



Diocesan Boys' School
International Baccalaureate
Diploma Programme



DBS IB
Policies & Guidelines

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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.

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 attendance for a minimum number of hours, class attendance will be recorded and *absences from classes* for each subject will be a part of a student's report.
2. Because the hours of attendance required by IB 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

Academic Honesty

A. Introduction

The Diocesans Boys' School (DBS) seeks to develop, promote and ensure academic honesty and personal integrity among students, teachers and other members of the community. The School's mission declaration states DBS students are expected to have a sense of trustworthiness, responsibility, fairness and considerateness.

The Academic Honesty 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.

DBS places high emphasis in promoting and supporting good learning practices, and as an IB school, seeks to promote all the qualities in the IB learner profile. In agreement with this and following guidance from the IB publication *Academic Honesty: guidance for schools, September 2003*, an Academic Honesty Policy has been developed.

For the purpose of developing DBS IB's own Academic Honesty Policy, the IB's definition for Academic Honesty *as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment* has been adopted. In developing the DBS IB Academic Honesty Policy, members of the community are encouraged to be:

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

Following the IB's guidelines for *Maintaining academic honesty*, all future IB Diploma candidates and their legal guardians should be aware of the *General Regulations: Diploma Programme* established by the IB. These general regulations may be freely accessed at

<http://www.ibo.org/globalassets/publications/become-an-ib-school/dp-general-regulations-sept-16-en.pdf>

DBS IB considers it appropriate for possible IB candidates and their legal guardians to have access and knowledge to his document.

B. Terminology

In developing an Academic Honest System, DBS IB seeks to promote a culture of honesty within the student community. All members of the school community are responsible for promoting and maintaining academic honesty in the School as well as knowing and understanding the policy for academic honesty. A list of definitions is included for the purpose of this Policy. Wherever possible, definitions have been adopted from the IB's *Academic Honesty: guidance for schools, September 2003*. Some may present small modifications for the purpose of clarity and applicability of this document.

Academic honesty: A set of values and skills that promote personal integrity and good practice in teaching, learning and assessment.

Academic dishonesty: Performing, attempting to perform or assisting any other person in performing any activity that discourages the values and skills promoting personal integrity and good practice in teaching, learning and assessment.

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

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.

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 as the student's own.

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

Duplication of work: The presentation of the same work for different assessment components /subjects.

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

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".

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

1. General Overview

It is the student's responsibility to understand the Academic Honesty 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 honesty at all times. DBS IB actively promotes an academic honesty 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.

At Bridging Programme level, this is highlighted through the *IB Skills Course* although academic honesty is promoted in all subjects.

i. IB Skills

"Academic Honesty" is not just a value, it is also a skill—one that can be developed, practiced, and mastered. The IB Skills course is taken by all Grade 10 Bridging Programme students and is especially designed to help student 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. 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 academically honest 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. Others

In addition to this skills-based preparation course, all subject areas have developed subject-related projects that allow students to develop subject-specific skills that promote good academic practice. For more information on all of these courses, please refer to Individual Subjects' Course outlines.

3. Advisors

Each student will be assigned an advisor – a teacher that 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 honesty 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 adequate skills, students will inherently develop the qualities embedded in the IB learner profile.

D. Rules and Regulations to Ensure Academic Honesty and Good Practice at all Times

1. General Overview

It is the responsibility of students to maintain academic honesty 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 honesty and good practice at both Bridging Programme and IB levels.

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

2. 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 premises 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 adequately.
- 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, CDs, web pages, images, statistics, etc.
- g. Make sure collaborative work does not result in collusion. Work that may have been produced by the sharing of information in an open and cooperative behavior to result in a common aim, does not result in work that can be partially or entirely copied by another.
- h. Never provide soft or hard copies of his individual work to another student.
- i. Never purchase or submit work produced by someone else.
- j. Never copy another student's work, either partially or totally.
- k. Never fabricate data.
- l. Never duplicate work, i.e submit the same/similar piece of work for two subjects.

1. Exam sessions

The regulations for exam sessions at the DBS will follow similar guidelines as those proposed by the IBO. For any exam session students must:

- a. Arrive on time. Good practice implies all students must present exams under the same conditions.
- b. Be present for the examination session. Allowing someone else to impersonate the examinee or impersonating someone else is a serious case of malpractice.
- c. 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.
- d. Take only authorized material into examination rooms. This includes, but is not limited to, authorized calculators, dictionaries and notes.
- e. Comply with the instructions of the invigilator or person responsible for the conduct of the examination.
- f. Leave all examination material behind. Stealing examination material –before, during or after the exam is considered malpractice.
- g. Leave the examination room only when instructed to do so and following the exam supervisor’s instructions.
- h. 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 in for on-line checking of plagiarism and collusion.

For examination sessions, students are provided with an examination calendar 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 suspected malpractice or academic dishonesty

Breaches of the *Rules and regulations to ensure academic honesty and good practice at all times* constitute a serious misdemeanor and are not treated lightly at the DBS IBO Candidate School. The following guidelines have been established to ensure equality in the treatment of any and all cases of suspected malpractice or academic dishonesty.

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

1. LEVEL 1

In the first instance, work that is considered to be academically dishonest will receive a zero (0) as a grade for the assignment. If the teacher considers it appropriate however, feedback may be offered to the student. The student's advisor will be notified on 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 honesty.
- 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 during a test or quiz
- d. Copying material from a textbook, internet, video, etc. and presenting it as the student's own i.e. not paraphrasing properly and/or plagiarizing work.
- e. Taking unauthorized material into an examination room or being in possession of unauthorized material during assessment. This includes but not limited to calculators, notes, dictionaries and any electronic devices.
- f. Disruption or misconduct during an examination session.

2. LEVEL 2

The second occurrence of a *Level 1* action, will be considered a *Level 2* action. Certain actions are immediately considered a *Level 2* (see list below). Work that is considered to be academically dishonest will receive zero for the subject. A record will be made to log in the incident and will be available to the IBO and to Universities. 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 student will be made aware that if third infringement of academic honesty 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. Knowingly presenting another student's work as the student's own. This is considered plagiarism.
- b. Duplicating work. Knowingly presenting the same piece of work for two assignments or two different subjects.
- c. 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 honesty.
- d. Taking or stealing any part of a test to use or give to others.
- e. Impersonating another student for any piece of assessed or non-assessed work.

3. LEVEL 3

A third breach or a breach after Level 2 occurrence in academic honesty is considered a serious misdemeanor. A student found responsible of a *Level 3* infringement on academic honesty will not be allowed to continue on the examinable course and is liable to expulsion. The case will be taken to the Headmaster.

4. ACADEMIC HONESTY AND THE IB

Parents and students should at all times be aware that for any cases of reported malpractice, the IBO undertakes serious investigation. A teacher supervising examinable work for the IB, (for example, the extended essay, a lab report, a world literature assignment, etc.) may refuse to sign on its authenticity if the teacher suspects malpractice from the student. An examiner or coordinator may report on malpractice during an examination session.

These are merely examples of the breaches in academic honesty that will be directly reported to the IBO. In any circumstance, the IBO will take undertake serious investigation. Cases of suspected malpractice are presented to the final award committee and dealt with on a case by case manner. If an IB candidate is found guilty of malpractice, penalties will be imposed in order to

- Ensure that the candidate does not gain an unfair advantage
- Maintain the integrity of the examination session by excluding those candidates who have abused the system
- Deter other candidates from taking the same action

(as stated in the IBO's publication *Academic Honesty. Investigating Malpractice*).

Penalties imposed by the IBO are in accordance to the offence. The IBO randomly selects work submitted to assess the possibility of malpractice.

The IBO defines "an authentic piece of work *as+ one that is based on the candidate's individual and original ideas with the ideas and work of others fully acknowledged. Therefore, all assignments for assessment, regardless of their format, must wholly and authentically use that candidate's own language, expression and ideas. Where the ideas or work of another person are represented within a candidate's work, whether in the form of direct quotation or paraphrase, the source(s) of those ideas or the work must be fully and appropriately acknowledged" (*IBO Publication: Academic Honesty, July2009*).

In agreement with this statement, for any cases of suspected malpractice, 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 external assessed components, (other than exams), the student signs a coversheet indicating the work produced is his original version and the supervising teacher signs acknowledging this to be true to the best of his/her understanding. A teacher may refuse to sign a coversheet if malpractice is suspected, and this is brought to the IBO for further referral.

For instances of academic malpractice referred to the IBO, the following are required:

- A statement from the teacher of the candidate for the subject concerned (or supervisor in the case of an extended essay).

This statement will inform on the guidelines given to students on how to acknowledge sources, avoid collusion within the particular subject, as well as background on the nature and extent of supervision given to the student and the procedure followed for verification of the originality of a candidate's work.

- A statement from the DP coordinator

This statement informs on the general guidance given to all DP students on how to acknowledge sources and avoid collusion. Any special circumstances must also be noted by the DP coordinator. The DP coordinator is asked to produce an opinion regarding the allegation, and in circumstances where malpractice is suspected during an exam session, DP coordinators are required to submit a seating plan. Rough notes or other pieces of work from the candidate suspected of malpractice may be asked for.

- A statement from the candidate

The content of the statement is left at the discretion of the candidate. The candidate should have enough time to prepare his statement.

A summary of an interview with the candidate regarding the allegation is not a mandatory step but may be included for reference at the IB coordinator's discretion. A relative or friend may be present at the Coordinator's discretion, but any written statement should solely be produced by the candidate in question. The candidate has the right to see all evidence, reports and statements corresponding to his case.

At all times and to preserve confidentiality, a student will be referred to by his candidate number, rather than by name. The IBO may reserve the right to publish or submit results for any and all DP candidates if a suspected case of malpractice is being investigated. Investigations may also occur after results have been awarded.

A case of suspected malpractice is presented to the final award committee. The committee decides with full discretion and with regards to the evidence presented, whether to dismiss the allegation, uphold it, or ask for further investigations to be made. If the final award committee deems evidence of malpractice insufficient, the allegation will be dismissed and a grade will be awarded in the normal way.

If no consensus is reached about a case, the decision will be that of the majority. Each case of suspected malpractice will be judged on its own merit, taking into account all the evidence and information that is available about the case. Each case of malpractice is treated individually and regardless of other allegations of malpractice in the same examination session.

In an examination session, a candidate holding unauthorized material is deemed of malpractice, regardless of allegations of intentions of using or not the unauthorized material. If a candidate is found guilty of malpractice during an examination session, no grade is awarded for the subject for which the offence took place.

If a candidate is found guilty of malpractice for an assessed component for a subject, marks will not be based on the remaining components for the subject and no grade is awarded for the subject for which the offence took place. For the case of Diploma Candidate students, these result in the Diploma not being awarded. The student may re-register as a Diploma candidate no less than one year after the session in which malpractice was established.

If a candidate is found guilty of malpractice for the third time, the candidate will not be allowed to re-register again. The IBO reserves the right to assess¹⁶ the authenticity of the work submitted for assessment even after a certificate or diploma has been issued. If malpractice is established after the diploma or certificate has been issued, it may be withdrawn from the candidate causing the offence.

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.

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.

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.
6	Regularly produces very good work and manages the demands of the course very well. Encouraged to take HL in this subject.
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.
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.
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.
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.
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.

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 April 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.
6	Regularly produces very good work and manages the demands of the course very well. Encouraged to take HL in this subject.
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.
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.
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.

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.

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.

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 – 1:59:59pm 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 1:59:59pm 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 your 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

	<u>Loan Quotas</u>	<u>Loan Periods</u>
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 handling 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

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.

Curriculum Assessment Policy

A. Why do we assess?

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

1. enhance the learning of the students
2. monitor the progress of individual student learning and achievement
3. determine the effectiveness of teaching
4. inform curriculum review
5. help evaluate suitability of courses
6. inform others as appropriate,

B. How do we assess?

We assess by **gathering evidence & information** from the following sources:

1. ongoing formative teacher assessment
2. summertime assessment tasks
3. previous summative records
4. parents' consultations
5. conversations with other adults who have knowledge
6. the student as a learner
7. by analysing the above using teachers' professional knowledge and expertise
8. we use Understanding by Design (UbD). The emphasis of UbD is on "backward design", the practice of outcome based curriculum designs, performance assessments, and classroom instruction.

C. How do we grade at Bridging Programme Level?

1. The Bridging program is dominated by continual assessment and is very skills-based in order to prepare our students for the IB program. We will report in the same manner as the main body of the school, but eliminating the ranking among students.
2. The Bridging Programme level is equivalent to the local New Senior Secondary (NSS) system Year 1 level (namely Grade 10). Within the Bridging Programme, grading should be undertaken constructively and consistently, giving students' credit for what they have achieved without being influenced by too many omissions.
3. Teachers do not subtract marks for material that is irrelevant or incorrect. Instead, teachers look for evidence of what students know and understand. Teachers reward alternative yet equally valid answers that contain coherent ideas relevant to the question. Any mark scheme used should not be considered exhaustive.

4. Homework is an integral part of the formative process and as such is embedded in all the programmes. With regard to late submission of work please refer to the Absent, Late and Missed Hours Policy

D. How do we grade at IB Level

During a particular reporting period several **formative** tasks will be carried out. **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 student; they are unlikely to have included the higher order thinking skills needed to match the criteria necessary to achieve the topmost IB grades. They are, however, essential formative steps in the learning process to inform the student. The Internal assessments, for example, may be broken in components and a student may learn mastery of individual steps towards the end of a reporting period, or at suitable intervals, **summative** tasks will be set which include the higher order thinking skills such that students have the opportunity to achieve the criteria for the highest levels. It is only these **summative** exercises (which could be tests, quizzes, commentaries, presentations etc) that contribute to the final grade. The student should be given the optimum chance of succeeding in the subject and in the programme.

Please also note that the reported **summative** grade is for a reporting period, that it is **criterion referenced** and that it is not an average of the **summative** tasks; rather, it is the **fullest and latest descriptor** the student has achieved in a particular subject.

Some key features of the diploma assessment include:

1. An emphasis on criterion-referenced 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.
2. A distinction between formal IB assessment and the supporting formative process.
3. Valuing the most accurate demonstration of student performance, not just averaging attainment grades over a reporting period.
4. Examining student understanding at the end of the course on the whole course and not just aspects of it. Students have to be able to recall, adapt and apply knowledge and skills to novel questions and contexts

Assessment criteria should be used as the basis for awarding grades, in addition to any assessment-specific mark scheme. The student's answer should be placed in the highest level where the most important 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 to 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

Diploma Programme assessment link

<http://www.ibo.org/diploma/assessment>

E. Who undertakes assessment?

1. All students are assessed in curriculum areas by:
 - a. the relevant staff in the faculty
 - b. external agencies
2. Other assessments are valued and encouraged:
 - a. student self-assessment

F. When do we assess?

1. when students are engaged in both teacher-initiated and student-initiated activities
2. when students are working with an adult
3. when students are working independently in a group
4. when students are working co-operatively
5. when students are working alone
6. when students are working on the school premises and on school activities elsewhere

G. IB assessment

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

3. 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. From 2010 the Diploma is awarded to students who gain at least 24 points,(or 28 points if a student attains an “E” grade in either the Extended Essay or the TOK) subject to certain minimum levels of performance across the whole programme and to satisfactory participation in the Creativity, Action, Service requirement. The highest total that a Diploma Programme student can be awarded is 45points. Assessment is criterion based, which means student performance is measured against pre-specified assessment criteria based on the aims and objectives of each subject curriculum, rather than the performance of other students undertaking the same examinations.

H. Diploma Requirement Codes

A candidate will not qualify for the award of the diploma if certain requirements have not been met. (Refer to the [General regulations: Diploma Programme.](#)) The following codes indicate which requirements have not been met.

1. CAS requirements have not been met.
2. Candidate’s total points are fewer than 24.
3. An “N” has been given for theory of knowledge, extended essay or for a contributing subject.
4. A grade E has been awarded for one or both of theory of knowledge and the extended essay.
5. There is a grade 1 awarded in a subject/level.
6. Grade 2 has been awarded three or more times (HL or SL).
7. Grade 3 or below has been awarded four or more times (HL or SL).
8. Candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
9. Candidate has gained fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB diploma. A bilingual diploma will be awarded to a successful candidate who takes a language A1 and a language A2

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				

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.
6	Regularly produces very good work and manages the demands of the course very well. Encouraged to take HL in this subject.
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.
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.
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.
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.
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.

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.

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.

Rights Reserved

A. Changes to terms and conditions

The Diocesan 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.