



The IB Diploma Prospectus

Information for Grade 10
Students and Parents

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Seisen International School Mission Statement

Seisen, a Catholic International School, educates world citizens to become men and women for others and with others, in the spirit of Jesus Christ. Seisen's mission is to provide a safe environment in order to empower each student, through shared responsibility, creativity, and human interdependence, to develop their unique talents and to become competent and compassionate players in our global society, capable of empowering others and of bringing hope and peace to our ever-changing world.

IB Mission Statement

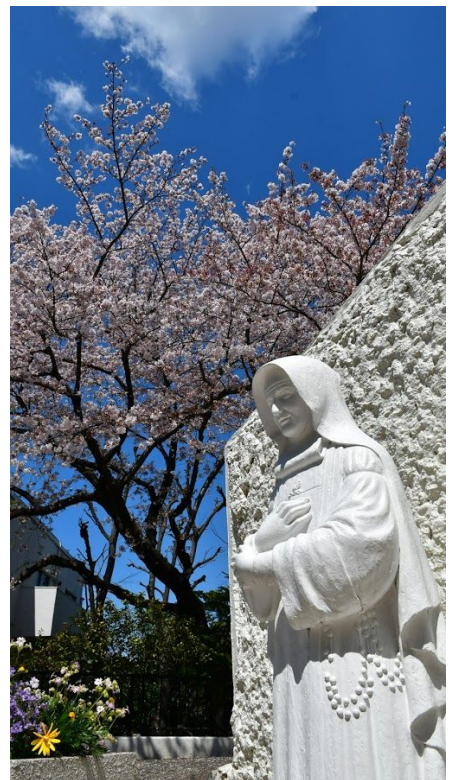
The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

You can read more about the IB Diploma at <https://www.ibo.org/diploma>

IB DP at Seisen International School

The IBDP was designed for schools like ours - internationally-minded, a growth mindset and a focus on service. Seisen International School has been using the comprehensive and rigorous two-year curriculum of the International Baccalaureate for Grade 11 and 12 since 1986. Critical thinking, community service and exposure to a wide variety of intellectual viewpoints reflect the values of Seisen International School and the IB.

SIS does encourage all students who wish to take the IB Diploma to do so. We do not exclude students based on their previous academic achievements. Over the past 5 years, 90% of our students have successfully attempted and achieved the full IB Diploma, and the core elements: Theory of Knowledge (TOK), Creativity, Action and Service (CAS) and an Extended Essay (EE). Moreover, while approximately 25% of students worldwide achieve the bilingual Diploma, 50% of our students do.



The IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be...

Inquirers

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable

They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems and make reasoned, ethical decisions.

Communicators

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled

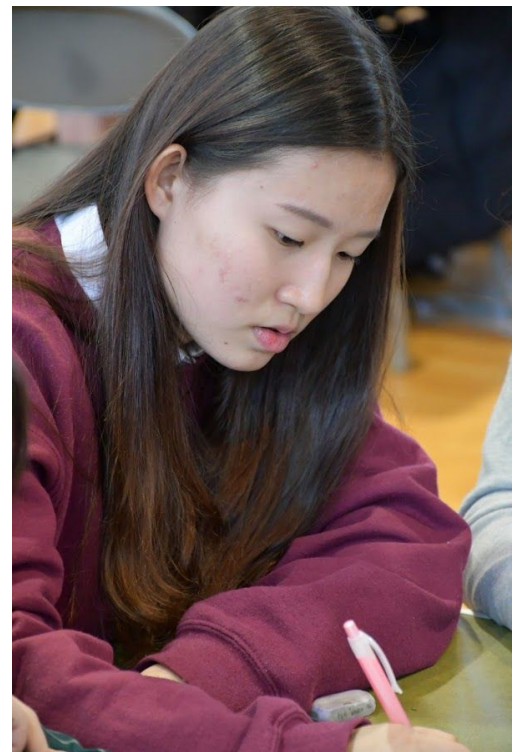
They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.

Caring

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service and act to make a positive difference to the lives of others and to the environment.



Risk-takers

They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths.

Learning to learn

The approaches to learning framework shows the learning skills that students will develop and apply across their subjects and the core of the IB Diploma. These skills will not only be useful in helping students to achieve on their exams but also when they move onto university and their chosen career path. These skills are organised into the following areas:

Thinking skills	Communication skills	Social skills	Self-management skills	Research skills
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These skills are designed to enable students to “**learn** how to **learn**.” They are intended to apply across curriculum requirements and provide a common language for teachers and students to use when reflecting and building on the process of **learning**. Thus, when a student receives a report card grade it will link directly to the approaches to learning in terms of the next steps to take in order to fulfill their potential.

What is the structure of the DP programme?

The Diploma is intended to be a pre-university qualification similar to Advanced Placement and the UK A-level examinations.

Students study six subjects concurrently and must also complete the core elements of the programme which are the Extended Essay, CAS and ToK.

A student’s Diploma is assembled the following way.

- Students must take at least one subject from each of Groups 1 to 5 and one subject from the arts (group 6) or another subject from groups 1 to 4. Students who take two Group 1 courses do not have to take a Group 2 subject and will receive a bilingual diploma.
- Students take a total of 6 subjects: 3 at Higher Level and 3 at Standard Level.
- Higher Level and Standard Level courses are two-year courses but Higher Level courses

are more demanding and require 240 hours of instructional time versus 150 hours for Standard Level subjects.

- Students write a 4000-word Extended Essay (EE) based on independent research with a teacher acting as a supervisor throughout the process.
- Students complete a Theory of Knowledge (ToK) course of 100 hours.
- Students complete Creativity, Activity and Service (CAS), which has a special emphasis on community-based activities.

Are there alternative pathways other than the Diploma?

Seisen supports every student in identifying the academic pathway which is best for them. The right pathway enables students to reach their potential by engaging in an appropriate level of challenge. Students have three options for their Grade 11 and 12 studies at Seisen. All options require a two-year commitment.

OPTION 1: Seisen High School Diploma and the IB Diploma

This option provides a broad range of opportunities for students to gain entry into higher education institutions worldwide. When selecting DP courses students should consider subject areas that they enjoy but they should also consider future university options and possible career pathways when selecting courses.

OPTION 2: Seisen High School Diploma and IB Courses

This option provides courses that lead toward the fulfilment of the Seisen Diploma combined with the acquisition of an IB Courses Transcript. Individual examinations are selected from subjects offered within the Diploma. These students are required to take CAS, but not the Theory of Knowledge or the Extended Essay.

OPTION 3: Seisen High School Diploma

This option provides courses that satisfy requirements for the Seisen High School Diploma accredited by CIS/NEASC. This option provides preparation for meeting the entry requirements for colleges and universities worldwide. These students are required to take CAS, but not the Theory of Knowledge or the Extended Essay.



When are subjects and pathways chosen?

Subjects are usually selected in the spring semester of grade 10. Subjects are selected using a block matrix and there are some restrictions on combinations due to scheduling constraints. Mr Bevan, the IB DP Coordinator, and Ms Lui, the College Advisor, will assist students in coming to a decision that best suits their future goals.

What should I study at IB?

You should study what interests you, and what you enjoy. After all, your study now could affect the path you take in your later career, so it is good to work out what you like best now. The IB model allows for a lot of breadths (six subjects) but at the same time, allows for specialism of study through the selection of Higher Level subjects.

Course offerings for grades 11 & 12

All of the following course descriptions are taken directly or adapted from the corresponding subject briefs published by the IBO.



Higher Level vs Standard Level

To be eligible for the IB Diploma, students must complete three subjects at Higher Level (HL). Higher Level subjects have 240 hours of instruction whereas Standard Level (SL) subjects have 150 hours. The type of assessment, number of assessments and length of assessment also may differ. The IB Publication on the difference between the levels provides more information [HERE](#).

The IB does not recommend a student takes four subjects at Higher Level. A student may choose to take four Higher Levels if their 4th HL is Language and being in the SL course would not sufficiently extend the student. Parents/Guardians should be aware that four Higher Levels will require an additional time commitment and may impact their overall grades.

GROUP 1: STUDIES IN LANGUAGE AND LITERATURE

English A: Literature SL/HL

The Language A: Literature course aims to develop skills of textual analysis and the understanding that texts, both literary and non-literary, can relate to culturally determined reading practices. The course also encourages students to question the meaning generated by language and texts. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception. The study of literature in translation from other cultures is especially important to IB DP students because it contributes to a global perspective.

JAPANESE A: Lang and Literature SL/HL

The Language A: Language and Literature course aims to develop skills of textual analysis and the understanding that texts, both literary and non-literary, can relate to culturally determined reading practices. The course also encourages students to question the meaning generated by language and texts. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception. The study of literature in translation from other cultures is especially important to IB DP students because it contributes to a global perspective.

GROUP 2: LANGUAGE ACQUISITION

French B SL/HL, Japanese B SL/HL, Spanish B SL/HL

The IB DP Language B course provides students with the opportunity to acquire or develop an additional language and to promote an understanding of other cultures through the study of language. Language B is designed for students who possess a degree of knowledge and experience in the target language. High performing standard level students should be able to follow university courses in other disciplines in the Language B that is studied.

Japanese ab initio SL

The IB DP language ab initio course is designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process encourages the learner to go beyond the confines of the classroom, expanding an awareness of the world and fostering respect for cultural diversity. The Language ab initio course develops students' linguistic abilities through the development of receptive, productive and interactive skills by providing them opportunities to interact appropriately in a defined range of everyday situations.

GROUP 3: INDIVIDUALS & SOCIETIES

Economics SL/HL

The study of economics is essentially about dealing with scarcity, resource allocation and the methods and processes by which choices are made in the satisfaction of human wants. The IB DP Economics course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. These economic theories are applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability. The economics course encourages students to develop international perspectives, fosters a concern for global issues and raises students' awareness of their own responsibilities at a local, national and international level.

History SL/HL

The IB DP History course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gain factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past.

Psychology SL/HL

At the core of the DP Psychology course is an introduction to three different approaches to understanding behaviour: the biological, cognitive and sociocultural approaches. Students study and critically evaluate the knowledge, concepts, theories and research that have developed the understanding in these fields. The interaction of these approaches to studying psychology forms the basis of a holistic and integrated approach to understanding mental processes and behaviour as a complex, dynamic phenomenon, allowing students to appreciate the diversity as well as the commonality between their own behaviour and that of others. The contribution and the interaction of the three approaches are understood through the four options in the course, focusing on areas of applied psychology: abnormal psychology, developmental psychology, health psychology, and the psychology of relationships. The options provide an opportunity to take what is learned from the study of the approaches to psychology and apply it to specific lines of inquiry. DP psychology promotes an understanding of the various approaches to research and how they are used to critically reflect on the evidence as well as assist in the design, implementation, analysis and evaluation of the students' own investigations.

GROUP 4: SCIENCES

Biology SL/HL

Biology is the study of life. The vast diversity of species makes biology both an endless source of fascination and a considerable challenge. Biologists attempt to understand the living world at all levels from the micro to the macro using many different approaches and techniques. Biology is still a young science and great progress is expected in the 21st century. By studying biology in the DP students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety through experimental work that characterizes the sciences. Teachers provide students with opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers and evaluate and communicate their findings.

Chemistry SL/HL

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. Chemical principles underpin both the physical environment in which we live and all biological systems. Chemistry is often a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science. By studying chemistry students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the subject. Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyse results and evaluate and communicate their findings.

Physics SL/HL

Physics is the most fundamental of the experimental sciences as it seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies. Despite the exciting and extraordinary development of ideas throughout the history of physics, observations remain essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations. By studying physics students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the subject. Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyse results and evaluate and communicate their findings.

Environmental Systems and Societies SL

Environmental Systems and Societies (ESS) is firmly grounded in both a scientific exploration of environmental systems in their structure and function and in the exploration of cultural, economic, ethical, political and social interactions of societies with the environment. As a result of studying this course, students will become equipped with the ability to recognize and evaluate the impact of our complex system of societies on the natural world. This course can fulfill either the individuals and societies or the sciences requirement. Alternatively, this course enables students to satisfy the requirements of both subjects groups simultaneously while studying one course.

GROUP 5: MATHEMATICS

Mathematics: application & interpretation SL/HL

The IB DP Mathematics: applications and interpretation course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. Students are encouraged to solve real-world problems, construct and communicate this mathematically and interpret the conclusions or generalizations. Students should expect to develop strong technology skills and will be intellectually equipped to appreciate the links between the theoretical and the practical concepts in mathematics. All external assessments involve the use of technology.

Mathematics: analysis and approaches SL/HL

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

GROUP 6: THE ARTS

Visual Arts SL/HL

The IB-DP Visual Arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts. The role of visual arts teachers should be to actively and carefully organize learning experiences for the students, directing their study to enable them to reach their potential and satisfy the demands of the course.

ONLINE COURSES

We recognize that from time to time a student may want to take an IB course that is not offered at SIS. To this end, students are permitted and supported in taking official online courses via Pamoja. If a student opts for this route they must receive approval from the following:

- Parent/Guardian
- IBDP Coordinator
- Relevant Head of Department

For students taking these courses a faculty advisor, usually, the IBDP Coordinator will be assigned. There are some scholarships to the tune of *50% coverage* of the *first year* of such courses. However, in the *final year*, the student must absorb *100%* of these costs.

Pamoja is the only IB recognized provider of online courses. Once approved for an online course, students will have their subject timetabled like regular subjects. Students are expected to meet with the Site-Based Coordinator (SBC), usually the IB DP Coordinator, at least once a cycle. Students will be assessed by Pamoja.

Pamoja's semester dates **do not align** with Seisen International School's semesters so scores may come later for online courses and report cards will be reissued once updated.

DIPLOMA CORE

Theory of Knowledge (TOK)

Theory of Knowledge (TOK) is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It plays a special role in the DP by providing an opportunity for students to reflect on the nature of knowledge, to make connections between areas of knowledge and to become aware of their own perspectives and those of the various groups whose knowledge they share. It is a core element undertaken by all DP students, and schools are required to devote at least 100 hours of class time to the course. The overall aim of TOK is to encourage students to formulate answers to the question “how do you know?” in a variety of contexts and to see the value of that question. This allows students to develop an enduring fascination with the richness of knowledge.

Extended Essay (EE)

The Extended Essay is an in-depth study of a limited topic within a subject. Its purpose is to provide a student with an opportunity to engage in independent research at an introductory level.

introductory level. Emphasis is placed on the process of engaging in personal research, on the communication of ideas and information in a logical and coherent manner, and on the overall presentation of the Extended Essay in compliance with IB guidelines. Students are required to devote 40+ hours to the essay over the course of twelve months.

Creativity, Activity, Service (CAS)

Creativity, Activity, Service (CAS) is at the heart of the DP. With its holistic approach, CAS is designed to strengthen and extend students’ personal and interpersonal learning from the Primary Years Programme (PYP) and Middle Years Programme (MYP). CAS is organized around the three strands of creativity, activity and service defined as follows.

- Creativity—exploring and extending ideas leading to an original or interpretive product or performance.
- Activity—physical exertion contributing to a healthy lifestyle.
- Service—collaborative and reciprocal engagement with the community in response to an authentic need.

The IB Grading System and the Award of the Diploma



All IB courses, HL and SL, are graded on the IB 7-point scale:

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

For detailed information on the DP grade descriptors per subject group [click here](#).

Students can score a maximum of seven points per course, for a maximum subject score of 42 for their six courses. Each subject has specific required assessment components. These assessment components include a combination of the following:

- **Internal Assessments (IAs):** Individual projects completed by students under the supervision of their teachers. These are assessed by the teacher and then moderated by the IBO.
- **External Assessments (EAs):** Individual projects completed by students over time under teachers' supervision and assessed by IB examiners only. These include portfolios in arts subjects, the TOK Essay, and the Extended Essay.
- **Exam Papers:** Formal written examinations to be taken in May of the second year of the program. Group 1-5 subjects all have two to three Papers each.

For details about the assessment components and the different grade boundaries within different subjects click the links below:

[Group 1: English Lit](#) Japanese A to be confirmed

[Group 2: French B, Japanese B, Spanish B](#)

[Group 3: Economics, History, Psychology](#)

[Group 4: Biology, Chemistry, Physics & ESS](#)

[Group 5: Mathematics](#) - New course and grade boundaries not published yet.

[Group 6: Visual Arts](#)

A maximum of 3 points may be added to the total score awarded for the Extended Essay and TOK. The highest possible score for the diploma is 45 points.

Grades for the Extended Essay and the Theory of Knowledge

- A - Excellent performance
- B - Good performance
- C - Satisfactory performance
- D - Mediocre performance
- E - Elementary performance

The core points 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				

IB Diploma requirements

Completion of six IB-DP courses within the subject group requirements, with three of them taken at Higher Level. The student must also complete all assessment components for each of the six subjects and have successfully completed the core requirements.

The IB Diploma will be awarded to candidates whose total score reaches or exceeds 24 points. Apart from this, there are 9 fail codes:

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 any subject
4. An E grade has been awarded for one or both of Theory of Knowledge or the Extended Essay
5. A grade 1 is awarded in a subject
6. A grade 2 has been awarded 3 or more times (HL or SL)
7. A grade 3 has been awarded four or more times (HL or SL)
8. The candidate has been awarded fewer than 12 points on Higher Level subjects (candidates who register for 4 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)

How will my learning be assessed?

Seisen Semester grades

At Seisen, you will receive a semester report in the middle and end of each semester which are issued in pdf format in ManageBac. Semester grades are generated based on the completion of classwork, tests, assignments or an oral presentation. All grades are issued using the IB 1-7 scale, or A-E scale for TOK. Your progress on CAS will be rated as "on track" or as a "concern" based on your ManageBac portfolio.

Your semester grades will be based on a best-fit judgment of your overall performance with assessment tasks using task-specific criteria and the 1-7 grade descriptors. The first semester report is considered a progress report while the second semester report is considered an end of year summative report.

Internal exams

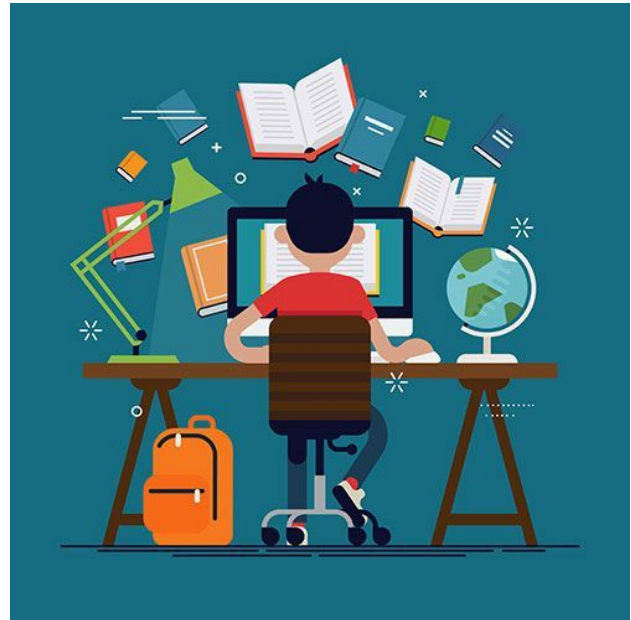
Seisen exams are cumulative meaning that they will cover everything that the student has covered up until that point. Exam grades will be factored into a student's overall semester grade and are carried out under the same conditions as real IB examinations. These internal exams are based on past paper questions and teachers aim to make them as close to the real thing as possible. Please note that the results of these exams will have no impact on the final IB grade which is dependent on the Internal Assessments / Coursework and final exams at the end of grade 12.

Internal Assessment / Coursework deadlines

All IB coursework deadlines for IA's and Coursework will be shared with you at the beginning of September. The IB insists that these deadlines are spread out over the course of the two-year program. [The internal deadline published by the school is the official deadline.](#)

All assignments are due by the deadline set by the teacher (Diploma coursework or any other assignment). It is the class teacher's responsibility to ensure that the due date – for written work and oral presentations – is clearly understood by all of the students in the class. IB Diploma deadlines will be posted on ManageBac, around the school and disseminated to both students & parents.

[It is the student's responsibility](#) to ensure that they make a careful note of the due date for each assignment—for written work and oral presentations—and presents this work on time. All subject teachers will provide students with extensive support and guidance throughout the process of them completing coursework with ample class time allocated.



IB Diploma deadlines and interim submission dates will be placed on ManageBac. The school will not accept that a student has not been informed of IB coursework deadlines. [Any student who anticipates having difficulty meeting a deadline must see the teacher well before the due date to discuss strategies that will allow them to meet the deadline.](#) An extension may be granted if the teacher judges that there is an acceptable and legitimate reason. Technical failure (loss of work from a computer, no ink in the printer, etc.) does not constitute an acceptable excuse for missing a deadline.

Formal IA / Coursework Drafts

The Formal Draft is a student's opportunity to get feedback prior to the submission of the final assessment. IB sets limitations on how many times feedback can be given; in some cases, only one session of feedback is allowed, so it is essential that students treat the formal draft like a final deadline to maximize the feedback they receive.

If a student misses a FORMAL DRAFT IB coursework deadline:

1. The teacher will email parents/guardians on the day the deadline is missed, copying the Homeroom teacher and IB DP Coordinator.
2. The IB DP Coordinator will meet with the student and follow up with the parents/guardians.
3. If the student has a planned justified absence on the day the work is due, work must be submitted prior to the absence. In the event of an unexpected justified absence, the work is due on the day the student returns to the school.
4. *Failure to submit a Formal Draft* will result in an email sent home to parents/guardians by the IB DP Coordinator. Partially completed drafts may be counted as non-submission of work. Students will be withdrawn from extracurricular activities.

Final IA / Coursework Submission

Students who fail to submit assignments on the final deadline date may have their formal draft submitted to the IB. Teachers are to report to the IB DP Coordinator, as well as the relevant HoD, any students that miss an IA deadline.

If a student misses a FINAL IB coursework deadline:

1. The teacher will email parents/guardians on the day the deadline is missed, copying the Homeroom teacher and IB DP Coordinator.
2. The student will be suspended from that class for up to one six-day cycle or until the coursework is submitted.
3. At the end of the six-day cycle, the student must submit whatever they have completed or they may forfeit their IB Diploma.
4. If the student has a planned justified absence on the day the work is due, work must be submitted prior to the absence. In the event of an unexpected justified absence, the work is due on the day the student returns to the school accompanied by a doctor's note if the student was ill.
5. Students cannot redo or retake an IA after the final submission date. If a student wishes to redo the coursework of an IA then like any other assessment component the student can retake it in November.

It is important to note that missing a deadline for the final submission of a compulsory component such as an Internal Assessment, Extended Essay, or TOK Essay, can result in the student forfeiting their IB Diploma.

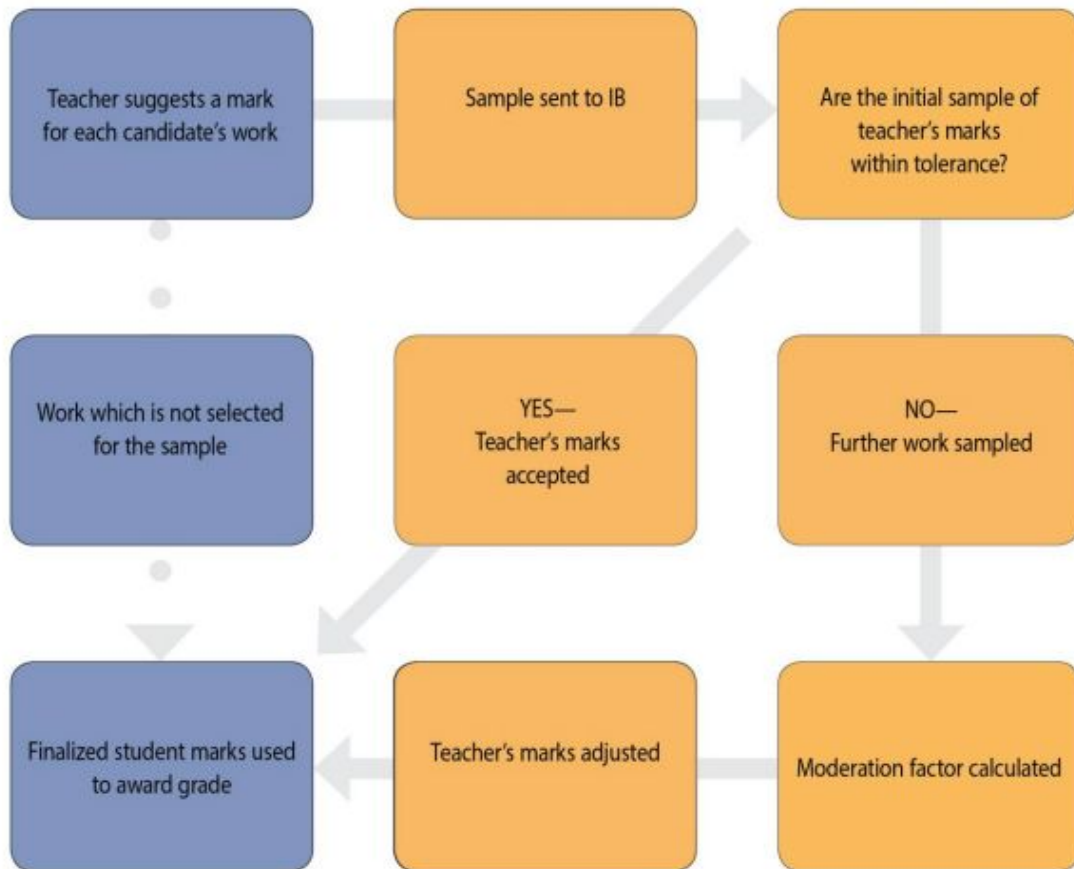
Reporting on IA's / Coursework

1. IA drafts and the Final IA will be used in the calculation of semester grading. Formal Drafts should be almost identical to the final copy. Teachers will provide feedback on the draft so students can ensure that they submit the highest quality work to the IB.

- Students will be informed of their teachers' judgement on their Final IA verbally but it is important to note that IA's will be externally moderated which could result in a change of grade.

What is moderation?

Moderation is used with internally assessed work to ensure a common standard across all schools. As a result of moderation, a school's marks may be lowered, raised or remain the same. The aim of moderation is to check how accurately and consistently the teacher has applied the assessment criteria in his or her marking of the students' work. The internal assessment (IA) sample is carefully selected to ensure that the mark range of the school is appropriately represented.



Academic Integrity in the DP

Academic integrity in the DP reflects the values and behaviours of the IB learner profile and SIS. At SIS, academic integrity in the DP is the sole responsibility of the student unlike the shared responsibility seen in the PYP and MYP. During the DP years, students have the additional pressures of high-stakes summative assessments, university applications, and other deadlines.

It is therefore imperative that students have a full understanding of their responsibilities for their own academic integrity through skills and knowledge developed in the PYP and MYP.

All work undertaken in the DP should be authentic and the original ideas of the student with all sources acknowledged. As DP students utilize a wide variety of sources in oral and written presentations it is explicitly taught in such ways through;

- Note-taking
- In-text citations
- Bibliography
- Appropriate reference styles eg. MLA

All students and teaching staff at Seisen International School are expected to model academic integrity.

Consequences of Academic Dishonesty on IB Coursework

1. Any student who has committed academic dishonesty regarding an Internal Assessment or other piece of Diploma Coursework will have a record of this put into their student file which will be communicated to the student's parents.
2. If it is a draft, the student will be allowed to resubmit another piece of work in its place. This work will be on an entirely new topic and must be submitted by the date decided by the teacher. The student must attend the high school homework club until the new draft is submitted. If the student does not produce new work, they will not receive a grade for that course and will forfeit the IB Diploma. The student will be responsible for completing all other assessments and tasks during this period. The student will be suspended from all extracurricular activities until the new draft has been completed.
3. If the work has been submitted as the final copy of IB coursework, it will not be accepted; depending on the circumstances the student may be allowed to submit another piece of work in its place, but this is at the discretion of the High School Principal and IB DP Coordinator.
4. If a student submits work to the IB which is later recognised as having been produced dishonestly, the IB will not award a diploma to that student.

Anticipated Grades vs Predicted Grades

Anticipated grades are collected by the College Advisor at the end of grade 11 and the fall of grade 12. Teachers will be asked for anticipated grades for each subject, to support Higher Education applications. The grades are the professional judgement of the teacher, at that moment in time, of how the student will perform in the final formal assessment.

They are collected primarily for two reasons:

1. To help the College Adviser work with students through their university/college application process. Based on the anticipated grades students may be offered conditional places at higher education institutions.
2. So the IB DP Coordinator can track the progress of students throughout the program and intervene if support is needed.

The integrity of the process requires that students and parents are not allowed to influence teachers to give higher anticipated grades for university applications.

Components that are used to determine these grades may include:

- Semester grading
- Subject teacher grades for completed internal assessments
- Performance on internal examinations
- A subject teacher's professional evaluation of the student
- Formative assessments

Anticipated grades and final IB grades

Anticipated grades are collected 7 to 8 months before the final IB exams meaning student achievement can fluctuate. Furthermore, coursework and internal assessments involve marking that will later be externally marked or moderated by the IB. Teachers always use their best judgement in order to give feedback to students. It is possible, however, that grades anticipated by teachers may be different from final IB grades.

Predicted grades are grades submitted to the IB in April of grade 12 and represent the teacher's judgement on how the student will score in their subject. These predicted grades are not shared with universities/colleges, students or parents. The IB states that *"Predicted grades are used exclusively for grade award meetings when considering a subject's grade distributions and the performance of individual candidates. A check on the appropriateness of results is made by comparing awarded grades with predicted grades"*.

DP Retention Policy

Students in the IB Diploma Program are expected to maintain a passing grade for each semester in all subjects and submit all major internal and IB assessments. Additionally, students predicted a score of 3 or less in two or more of their subjects will be considered at risk and so will meet with the IB DP Coordinator and the College Adviser. At any time, based on overall performance, a student may be encouraged to reduce extracurricular activities, or, in some cases forfeit the full Diploma Programme.

The Seisen International School Administration reserves the right to make exceptions to this policy in special cases (for example, due to serious illness).

Useful links for students and parents

<u>University Recognition of the IB Diploma</u>	<u>Research about the effectiveness of an IB education</u>
<u>DP Grade Descriptors</u>	<u>Academic Honesty in the IB</u>
<u>The Seisen Extended Essay Handbook</u>	<u>The DP Statistical Bulletin</u>
<u>Getting IB Diploma credit at colleges and universities</u>	<u>The DP vs AP vs A-Level</u>
<u>The Seisen CAS Handbook</u>	<u>How to help your child through the diploma</u>
<u>The ultimate app for procrastinators</u>	<u>The app to help you avoid distracting websites</u>



If you have any questions please contact the IB DP Coordinator, Mr. Dean Bevan at dbevan@seisen.com.