



**DP**

**HANDBOOK**

**2019 - 2020**

## INTRODUCTION TO THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

The International Baccalaureate (IB) describes its Diploma Programme as follows:

*It is a comprehensive and rigorous two-year curriculum leading to examinations for students aged between 16 and 19. Based on the pattern of no single country, it is a deliberate compromise between the specialisation required in some national systems and the breadth required in others. The general objectives of the IB are to provide students with a balanced education; to facilitate geographic and cultural mobility; and to promote international understanding through a shared academic experience.*

2790 schools in 143 countries offer the International Baccalaureate (IB) Diploma (May 2017), and over 3300 universities in 90 countries recognize it.

There are over 92,000 Diploma Programme (DP) students and thousands of trained IB examiners worldwide who help to maintain a consistency in assessment and standards – one of the hallmarks of the IB Diploma Programme.

But the IB is more than just an educational programme, it is an educational philosophy designed to instill in its graduates a sense of intellectual curiosity, social responsibility and international-mindedness.

The International School of Uganda (ISU) first adopted the IB Diploma in 1995. That first year, the school graduated 15 students; by 2018 that number had risen to 39 (of which 27 pursued the full IB Diploma).

The Diploma Programme is the flagship programme at ISU and all DP teachers at ISU are trained regularly, demonstrating the school's ongoing commitment to professional development. ISU is the only school in Uganda to be accredited with all three IB programmes and it has offered the IB Diploma longer than any other school in the country.

The purpose of this handbook is to provide students and parents with a clear understanding of what DP students can expect, both academically and procedurally.

## IB DIPLOMA AT ISU

All students at ISU who fulfill the ISU Diploma Requirements will graduate with an ISU High School Diploma, which is equivalent to an American High School Diploma (ISU is accredited by both the Council of International Schools [CIS] and the Middle States Association of Schools and Colleges [MSA]) and fulfills eligibility requirements to study at US, UK, Canadian and most other universities around the World.)

ISU is also offering for the first time this year a High School Certificate which is still a 4 year programme. The Certificate programme differs from the High School Diploma in that all subjects are studied at Standard Level and there is no requirement to complete Theory Of Knowledge in Grade 11.

The requirements for the ISU Diploma and Certificate are determined by the school and are not externally assessed. Most students will choose to supplement their ISU Diploma with IB Diploma Courses or the full IB Diploma.

### ISU 3 Track Programme

IB Diploma (2 Year Programme 11-12)	ISU High School Diploma (4 Year Programme 9-12)	ISU Certificate Modified (4 Year Programme 9-12)
<b>3 subjects must be at Higher Level</b> <b>3 subjects must be at Standard Level</b> <b>AREAS OF STUDY</b> <b>COURSE CREDITS (Over 2 years)</b>	<b>Subjects are IB classes (IB Courses)</b> <b>that can be at Standard Level or Higher Level</b> <b>AREAS OF STUDY</b> <b>COURSE CREDITS (Over 4 years)</b>	<b>All courses are conducted at Standard Level</b> <b>AREAS OF STUDY</b> <b>COURSE CREDITS (Over 4 years)</b>
Studies in Language and Literature 2	Language and Literature 4	Language and Literature <i>or</i> English as an Additional Language* 4
Language Acquisition 2	Language Acquisition 3	Language Acquisition <i>or</i> Learning Support* 3
Individuals and Societies 2	Individuals and Societies 3	Individuals and Societies 3
Sciences 2	Sciences 3	Sciences 3
Mathematics\	Mathematics	Mathematics

2	3	3
The Arts/Second Science, or Second Individuals and Societies 2	The Arts/Second Science, or Second Individuals and Societies (Grade 11-12) 2	The Arts/Second Science, or Second Individuals and Societies Grade 11-12) 2
	The Arts (Grades 9-10) 2	The Arts (Grades 9-10) 2
	Design (Grades 9-10) 2	Design (Grades 9-10) 2
	Physical and Health Education 2 (Grades 9-10)	Physical and Health Education 2 (Grades 9-10)
	Electives (Credits transferred from another school in Grades 9-10 ) 3	Electives (Credits transferred from another school in Grades 9-10) 3
Theory of Knowledge (Grade 11 and 12 Total 100 hours)	Theory of Knowledge in Grade 11	No Theory of Knowledge
Extended Essay	No Extended Essay	No Extended Essay
Creativity, Activity, Service (CAS) to meet the 8 CAS criteria (required for all tracks)		
<p><b>Grades 9-10</b></p> <ul style="list-style-type: none"> <li>● Students must take a minimum of eight subjects in Grades 9 and 10</li> <li>● Students must complete a full year of Service and Action requirements in Grades 9 and 10</li> <li>● Students joining ISU after the beginning of Grade 9 will undergo a review of their transcripts and records to determine their transfer credits and graduation requirements</li> <li>● Students in Grade 10 who fail to complete the Personal Project at a satisfactory level (3 or above) will be required to apply to the Senior School Principal and Diploma Coordinator for acceptance into the IB Diploma Programme</li> <li>● * Learning Support and English as an Additional Language (EAL) can be counted as a 'subject' in place of an Additional Language in Grades 9-10.</li> </ul> <p><b>Grades 11-12</b></p> <ul style="list-style-type: none"> <li>● Students must take a minimum of six subjects in Grades 11 and 12</li> <li>● Students must document and meet the eight criteria required in Community, Activity and Service (CAS) in Grades 11 and 12</li> <li>● A student who gains a failing grade in a subject may be required to take a credit recovery class (at his/her parents' cost), as an online course</li> <li>● * Learning Support and English as an Additional Language (EAL) can be counted as a 'subject' in place of an Additional Language in Grades 11-12</li> <li>● The Senior School Principal and Learning Support Coordinator may, on a case to case basis make adjustments to the the above requirements in Grades 11 and 12.</li> </ul>		

## **IB DIPLOMA COURSE CANDIDATES**

IB Diploma Courses are assessed externally by the International Baccalaureate (IB), independently of the ISU Diploma.

An IB Diploma Course candidate can freely choose which IB subjects to pursue and at what level: Higher Level (HL) or Standard Level (SL). High achievement in IB Courses may be eligible for university credit in some countries, especially in the USA.

## **FULL IB DIPLOMA CANDIDATES**

The IB Diploma is awarded externally by the International Baccalaureate (IB), independently of the ISU Diploma. IB Diploma candidates are required to take six subjects (3 at HL and 3 at SL) and successfully complete the IB core requirements (Theory of Knowledge, CAS, Extended Essay).

All subjects and core requirements are assessed internally and externally; the only exception is CAS, which is assessed internally and monitored externally. The precise requirements for the IB Diploma are explained in detail below. The IB Diploma is taught over two years and IB Exams are taken in May of grade 12.

## **IB DIPLOMA REQUIREMENTS**

All IB Subjects are graded on the IB 7-point scale:

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

## **IB DIPLOMA SUBJECTS**

IB Diploma candidates choose three IB subjects at Higher Level (HL) and three subjects at Standard Level (SL). Candidates select one subject from each of six

subject groups, which includes two languages, Humanities, Sciences, Maths and Arts. The Arts course can be replaced by another IB course from the Humanities or Sciences. Due to various limitations (including scheduling, staffing and facilities), some course combinations cannot be offered.

All IB subjects are assessed externally and/or internally (with external moderation).

Assessments are criterion based, which means that the candidates' performance is measured against well-defined levels of achievement consistent from one examination session to the next. Subject grades reflect attainment of knowledge and skills relative to set standards that are applied equally to all schools offering the IB Diploma.

### HIGHER LEVEL AND STANDARD LEVEL

The difference between Higher Level (HL) courses and Standard Level (SL) courses is usually related to volume of content, standards of expectations and level of difficulty but varies between subjects. HL and SL courses are often taught in the same classroom (except in Maths), although SL students may sometimes be given time to work independently, while the HL students cover additional content. In general, SL students cover less course content, with fewer assignments and assessments. HL students tend to have a particular aptitude, interest or enthusiasm for the course and are more willing to meet additional challenges in those courses.

It is imperative to choose the levels for each IB course carefully, based on personal interest/aptitude and university requirements (see "Choosing Courses for the IB Diploma" below).

### INTERNAL AND EXTERNAL ASSESSMENTS

Usually, the Internal Assessment (IA) is a major "project" that requires students to apply the content knowledge and skills learned in the course. It is usually worth between 20% and 30% of the overall course grade. The IA is internally graded by the teacher and the IB then moderates samples of work, to ensure that the teacher is applying criteria and achievement levels accurately, adjusting them, if necessary. This ensures that the teacher's assessment standards are in sync with those set forth by the IB and applied worldwide. Examples of IAs include oral language exercises, oral presentations, practical laboratory work, fieldwork, mathematical investigations, historical investigations and artistic performances.

The External Assessment is usually in the form of exams taken in May of grade 12.

They are usually worth between 70% and 80% of the overall course grade. The exams are based on all content knowledge and skills learned in the previous two years and will require extensive revision and preparation. The exams are created by the IB and sent to schools around the world, to be taken at the same time on the same day. The exams are then externally assessed by trained examiners all over the world, according to published grading criteria and mark schemes. Some external assessments are not in the form of exams but are still graded by external examiners.

These include the Language A Works in Translation Essay, ToK essay, Visual Arts Exhibition and the Extended Essay.

## **IB CORE REQUIREMENTS**

All Full IB Diploma candidates will complete the core requirements, which include the Theory of Knowledge (ToK) Course, Extended Essay (EE) and Creativity, Activity, Service (CAS). ToK and the EE are assessed with a grade on a scale of A to E; CAS is assessed as Complete or Incomplete.

## **THEORY OF KNOWLEDGE (ToK)**

The Theory of Knowledge (ToK) requirement is central to the educational philosophy of the Diploma Programme. It offers students and teachers the opportunity to reflect critically on diverse ways of knowing and on areas of knowledge; and to consider the role and nature of knowledge in their own culture, in the cultures of others and in the wider world. It prompts students' awareness of themselves as thinkers, encouraging them to become more acquainted with the complexity of knowledge and to recognize the need to act responsibly in an increasingly interconnected but uncertain world.

As a thoughtful and purposeful inquiry into different ways of knowing, and into different kinds of knowledge, ToK is composed almost entirely of questions. The most central of these questions is "How do we know what we know?" The critical reflection encouraged in students is a foundation for developing international awareness.

All Diploma Programme subjects aim to encourage in students an appreciation and understanding of cultures and attitudes other than their own, but in this particular respect, TOK has a special role to play.

It is a stated aim of TOK that students become aware of the interpretative nature of knowledge, including personal/ideological biases, regardless of whether, ultimately, these biases are retained, revised or rejected.

All ISU graduates are expected to take TOK in grade 11, although Diploma Course Candidates may choose not to complete the TOK course in grade 12 and Certificate students do not have to take ToK.

The course is usually delivered by the same teacher over the course of two years, with 2-3 lessons a week (the other 2-3 lessons will focus on other core requirements, life skills, college counseling or supervised study). Occasionally, other specialist teachers will deliver guest lessons in their expert Area of Knowledge to enhance the diversity of the students' learning experience.

## ASSESSMENT OF TOK

Like all other IB courses, TOK is assessed internally and externally.

The Internal Assessment (IA) is the successful delivery of an oral presentation, which is internally assessed by the TOK teacher. The presentation will demonstrate the application of TOK concepts and insights into a real-life issue. It is worth 1/3 of the overall TOK grade.

The external assessment is an essay of maximum 1,600 words on one of six prescribed titles supplied by the IB. This essay is assessed externally by trained examiners and is worth 2/3 of the overall TOK grade.

The overall TOK grade and the Extended Essay grade are then entered into the Diploma Points Matrix to award a possible maximum of 3 extra points to be added to a student's IB Diploma score (see "Diploma Points Matrix" below).

Unlike all other IB courses, ToK and the Extended Essay are assessed on a scale from A to E:

- A: Excellent
- B: Good
- C: Satisfactory
- D: Mediocre

E: Elementary (Failing Condition)

## EXTENDED ESSAY (EE)

The Extended Essay is an independent, self-directed research paper of maximum 4,000 words on a topic of the student's choice. Students will select their subject area, topic and supervisor in the first Semester of grade 11.

Over the course of about seven months, students will work independently toward the final submission of the essay at the end of Grade 11, with guidance and support from their respective supervisor. Students will be expected to meet regularly with their supervisor, as well as meet required due dates.

There is little scheduled lesson time for the EE and the vast majority of its work will be done in the student's own time.

The Extended Essay Handbook provides a timeline for the researching and writing of the Extended Essay and students will be asked to show evidence of their progress at regular intervals. If a student fails to meet regularly with their supervisor, the student and/or the parents will be contacted to ensure the student gets back on track to meet all required due dates.

Students can expect to spend about 40 hours working on the EE altogether. It is common to spend a portion of the December and February holidays doing research and/or writing the EE.

Extended Essay deadlines are **non-negotiable** due dates. If any of these are missed, students may make themselves ineligible for the IB Diploma.

## ASSESSMENT OF THE EXTENDED ESSAY

The EE is externally assessed. The student's supervisor will provide a predicted grade but the final grade is awarded by an external examiner on a scale from A to E, in the same way as ToK. The overall ToK grade and the Extended Essay grade are then entered into the Diploma Points Matrix (see below) to award a possible maximum of 3 extra points to be added to a student's IB Diploma score.

*Note: A grade of E in either ToK or the EE is an automatic failing condition for the IB Diploma.*

## THE DIPLOMA BONUS POINTS MATRIX

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

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

The diploma points matrix

### CREATIVITY, ACTIVITY, SERVICE (CAS)

All ISU graduates fully engage in CAS whether they are ISU Certificate, ISU Diploma, full IB Diploma or IB Diploma Course candidates.

Students begin CAS in August of grade 11, and complete it by April in grade 12 as concurrency of learning is central to the Diploma Programme as a whole.

The CAS program includes participation, reflection, supervisor reviews, and a final coordinator review.

ISU students meet the IB requirements for CAS by accumulating a minimum of 30 detailed reflection pieces of work on the activities undertaken during this time period. A balance of activities could be represented as approximately 10 reflections in each category of Creativity, Activity, and Service.

Service Activities are conducted with partner organizations off-campus or with some coordinator-approved activities on-campus. Projects are the highlight of most students' CAS experience and are the most successful when part of a CAS Project, which is one month or longer, and is often completed with peers at ISU or other schools, internationally. Service activities often combine creativity or activity – in line with students' personal interests. 30 reflections of service/community engagement is the minimum that ISU requires. CAS activities are unpaid, ethical, and are NOT already part of the students' course curriculum.

Students track and document their activities on ManageBac (an online teaching, assessment and reporting management system designed specifically for IB Schools), where they will also provide evidence of meeting the eight CAS Learning Outcomes. The reflection part of CAS is central and is the determining factor in whether or not CAS has been successfully completed.

In general, most CAS activities will require an adult supervisor who is not a relative of the participant to help with goal-setting, evaluation of progress, and to provide general guidance.

The three strands of CAS are characterized as follows:

**Creativity** - exploring and extending ideas leading to an original or interpretive product or performance

**Activity** - physical exertion contributing to a healthy lifestyle

**Service** - collaborative and reciprocal engagement with the community in response to an authentic need. Community engagement is arranged with vetted ISU community partners, with whom the school has a long-standing relationship.

For student development to occur, CAS should involve:

- real, purposeful activities, with significant outcomes
- personal challenge – tasks must extend the student and be achievable in scope

- thoughtful consideration, such as planning, reviewing progress, reporting
- reflection on outcomes and personal learning.

All proposed CAS activities need to meet these four criteria. It is also essential that they do not replicate other parts of the student’s Diploma Programme work.

The seven CAS Learning Outcomes all students will need to meet are:

LO 1	Identify their own strengths and develop areas for personal growth
LO 2	Demonstrate that they have undertaken challenges, developing new skills in the process
LO 3	Demonstrate how to initiate and plan a CAS experience
LO 4	Show commitment to and perseverance in their CAS experiences
LO 5	Demonstrate the skills and recognize the benefits of working collaboratively
LO 6	Demonstrate engagement with issues of global significance
LO 7	Recognise and consider the ethics of choices and actions

*Note: Each of the seven outcomes must be met at least once for a student to complete all CAS requirements.*

This focus on learning outcomes emphasizes that it is the quality of a CAS activity (its contribution to the student’s development) that is of most importance.

Past successful CAS activities include participating in the performing arts, Model United Nations, fundraising with the Zana Boxing School for local public schools, participating in sports teams, internship at a local financial services business and organising a Blood Drive to help stock the Kampala Blood Bank . Students complete the CAS outside of school. A guideline is that about 2-3 hours a week should be dedicated to CAS-related activities throughout the two years of the DP.

Successful completion of CAS is a requirement for the award of both the IB Diploma and the ISU Diploma. CAS is not formally assessed but students need to document their activities and provide evidence that they have met the seven CAS Learning Outcomes using ManageBac. A school’s CAS programme is regularly monitored by the relevant regional IB office (most recently in July 2014).

## ASSESSMENT OF CAS

CAS encourages students to lead a balanced lifestyle throughout the Diploma Programme, with the hope that the habits created during these two years are the foundation for lifelong learning in the areas of Creativity, Activity and Service. It is imperative that there is steady progress towards the completion of the CAS requirement and students will be asked to provide periodic updates on the CAS activities completed, recorded and reflected upon.

The CAS Coordinator maintains quarterly and checks and deadlines, helping students to fulfill the CAS requirements. Parents are encouraged to regularly review their daughter's / son's CAS progress on ManageBac.

The ISU CAS Coordinator is Ms Myfanwy Davies who can be contacted by email-

[mydavies@isumail.ac.ug](mailto:mydavies@isumail.ac.ug)

## CHOOSING A COURSE OF STUDY

### **What is the difference between the IB Diploma and IB Courses?**

According to the IB: "A student who does not satisfy the requirements of the full Diploma Programme, or who has elected to take fewer than six subjects, is awarded a certificate for the examinations completed."

### **What is the benefit of pursuing IB Diploma Courses and not the full IB Diploma?**

The main benefit for students is that they will generally have more time to focus on their courses and may also choose to take more courses at Standard Level. This allows students to improve their performance in these subjects rather than spreading their time across other demands such as the Extended Essay and the Theory of Knowledge course:

Students choosing to take IB Courses:

1. Do not have to take three Higher Level courses; all courses can be taken at Standard Level.
2. Do not have to complete the Extended Essay.
3. Do not have to complete the ToK course in grade 12.

### **How will this affect entry into Higher Education?**

IB Courses are regarded as a lower level qualification and many universities will only accept the full IB Diploma for full admission. Universities in the USA will accept students completing IB Diploma Courses. However, many universities have

alternative routes to the degree programme through one or two year foundation courses which can then be “topped up” to a full degree.

In the US, most two and four-year degree programmes will accept IB Courses as a direct entry point.

Parents and students are advised to carefully consider their options for higher education before making the decision to take IB Diploma Courses instead of the full IB Diploma. It is important that parents and students discuss these options with the Diploma Coordinator and the University Counselor.

## CHOOSING COURSES FOR THE IB DIPLOMA

To be eligible for the full IB Diploma, each student is required to follow six IB courses, with one subject taken from each subject group:

- Group 1: Studies in Language and Literature)
- Group 2: Language acquisition (or an additional first language)
- Group 3: Individuals and Societies
- Group 4: Sciences
- Group 5: Mathematics
- Group 6: The Arts (or an additional subject from groups 3 or 4)

All IB Diploma students must choose:

- Three courses at Higher Level (HL)
- Three courses at Standard Level (SL)

In addition, all IB Diploma students must successfully complete:

- Theory of Knowledge (ToK) course, including an internal and external assessment
- Extended Essay (EE) in a subject of their choice
- CAS (Creativity, Activity, Service)

The following is a list of courses currently offered at ISU:

Group 1:

- English Literature
- English Language and Literature

- Self-Taught Literature (in Mother Tongue)(SL only – see below)

#### Group 2:

- English B
- French B
- Spanish B
- French ab initio (SL only)

#### Group 3:

- History
- Geography
- Economics
- Business & Management

#### Group 4:

- Biology
- Chemistry
- Physics
- Design Technology

#### Group 5:

- Applications and Analysis Higher Level
- Applications and Analysis Standard Level
- Applications and Interpretation Standard Level

#### Group 6:

- Visual Arts
- Music Standard Level

### **LANGUAGE A1 SELF-TAUGHT LITERATURE (SL ONLY)**

If a student wishes to take a Language A Literature course in a language that is currently not offered by ISU, there is the option of taking this course as “self-taught”. Students must arrange and pay for an outside tutor, who will guide the student’s studies. There is a designated teacher at school who supervises the registration details and logistics of the self-taught students’ curricula and assessments but the course remains self-taught, which requires considerable self-motivation from the student.

## ONLINE COURSES

There is the additional option of taking an online course with Pamoja Education, which offers a variety of courses that are not offered by ISU. Pamoja Education has an enrollment of over 1400 students at 280 schools in 60 countries.

## HOW TO DECIDE

ISU aligns and reviews the curriculum for students in grade 10 so that it is closely focused on the content, skills and rigor that students can expect of the Diploma Programme (DP) in the following years. ISU ensures wherever possible that grade 10 courses are taught by teachers also teaching in the DP, the aim being to provide transitional support and guidance for students who are going from the MYP to the DP. The teachers of grade 10 also design assignments and assessments that support the pace and time-management, which students will encounter in the DP.

In support of these initiatives, there are support and monitoring processes in place, which will enable all students to make the best choices about their course of study in grades 11 and 12. This allows the school to set up a process by which we can best follow students' academic progress and advise students of their best options when planning for post-high school education.

It is important in some situations that students do not simply choose the subject or the level that they think they will score the highest grade in.

This is particularly true of language courses in Groups 1 and 2 and mathematics courses in Group 5. At the same time, students should also not attempt to do courses that are beyond their capabilities/aptitude. Students should be enrolled at an academic level that they find challenging and will develop their academic skills further over the two year course; but which also offers a realistic chance to be successful. A student who chooses to take two A languages is eligible for a Bilingual IB Diploma.

Here are some additional questions students may want to ask themselves as they go through the process of choosing their courses for grades 11 and 12:

- Which subject(s) do I enjoy and find interesting? Which subject(s) do I do well in?
- Which subject(s) will challenge me?

- Which subjects may be helpful for what I plan to do after high school?
- Should I pursue the full IB Diploma or specific IB Diploma Courses?

## HOW TO CHOOSE THE CORRECT MATHS COURSE

There are 4 levels of study for Mathematics in the DP, ISU are choosing to run 3 of the 4 courses; Analysis and Approaches Higher Level, Standard Level and Applications and Interpretation Standard Level. These three courses are taught in separate classes and have different curricula. It is very important to choose the correct Maths course before the start of grade 11.

**Analysis and Approaches Higher Level and Standard Level** - is a pure maths course. It has a strong grounding in algebraic methods and is appropriate for those going into science courses.

**Applications and Interpretation (A&I)** is an applied maths course aimed at those going into social studies-based courses.

The following table provides some additional guidance on how to determine the appropriate level of Maths to choose, based on grades earned in grade 10.

Semester 2 Grade 10 Maths Standard Grade	Semester 2 Grade 10 Maths Extended Grade	Recommended level of study
1 - 4	1 - 3	Applications and Interpretation Standard Level
5 - 7	4 - 7	Analysis and Approaches Standard Level
High 6 or 7	5 - 7	Analysis and Approaches Higher Level

## WHEN TO DECIDE

In order to support students and parents in making these weighty decisions, ISU has put in place a timeline that ensures the choices are informed, rational and based on each individual student's needs and preferences. A general outline of this process is provided below:

- Mid October - Preliminary course choices to grade 10 students and parents to allow feedback from teachers
- Late February - Course choices distributed to grade 10 students and parents
- Early March - course choices submitted to DP Coordinator
- Mid March - Course choices reviewed by DP teachers for suitability and aptitude
- Late March - parent meetings with DP Coordinator and/or University Counselor
- May /June - Course “taster” sessions (where subject teachers provide a “taste” of courses to students)
- Late May - Final course choices submitted to DP Coordinator

Once a combination of courses has been chosen, subject teachers will review each individual’s choices, providing professional insights into their evaluation of the choices made. Some of the variables the teachers will consider include: previous achievement levels in a given subject; motivation; aptitude; work habits/ethics; and personal initiative. It is important to recognize that different universities have different entrance requirements, which might also help to determine one’s course choices.

The University Counselor can offer further guidance on these requirements and conditions, but students should check University websites. After the initial course choices have been made in early March, it is increasingly difficult to change this initial selection due to staffing and scheduling limitations. That is yet another reason why the initial course choices must be carefully considered and all options carefully weighed.

The course choices will define a considerable portion of the following two years of students’ lives, so it is important to make good choices that can be sustained for that time. Unfortunately, not all course combination choices will be available to all students due to staff limitations, scheduling limitations and other factors beyond the school’s control. This may be the students’ last opportunity to take courses in certain subject areas, like the arts, and they are encouraged to branch out and explore the full array of DP courses offered.

## CHANGING COURSES

Students are given extensive guidance and support in grade 10, as they are choosing their courses for the following two years. However, sometimes students feel that they have made an inappropriate choice and would like to change it.

There is a window to do this at the start of grade 11, which closes two weeks after the start of the school year. Proposed course changes will be reviewed and decided on an individual basis, considering factors such as scheduling, staffing and opportunities for student success.

There will be no course changes considered after the window mentioned above, unless there are extraordinary circumstances, which require an extraordinary response. These same guidelines are also in place for switching between Standard Level and Higher Level in any given course.

Students are able to switch from a full IB Diploma to IB Courses until October of grade 12. Any changes after November of grade 12 (in course registration or levels) will incur additional registration amendment costs from the IB, which will be billed to the student.

## IB DIPLOMA PASSING CONDITIONS

All IB courses are assessed on a 1-7 scale. Consequently, the maximum score a student can earn from IB courses is 42 points (6 courses x 7 points), although the Extended Essay/TOK component may yield up to 3 additional points (see Diploma Points Matrix). Thus, the maximum score for an IB Diploma is 45 points.

It is necessary to earn a minimum of 24 points for an IB Diploma, which works out to be an average score of 4 for each class; and the ToK assessments, CAS and Extended Essay must be successfully completed. There are, however, other possible failing conditions for the IB Diploma, which include the following:

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).

### **MONITORING PROGRESS**

The DP Coordinator is responsible for monitoring all student progress. Regular feedback is sought from DP teachers through a shared Student Feedback document.

### **DP MENTORING**

All Grade 11 and 12 students will meet monthly with the DP Coordinator. These meetings will involve a discussion of progress, any concerns (teacher/student) and will also form College Counseling function. Concerns from these meetings will be shared with parents accordingly and notes are kept of all conversations.

### **REPORT CARDS**

Students at ISU receive two narrative report cards per academic year (usually in January and June). Additionally, students receive progress reports at the end of the first and third quarters of each academic year (usually around October and March). These reports provide a snapshot of the student's academic progress and can often be a good indicator of the current level of academic success the student is achieving. The reports also serve as a regular monitoring tool, by which the school can become aware of when a student's performance appears to be below minimal expectations. In these cases, the students will be placed on Academic Supervision.

## ACADEMIC SUPERVISION

Academic supervision means the DP Coordinator will meet with the students in question (and their parents, if they wish) to determine the best way forward, which may include hiring a tutor for those classes most needing it; changing from the full IB Diploma to IB Diploma Courses; requiring supervised study sessions; or even repeating the grade

## PARENT-TEACHER-STUDENT CONFERENCES

There are two parent-teacher-student conferences scheduled for each school year and parents are strongly encouraged to attend. They are usually held in October and March, after the Quarter Progress Reports. In grade 12, the second parent-teacher-student conference will take place a little earlier and it will be a Mock Exam Review Session. This is the final regularly scheduled time for parents to meet with teachers to receive a face-to-face update of academic progress being made but parents are encouraged to contact teachers or Coordinators whenever questions or concerns arise.

## MOCK EXAMS

In the second semester of grade 12, all students in that grade take Mock Exams in all subjects they are currently enrolled in (this applies to full IB Diploma students and IB Course students). These “practice” exams are an opportunity for students to take exams under the same conditions as the IB exams in May. The questions on the exams are commonly taken from past IB exams.

Mock Exams can be a good indicator of what level of achievement students are likely to achieve in the May exams and they are useful for identifying the strengths and weaknesses both of individual students and the class as a whole. This information can then be used by teachers to strengthen specific skills and/or content areas; and by students to choose individualized preparation strategies for succeeding at the May exams. Following the Mock Exams, there will be an opportunity for parents to meet with individual teachers at the Mock Exam Review Session, where these strategies can be further discussed and planned.

Mock Exams also help to inform the teachers’ Predicted Grades that will be issued to the IB following an evaluation of the Mock Exam results.

## PREDICTED GRADES

In grade 12, subject teachers are asked to submit a predicted grade for each student taught. This is based on past performances on assessments, attitude toward learning, ability to respond to criticism and guidance, and motivation levels. It is important to bear in mind that predicted grades are just that: predicted. There are a variety of factors that could impact a given student's final grade but the predicted grade is the teacher's professional judgment based on the criteria mentioned above. Predicted Grades for University applications are generated in October to November of grade 12.

In the second semester of grade 12, these predicted grades are sent to the IB (and those universities who request them). These final predicted grades will also take into account the results of the Mock Exams held in January/February of grade 12.

## MANAGEBAC

Managebac is a teaching, assessment and reporting management system designed specifically for IB Schools. The website provides a range of communication and management tools for students, teachers, parents and administrators. Each student is provided with an account through which they can review each of their classes, read and submit assignments, plan, reflect on and document their CAS activities and manage their Extended Essay. Parents also have a read-only account allowing them to view all their children's accounts, giving an overview of their progress and upcoming assignments.

ManageBac is an invaluable tool for both students and parents to stay up to date with all upcoming assignments, as well as monitoring past activities and assessment scores. It is encouraged that students log in to their ManageBac account at least once a week and that parents monitor their child's progress regularly.

## ROLE OF SUPERVISED/UNSUPERVISED STUDY PERIODS

Students in grades 11 and 12 will have 2-3 study periods every week in their regular timetable. It is expected that the students use these study periods for quiet, individual study.

Students are permitted to study without supervision in the library or on the picnic tables in front of the library, provided that they do not disrupt other students. This

privilege of unsupervised study time can be revoked at any time if the student is not using the time responsibly, with respect for all other members of the ISU community.

## ATTENDANCE/PUNCTUALITY

Attendance in classes and activities related to the academic curriculum is central to student learning. The negative impact of repeated and/or prolonged absences cannot and should not be underestimated by students and parents. Attendance records are kept and there is a minimum attendance requirement in place for all students. If this minimum attendance requirement is not met, students may not receive credit for courses and may be required to make up missed instructional time, which may include repeating a grade level (please see Board Policy excerpt below). The IB specifies that only students in “good standing” at the school will be eligible for receiving the IB Diploma. ISU has the right to exclude students from IB Exams if this standing is not maintained.

It is strongly discouraged for students in grades 11 and 12 to take early holidays or to return late from any holidays. Any assessments missed during this time will receive a grade of zero and there will be no accommodations made for early or late exams. “Students who have been enrolled in the school for the entire semester and have accumulated more than 15 combined (excused and unexcused) absences during any given semester may receive an ‘Incomplete’ on the report card and transcript and may not be eligible for credit for those courses. Promotion to the next grade level may also be affected.” *Refer to Faculty Handbook.*

## CONSEQUENCES OF MISSING DUE DATES

The IB Diploma is a demanding programme that requires systematic study habits and very good time management. In grades 11 and 12, students will be asked to meet a number of due dates regarding the submission of assignments.

Depending on the subject, these may take the form of written essays, commentaries or research projects, lab reports, or oral presentations.

To aid the students in planning their work, every year ISU teachers put together a calendar, which distributes the workload in a rational way throughout the year. This calendar will be made available to all students and parents on ManageBac.

Non-compliance with any IB Diploma due date may result in the work not being accepted, which may have serious consequences for the student’s IB Diploma or Courses.

ISU students are expected to respect themselves and others by preparing their own schoolwork to the best of their ability for evaluation by ISU teachers. An authentic piece of work is one that is based on the student's individual and original ideas with the ideas and work of others fully acknowledged. In contrast, academic dishonesty is a student's attempt to claim and show possession of knowledge and/or skills that she/he does not possess.

The following excerpts are taken directly from IB Documents:

### **Article 20: Candidates suspected of academic misconduct**

The IB defines academic misconduct as behaviour (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another candidate is also regarded as academic misconduct. Academic misconduct is a breach of these regulations and includes, but is not restricted to:

- a. plagiarism—this is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment
- b. collusion—this is defined as supporting academic misconduct by another candidate, for example, allowing one's work to be copied or submitted for assessment by another
- c. duplication of work—this is defined as the presentation of the same work for different assessment components and/or DP core requirements
- d. misconduct during an IB examination (for example, taking unauthorized material into an examination, behaviour that disrupts the examination or distracts other candidates, or communicating with another candidate)
- e. unethical behaviour such as the inclusion of inappropriate material in any assessment materials or the breach of ethical guidelines when conducting research
- f. any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, falsifying a CAS record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination via any form of communication/media).

Many candidates for the Diploma Programme are fluent in two or more languages and are therefore able to conduct their research in more than one language, perhaps with the aid of the internet.

Such candidates must be aware that copying a passage of text, translating this passage into another language, then using the translated text in their work without acknowledging its source still constitutes plagiarism.

Malpractice most commonly involves plagiarism or collusion. However, there are other ways in which a candidate may commit malpractice and in so doing be in breach of the Regulations. The following examples of malpractice do not constitute an exhaustive list and refer only to the written examinations:

- taking unauthorized material into an examination room (such as cell/mobile phone, written notes).
- leaving and/or accessing unauthorized material in a bathroom/restroom that may be visited during an examination
- misconduct during an examination, including any attempt to disrupt the examination or distract another candidate
- exchanging information or in any way supporting the passing on of information to another candidate about the content of an examination
- failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of the examination
- impersonating another candidate
- stealing examination papers
- using an unauthorized calculator during an examination, or using a calculator when one is not permitted for the examination paper
- disclosing or discussing the content of an examination paper with a person outside the immediate school community within 24 hours after the examination.

If the final award committee decides that a case of malpractice has been established, no grade will be awarded in the subject concerned. (No lesser penalty for malpractice is available to the final award committee.) In the case of a Diploma Programme candidate, the consequence is that no IB Diploma will be awarded to the candidate. However, Diploma Programme course results will be awarded for other subjects in which no malpractice has occurred.

If a candidate is found guilty of malpractice in the production of one (or more) of

several assignments required for a component, the candidate is not eligible for a mark based on his or her performance in the remaining assignments for the component; no grade will be awarded for the subject. For example, the internal assessment requirement for a subject may require a portfolio of four separate assignments. If a candidate is found to have plagiarized all or part of one assignment, a mark for his or her internal assessment will not be based on the remaining three assignments: no grade will be awarded for the subject.

## TURNITIN.COM

One tool that ISU uses to support students in their academic honesty is a web-based service called turnitin.com. This is a service that runs essays through a huge database of published material and produces an originality report, indicating the amount of the essay that is not considered original. It is quite effective at locating problems related to academic honesty and has proven useful in supporting students in submitting original work and crediting others' work.

As it says on the turnitin.com website: "Turnitin provides originality checking, online grading and peer review to prevent plagiarism prevention and engage students in the writing process. Turnitin encourages best practices for using and citing other people's written material and offers instructors ways to save time and improve their feedback on the writing process. [Turnitin] offers a complete web-based service to manage the process of submitting and tracking papers electronically, providing better – and faster – feedback to students."

## TIME COMMITMENT FOR DAILY HOMEWORK

The IB is a rigorous curriculum, regardless of whether one is taking the full IB Diploma or IB Courses, and it will require a significant time commitment. In addition to the time spent learning at school, it is expected that ISU students in grades 11 and 12 will spend approximately 1-3 hours doing homework every weekday, with additional time on weekends. This does not include the core requirements of CAS, TOK and the Extended Essay, which will require additional time investments. It is expected that students will spend about 40 hours in total on the Extended Essay; an average of 2-3 hours a week on CAS; and an average of about one hour a week on TOK (in addition to classes).

There will be times when students will spend considerably more or less time on each of these requirements but hopefully this provides a rough guide to the time commitment required in grades 11 and 12 at ISU. Parents are encouraged to assist in monitoring student progress toward the completion of the assignments, but should

not do the students' work for them. Parents can be most helpful to their children by providing a routine time and place that is conducive to undisturbed study. Students may at some point find that they are struggling to keep up with assignments and assessments. This is not unusual and ISU can provide support structures to the student, if this issue is addressed early on. Some of the support structures provided include: supervised study periods during the school day; supervised study periods after school; subject-specific review sessions (offered by some teachers); and creation of a study timeline to space out working toward due dates. While the DP Coordinator and Counselors will monitor academic progress of individual students, it is up to the individual students (and/or their parents) to request academic support as needed.

## **STRESS MANAGEMENT**

The IB Diploma Programme is academically rigorous and requires a lot of commitment and planning. One of the biggest challenges that many Diploma students face is how to manage their time most effectively. This can lead to undue stress, which then makes productive work even more difficult to accomplish. Students should speak to the DP Coordinator immediately for guidance on stress management if needed.

## **CANDIDATES WITH ASSESSMENT ACCESS REQUIREMENTS**

ISU believes all students have the right to be assessed as accurately as possible with regard to their abilities, knowledge and mastery of skills. Students with special assessment needs are permitted to be assessed under conditions that will permit them to demonstrate their abilities accurately, within the guidelines set by the IB.

If the need for special assessment accommodations exists, please contact the DP Coordinator as soon as possible, as extensive and early documentation is necessary to be granted permission from the IB to have these accommodations.

Any reasonable adjustments for a particular candidate pertaining to his/her unique needs will be considered.

## **IT AND CALCULATOR REQUIREMENTS**

It is expected that students will have access to a computer at home, which is often needed to complete assignments. It is also assumed that students will have regular access to the internet, either at home or through an internet café.

The IB is increasingly relying on electronic submission of internal and external assessments, which further makes access to computers imperative. Many assignments are written on computers and part of preparing students for the world they are likely to encounter when leaving school includes a familiarity with information technology.

Moreover, many subjects (including all maths courses) require the use of a graphic display calculator. Please check with the maths department to receive advice on the make, model and anticipated price of such a calculator.

#### **GROUP 4 (SCIENCE) PROJECT**

The group 4 project is a collaborative activity where students from different group 4 subjects work together on a scientific or technological topic, allowing for concepts and perceptions from across the disciplines to be shared “[encouraging] an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method”. The project can be practically or theoretically based.

The group 4 project allows students to appreciate the environmental, social and ethical implications of science and technology. It may also allow them to understand the limitations of scientific study, for example, the shortage of appropriate data and/or the lack of resources. The emphasis is on interdisciplinary cooperation and the processes involved in scientific investigation, rather than the products of such investigation. Ideally, the project should involve students collaborating with those from other group 4 subjects at all stages.

#### **FINAL DP EXAMS**

IB Exams are scheduled for May of grade 12 and tend to last for about three weeks. The schedule will be shared with students and parents at the start of Grade 12.

#### **GETTING IB RESULTS**

Each student will be issued a unique username, personal code and personal identification number (PIN), which will enable them to access their results over the internet. The results are normally available after 12:30 (GMT) on July 6. To access his or her results, a candidate must enter their alphanumeric personal code and their PIN.

A hard copy of the IB Diploma or Diploma Courses certificates will be available from the DP Coordinator in late August following the May exams. Students are encouraged to arrange for this to be picked up in person. If students wish to have their IB Results sent to them, the resulting courier costs will need to be paid for by the student.

The IB will also send official IB transcripts directly to universities, provided all necessary information has been submitted to the DP Coordinator in the required time.

## ENQUIRY UPON RESULTS

In the unlikely event that a candidate feels there has been a mistake made in the marking of an assessment, it is possible to request for a remarking of the assessment. It is important to consider that a remarked assessment may yield a higher score than before; a lower score than before; or no change in the score. In other words, there is always the risk of having one's score lowered as a result of a remark, which means one needs to carefully consider requesting a remark.

This request can only be made by the DP Coordinator and incur extra fees, which will be borne by the student making the request. Please contact the DP Coordinator for more details.

The request to have an assessment remarked must be made to the DP Coordinator by September 1 (after the May exams).

## RETAKING EXAMINATIONS

If a student wishes, it is possible to retake a subject's assessments at a later point. The earliest date to retake an exam is in November, which requires the retake request to have been made by mid July (usually within less than two weeks after results are first available). Some courses may not be available for retake in the November session. There are also fees associated with retaking an exam, which will be borne by the student making the request. Please contact the DP Coordinator for more details.

## CONTACTS

**In the first instance please contact individual subject teachers with any queries.**

For Diploma specific queries:

IB Diploma Coordinator- Andres Bradshaw ([dpcoordinator@isumail.ac.ug](mailto:dpcoordinator@isumail.ac.ug))