created by themselves and others and articulate an informed personal response
   - Formulate personal intentions for the planning, development and making of artworks that consider how meaning can be conveyed to an audience
   - Demonstrate the use of critical reflection to highlight success and failure in order to progress work
   - Evaluate how and why art-making evolves and justify the choices made in their own visual practice
4. Select, use and apply a variety of appropriate skills and techniques
   - Experiment with different media, materials and techniques in art-making
   - Make appropriate choices in the selection of images, media, materials and techniques in art-making
   - Demonstrate technical proficiency in the use and application of skills, techniques, media, images, forms and processes
   - Produce a body of resolved and unresolved artworks as appropriate to intentions

Assessment at a glance

Type of assessment	Format of assessment	Weighting of final grade (%)
External		60
Comparative study	• 10–15 screens which examine and compare at least 3 artworks, at least 2 of which need to be by different artists • 3–5 screens which analyse the extent to which the student's work and practices have been influenced by the art and artists examined • A list of sources used	20
Process portfolio	• 13–25 screens which evidence sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities	40
Internal		40
Exhibition	• A curatorial rationale that does not exceed 700 words • 8–11 artworks • Exhibition text (stating the title, medium, size and intention) for each artwork	40

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International Baccalaureate Diploma Programme Subject Brief

The arts:

Visual arts—Standard level

First assessments 2016

The IB Diploma Programme (DP) is a rigorous, academically challenging and balanced programme of education designed to prepare students aged 16 to 19 for success at university and life beyond. The DP aims to encourage students to be knowledgeable, inquiring, caring and compassionate, and to develop intercultural understanding, open-mindedness and the attitudes necessary to respect and evaluate a range of viewpoints. Approaches to teaching and learning (ATL) within the DP are deliberate strategies, skills and attitudes that permeate the teaching and learning environment. In the DP students develop skills from five ATL categories: thinking, research, social, self-management and communication.

To ensure both breadth and depth of knowledge and understanding, students must choose at least one subject from five groups: 1) their best language, 2) additional language(s), 3) social sciences, 4) experimental sciences, and 5) mathematics. Students may choose either an arts subject from group 6, or a second subject from groups 1 to 5. At least three and not more than four subjects are taken at higher level (240 recommended teaching hours), while the remaining are taken at standard level (150 recommended teaching hours). In addition, three core elements—the extended essay, theory of knowledge and creativity, action, service—are compulsory and central to the philosophy of the programme.



These IB DP subject briefs illustrate three key course components.
I. Course description and aims II. Curriculum model overview III. Assessment model

I. Course description and aims

The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

The role of visual arts teachers should be to actively and carefully organize learning experiences for the students, directing their study to enable them to reach their potential and satisfy the demands of the course. Students should be empowered to become autonomous, informed and skilled visual artists.

The aims of the arts subjects are to enable students to:

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

In addition, the aims of the visual arts course at SL and HL are to enable students to:

7. make artwork that is influenced by personal and cultural contexts
8. become informed and critical observers and makers of visual culture and media
9. develop skills, techniques and processes in order to communicate concepts and ideas.

II. Curriculum model overview

Component	Recommended teaching hours
Visual arts in context • Examine and compare the work of artists from different cultural contexts. • Consider the contexts influencing their own work and the work of others. • Make art through a process of investigation, thinking critically and experimenting with techniques. • Apply identified techniques to their own developing work. • Develop an informed response to work and exhibitions they have seen and experienced. • Begin to formulate personal intentions for creating and displaying their own artworks.	**50**

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Visual arts methods • Look at different techniques for making art. • Investigate and compare how and why different techniques have evolved and the processes involved. • Experiment with diverse media and explore techniques for making art. • Develop concepts through processes informed by skills, techniques and media. • Evaluate how their ongoing work communicates meaning and purpose. • Consider the nature of "exhibition" and think about the process of selection and the potential impact of their work on different audiences.	**50**
Communicating visual arts • Explore ways of communicating through visual and written means. • Make artistic choices about how to most effectively communicate knowledge and understanding. • Produce a body of artwork through a process of reflection and evaluation, showing a synthesis of skill, media and concept. • Select and present resolved works for exhibition. • Explain the ways in which the works are connected. • Discuss how artistic judgments impact the overall presentation.	**50**

Throughout the course students are required to maintain a visual arts journal. Although sections of the journal will be selected, adapted and presented for assessment, the journal itself is not directly assessed or moderated. It is, however, regarded as a fundamental activity of the course.

III. Assessment model

Having followed the visual arts course, students are expected to:

1. Demonstrate knowledge and understanding of specified content
   - Identify various contexts in which the visual arts can be created and presented
   - Describe artwork from differing contexts, and identify the ideas, conventions and techniques employed by the art-makers
   - Recognize the skills, techniques, media, forms and processes associated with the visual arts
   - Present work, using appropriate visual arts language, as appropriate to intentions
2. Demonstrate application and analysis of knowledge and understanding
   - Express concepts, ideas and meaning through visual communication
   - Analyse artworks from a variety of different contexts
   - Apply knowledge and understanding of skills, techniques, media, forms and processes related to art-making
3. Demonstrate synthesis and evaluation
   - Critically analyse and discuss artworks created by themselves and others and articulate an informed personal response
   - Formulate personal intentions for the planning, development and making of artworks that consider how meaning can be conveyed to an audience
   - Demonstrate the use of critical reflection to highlight success and failure in order to progress work
   - Evaluate how and why art-making evolves and justify the choices made in their own visual practice
4. Select, use and apply a variety of appropriate skills and techniques
   - Experiment with different media, materials and techniques in art-making
   - Make appropriate choices in the selection of images, media, materials and techniques in art-making
   - Demonstrate technical proficiency in the use and application of skills, techniques, media, images, forms and processes
   - Produce a body of resolved and unresolved artworks as appropriate to intentions

Assessment at a glance

Type of assessment	Format of assessment	Weighting of final grade (%)
External		60
Comparative study	• 10–15 screens which examine and compare at least 3 artworks, at least 2 of which should be by different artists • A list of sources used	20
Process portfolio	• 9–18 screens which evidence the student's sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities	40
Internal		40
Exhibition	• A curatorial rationale that does not exceed 400 words • 4–7 artworks • Exhibition text (stating the title, medium, size and intention) for each artwork	40

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International Baccalaureate Diploma Programme Subject Brief

Creativity, activity, service

For students graduating in 2017 and after

The IB Diploma Programme (DP) is a rigorous, academically challenging and balanced programme of education designed to prepare students aged 16 to 19 for success at university and life beyond. The DP aims to encourage students to be knowledgeable, inquiring, caring and compassionate, and to develop intercultural understanding, open-mindedness and the attitudes necessary to respect and evaluate a range of viewpoints. Approaches to teaching and learning (ATL) are deliberate strategies, skills and attitudes that permeate the teaching and learning environment. In the DP, students develop skills from five ATL categories: thinking, research, social, self-management and communication.



To ensure both breadth and depth of knowledge and understanding, students must choose six courses from six distinct groups: 1) studies in language and literature; 2) language acquisition; 3) individuals and societies, 4) sciences; 5) mathematics; 6) the arts. Students may chooseto replace the arts course with a second course from one of the other five groups. At least three, and not more than four, subjects are taken at higher level (240 recommended teaching hours), while the remaining are taken at standard level (150 recommended teaching hours). In addition, three core elements—the extended essay, theory of knowledge and creativity, activity, service—are compulsory and central to the philosophy of the programme.

These DP subject briefs illustrate four key course components.

I. Description and aims
II. Programme overview
III. Learning outcomes
IV. Sample projects

I. Description and aims

Creativity, activity, service (CAS) is at the heart of the DP. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning from the Primary Years Programme (PYP) and Middle Years Programme (MYP).

CAS is organized around the three strands of creativity, activity and service defined as follows.

- Creativity—exploring and extending ideas leading to an original or interpretive product or performance.
- Activity—physical exertion contributing to a healthy lifestyle.
- Service—collaborative and reciprocal engagement with the community in response to an authentic need.

CAS aims to develop students who:

- enjoy and find significance in a range of CAS experiences
- purposefully reflect upon their experiences
- identify goals, develop strategies and determine further actions for personal growth
- explore new possibilities, embrace new challenges and adapt to new roles
- actively participate in planned, sustained and collaborative CAS projects
- understand they are members of local and global communities with responsibilities towards each other and the environment.

A CAS experience is a specific event in which the student engages with one or more of the three CAS strands. It can be a single event or an extended series of events. A CAS project is a collaborative series of sequential CAS experiences lasting at least one month. Typically, a student's CAS programme combines planned/unplanned singular and ongoing experiences. All are valuable and may lead to personal development. However, a meaningful CAS programme must be more than just a series of unplanned/singular experiences. Students must be involved in at least one CAS project during the programme.

II. Programme overview

The CAS programme formally begins at the start of the DP and continues regularly for at least 18 months with a reasonable balance between creativity, activity and service.

A CAS experience must:

- fit within one or more of the CAS strands
- be based on a personal interest, skill, talent or opportunity for growth
- provide opportunities to develop the attributes of the IB learner profile
- not be used or included in the student's DP course requirements.

CAS students have guidance at the school level through a variety of resources including the school's CAS handbook, information sessions and meetings. In addition, students have three formal interviews with the school's CAS coordinator/adviser.

Typically, students' service experiences involve the following stages.

- Investigation, preparation and action that meets an identified need.
- Reflection on significant experiences throughout to inform problem-solving and choices.
- Demonstration allowing for sharing of what has taken place.

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All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and student reflections; it is not formally assessed.

A school's CAS programme is evaluated as part of the school's regular programme evaluation and self-study process that assesses the overall implementation of the DP.

III. Learning outcomes

Completion of CAS is based on student achievement of the seven CAS learning outcomes. Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome. Some learning outcomes may be achieved many times, while others may be achieved less frequently. In their CAS portfolio, students provide the school with evidence of having achieved each learning outcome at least once through their CAS programme.

Learning outcome	Descriptor
Identify own strengths and develop areas for growth.	Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.
Demonstrate that challenges have been undertaken, developing new skills in the process.	A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through new experiences or through increased expertise in an established area.
Demonstrate how to initiate and plan a CAS experience.	Students can articulate the stages from conceiving an idea to executing a plan for individual or collaborative CAS experiences. Students may show their knowledge and awareness by building on a previous experience or by launching a new idea or process.
Show commitment to, and perseverance in, CAS experiences.	Students demonstrate regular involvement and active engagement in CAS.
Demonstrate the skills and recognize the benefits of working collaboratively.	Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.
Demonstrate engagement with issues of global significance.	Students are able to identify and demonstrate their understanding of global issues, make responsible decisions and take appropriate action in response to the issue either locally, nationally or internationally.
Recognize and consider the ethics of choices and actions.	Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

IV. Sample projects

- Creativity: A student group plans, designs and creates a mural.
- Activity: Students organize and participate in a sports team including training sessions and matches against other teams.
- Service: Students set up and conduct tutoring for people in need.
- Service and activity: Students plan and participate in the planting and maintenance of a garden with members of the local community.
- Creativity, activity and service: Students rehearse and perform a dance production for a community retirement home.

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For further information on the IB Diploma Programme, visit: ***www.ibo.org/en/programmes/diploma-programme/****.*

Complete subject guides can be accessed through the IB online curriculum centre (OCC) or purchased through the IB store: ***http://store.ibo.org****.*

For more on how the DP prepares students for success at university, visit: ***www.ibo.org/en/university-admission*** *or email:* ***recognition@ibo.org****.*

International Baccalaureate Diploma Programme Subject Brief

Diploma Programme Core:
Extended essay, including the world studies option

First assessment 2018

The IB Diploma Programme (DP) is a rigorous, academically challenging and balanced programme of education designed to prepare students aged 16 to 19 for success at university and life beyond. The DP aims to encourage students to be knowledgeable, inquiring, caring and compassionate, and to develop intercultural understanding, open-mindedness and the attitudes necessary to respect and evaluate a range of viewpoints. Approaches to teaching and learning (ATL) within the DP are deliberate strategies, skills and attitudes that permeate the teaching and learning environment. In the DP, students develop skills from five ATL categories: thinking, research, social, self-management and communication.



To ensure both breadth and depth of knowledge and understanding, students must choose six courses from six distinct groups:
1) studies in language and literature; 2) language acquisition; 3) individuals and societies; 4) sciences; 5) mathematics; 6) the arts. Students may choose to replace the arts course with a second course from one of the other five groups. At least three, and not more than four, subjects are taken at higher level (240 recommended teaching hours), while the remaining are taken at standard level (150 recommended teaching hours). In addition, three core elements—the extended essay, theory of knowledge, and creativity, activity, service—are compulsory and central to the philosophy of the programme.

These DP subject briefs illustrate four key course components.
I. Course description and aims
II. Overview of the extended essay process
III. Assessment model
IV. Sample extended essay topics

I. Course description and aims

The extended essay is a compulsory, externally assessed piece of independent research into a topic chosen by the student and presented as a formal piece of academic writing. The extended essay is intended to promote high-level research and writing skills, intellectual discovery and creativity while engaging students in personal research. This leads to a major piece of formally presented, structured writing of up to 4,000 words in which ideas and findings are communicated in a reasoned, coherent and appropriate manner.

Students are guided through the process of research and writing by an assigned supervisor (a teacher in the school). All students undertake three mandatory reflection sessions with their supervisor, including a short interview, or viva voce, following the completion of the extended essay.

Extended essay topics may be chosen from a list of approved DP subjects—normally one of the student's six chosen subjects for the IB diploma or the world studies option. World studies provides students with the opportunity to carry out an in-depth interdisciplinary study of an issue of contemporary global significance, using two IB disciplines.

The aims of the extended essay are to provide students with the opportunity to:

- engage in independent research with intellectual initiative and rigour
- develop research, thinking, self-management and communication skills
- reflect on what has been learned throughout the research and writing process.

II. Overview of the extended essay process

The extended essay process

The research process

1. Choose the approved DP subject.
2. Choose a topic.
3. Undertake some preparatory reading.
4. **Formulate a well-focused research question.**
5. Plan the research and writing process.
6. Plan a structure (outline headings) for the essay. This may change as the research develops.
7. Carry out the research.

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Writing and formal presentation

The required elements of the final work to be submitted are as follows.

- Title page
- Contents page
- Introduction
- Body of the essay
- Conclusion
- References and bibliography

The upper limit of 4,000 words includes the introduction, body, conclusion and any quotations.

Reflection process

As part of the supervision process, students undertake three mandatory reflection sessions with their supervisor. These sessions form part of the formal assessment of the extended essay and research process. The purpose of these sessions is to provide an opportunity for students to reflect on their engagement with the research process and is intended to help students consider the effectiveness of their choices, re-examine their ideas and decide on whether changes are needed. The final reflection session is the viva voce.

The viva voce is a short interview (10–15 minutes) between the student and the supervisor, and is a mandatory conclusion to the process. The viva voce serves as:

- a check on plagiarism and malpractice in general
- an opportunity to reflect on successes and difficulties
- an opportunity to reflect on what has been learned
- an aid to the supervisor's report.

III. Assessment model

The extended essay, including the world studies option, is assessed against common criteria and is interpreted in ways appropriate to each subject. Students are expected to:

- provide a logical and coherent rationale for their choice of topic
- review what has already been written about the topic
- formulate a clear research question
- offer a concrete description of the methods used to investigate the question
- generate reasoned interpretations and conclusions based on their reading and independent research in order to answer the question
- reflect on what has been learned throughout the research and writing process.

Assessment at a glance

Assessment criteria	Description
Focus and method	The topic, the research question and the methodology are clearly stated.
Knowledge and understanding	The research relates to the subject area/discipline used to explore the research question, and knowledge and understanding is demonstrated through the use of appropriate terminology and concepts.
Critical thinking	Critical-thinking skills have been used to analyse and evaluate the research undertaken.
Presentation	The presentation follows the standard format expected for academic writing.
Engagement	The student's engagement with their research focus and the research process.

The extended essay contributes to the student's overall score for the diploma through the award of points in conjunction with theory of knowledge. A maximum of three points are awarded according to a student's combined performance in both the extended essay and theory of knowledge.

IV. Sample extended essay topics

- What is the relationship between the length of an exhaust pipe and the frequency of the sound it emits?
- How far was the Christian Democrat victory in the Italian elections of 1948 influenced by Cold War tensions?
- How effective is Friedrich Dürrenmatt's use of colour to convey his message in the play *Der Besuch der alten Dame*?

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International Baccalaureate
Diploma Programme Subject Brief

Diploma Programme core: Theory of knowledge

First assessment 2022

The Diploma Programme (DP) is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.



The course is presented as six academic areas enclosing a central core. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics and one of the creative arts. Instead of an arts subject, students can choose two subjects from another area. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL. In addition, three core elements—the extended essay, theory of knowledge and creativity, activity, service—are compulsory and central to the philosophy of the programme.

I. Course description and aims

The theory of knowledge (TOK) course plays a special role in the DP by providing an opportunity for students to reflect on the nature, scope and limitations of knowledge and the process of knowing. In this way, the main focus of TOK is not on students acquiring new knowledge but on helping students to reflect on, and put into perspective, what they already know. TOK underpins and helps to unite the subjects that students encounter in the rest of their DP studies. It engages students in explicit reflection on how knowledge is arrived at in different disciplines and areas of knowledge, on what these areas have in common and the differences between them.

The aims of the TOK course are:

- to encourage students to reflect on the central question, "How do we know that?", and to recognize the value of asking that question
- to expose students to ambiguity, uncertainty and questions with multiple plausible answers
- to equip students to effectively navigate and make sense of the world, and help prepare them to encounter novel and complex situations
- to encourage students to be more aware of their own perspectives and to reflect critically on their own beliefs and assumptions
- to engage students with multiple perspectives, foster open-mindedness and develop inter-cultural understanding
- to encourage students to make connections between academic disciplines by exploring underlying concepts and by identifying similarities and differences in the methods of inquiry used in different areas of knowledge
- to prompt students to consider the importance of values, responsibilities and ethical concerns relating to the production, acquisition, application and communication of knowledge.

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II. Curriculum model overview

Course elements	Minimum teaching hours
Core theme: Knowledge and the knower This theme provides an opportunity for students to reflect on themselves as knowers and thinkers, and on the different communities of knowers to which we belong.	32
Optional themes Students are required to study **two** optional themes from the following five options. • Knowledge and technology • Knowledge and language • Knowledge and politics • Knowledge and religion • Knowledge and indigenous societies	
Areas of knowledge Students are required to study the following **five** areas of knowledge. • History • The human sciences • The natural sciences • The arts • Mathematics	50

III. Assessment model

Students are required to complete **two** assessment tasks for TOK.

- Theory of knowledge exhibition
- Theory of knowledge essay on a prescribed title

Assessment objectives

Having completed the TOK course, students should be able to:

- demonstrate TOK thinking through the critical examination of knowledge questions
- identify and explore links between knowledge questions and the world around us
- identify and explore links between knowledge questions and areas of knowledge
- develop relevant, clear and coherent arguments
- use examples and evidence effectively to support a discussion
- demonstrate awareness and evaluation of different points of view
- consider the implications of arguments and conclusions.

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Assessment details

Type of assessment	Format of assessment	Hours	Weighting
External	Theory of knowledge essay	10	2/3 or 67%
Students are required to write an essay in response to one of the six prescribed titles that are issued by the IB for each examination session. As an external assessment component, it is marked by IB examiners.			
Internal	Theory of knowledge exhibition	8	1/3 or 33%
Students are required to create an exhibition of three objects with accompanying commentaries that explores how TOK manifests in the world around us. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.			

IV. Sample questions

Specimen essay titles

- How important are the opinions of experts in the search for knowledge? Answer with reference to the arts and one other area of knowledge.
- Is the division of the natural sciences and mathematics into separate areas of knowledge artificial?
- When historians and natural scientists say that they have explained something, are they using the word "explain" in the same way?
- Are there fewer ethical constraints on the pursuit of knowledge in the arts than in the human sciences?
- How do our expectations impact our interpretations? Discuss with reference to history and one other area of knowledge.
- To what extent do you agree with the claim that "knowledge is of no value unless you put it into practice" (Anton Chekhov)? Answer with reference to two areas of knowledge.

Sample exhibition prompts

- What counts as knowledge?
- On what grounds might we doubt a claim?
- Are some types of knowledge less open to interpretation than others?
- Is bias inevitable in the production of knowledge?
- Should some knowledge not be sought on ethical grounds?
- What role do experts play in influencing our consumption or acquisition of knowledge?
- How can we distinguish between knowledge, belief and opinion?

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The Diploma point 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				

Extended Essay Assessment Criteria

1. Assessment
    a. Overview
    b. Criteria - general
    c. Subject specific guidance

2. Grade descriptors

3. Grade boundaries

Grade	E	D	C	B	A
Mark range	0-6	7-13	14-20	21-26	27-34

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Grade 11 & 12 Descriptors

Grade	Descriptor
7	The student demonstrates excellent content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Highly effective research, investigation and technical skills are evident, as is the ability to analyse, evaluate and synthesize qualitative and quantitative evidence, knowledge and concepts to reach valid conclusions or solve problems. In collaborative exercises, the student works very well with others, ethically and responsibly, and with perseverance. Responses are highly insightful, accurate, clear, concise, convincing, logically structured, with sufficient detail, precise use of appropriate terminology and with appropriate attention to purpose and audience. Responses are creative, make very effective use of well selected examples, demonstrate awareness of alternative points of view and provide clear evidence of intercultural understanding.
6	The student demonstrates very good content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Competent research, investigation and technical skills are evident, as is the ability to analyse, evaluate and synthesize evidence, knowledge and concepts. In collaborative exercises, the student works well with others, ethically and responsibly, and with perseverance. Responses are mainly accurate, clear, concise, convincing, logically structured, with sufficient detail, using consistent terminology and with appropriate attention to purpose and audience. Responses show creativity, make effective use of examples, demonstrate awareness of alternative points of view and provide evidence of intercultural understanding.
5	The student demonstrates sound content knowledge and understanding, good conceptual and contextual awareness and evidence of critical, reflective thinking. Research, investigation and technical skills are evident and sometimes well developed. Analytical ability is evident, although responses may at times be more descriptive than evaluative. In collaborative investigations, the student generally works well with others, ethically and responsibly, and with perseverance. Responses are generally accurate, clear, logically structured and coherent, with mainly relevant material, using suitable terminology, and are sometimes well developed. Responses show reasonable creativity, use of examples, awareness of audience and evidence of intercultural understanding.

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4 The student demonstrates, with some gaps, secure content knowledge and understanding, some conceptual and contextual awareness and some evidence of critical thinking. Research, investigation and technical skills are evident, but not thoroughly developed. Analysis is generally valid, but more descriptive than evaluative. The student solves basic or routine problems, but with limited ability to deal with new or difficult situations. In collaborative exercises, the student works within a team and generally approaches investigations ethically and responsibly, but requires supervision. Responses are mostly accurate and clear with little irrelevant material. There is some ability to logically structure responses with adequate coherence and use of appropriate terminology. Responses sometimes show creativity, and include some awareness of audience and evidence of intercultural understanding.

3 The student demonstrates basic knowledge and understanding of the content, with limited evidence of conceptual and contextual awareness. Research and/or investigation is evident, but remains undeveloped. There is some ability to comprehend and solve problems. Collaborative investigations are approached ethically and responsibly, but require close supervision. Responses are only sometimes valid and appropriately detailed. There is some expression of ideas and organization of work and basic use of appropriate terminology, but arguments are rarely convincing. Responses lack clarity and some material is repeated or irrelevant. There is limited creativity, awareness of context or audience and limited evidence of intercultural understanding.

2 The student demonstrates little knowledge or understanding of the content, with weak comprehension of concepts and context and little evidence of application. Evidence of research and/or investigation is only superficial. There is little ability to comprehend and solve problems. Responses are rarely accurate or valid. There is some attempt to express ideas, use terminology appropriate to the subject and organize work, but the response is rarely convincing. There is very little creativity, awareness of context or audience and little evidence of intercultural understanding.

1 The student demonstrates very rudimentary knowledge or understanding of the content, with very weak comprehension of concepts and context. Ability to comprehend and solve problems or to express ideas is not evident. Responses are rarely accurate or valid. Organization is lacking to the point that responses are confusing. Responses demonstrate very little to no appreciation of context or audience, inappropriate or inadequate use of terminology, and little to no intercultural understanding.

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Group 1 (studies in language and literature) grade descriptors

Studies in language and literature

Grade 7

Demonstrates: excellent understanding and appreciation of the interplay between form and content in regard to the question or task; responses that may be convincing, detailed, independent in analysis, synthesis and evaluation; highly developed levels of expression, both orally and in writing; very good degree of accuracy and clarity; very good awareness of context and appreciation of the effect on the audience/reader; very effective structure with relevant textual detail to support a critical engagement with the thoughts and feelings expressed in the work(s).

Grade 6

Demonstrates: very good understanding and appreciation of the interplay between form and content in regard to the question or task; responses that are, mainly, convincing, as well as detailed and independent to some degree, in analysis, synthesis and evaluation; well-developed levels of expression, both orally and in writing; good degree of accuracy and clarity; good awareness of context and appreciation of the effect on the audience/reader; effective structure with relevant textual detail to support a critical engagement with the thoughts and feelings expressed in the work(s).

Grade 5

Demonstrates: good understanding and appreciation of the interplay between form and content in regard to the question or task; responses that offer generally considered and valid analysis, synthesis and/or evaluation; good levels of expression, both orally and in writing; adequate degree of accuracy and clarity; awareness of context and appreciation of the effect on the audience/reader; clear structure with relevant textual detail to support an engagement with the thoughts and feelings expressed in the work(s).

Grade 4

Demonstrates: adequate knowledge and understanding of the question or task; responses that are generally valid in analysis and/or synthesis; satisfactory powers of expression, both orally and in writing; few lapses in accuracy and clarity; some awareness of context and appreciation of the effect on the audience/reader; a basic structure within which the thoughts and feelings of the work(s) are explored.

Grade 3

Demonstrates: some knowledge and some understanding of the question or task; responses that are only sometimes valid and/or appropriately detailed; some appropriate powers of expression, both orally and in writing; lapses in accuracy and clarity; limited awareness of context and appreciation of the effect on the audience/reader; some evidence of a structure within which the thoughts and feelings of the work(s) are explored.

Grade 2

Demonstrates: superficial knowledge and understanding of the question or task; responses that are of generally limited validity; limited powers of expression, both orally and in writing; significant lapses in

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accuracy and clarity; little awareness of context and appreciation of the effect on the audience/reader; rudimentary structure within which the thoughts and feelings of the work(s) are explored.

Grade 1

Demonstrates: very rudimentary knowledge and understanding of the question or task; responses that are of very limited validity; very limited powers of expression, both orally and in writing; widespread lapses in accuracy and clarity; no awareness of context and appreciation of the effect on the audience/reader; very rudimentary structure within which the thoughts and feelings of the work(s) are explored.

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Group 2 (language acquisition) grade descriptors

Language B (HL)

Grade 7

Students speak with clarity and fluency; use a richly varied and idiomatic range of language very accurately; handle ideas effectively and skillfully with active and complex interaction; demonstrate a thorough understanding of the meaning and purpose of written texts; have little difficulty with the most difficult questions; recognize almost all the subtleties of specific language usage; write detailed and expressive texts demonstrating an excellent command of vocabulary and complex structures with a consistently high level of grammatical accuracy; demonstrate clarity of thought in the organization of their work and an ability to engage, convince and influence the audience.

Grade 6

Students speak clearly, fluently and naturally; use a varied and idiomatic range of language accurately; handle ideas effectively with active and full interaction; demonstrate a very good understanding of the meaning and purpose of written texts; have little difficulty with more difficult questions; recognize most of the subtleties of specific language usage; write detailed texts demonstrating a very good command of vocabulary and complex structures with a very good level of grammatical accuracy; adapt their writing appropriately to suit the intended audience and purpose; express their ideas and organize their work coherently and convincingly.

Grade 5

Students speak mostly clearly and fluently; use a varied range of language mostly accurately; handle ideas mostly effectively with generally full interaction; demonstrate a good understanding of the meaning and purpose of written texts; have some difficulties with more difficult questions; recognize some subtleties of specific language usage; write fairly detailed texts demonstrating a good command of vocabulary with a good level of grammatical accuracy; show a reasonable ability to adapt their writing to suit the intended audience and purpose; express their ideas and organize their work coherently.

Grade 4

Students speak generally clearly; use a basic range of language correctly; handle ideas adequately with full interaction at times; demonstrate an adequate understanding of the meaning and purpose of written texts; have some difficulties with almost all difficult questions and some average questions; recognize a few subtleties of specific language usage; write texts demonstrating an adequate command of vocabulary with an adequate level of grammatical accuracy; show some ability to adapt their writing to suit the intended audience and purpose; express their ideas and organize their work appropriately.

Grade 3

Students speak hesitantly and at times unclearly; use a simple range of language correctly at times; handle ideas with some difficulty with fairly limited interaction; demonstrate some understanding of the meaning and purpose of written texts; have difficulties with questions of average difficulty; write texts demonstrating a basic command of vocabulary and some awareness of grammatical structure; produce an identifiable text type; make some attempt at expressing their ideas and organizing their work.

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Grade 2

Students speak hesitantly and generally unclearly; use a limited range of language often incorrectly; handle ideas with difficulty and with restricted interaction; demonstrate a fairly limited understanding of the meaning and purpose of written texts; have difficulties with some easy questions; write texts demonstrating a fairly limited command of vocabulary and little awareness of grammatical structure; produce an identifiable text type with limited success; make some attempt at basic organization; content is rarely convincing.

Grade 1

Students speak hesitantly and unclearly; use a very limited range of language mostly incorrectly; handle ideas with great difficulty and with very restricted interaction; demonstrate a limited understanding of the meaning and purpose of written texts; have difficulties even with easiest questions; write texts demonstrating a limited command of vocabulary and little awareness of grammatical structure; produce a barely identifiable text type; lack organization to an extent that content is unconvincing.

Language B (SL)

Grade 7

Students speak clearly, fluently and naturally; use a varied and idiomatic range of language accurately; handle ideas effectively with active and full interaction; demonstrate a very good understanding of the meaning and purpose of written texts; have little difficulty with more difficult questions; write detailed texts demonstrating a very good command of vocabulary and complex structures with a very good level of grammatical accuracy; adapt their writing effectively to suit the intended audience and purpose; express their ideas and organize their work coherently and convincingly.

Grade 6

Students speak mostly clearly and fluently; use a varied range of language mostly accurately; handle ideas mostly effectively, with generally full interaction; demonstrate a good understanding of the meaning and purpose of written texts; have some difficulties with more difficult questions; write fairly detailed texts demonstrating a good command of vocabulary with a good level of grammatical accuracy; adapt their writing appropriately to suit the intended audience and purpose; express their ideas and organize their work coherently.

Grade 5

Students speak generally clearly; use a basic range of language correctly; handle ideas adequately with full interaction at times; demonstrate an adequate understanding of the meaning and purpose of written texts; have some difficulties with almost all difficult questions and some average questions; write texts demonstrating an adequate command of vocabulary with an adequate level of grammatical accuracy; show a reasonable ability to adapt their writing to suit the intended audience and purpose; express their ideas and organize their work appropriately.

Grade 4

Students speak hesitantly and at times unclearly; use a simple range of language correctly at times; handle ideas with some difficulty and with fairly limited interaction; demonstrate some understanding of the meaning and purpose of written texts; have difficulties with questions of average difficulty; write texts demonstrating a basic command of vocabulary and some awareness of grammatical structure; show some ability to adapt their writing to suit the intended audience and purpose; make some attempt at expressing their ideas and organizing their work.

Grade 3

Students speak hesitantly and generally unclearly; use a limited range of language, often incorrectly; handle ideas with difficulty and with restricted interaction; demonstrate a fairly limited understanding of the meaning and purpose of written texts; have difficulties with some easy questions; write texts demonstrating a fairly limited command of vocabulary and little awareness of grammatical structure; produce an identifiable text type; make some attempt at basic organization; content is rarely convincing.

Grade 2

Students speak hesitantly and unclearly; use a very limited range of language mostly incorrectly; handle ideas with great difficulty and with very restricted interaction; demonstrate a limited understanding of the meaning and purpose of written texts; have difficulties even with easiest questions; write texts demonstrating a limited command of vocabulary and little awareness of grammatical structure; produce an identifiable text type with limited success; lack organization to an extent that content is unconvincing.

Grade 1

Students speak very hesitantly and unclearly; use a very limited range of language incorrectly; handle ideas unsuccessfully and with very restricted interaction; demonstrate a very limited understanding of the meaning and purpose of written texts; have difficulties with almost all questions; write texts demonstrating a very limited command of vocabulary and very little awareness of grammatical structure; produce a barely identifiable text type; lack organization to an extent that content is confusing.

Language ab initio (SL)

Grade 7

Receptive skills: students respond clearly and effectively to all basic and most complex information and ideas.

Interactive skills: students respond accurately, communicate effectively and demonstrate comprehension; pronunciation and intonation always facilitate the understanding of the message; students sustain participation and make good independent contributions. The message is always clear.

Productive skills: students develop ideas well using an effective, logical structure; they successfully use a range of simple and some complex cohesive devices; they use both basic and complex grammatical structures accurately. However, they may make occasional errors in complex structures; they use varied and effective vocabulary and appropriate register; they demonstrate clear evidence of intercultural understanding where required.

Grade 6

Receptive skills: students respond clearly to all basic and most complex information and ideas.

Interactive skills: students respond mostly accurately, communicate almost always effectively and demonstrate comprehension; pronunciation and intonation almost always facilitate the understanding of the message; students almost always sustain participation and make independent contributions. The message is usually clear.

Productive skills: students develop ideas well using a logical structure; they successfully use a range of basic and some complex cohesive devices; they use both basic and complex grammatical structures

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accurately. However, they may make several errors in complex structures; they use varied vocabulary and appropriate register; they almost always demonstrate clear evidence of intercultural understanding where required.

Grade 5

Receptive skills: students generally respond clearly to basic and some complex information and ideas.

Interactive skills: students respond accurately and generally demonstrate comprehension; pronunciation and intonation often facilitate the understanding of the message; students generally sustain participation and make some independent contributions. The message is often clear.

Productive skills: students develop some ideas using a logical structure; they often use a range of basic and some complex cohesive devices; they use basic grammatical structures accurately. However, complex structures are rarely accurate; they use a range of basic vocabulary and appropriate register; they often demonstrate evidence of intercultural understanding where required.

Grade 4

Receptive skills: students respond clearly to most basic information and ideas.

Interactive skills: students respond accurately and demonstrate comprehension in simple exchanges; pronunciation and intonation usually facilitate the understanding of the message; students sustain participation in simple exchanges. The message is usually clear.

Productive skills: students develop basic ideas using a logical structure; they use a range of simple cohesive devices successfully; they use most basic grammatical structures accurately; they use basic vocabulary and appropriate register successfully; they usually demonstrate evidence of intercultural understanding where required.

Grade 3

Receptive skills: students sometimes respond clearly to basic information.

Interactive skills: students sometimes respond accurately and sometimes demonstrate comprehension in simple exchanges; pronunciation and intonation sometimes facilitate the understanding of the message; students sometimes sustain participation in simple exchanges. The message is sometimes clear.

Productive skills: students sometimes develop basic ideas; they sometimes use simple cohesive devices successfully; they sometimes use basic grammatical structures accurately; they sometimes use basic vocabulary and appropriate register successfully; they sometimes demonstrate evidence of intercultural understanding where required.

Grade 2

Receptive skills: students rarely respond clearly to basic information.

Interactive skills: students rarely respond accurately or demonstrate comprehension; pronunciation and intonation rarely facilitate the understanding of the message; students rarely sustain participation in simple exchanges. The message is rarely clear.

Productive skills: students rarely develop basic ideas; they rarely use simple cohesive devices; they rarely use basic grammatical structures accurately; they rarely use basic vocabulary or appropriate register successfully; they rarely demonstrate evidence of intercultural understanding where required.

Grade 1

Receptive skills: students very rarely respond clearly to basic information.

Interactive skills: students very rarely respond accurately or demonstrate comprehension; pronunciation and intonation very rarely facilitate the understanding of the message; students very rarely sustain participation in simple exchanges. The message is very rarely clear.

Productive skills: students very rarely develop ideas; they very rarely use simple cohesive devices; they very rarely use basic grammatical structures accurately; they very rarely use basic vocabulary or appropriate register successfully; they very rarely demonstrate evidence of intercultural understanding where required.

Classical languages (Latin and classical Greek)

Grade 7

Demonstrates excellent content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Responses are logical and structured, make very effective use of well-selected examples, demonstrate awareness of alternative points of view and provide clear evidence of intercultural understanding. Translations are very accurate and convey the meaning of the original text, with use of grammar and vocabulary that is appropriate for the original text.

Highly effective research, investigation and technical skills are evident, as is the ability to analyse, evaluate and synthesize evidence in an insightful way.

Grade 6

Demonstrates very good content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Responses are mostly logical and structured, make effective use of well-selected examples, demonstrate sufficient awareness of alternative points of view and provide clear evidence of intercultural understanding. Translations are accurate and mostly convey the meaning of the original text, with use of grammar and vocabulary that is mostly appropriate for the original text.

Effective research, investigation and technical skills are evident, as is the ability to analyse, evaluate and synthesize evidence competently.

Grade 5

Demonstrates sound content knowledge and understanding, conceptual and contextual awareness, and critical, reflective thinking. Responses are generally logical and structured, make good use of examples, demonstrate generally accurate awareness of alternative points of view and provide some evidence of intercultural understanding. Translations are somewhat accurate and convey the general meaning of the original text, with use of grammar and vocabulary that is generally appropriate for the original text.

Good research, investigation and technical skills are evident; the ability to analyse, evaluate and synthesize evidence is evident but not consistently developed.

Grade 4

Demonstrates secure content knowledge and understanding (although there are some gaps), some conceptual and contextual awareness, and some critical, reflective thinking. Responses are somewhat logical and structured, make use of examples, demonstrate some awareness of alternative points of view and provide some evidence of intercultural understanding. Translations are partially accurate and convey

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some meaning of the original text, with use of grammar and vocabulary that is somewhat appropriate for the original text.

Some research, investigation and technical skills are evident; the ability to analyse, evaluate and synthesize evidence is evident but not consistently developed.

Grade 3

Demonstrates basic content knowledge and understanding, with some gaps, some conceptual and contextual awareness, and some critical, reflective thinking. Responses are valid, but lack clarity and structure, make use of limited examples, demonstrate limited awareness of alternative points of view and provide limited evidence of intercultural understanding. Translations are rarely accurate but convey the basic meaning of the original text, with use of grammar and vocabulary that is somewhat appropriate for the original text.

Basic research, investigation and technical skills are evident; the ability to analyse, evaluate and synthesize evidence is not always shown.

Grade 2

Demonstrates little content knowledge and understanding, with significant gaps, little conceptual and contextual awareness, and little critical, reflective thinking. Responses are rarely valid, lack clarity and structure, make use of weak/inappropriate examples, demonstrate very little awareness of alternative points of view and provide very limited evidence of intercultural understanding. Translations are mostly inaccurate and rarely convey the basic meaning of the original text, with use of grammar and vocabulary that is rarely appropriate for the original text.

Limited research, investigation and technical skills are evident; the ability to analyse, evaluate and synthesize evidence is rarely shown.

Grade 1

Demonstrates almost no content knowledge and understanding, conceptual and contextual awareness, or critical, reflective thinking. Responses are rarely valid, lack clarity and structure, make use of irrelevant examples, demonstrate little or no awareness of alternative points of view and provide little or no evidence of intercultural understanding. Translations are mostly inaccurate and very rarely convey the basic meaning of the original text, with use of grammar and vocabulary that is rarely appropriate for the original text.

Very limited research, investigation and technical skills are evident; the ability to analyse, evaluate and synthesize evidence is not shown.

Group 3 (individuals and societies) grade descriptors

Individuals and societies

Grade 7

Demonstrates: conceptual awareness, insight, and knowledge and understanding which are evident in the skills of critical thinking; a high level of ability to provide answers which are fully developed, structured in a logical and coherent manner and illustrated with appropriate examples; a precise use of terminology which is specific to the subject; familiarity with the literature of the subject; the ability to analyse and evaluate evidence and to synthesize knowledge and concepts; awareness of alternative points of view and subjective and ideological biases, and the ability to come to reasonable, albeit tentative, conclusions; consistent evidence of critical reflective thinking; a high level of proficiency in analysing and evaluating data or problem solving.

Grade 6

Demonstrates: detailed knowledge and understanding; answers which are coherent, logically structured and well developed; consistent use of appropriate terminology; an ability to analyse, evaluate and synthesize knowledge and concepts; knowledge of relevant research, theories and issues, and awareness of different perspectives and contexts from which these have been developed; consistent evidence of critical thinking; an ability to analyse and evaluate data or to solve problems competently.

Grade 5

Demonstrates: a sound knowledge and understanding of the subject using subject-specific terminology; answers which are logically structured and coherent but not fully developed; an ability to provide competent answers with some attempt to integrate knowledge and concepts; a tendency to be more descriptive than evaluative (although some ability is demonstrated to present and develop contrasting points of view); some evidence of critical thinking; an ability to analyse and evaluate data or to solve problems.

Grade 4

Demonstrates: a secure knowledge and understanding of the subject going beyond the mere citing of isolated, fragmentary, irrelevant or "common sense" points; some ability to structure answers but with insufficient clarity and possibly some repetition; an ability to express knowledge and understanding in terminology specific to the subject; some understanding of the way facts or ideas may be related and embodied in principles and concepts; some ability to develop ideas and substantiate assertions; use of knowledge and understanding which is more descriptive than analytical; some ability to compensate for gaps in knowledge and understanding through rudimentary application or evaluation of that knowledge; an ability to interpret data or to solve problems and some ability to engage in analysis and evaluation.

Grade 3

Demonstrates: some knowledge and understanding of the subject; a basic sense of structure that is not sustained throughout the answers; a basic use of terminology appropriate to the subject; some ability to establish links between facts or ideas; some ability to comprehend data or to solve problems.

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Grade 2

Demonstrates: a limited knowledge and understanding of the subject; some sense of structure in the answers; a limited use of terminology appropriate to the subject; a limited ability to establish links between facts or ideas; a basic ability to comprehend data or to solve problems.

Grade 1

Demonstrates: very limited knowledge and understanding of the subject; almost no organizational structure in the answers; inappropriate or inadequate use of terminology; a limited ability to comprehend data or to solve problems.

Group 4 (sciences) grade descriptors

Sciences

Grade 7

Displays comprehensive subject knowledge and a thorough command of concepts and principles. Selects and applies relevant information, concepts and principles in a wide variety of contexts. Analyses and evaluates quantitative and qualitative data thoroughly. Constructs detailed explanations of complex phenomena and makes appropriate predictions. Evidences great proficiency in solving problems, including those that are challenging or unfamiliar. Communicates logically and concisely using appropriate terminology and conventions. Shows insight or originality.

Approaches investigations in an ethical manner, paying full attention to environmental impact and safety where applicable. Investigations demonstrate insight and independence to design and complete innovative practical work with highly competent investigative and analytical techniques, and with innovative and effective conclusions to resolve authentic problems.

Grade 6

Displays very broad subject knowledge and a thorough understanding of concepts and principles. Selects and applies relevant information, concepts and principles in most contexts. Analyses and evaluates quantitative and qualitative data with a high level of competence. Constructs explanations of complex phenomena and makes appropriate predictions. Solves basic or routine problems and evidences competency in solving those that are challenging or unfamiliar. Communicates effectively using appropriate terminology and conventions. Shows occasional insight or originality.

Approaches to investigations in an ethical manner, paying significant attention to environmental impact and safety where applicable. Investigations demonstrate some innovative thinking and independence to design and complete practical work with competent investigative and analytical techniques, and with highly competent and reasonable conclusions to resolve authentic problems.

Grade 5

Displays broad subject knowledge and shows sound understanding of most concepts and principles, and applies them in some contexts. Analyses and evaluates quantitative and qualitative data competently. Constructs explanations of simple phenomena. Solves most basic or familiar problems and some new or difficult quantitative and/or qualitative problems. Communicates clearly with little or no irrelevant material.

Approaches investigations in an ethical manner, paying attention to environmental impact and safety where applicable. Investigations demonstrate appropriate investigative and analytical techniques with relevant and pertinent conclusions to resolving authentic problems.

Grade 4

Displays reasonable subject knowledge (though possibly with some gaps) and shows adequate understanding of most basic concepts and principles, but with limited ability to apply them. Demonstrates some analysis or evaluation of quantitative or qualitative data. Solves some basic or routine problems but shows limited ability to solve challenging or unfamiliar problems. Communicates adequately, although responses may lack clarity and include some repetitive or irrelevant material.

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Generally approaches investigations in an ethical manner, with some attention to environmental impact and safety where applicable. Investigations demonstrate an ability to complete fairly routine practical work with some appropriate investigative and analytical techniques, and with some conclusions relevant to the problem under study.

Grade 3

Displays limited subject knowledge and shows a partial understanding of basic concepts and principles, and weak ability to apply them. Shows some ability to manipulate data and solve basic or routine problems. Communicates with a lack of clarity and some repetitive or irrelevant material.

Sometimes approaches investigations in an ethical manner, with some attention to environmental impact and safety where applicable. Investigations demonstrate an ability to complete a basic investigation with simple analytical techniques, and with some partial conclusions of some relevance to study.

Grade 2

Displays little subject knowledge and shows weak understanding of basic concepts and principles, and little evidence of application. Exhibits minimal ability to manipulate data and little or no ability to solve problems. Offers responses which are often incomplete or irrelevant.

Occasionally approaches investigations in an ethical manner, but shows very limited awareness of environmental impact and safety. Investigations demonstrate an ability to undertake basic investigative work requiring considerable guidance and instruction, and attempts at conclusions that are largely incorrect/irrelevant.

Grade 1

Fragmentary subject knowledge and shows very little understanding of any concepts or principles. Rarely demonstrates personal skills, perseverance or responsibility in investigative activities.

Rarely approaches investigations in an ethical manner, or shows an awareness of environmental impact and safety. Investigations demonstrate an ability to undertake very basic practical work with complete dependence on supervised instruction, with attempts at conclusions are either absent or completely incorrect/irrelevant.

Computer science

Grade 7

Displays comprehensive knowledge of computer science factual information and a thorough command and understanding of concepts and principles. Selects, applies and analyses relevant information, concepts and principles in a wide variety of contexts to solve most problems proficiently. Interprets and constructs fairly complex algorithms and produce workable and mostly efficient solutions. Communicates logically and concisely using appropriate terminology. Shows insight and initiative in extended responses.

Produces a complete plan and provides a fully consistent design overview. The product developed completely matches the plan and works. The documentation is complete and the product is fully tested and evaluated. The use of techniques in solving problems demonstrates high levels of complexity and ingenuity.

Grade 6

Displays very broad knowledge of computer science factual information and an understanding of concepts and principles. Selects and applies relevant information, concepts and principles in most contexts, to solve basic or familiar problems and most new or difficult problems. Interprets and constructs fairly complex algorithms with few errors to produce workable solutions. Communicates effectively using appropriate terminology. Shows occasional insight or initiative in extended responses.

Produces a plan and design overview. The product matches the plan and works. The documentation is complete and the product has been tested and evaluated. The use of techniques in solving problems demonstrates a very good level of complexity and ingenuity.

Grade 5

Displays broad knowledge of computer science factual information. Shows sound understanding of most concepts and principles and applies them in some contexts, to solve most basic or familiar problems and some new or difficult problems. Interprets and constructs fairly complex algorithms and produce a partially workable or inefficient solution. Communicates clearly, using appropriate terminology, with little or no irrelevant material.

Produces a partial plan and a design overview that meets plan requirements. The product works but does not fully match the plan. The testing and documentation is complete, but evaluation is incomplete. The use of techniques in solving problems demonstrates a good level of complexity and ingenuity.

Grade 4

Displays reasonable knowledge of computer science factual information, though with some gaps. Shows adequate comprehension of most basic concepts and principles but with limited ability to apply them. Solves some basic or routine problems but shows limited ability to deal with new or difficult situations. Interprets and constructs simple algorithms. Communicates adequately, using mostly correct terminology, although responses lack clarity and include some repetitive or irrelevant material.

Produces a basic plan and a design overview. The product mostly works but does not match all aspects of the plan. The documentation is complete and there is evidence of testing but the evaluation is incomplete. The use of techniques in solving problems demonstrates an adequate level of complexity and ingenuity.

Grade 3

Displays limited knowledge of computer science factual information. Shows a partial comprehension of basic concepts and principles and limited ability to apply them. Interprets or constructs simple algorithms. Communicates, using basic terminology, with a lack of clarity and some repetitive or irrelevant material.

Produces an incomplete plan and design overview. The product matches some aspects of the plan and there is some evidence of testing or evaluation in the documentation. The use of techniques in solving problems demonstrates a limited level of complexity and ingenuity.

Grade 2

Displays little recall of computer science factual information. Shows limited comprehension of basic concepts and principles and little evidence of application. Some evidence of being able to interpret or construct simple algorithms. Offers responses which are often incomplete or irrelevant.

Produces a weak and incomplete plan. The design overview is poor and does not match the plan. The product is poor and does not work. There is limited evidence of testing, poor documentation, and limited or no evaluation. The use of techniques in solving problems demonstrates a low level of complexity and ingenuity.

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Grade 1

Recalls fragments of computer science factual information and shows very little understanding of any concepts or principles. Displays little or no ability at algorithm construction and interpretation.

Their design overview and plan are not attempted. There is little or no evidence of a working product and little or no evidence of testing, documentation or evaluation. The use of techniques in solving problems fails to demonstrate any level of complexity or ingenuity.

Group 5 (mathematics) grade descriptors

Mathematics

Grade 7

Demonstrates a thorough knowledge and comprehensive understanding of the syllabus; successfully constructs and applies mathematical arguments at a sophisticated level in a wide variety of contexts; successfully uses problem solving techniques in challenging situations; recognizes patterns and structures, makes generalizations and justifies conclusions; understands and explains the significance and validity of results, and draws full and relevant conclusions; communicates mathematics in a clear, effective and concise manner, using correct techniques, notation and terminology; demonstrates the ability to integrate knowledge, understanding and skills from different areas of the course; uses technology correctly in challenging situations—makes efficient use of calculator's functionality when required.

Grade 6

Demonstrates a broad knowledge and comprehensive understanding of the syllabus; successfully constructs and applies mathematical arguments in a variety of contexts; uses problem solving techniques in challenging situations; recognizes patterns and structures, and makes some generalizations; understands and explains the significance and validity of results, and draws relevant conclusions; communicates mathematics in a clear and effective manner, using correct techniques, notation and terminology; demonstrates some ability to integrate knowledge, understanding and skills from different areas of the course; uses technology correctly in routine situations—makes efficient use of calculator's functionality when required.

Grade 5

Demonstrates a broad knowledge and good understanding of the syllabus; applies mathematical arguments in performing routine tasks; successfully uses problem solving techniques in routine situations; successfully carries out mathematical processes in a variety of contexts, and recognizes patterns and structures; understands the significance of results and draws some conclusions; communicates mathematics effectively, using appropriate techniques, notation and terminology; demonstrates an awareness of the links between different areas of the course; makes use of calculator's functionality when required (this use may occasionally be inefficient).

Grade 4

Demonstrates a satisfactory knowledge of the syllabus; applies mathematical arguments in performing some routine tasks; uses problem solving techniques in routine situations; successfully carries out mathematical processes in straightforward contexts; shows some ability to recognize patterns and structures; has limited understanding of the significance of results and attempts to draw some conclusions; communicates mathematics adequately, using some appropriate techniques, notation and terminology; makes some use of calculator's functionality, but perhaps not always when required (this use may occasionally be inefficient).

Grade 3

Demonstrates partial knowledge of the syllabus and limited understanding of mathematical arguments in performing some routine tasks; attempts to carry out mathematical processes in straightforward contexts; makes an attempt to use problem solving techniques in routine situations; communicates some

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mathematics, using some appropriate techniques, notation or terminology; occasionally uses calculator's functionality, but often inefficiently—does not always use it when required and may use an inefficient analytic approach.

Grade 2

Demonstrates limited knowledge of the syllabus; attempts to carry out mathematical processes at a basic level; communicates some mathematics, but often uses inappropriate techniques, notation or terminology; unable to use calculator correctly when required—questions exclusively requiring the use of the GDC are generally not attempted.

Grade 1

Demonstrates minimal knowledge of the syllabus; demonstrates little or no ability to use mathematical processes, even when attempting routine tasks; communicates only minimal mathematics and consistently uses inappropriate techniques, notation or terminology; is unable to make effective use of technology.

Group 6 (arts) grade descriptors

Arts

Grade 7

The student's work demonstrates highly effective research and inquiry and the highly effective use of subject-specific terminology.

Creative work and processes demonstrate a highly effective understanding of artistic ideas and intentions.

Practical/performance work demonstrates highly effective subject-specific skills, techniques and competences.

The student demonstrates highly effective critical reflection on both work created and work in progress.

Grade 6

The student's work demonstrates effective research and inquiry and the effective use of subject-specific terminology.

Creative work and processes demonstrate an effective understanding of artistic ideas and intentions.

Practical/performance work demonstrates the effective use of subject-specific skills, techniques and competences.

The student demonstrates effective critical reflection on both work created and work in progress.

Grade 5

The student's work demonstrates developed research and inquiry and developed use of subject-specific terminology.

Creative work and processes demonstrate a developed understanding of artistic ideas and intentions.

Practical/performance work demonstrates developed subject-specific skills, techniques and competences.

The student demonstrates developed critical reflection on both work created and work in progress.

Grade 4

The student's work demonstrates basic research and inquiry and the basic use of subject-specific terminology.

Creative work and processes demonstrate a basic understanding of artistic ideas and intentions.

Practical/performance work demonstrates basic subject-specific skills, techniques and competences.

The student demonstrates basic critical reflection on both work created and work in progress.

Grade 3

The student's work demonstrates undeveloped or limited research and inquiry and undeveloped or limited use of subject-specific terminology.

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Creative work and processes demonstrate an undeveloped or limited understanding of artistic ideas and intentions.

Practical/performance work demonstrates undeveloped or limited subject-specific skills, techniques and competences.

The student demonstrates undeveloped or limited critical reflection on both work created and work in progress.

Grade 2

The student's work demonstrates superficial research and inquiry and superficial use of subject-specific terminology.

Creative work and processes demonstrate a superficial understanding of artistic ideas and intentions.

Practical/performance work demonstrates superficial subject-specific skills, techniques and competences.

The student demonstrates superficial critical reflection on both work created and work in progress.

Grade 1

The student's work demonstrates irrelevant or inadequate research and inquiry and irrelevant or inadequate use of subject-specific terminology.

Creative work and processes demonstrate an irrelevant or inadequate understanding of artistic intentions or development of ideas.

Practical/performance work demonstrates irrelevant or inadequate subject-specific skills, techniques and competences.

The student demonstrates irrelevant or inadequate critical reflection on both work created and work in progress.

Interdisciplinary subjects grade descriptors

Literature and performance

Grade 7

Demonstrates: excellent understanding and appreciation of the interplay between form and content in regard to the question or task; responses that may be convincing, detailed, independent in analysis, synthesis and evaluation; highly developed levels of expression, both orally and in writing; very good degree of accuracy and clarity; very good awareness of context and appreciation of the effect on the audience/reader; very effective structure with relevant textual detail to support a critical engagement with the thoughts and feelings expressed in the work(s); refined appreciation of literary style and a full engagement with the act of transforming literature into performance; the personal qualities necessary to work with others in a purposeful and effective manner.

Grade 6

Demonstrates: very good understanding and appreciation of the interplay between form and content in regard to the question or task; responses that are, mainly, convincing, as well as detailed and independent to some degree, in analysis, synthesis and evaluation; well-developed levels of expression, both orally and in writing; a good degree of accuracy and clarity; good awareness of context and appreciation of the effect on the audience/reader; effective structure with relevant textual detail to support a critical engagement with the thoughts and feelings expressed in the work(s); clear appreciation of literary style and a solid engagement with the act of transforming literature into performance; willingness to work with others in a constructive manner.

Grade 5

Demonstrates: good understanding and appreciation of the interplay between form and content in regard to the question or task; responses that offer generally considered and valid analysis, synthesis and/or evaluation; good levels of expression, both orally and in writing; an adequate degree of accuracy and clarity; awareness of context and appreciation of the effect on the audience/reader; clear structure with relevant textual detail to support an engagement with the thoughts and feelings expressed in the work(s); an appreciation of literary style and an engagement with the act of transforming literature into performance; recognizable involvement to work with others in a cooperative manner.

Grade 4

Demonstrates: adequate knowledge and understanding of the question or task; responses that are generally valid in analysis and/or synthesis; satisfactory powers of expression, both orally and in writing; few lapses in accuracy and clarity; some awareness of context and appreciation of the effect on the audience/reader; a basic structure within which the thoughts and feelings of the work(s) are explored; some appreciation of literary style and some commitment in the act of transforming literature into performance; an acceptance of the need to work with others.

Grade 3

Demonstrates: some knowledge and some understanding of the question or task; responses that are only sometimes valid and/or appropriately detailed; some appropriate powers of expression, both orally and in writing; lapses in accuracy and clarity; limited awareness of context and appreciation of the effect on the

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audience/reader; some evidence of a structure within which the thoughts and feelings of the work(s) are explored; little appreciation of literary style and modest commitment to the act of transforming literature into performance; little apparent attempt to work with others effectively.

Grade 2

Demonstrates: superficial knowledge and understanding of the question or task; responses that are of generally limited validity; limited powers of expression, both orally and in writing; significant lapses in accuracy and clarity; little awareness of context and appreciation of the effect on the audience/reader; a rudimentary structure within which the thoughts and feelings of the work(s) are explored; very little appreciation of literary style and little commitment to the act of transforming literature into performance; sparse evidence of involvement in working with others effectively.

Grade 1

Demonstrates: very rudimentary knowledge and understanding of the question or task; responses that are of very limited validity; very limited powers of expression, both orally and in writing; widespread lapses in accuracy and clarity; no awareness of context and appreciation of the effect on the audience/reader; a very rudimentary structure within which the thoughts and feelings of the work(s) are explored; very little appreciation of literary style and negligible involvement with the act of transforming literature into performance; inability to work with others.

Environmental systems and societies SL

Grade 7

Demonstrates: comprehensive and sound knowledge and understanding of relevant environmental systems and societies (ESS) concepts and issues; well-structured, clearly expressed accounts with consistently appropriate and precise use of ESS terminology; effective use of pertinent, well-explained examples that show some originality; some informed appreciation for a range of viewpoints or value systems alongside their own; thorough, well-balanced and insightful analysis or argument with thorough evaluations; ability to solve complex and unfamiliar problems; explicit judgments or conclusions that are well-supported by evidence or arguments, and that include some critical reflection. Analyses and evaluates quantitative and/or qualitative data thoroughly.

Practical work demonstrates: insight and independence to design and complete innovative practical investigations with thorough regard to ethical issues and highly competent investigative and analytical techniques; innovative and effective conclusions to resolve authentic problems; an appreciation and effective attempt to minimalize the potentially harmful impacts of the study; thorough discussion of an environmental issue that provides a detailed explanation of the research question.

Grade 6

Demonstrates: a wide breadth of sound knowledge and understanding of relevant ESS concepts and issues; structured, clearly expressed accounts with appropriate and precise use of ESS terminology; effective use of pertinent, well-explained examples that may show hints of originality; some informed acknowledgement of a range of viewpoints or value systems alongside their own; thorough, well-balanced analysis or argument with valid evaluations; some ability to solve complex and unfamiliar problems; explicit judgments or conclusions that are well-supported by evidence/arguments. Analyses and evaluates quantitative and/or qualitative data with a high level of competence.

Practical work demonstrates: some innovative thinking and independence to design and complete investigations in an ethical manner with competent investigative and analytical techniques; highly competent and reasonable conclusions to resolve authentic problems; an appreciation and valid attempt to minimise the potentially harmful impacts of the study; highly competent discussion of an environmental issue that provides a clear explanation of the research question.

Grade 5

Demonstrates: several areas of sound knowledge and understanding of relevant ESS concepts and issues; generally clearly expressed accounts with largely appropriate use of ESS terminology; effective use of relevant examples that include some explanation; some informed awareness of a range of viewpoints or value systems alongside their own; clear analysis or argument that shows a degree of balance and attempts at evaluation; some ability to engage effectively with complex or unfamiliar problems; identifiable judgments or conclusions that are partially supported by evidence/arguments. Analyses and evaluates quantitative and/or qualitative data competently.

Practical work demonstrates: some independence to complete investigations in an ethical manner with appropriate investigative and analytical techniques; relevant and pertinent conclusions to resolving authentic problems; some appreciation of the potentially harmful impacts of the study and some reasonable attempts at minimising them; a competent discussion of an environmental issue that generally explains the research question.

Grade 4

Demonstrates: one or two areas of sound knowledge and understanding of relevant ESS concepts and issues; sometimes clearly expressed accounts and largely appropriate use of ESS terminology; some use of relevant examples with very limited explanation; some awareness of other viewpoints or value systems alongside their own; some clear but patchy analysis or argument with a limited attempt at balance; some ability to solve simple or familiar problems; identifiable judgments or conclusions that are supported by very limited evidence or argument. Demonstrates some analysis or evaluation of quantitative or qualitative data.

Practical work demonstrates: an ability to complete fairly routine investigations in an ethical manner with some appropriate investigative and analytical techniques; some conclusions relevant to the problem under study; occasional appreciation of the potentially harmful impacts of the study; an outline of the environmental issue and identifies a link to the research question.

Grade 3

Demonstrates: only vague, partial knowledge and understanding of relevant ESS concepts and issues; generally unclear accounts and relevance with some isolated use of ESS terminology; examples that lack relevance and explanation; very limited awareness of viewpoints or value systems other than their own; analysis/argument is lacking or no more than a list of facts/ideas; very limited ability to solve simple or familiar problems; judgments or conclusions are unclear and not supported by evidence or argument.

Practical work demonstrates: an ability to complete a basic investigation, with vague recognition of ethical issues and simplest of analytical techniques; some partial conclusions of some relevance to study; very limited appreciation of the potentially harmful impacts of the study; a limited grasp of environmental issue and link to the research question.

Grade 2

Demonstrates: fragmented or limited knowledge but little understanding of relevant ESS concepts and issues; generally incomprehensible accounts with very little, if any, use of ESS terminology; examples (if any) that are incomplete and or irrelevant; limited ability to express their own viewpoints or value system; no

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evidence of real analysis/argument; attempts to solve simple or familiar problems are incorrect/unsuccessful; no clear attempt to make judgments/conclusions.

Practical work demonstrates: an ability to undertake basic investigations with little recognition of ethical issues and requiring considerable guidance and instruction; attempts at conclusions that are largely incorrect or irrelevant; no valid appreciation of the potentially harmful impacts of the study; identification of environmental issue is unclear or absent, and may not be linked to the research question.

Grade 1

Demonstrates: very little knowledge of relevant ESS concepts and issues; incomprehensible accounts with no use of ESS terminology; no recognisable use of examples; expresses no clear viewpoint/value system; no analysis/argument; no significant attempts to solve simple or familiar problems; no judgments/conclusions.

Practical work demonstrates: an ability to undertake very basic investigations with limited regard for ethical issues and completely dependent on supervised instruction; attempts at conclusions are either absent or completely incorrect/irrelevant; no recognition of the potentially harmful impacts of the study; no identification of an environmental issue.

Extended essay grade descriptors

Extended essay

Grade A

Demonstrates: effective research skills resulting in a well-focused and appropriate research question that can be explored within the scope of the chosen topic; effective engagement with relevant research areas, methods and sources; excellent knowledge and understanding of the topic in the wider context of the relevant discipline; the effective application of source material and correct use of subject-specific terminology and/or concepts further supporting this; consistent and relevant conclusions that are proficiently analysed; sustained reasoned argumentation supported effectively by evidence; critically evaluated research; excellent presentation of the essay, whereby coherence and consistency further support the reading of the essay; present and correctly applied structural and layout elements.

Engagement with the process is conceptual and personal, key decision-making during the research process is documented, and personal reflections are evidenced, including those that are forward-thinking.

Grade B

Demonstrates: appropriate research skills resulting in a research question that can be explored within the scope of the chosen topic; reasonably effective engagement with relevant research areas, methods and sources; good knowledge and understanding of the topic in the wider context of the relevant discipline; a reasonably effective application of source material and use of subject-specific terminology and/or concepts; consistent conclusions that are accurately analysed; reasoned argumentation often supported by evidence; research that at times evidences critical evaluation; a clear presentation of all structural and layout elements, which further supports the reading of the essay.

Engagement with the process is generally evidenced by the reflections and key decision-making during the research process is documented.

Grade C

Demonstrates: evidence of research undertaken, which has led to a research question that is not necessarily expressed in a way that can be explored within the scope of the chosen topic; partially effective engagement with mostly appropriate research areas, methods and sources—however, there are some discrepancies in those processes, although these do not interfere with the planning and approach; some knowledge and understanding of the topic in the wider context of the discipline, which is mostly relevant; the attempted application of source material and appropriate terminology and/or concepts; an attempted synthesis of research results with partially relevant analysis; conclusions partly supported by the evidence; discussion that is descriptive rather than analytical; attempted evaluation; satisfactory presentation of the essay, with weaknesses that do not hinder the reading of the essay; some structural and layout elements that are missing or are incorrectly applied.

Engagement with the process is evidenced but shows mostly factual information, with personal reflection mostly limited to procedural issues.

Grade D

Demonstrates: a lack of research, resulting in unsatisfactory focus and a research question that is not answerable within the scope of the chosen topic; “at times engagement with appropriate research, methods and sources, but discrepancies in those processes that occasionally interfere with the planning and

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approach; some relevant knowledge and understanding of the topic in the wider context of the discipline, which are at times irrelevant; an attempted application of source material, but with inaccuracies in the use of, or underuse of, terminology and/or concepts; irrelevant analysis and inconsistent conclusions as a result of a descriptive discussion; a lack of evaluation; presentation of the essay that at times is illogical and hinders the reading; structural and layout elements that are missing.

Engagement with the process is evidenced but is superficial, with personal reflections that are solely narrative and concerned with procedural elements.

Grade E

Demonstrates: an unclear nature of the essay; a generally unsystematic approach and resulting unfocused research question; limited engagement with limited research and sources; generally limited and only partially accurate knowledge and understanding of the topic in the wider context of the relevant discipline; ineffective connections in the application of source material and inaccuracies in the terminology and/or concepts used; a summarizing of results of research with inconsistent analysis; an attempted outline of an argument, but one that is generally descriptive in nature; a layout that generally lacks or incorrectly applies several layout and structural elements.

Engagement with the process is limited, with limited factual or decision-making information and no personal reflection on the process.

Theory of knowledge grade descriptors

Theory of knowledge

Grade A

Knowledge questions are thoroughly and effectively explored. Analysis is clear and coherent with a sustained focus on knowledge and knowing throughout. Links are clearly made and well-explained. Points are well-developed, with examples and evidence used effectively to support the exploration. Discussions include consideration of implications, assumptions and different points of view.

Grade B

Knowledge questions are explored. Analysis is clear, coherent and focused on knowledge and knowing. Links are made and explained, although these explanations may lack precision. Examples and evidence are used to support the exploration. Discussions identify some implications and/or assumptions and include some consideration of different points of view.

Grade C

There is some consideration of knowledge questions. Discussions are focused on knowledge and knowing but are more descriptive than analytical. Some relevant links are made. Examples and evidence are included. Different points of view are identified but are not evaluated.

Grade D

There is limited consideration of knowledge questions. Discussions are simplistic and mainly descriptive, with some focus on knowledge and knowing. Superficial links are made. Where examples and evidence are included, they do not support the points being made. There is little reference to different points of view.

Grade E

There is little consideration of knowledge questions. Discussions are simplistic and highly descriptive, with minimal focus on knowledge and knowing. Where links are made, these are inappropriate or lack relevance. Discussions consist of unsupported assertions. Different points of view are not identified.

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G11 EE/ToK Mid Year Report - Grade descriptor

Grade	EE	TOK
A-B	Student shows relevant and a variety of evidence of subject specific research and background reading on the Researcher's Reflection Space on ManageBac. Proposal is clear and refined for the specific subject. It is clear that the student has prior knowledge and a genuine interest in the topic. Engagement is excellent. Reflections on decision-making and planning are evaluative and include reference to the student's capacity to consider actions and ideas in response to setbacks experienced in the research process. These reflections communicate a high degree of intellectual and personal engagement with the research focus and process of research, demonstrating authenticity, intellectual initiative and/or creative approach in the student voice.	**A Grade:** ● Has submitted Unit Assessments that meet the requirements of the TOK assessment rubrics ● Received an average of 7 or above for all term assessments ● Consistently demonstrates insightful and justified knowledge of the subject through assessment, journal **B Grade:** ● Has submitted Unit Assessments that meet the requirements of the TOK assessment rubrics ● Received an average of 6 or above for all term assessments ● Consistently demonstrates insightful and justified knowledge of the subject through assessment, journal work and class discussion
C-D	Student has some evidence of research on the Researcher's Reflection Space on MB. Proposal is suitable for the chosen subject as a starting point for research. Working/Draft Research Question will need to be refined. Engagement is good. Reflections on decision-making and planning are analytical and include reference to conceptual understanding and skill development. These reflections communicate a moderate degree of personal engagement with the research focus and process of research, demonstrating some intellectual initiative.	**C Grade:** ● Has submitted Unit Assessments that meet the requirements of the TOK assessment rubrics ● Received an average of 5 or above for all term assessments ● Consistently demonstrates insightful and justified knowledge of the subject through assessment, journal work and class discussion **D Grade:** ● Has submitted Unit Assessments that meet the requirements of the TOK assessment rubrics ● Received an average of 4 or above for all term assessments ● Consistently demonstrates insightful and justified knowledge of the subject through assessment, journal work and class discussion
E	No evidence on Researcher's Reflection Space on MB. The proposal and/or research questions are not viable. The student is unaware of the requirements for the extended essay. Engagement is limited. Reflections on decision-making and planning are mostly descriptive. These reflections communicate a limited degree of personal engagement with the research focus and/or research process.	**Does not meet requirements of the above.**

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G11 CAS Flag 1 (December)

Flag	CAS
Gold medal	In addition to all the green flag requirements, • CAS experiences in terms of the C, A, S strands is well balanced. (C : A : S hours ratio in MB). • There are multiple reflections that have well targeted CAS experiences' learning outcomes. • Evidence that planning the CAS project has begun (more than just a vague idea).
Green flag	• At least one CAS experience from each of the C, A, S strands. • On-going CAS experiences (uploads evidence and/or reflection to Managebac each week). • Minimum two CAS experiences have relevant evidence and reflections in Managebac. • CAS Plan submitted, including a viable idea for the CAS Project and 6 long-term experiences (minimum 2 for each of C, A and S). A long-term experience lasts for at least one month. • 1-3 learning outcomes selected for each experience. Clear reference to how they are being/were addressed in the Description and Reflections. • Minimum 4 learning outcomes addressed.
Red flag	Does not meet requirements of Green Flag

G11 EE / ToK End Year Report – Grade descriptor

Grade	EE	TOK
A-B	• Approved Research Question. • Extensive and consistent evidence of research on Researcher's Reflection Space • Initial Reflection meeting lead by student. • 150 word analytical reflection added to Planning and Progress Space on MB. • Literature Review - excellent • Outline/Science Student Research Plan - excellent and logical plan for writing up 4,000 words. • Awareness and ability to apply critical thinking to the argument. • Exhibition Poster - outstanding design and clear message. Engagement is excellent. Reflections on decision-making and planning are evaluative and include reference to the student's capacity to consider actions and ideas in response to setbacks experienced in the research process. These reflections communicate a high degree of intellectual and personal engagement with the research focus and process of research, demonstrating authenticity, intellectual initiative and/or creative approach in the student voice.	**A Grade:** ● Has submitted Unit Assessment 3 and TOK Exhibition that meet the requirements of the TOK assessment rubrics ● Received an average of 7 or above for all term assessments ● Consistently demonstrates insightful and justified knowledge of the subject through assessment, journal work and class discussion **B Grade:** ● Has submitted Unit Assessment 3 and TOK Exhibition that meet the requirements of the TOK assessment rubrics ● Received an average of 6 or above for all term assessments ● Consistently demonstrates insightful and justified knowledge of the subject through assessment, journal work and class discussion
C-D	• Approved Research Question. • Thorough evidence of research on Researcher's Reflection Space on MB. • Initial Reflection meeting and 150 word reflection on Planning and Progress Space on MB. • Literature Review - completed in detail.	**C Grade:** ● Has submitted Unit Assessment 3 and TOK Exhibition that meet the requirements of the TOK assessment rubrics ● Received an average of 5 or above for all term assessments ● Consistently demonstrates insightful and justified knowledge of the subject through assessment, journal work and class discussion

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	• Outline/Science Student Research Plan - completed showing a clear plan for writing 4,000 words. • Exhibition Poster - Good design with clear message. Engagement is good. Reflections on decision-making and planning are analytical and include reference to conceptual understanding and skill development. These reflections communicate a moderate degree of personal engagement with the research focus and process of research, demonstrating some intellectual initiative.	**D Grade:** ● Has submitted Unit Assessment 3 and TOK Exhibition that meet the requirements of the TOK assessment rubrics ● Received an average of 4 or above for all term assessments ● Consistently demonstrates insightful and justified knowledge of the subject through assessment, journal work and class discussion
E	Does not meet requirements of the above. (missed deadlines, incomplete tasks) Engagement is limited. Reflections on decision-making and planning are mostly descriptive. These reflections communicate a limited degree of personal engagement with the research focus and/or research process.	**Does not meet requirements of the above.**

G11 CAS Flag 2 (July)

Flag	CAS
Gold medal	In addition to all the green flag requirements, • All 7 CAS Learning Outcomes have been addressed at least once. • Personal reflections clearly address all 7 learning outcomes (in a range of experiences) • CAS experiences in terms of the C, A, S strands are well balanced. (C : A : S hours ratio in MB). • There are multiple reflections that have well targeted CAS experiences' learning outcomes. • CAS Project "action" phase underway with at least one evidence and reflection recorded
Green flag	• At least one CAS experience from each of the C, A, S strands. • On-going CAS experiences (uploads evidence and/or reflection to Managebac each week). • 1-3 learning outcomes selected for each experience. Clear reference to how they are being/were addressed in the Description and Reflections • CAS Project underway (at least the planning and initiation) • Where there have been earlier problems (e.g. gaps in Managebac time stamps for evidence/reflections), the student has taken steps to address their mistakes (e.g. evidence/reflections dated in the file name) and improve their approach over time (showing personal improvement)
Red flag	Does not meet requirements of Green Flag

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G12 EE / ToK Academic Report– Grade descriptor

Grade	EE	TOK
A	**A Grade** Demonstrates effective research skills resulting in a well-focused and appropriate research question that can be explored within the scope of the chosen topic; effective engagement with relevant research areas, methods and sources; excellent knowledge and understanding of the topic in the wider context of the relevant discipline; the effective application of source material and correct use of subject-specific terminology and/or concepts further supporting this; consistent and relevant conclusions that are proficiently analysed; sustained reasoned argumentation supported effectively by evidence; critically evaluated research; excellent presentation of the essay, whereby coherence and consistency further supports the reading of the essay; and present and correctly applied structural and layout elements. Engagement with the process is conceptual and personal, key decision-making during the research process is documented, and personal reflections are evidenced, including those that are forward-thinking.	**A Grade:** ● Consistently demonstrates a clear understanding regarding the requirements of the TOK Curriculum and provides work that matches the highest band of the TOK Essay rubric ● Has submitted the ToK Exhibition and has attained a score of 8 or above
B	**B Grade** Demonstrates appropriate research skills resulting in a research question that can be explored within the scope of the chosen topic; reasonably effective engagement with relevant research areas, methods and sources; good knowledge and understanding of the topic in the wider context of the relevant discipline; a reasonably effective application of source material and use of subject-specific terminology and/or concepts; consistent conclusions that are accurately analysed; reasoned argumentation often supported by evidence; research that at times evidences critical evaluation; and a clear presentation of all structural and layout elements, which further supports the reading of the essay. Engagement with the process is generally evidenced by the reflections and key decision-making during the research process is documented.	**B Grade:** ● Consistently demonstrates a clear understanding regarding the requirements of the TOK Curriculum and provides work that matches the second band of the TOK Essay rubric. ● Has submitted the ToK Exhibition and has attained a score of 6 or above.
C	**C Grade** Demonstrates evidence of research undertaken, which has led to a research question that is not necessarily expressed in a way that can be explored within the scope of the chosen topic; partially effective engagement with mostly appropriate research areas, methods and sources—however, there are some discrepancies in those processes, although these do not interfere with the planning and approach; some knowledge and understanding of the topic in the wider context of	**C Grade:** ● Demonstrates understanding regarding the requirements of the TOK Curriculum and provides work that matches the third band of the TOK Essay rubric. ● Has submitted the ToK Exhibition and has attained a score of 4 or above.

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	the discipline, which is mostly relevant; the attempted application of source material and appropriate terminology and/or concepts; an attempted synthesis of research results with partially relevant analysis; conclusions partly supported by the evidence; discussion that is descriptive rather than analytical; attempted evaluation; satisfactory presentation of the essay, with weaknesses that do not hinder the reading of the essay; and some structural and layout elements that are missing or are incorrectly applied. Engagement with the process is evidenced but shows mostly factual information, with personal reflection mostly limited to procedural issues.	
D	**D Grade** Demonstrates a lack of research, resulting in unsatisfactory focus and a research question that is not answerable within the scope of the chosen topic; at times engagement with appropriate research, methods and sources, but discrepancies in those processes that occasionally interfere with the planning and approach; some relevant knowledge and understanding of the topic in the wider context of the discipline, which are at times irrelevant; the attempted application of source material, but with inaccuracies in the use of, or underuse of, terminology and/or concepts; irrelevant analysis and inconsistent conclusions as a result of a descriptive discussion; a lack of evaluation; presentation of the essay that at times is illogical and hinders the reading; and structural and layout elements that are missing. Engagement with the process is evidenced but is superficial, with personal reflections that are solely narrative and concerned with procedural elements.	**D Grade:** ● Demonstrates understanding regarding the requirements of the TOK Curriculum and provides work that matches the fourth band of the TOK Essay rubric. ● Has submitted the ToK Exhibition and has attained a score of 2 or above.
E	**Failing Condition E Grade** Demonstrates an unclear nature of the essay; a generally unsystematic approach and resulting unfocused research question; limited engagement with limited research and sources; generally limited and only partially accurate knowledge and understanding of the topic in the wider context of the relevant discipline; ineffective connections in the application of source material and inaccuracies in the terminology and/or concepts used; a summarizing of results of research with inconsistent analysis; an attempted outline of an argument, but one that is generally descriptive in nature; and a layout that generally lacks or incorrectly applies several layout and structural elements. Engagement with the process is limited, with limited factual or decision-making information and no personal reflection on the process.	**Does not meet requirements of the above.** Is unable to demonstrate an understanding of the TOK curriculum and/or effort to produce work.

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CAS Flag 1 – G12 (December)

Flag	CAS
Gold medal	In addition to all the green flag requirements, • Personal reflections clearly address all 7 learning outcomes (in a range of experiences • CAS experiences in terms of the C, A, S strands are well balanced. (C : A : S hours ratio in MB). • There are multiple reflections that have well targeted CAS experiences' learning outcomes. • Interesting and challenging CAS Project completed, including evidence of initiation, planning, action, reflection and demonstration
Green flag	• On-going CAS experiences (uploads evidence and/or reflection to Managebac each week). • 1-3 learning outcomes selected for each experience. Clear reference to how they are being/were addressed in the Description and Reflections • All 7 CAS Learning Outcomes have been addressed at least once. • CAS Project "Action" phase completed, including evidence and reflections • Where there have been earlier problems (e.g. gaps in Managebac time stamps for evidence/reflections), the student has taken steps to address their mistakes (e.g. evidence/reflections dated in the file name) and improve their approach over time (showing personal improvement)
Red flag	Does not meet requirements of Green Flag

CAS Flag 2 – G12 (February)

Flag	CAS
Gold medal	In addition to all the green flag requirements, • 18 months ongoing CAS experiences (uploads meaningful evidence and/or reflection to Managebac each week from the beginning of September in G11 to the end of February in G12). • Personal reflections clearly address all 7 learning outcomes (in a range of experiences) • CAS experiences in terms of the C, A, S strands are well balanced. (C : A : S hours ratio in MB). • CAS experiences in terms of the C, A, S strands are well balanced. (C : A : S hours ratio in MB). • High quality CAS Project completed, including evidence of initiating, planning, reflection and demonstration
Green flag	• On-going CAS experiences (uploads evidence and/or reflection to Managebac each week). • 1-3 learning outcomes selected for each experience. Clear reference to how they are being/were addressed in the Description and Reflections • All 7 CAS Learning Outcomes have been addressed at least once. • Diversified CAS experiences from each of the C, A, S strands • CAS Project "Action" phase completed, including evidence and reflections • CAS Project "Action" phase completed, including evidence and reflections • Where there have been earlier problems (e.g. gaps in Managebac time stamps for evidence/reflections), the student has taken steps to address their mistakes (e.g. evidence/reflections dated in the file name) and improve their approach over time (showing personal improvement)
Red flag	Does not meet requirements of Green Flag

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A2.2 Award of the diploma

A2.2.1 Core requirements

- DP category candidates must study six subjects, plus the three core subjects—EE, TOK and CAS. They must accumulate no fewer than 24 points from assessment in these subjects, in addition to grade stipulations.
- They must meet all of the additional requirements—see section "A2.2.2".
- They must meet all of the requirements within a maximum of three examination sessions.
- Candidates who successfully meet these conditions will be awarded the diploma.
- Candidates who take the diploma in multiple languages may be eligible for a bilingual diploma.

The IB diploma is awarded based on performance across all parts of the DP.

- Each subject is graded 1–7, with 7 being the highest grade.
- These grades are also used as points (that is, 7 points for a grade 7, 6 points for a grade 6, and so on) in determining if the diploma can be awarded.
- TOK and the EE are graded A–E, with A being the highest grade. These two grades are then combined in the diploma points matrix to contribute between 0 and 3 points to the total.
- CAS is not assessed but must be completed in order to pass the diploma. See section "A2.2.2".
- The overall maximum points from subject grades, TOK and the EE is therefore 45: $((6 \times 7) + 3)$.
- The minimum threshold for the award of the diploma is 24 points. If a candidate scores less than 24 points, the diploma is not awarded.

A2.2.2 Additional requirements

There are a number of additional requirements for the award of the diploma.

- CAS requirements have been met.
- There is no "N" awarded for TOK, the EE or for a contributing subject.
- There is no grade E awarded for TOK and/or the EE.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (SL or HL).
- There are no more than three grade 3s or below awarded (SL or HL).
- 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.

A2.2.3 Bilingual diploma

In addition, candidates who have completed these conditions through multiple languages may be eligible for a bilingual diploma.

A bilingual diploma will be awarded to a successful candidate who fulfills one or more of the following criteria.

- Completion of two languages selected from the studies in language and literature subject group with the award of a grade 3 or higher in both languages.
- Completion of one of the subjects from the individuals and societies, or sciences subject groups in a language that is not the same as the candidate's nominated studies in language and literature language. The candidate must attain a grade 3 or higher in both the studies in language and literature language and the subject from individuals and societies, or sciences subject groups.

Pilot subjects and interdisciplinary subjects can contribute to the award of a bilingual diploma, provided the above conditions are met.

The following cannot contribute to the award of a bilingual diploma.

- An extended essay
- A school-based syllabus
- A subject taken by a candidate in addition to the six subjects for the diploma ("additional subjects")

A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the diploma. These examination sessions need not be consecutive.

Further details of how the IB diploma is awarded are contained in part B "General regulations: Diploma Programme".

A2.2.4 Non-regular diploma

If the entry conditions to a university or college of higher education require a candidate to offer a combination of subjects outside the scope of a regular or bilingual diploma as detailed in section "A2.2" and part B "General regulations: Diploma Programme", then the candidate may be allowed to take a reasonable substitution if they are able to present acceptable documentary evidence.

A request for a non-regular diploma will only be allowed if the entry conditions for the proposed higher education course offers no alternative. Offering a seventh subject (that does not contribute to the diploma) must have been considered. A candidate will not be allowed to make a substitution for a studies in language and literature or language acquisition subject, except that two studies in language and literature subjects may be offered instead of a studies in language and literature and a language acquisition subject. Documentary evidence, which can include pages from a university or college prospectus, must be submitted in all cases.

A2.2.5 DP courses online

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

Online DP courses have a number of benefits and can:

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

Students taking DP courses online take the DP assessments in the same way as students enrolled in school-based courses and must comply with all DP requirements.

Detailed information about DP courses online and the role of the site-based coordinator can be found in the publication *Diploma Programme courses online: An overview for schools* (updated August 2014).

If a student is enrolled in an online DP course, this must be indicated when registering the candidate. See section "C2.6" for further information.