

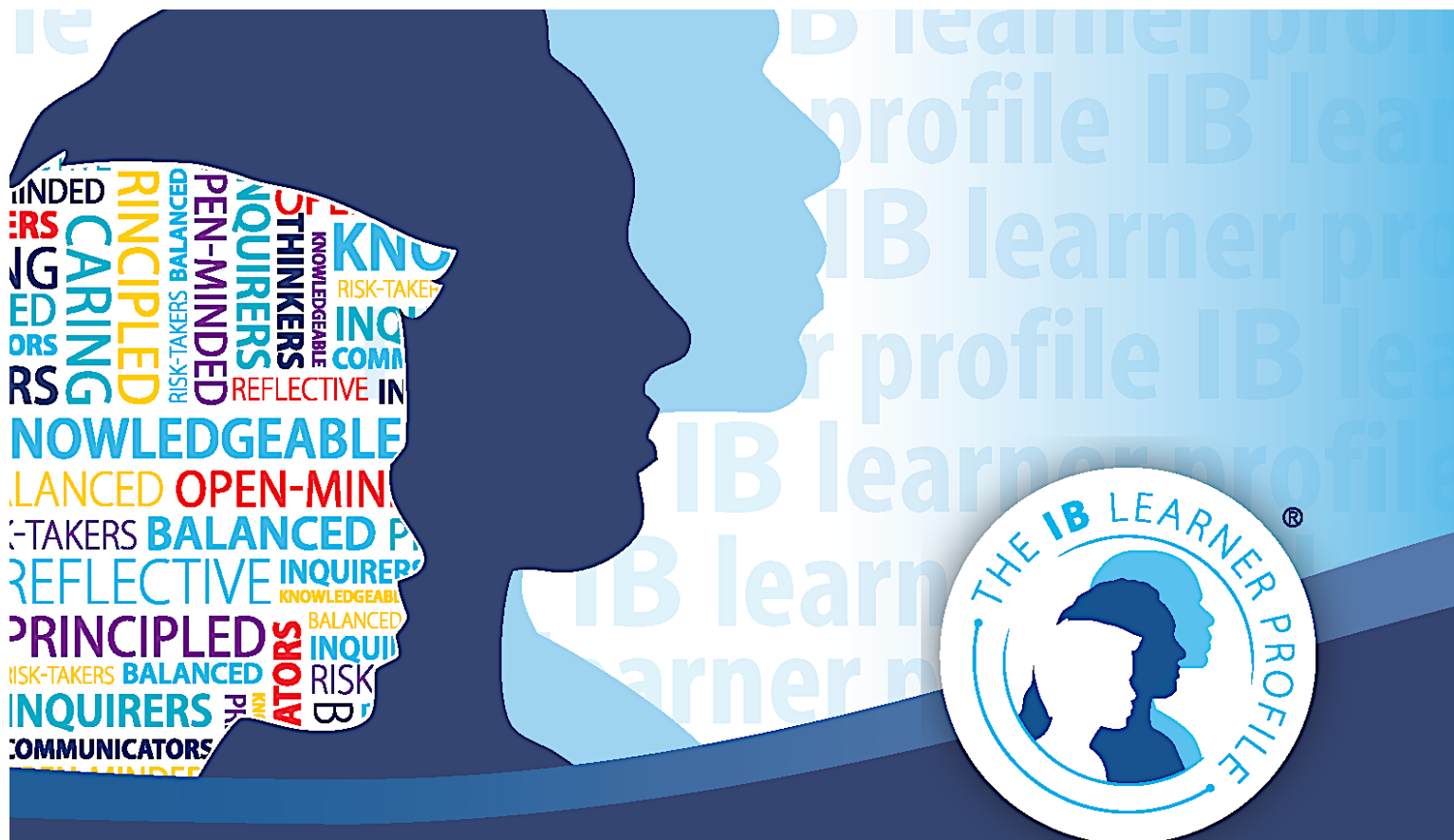
# INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME HANDBOOK

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2022-2023



INTERNATIONAL SCHOOL OF  
**FLORENCE**



# IB learner profile

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

As IB learners we strive to be:

## INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

## KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

## THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

## COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

## PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

## OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

## CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

## RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

## BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

## REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

<p style="text-align: center;"><b>The International School of Florence</b> International Baccalaureate Diploma Programme (IBDP) Handbook 2022/23</p>
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The International Baccalaureate Diploma Programme is a rigorous pre-university course of study, leading to examinations, that meets the needs of the highly motivated and academically-inclined secondary school student. Designed as a comprehensive curriculum that allows its graduates to fulfill requirements of the various national systems of education, the IB is based on the pattern of no single country. It provides students of different linguistic, cultural and educational backgrounds with the intellectual, social and critical perspectives necessary for the adult world that lies ahead of them.

The educational philosophy of the **International Baccalaureate** is found in their mission statement:

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

Head of School:	Sharyn Baddeley
Upper School Principal:	Jan Stipek
IBDP Coordinator:	Jason Blackstone
CAS Coordinator:	Susan Yiannakis
College Counsellor:	Rhonda Carr

## International Baccalaureate Programme at ISF

The IB Diploma is an extremely demanding course **both** for teachers and students alike. It is designed for students who are hard-working and self-motivated and no amount of teaching can replace these vital ingredients for success. It is expected that students take responsibility for themselves and realize that no one is going to complete work for them. The consequences of poor performance in the class will be poor exam results. Enrolment is **not** a guarantee of success. Students attending and passing IB Diploma courses at ISF, and who fulfill other passing requirements, will earn the International School of Florence High School Diploma, regardless of whether they sit, or pass, their final IB Diploma exams. It should be noted that **all** courses in 11th and 12th Grade at ISF are IB Diploma classes.

The philosophy of the IB is to allow **any** student to register for the Programme and at ISF this philosophy is supported. However, teachers provide students and their families with guidance regarding subject choices and whether to pursue the full IB Diploma or IB course certificates in certain subjects only. Students gaining less than a 4 average in 10th grade will normally be advised **not** to take the full IB Diploma. Performance at a 6 or 7 level in a single subject in 10th grade indicates that a student should normally perform well at an IB Higher Level in that subject area. The international pass rate for the IB Diploma from year to year is a bit under 80%. Keeping this in mind, it is important to note that not all students are expected to earn the Diploma.

Grade 10 students and their parents are given guidance on subject choices during a preliminary meeting in late January or early February and a subject choice meeting held in late March or early April with the IB coordinator and the subject teachers. Attendance at these meetings is **vital** if students and their parents are to make fully informed choices. Subject choices are binding and a subject or level change may be made only on college counsellor or teacher recommendation, provided that there is space available in the new subject and that such a change is made in a timely manner (usually in the first weeks of 11th Grade).

Students with special educational needs must be professionally tested **before** embarking on the Programme to allow for the requesting of special consideration during examinations from the IB.

The IB Diploma is awarded on the successful completion of all the components of the course by the IB organization based in Geneva. Although it is an extremely demanding course, the rewards of success are the recognition by, and entry into, the majority of Higher Education Institutes throughout the world. Students and parents should ensure that the subjects they have chosen are accepted by the universities and colleges that they wish to attend after leaving school **before** selecting and starting the course.

The faculty at ISF has experience in teaching the IB (ISF was the 308th school to register as an IB School; there are now over 3,421 schools offering the IB Diploma in 157 countries) and a good rate of success. They **cannot** compensate for lack of motivation or effort but they aim to create the conditions that allow students to **succeed at the highest level that their ability allows**.

### Recent ISF International Baccalaureate Diploma Results

Year	Average score	Number of candidates (full Diploma only)	Pass Rate
2015	33	36	94%
2016	30	41	85%
2017	32	36	89%
2018	34	37	97%
2019	35	40	97%
2020	37	43	98%
2021	36	46	98%
2022	31	41	93%

The average pass rate for IB Diploma Candidates worldwide is approximately 85%, with an average score of 32 points (May 2022 statistics; May 2019 statistics were: 78% pass rate, 29.6 average score).

It should be noted that the above average scores and pass rates consider only the students' *first* attempt at the Diploma—it does not take into account those students who re-take one or more exams in a later examination session and improve their scores and/or earn the Diploma (the IB allows all candidates a maximum of three examination sessions).

The highest scores at ISF in the past five years were **45** (2018, 2021, 2022), **44** (2019, 2020, 2021 [2]), **43** (2020 [3], 2021 [3]), **42** (2020 [3], 2021 [2]), **41** (2017, 2018, 2019, 2020 [3], 2021 [4]), and **40** (2017 [3], 2018, 2019 [3], 2020 [2], 2021) out of a maximum possible mark of 45.

## The IBDP Curriculum at ISF

<b>Group 1</b>	<b>Language A (Studies in Language and Literature)</b>	
	English A: Language & Literature	HL / SL
	English A: Literature	HL / SL
	Italian A: Language & Literature	HL / SL
	Italian A: Literature	HL / SL
<b>Group 2</b>	<b>Language Acquisition</b>	
	English B	HL / SL
	Italian B	HL / SL
	Italian ab initio	SL
<b>Group 3</b>	<b>Individuals and Societies</b>	
	Art History (may be offered as a Group 6 elective only)	SL only
	Business Management (may also be offered as a Group 6 option)	HL / SL
	Global Politics	HL / SL
	History	HL / SL
<b>Group 4</b>	<b>Experimental Sciences</b>	
	Biology	HL / SL
	Chemistry	HL / SL
	Physics	HL / SL
	Sports, Exercise, and Health Science (SEHS)	SL
<b>Group 5</b>	<b>Mathematics</b>	
	Mathematics: Analysis and Approaches	HL / SL
	Mathematics: Applications and Interpretation	HL / SL
<b>Group 6</b>	<b>Arts and Electives</b>	
	Theatre	HL / SL
	Visual Arts	HL / SL
	French B (may also be offered as a Group 2 option)	HL / SL
	Spanish B (may also be offered as a Group 2 option)	HL / SL
	Chemistry (as a Second Science)	HL / SL
<b>Interdisciplinary course</b>		
	Environmental Systems & Societies (ESS)	SL only
	(may be offered as either a Group 3 <i>or</i> Group 4 option)	
<b>Online courses</b>		
	Pamoja Education offers several IB-approved courses that may not be available at ISF (e.g. Economics) -- Pamoja courses require an additional application process and subject fees	

One subject from *each* of the above Groups must be chosen for the two years of the Diploma Programme. At least three and not more than four must be taken at Higher Level (HL) and the others at Standard Level (SL).

The school strives to satisfy as far as possible the requirements of its student body, which changes each year, but lack of numbers and other timetabling restrictions may further limit the proposed choices (including offering the HL version of a class) that are illustrated above.

In addition to completing the six subjects, each Diploma candidate must meet the following requirements:

### **Extended Essay**

A substantial piece of independent work of no more than 4,000 words in an area that interests the student and in one of the subjects of the IB curriculum. Additional points may be awarded to the final six subject score -- see section "The IB Marking System".

### **Theory of Knowledge (ToK)**

A course in the Theory of Knowledge. Additional points may be awarded -- see section "The IB Marking System".

### **Creativity, Activity, and Service (CAS)**

Activities that broadly cover the above mentioned areas are completed over the two years of the Programme, starting in September of the first year - see CAS section for more details.

## Selecting Correct Classes for Specific University Programmes

In Grade 10 students need to make informed choices about their future IB subjects as this can have a direct effect on the choice of university/college degree programme. This is even *more* important if students are choosing to go to university in the UK. It is strongly advised, therefore, to research several universities to check their general entrance requirements for specific subjects.

Students can check with the College & Careers Counsellor, Ms. Carr for degree course descriptions and entrance requirements and students can also check the site <http://www.ucas.com> for exact requirements at specific universities in the UK.

Those classes listed below are generally **requirements** for UK universities and are also *highly recommended* for the USA.

For the rest of the world, including France, Italy, and the Netherlands, the universities tend to be autonomous and parents/students need to check specific IB requirements by contacting the universities directly.

The courses and classes listed below are a *guide only* – students and parents are strongly advised to check with Ms. Carr and the universities/colleges of their choice to confirm admission requirements.

GENERAL RULE	If you wish to take a subject you are studying at school at university level, you should take that subject at HL.
<b>Architecture</b>	Art and Math and /or Physics at HL
<b>Bio-Technology/Engineering</b>	Biology HL and another science at HL; usually Math at SL
<b>Business Management</b>	<i>Some</i> may require Math at HL
<b>Chemical Engineering</b>	Usually require Chemistry at HL with Math and Physics at HL
<b>Economics</b>	Math HL
<b>Environmental Science</b>	At least one Science at HL, usually Chemistry
<b>Law/Politics/Philosophy</b>	History HL
<b>Mechanical/Electrical/Aeronautical/Automobile Engineering</b>	Math and Physics at HL
<b>Medicine/Dentistry</b>	Chemistry HL and another Science at HL, usually Biology; Math at HL or SL
<b>Modern Languages</b> (French, Italian, Spanish)	Usually require Language B HL if you want to study that specific language at university
<b>New language</b> (Arabic, Russian, Greek, Japanese, Mandarin)	Check with the university but usually require a Modern Language at HL
<b>Physiotherapy/Nursing</b>	Usually require Biology at HL with some universities also needing Chemistry at SL
<b>PPE</b> (Philosophy, Politics, Economics)	History HL advisable; Math HL preferred
<b>Psychology</b>	May require Biology or Chemistry at HL; <i>some</i> may require Math HL
<b>Veterinary Science</b>	Biology and Chemistry at HL; Math at HL or SL

## **Creativity, Activity, and Service (CAS)**

The General Regulations of the IB stipulate that all IB Diploma students must engage in extra-curricular activities to be eligible for the award of the Diploma. This is a very important aspect in the education of the “whole person” and is one of the “core” activities in the whole IB Programme. These activities must take place during the IB Diploma course that starts in September; therefore, activities completed during the summer prior to the commencement of the course (i.e. September of 11th Grade) are inadmissible.

Each Diploma student must keep a diary to record and reflect on the various activities undertaken. Proof of participation in activities is mandatory. Each student’s CAS diary will be reviewed and evaluated at regular intervals by the CAS Coordinator.

The three areas involved are:

### **Creativity**

This includes regular individual or group activities in any form of art or craft, drama, debate, music, dance, film-making, photography, chess, etc. Such activities may be done outside the school as long as the CAS Coordinator is assured of the student’s regular participation and attendance.

### **Activity**

This may include participation in organized school activities and also serious interests in which the student has outside of school, subject to the approval of the CAS Coordinator.

### **Service**

The student’s community service, both within the school as an officer or member of committees, and outside school helping the less privileged and less fortunate or integrating with the local community, is taken into high consideration. This may be done during holiday time.

Evaluation will be based on a written report to be given to the CAS Coordinator. All students should bear in mind the relevance and importance of CAS activities. Both ISF and the IB organization consider such activities very significant and relevant to the development of the “whole” person. ISF expects that *all* 11th and 12th grade students participate in CAS activities, whether or not they are pursuing a full IB Diploma, as CAS participation and completion is a requirement of the ISF Diploma. CAS activities start in September of 11th Grade and must finish by March of 12th Grade.

### **Examples of CAS activities at ISF**

During School Hours:

Tutoring: Math, Italian and English language

Classroom assistants: computer lab, Junior School Art, kindergarten, pre-school, 2nd grade physical education

Other: school office help, newsletter distribution, counsellor’s assistant, school wastepaper recycling, library assistant, journalism.

After School:

yearbook, charity fund raising activities, sports, visits to S.Teresa retirement home, church service, drama, Model United Nations (MUN), PA activities, musical activities, Scouts, hospital art project, veterinarian’s help, Soccorso Clowns, Corri La Vita, Legambiente.

## IB Diploma Recognition by the Italian Ministry of Education

For the IB Diploma candidates wishing to apply to **Italian Universities**, the Italian Ministry of Education has officially approved the IB Diploma programmes outlined below.

All three programmes are offered at ISF, with the subsequent IB Diplomas being recognized as the equivalent to the Italian “liceo linguistico,” “liceo scientifico,” or “liceo scienze umane.” In order for the particular category of liceo to be recognized, one assigned class must be taken at HL. This class is noted below with “HL” in bold.

According to the Italian Ministry of Education, one of the three programmes below must be followed by those IB Diploma candidates wishing to apply to an Italian University.

With their increased autonomy, however, Italian Universities may choose to accept other programme combinations. If a student wishes to follow another programme, it is *his* responsibility to present the programme to the Italian university of his choice for approval **prior to selecting and embarking on the course**.

Other countries and individual institutions in Italy may have similar restrictions. These restrictions must be checked **by students and parents prior to selecting and starting the IB course**.

In addition, although the Ministry documents do not specifically require it, ISF strongly recommends that all students wishing to apply to Italian universities take Italian A (either Language & Literature or Literature) in order to fulfill the Group 1 requirement below.

The IB Diploma can be legalized for a small fee by the IB organization in Geneva after the end of the course for countries concerned. Legalization requests will be made during the second year of study.

	Liceo Scientifico	Liceo Linguistico	Liceo Scienze Umane
<b>Group 1</b>	Language A (ISF <i>strongly</i> recommends Italian A)	Language A <b>HL</b> (ISF <i>strongly</i> recommends Italian A)	Language A (ISF <i>strongly</i> recommends Italian A)
<b>Group 2</b>	Language B (or 2nd Lang. A)	Language B (or 2nd Lang. A)	Language B (or 2nd Lang. A)
<b>Group 3</b>	History	History	History <b>HL</b>
<b>Group 4</b>	Biology, Chemistry, or Physics	Biology, Chemistry, ESS, or Physics	Biology, Chemistry, ESS, or Physics
<b>Group 5</b>	Math <b>HL</b>	Math SL	Math SL
<b>Group 6</b>	Chemistry (only if <i>not</i> taking Chemistry in Group 4), ESS, or Art	Third Language	Art

(The above references the documents Decreto del Presidente della Repubblica 30 ottobre 1986, n. 738, further updated with art. 2 legge n.738/86 D.M. 18 ottobre 2010 applicativo del D.P.R. 2 agosto 2010 n.164.)

# The IB Marking System

The grading scheme in use for IB examinations is from 7 to 1 and is described as follows:

- 7: excellent
- 6: very good
- 5: good
- 4: satisfactory
- 3: mediocre
- 2: poor
- 1: very poor

In many subjects, a part of the Programme ranging from 20 to 30% may be assessed by the subject teacher. This assessment is externally moderated by IB examiners and marks may be adjusted.

## Core points

A maximum of three Core (or *additional*) points may be added to the total score awarded for the individual subjects based on performance in the Extended Essay and Theory of Knowledge. Performance in each of these requirements will be assessed using the following scale: excellent (A), good (B), satisfactory (C), mediocre (D), and elementary (E). Additional points will be awarded according to a candidate's combined performance in both areas, using the following matrix:

		Theory of Knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No Grade N
Extended Essay	Grade A	3	3	2	2	Failing Condition	Failing Condition
	Grade B	3	2	2	1	Failing Condition	Failing Condition
	Grade C	2	2	1	0	Failing Condition	Failing Condition
	Grade D	2	1	0	0	Failing Condition	Failing Condition
	Grade E	Failing Condition	Failing Condition	Failing Condition	Failing Condition	Failing Condition	Failing Condition
	No Grade N	Failing Condition	Failing Condition	Failing Condition	Failing Condition	Failing Condition	Failing Condition

## Conditions for the award of the Diploma

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

- a. CAS requirements have been met;
- b. The candidate's total points are 24 or more;
- c. There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject;
- d. There is no grade E awarded for theory of knowledge and/or the extended essay;
- e. There is no grade 1 awarded in a subject/level;
- f. There are no more than two grade 2s awarded (HL or SL);
- g. There are no more than three grade 3s or below awarded (HL or SL);
- h. The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count);
- i. The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

Please note that a maximum of three (3) examinations sessions is allowed in which to satisfy the requirements for the award of the IB Diploma.

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<sup>1</sup> An "N" grade will mean one or more of the following: withdrawal from the examination; absence from one or all parts of the examination; failure to meet one or more of the examination requirements; breach of regulations (e.g. being found guilty of malpractice, including plagiarism, collusion, etc.).

## English Level Requirements

Apart from Language B subjects and Italian A, **all** DP subjects at ISF are taught in English. Students who enter the school at the beginning of the DP will be required to demonstrate evidence of a sufficient level of academic English to access the program. This will include a WIDA Screening Test and evidence from official school records showing English language proficiency.

## Language A Options

ISF offers both English A and Italian A courses to its students. ISF also supports the student choice of taking a Language A subject in their best language, if this is not either English or Italian. Whenever a minimum number of students has been met for a particular Language A course (e.g. French A: Literature), the school will investigate the possibility of a taught class in that Language A. In this case, the subject would be taught as part of the regular DP subject offerings and, therefore, be covered by school tuition. Where this is impossible, the school offers a "school supported self-taught" option for Language A: Literature. In this latter case, however, the cost of the language expert would be the family's responsibility.

## Academic Progress

Monitoring the academic progress of our students is the key to identifying problems early and finding solutions that satisfy the needs of all concerned. Teachers may send email progress reports at any point if they wish to alert parents to a problem, but it is less likely at the start of the class as it is difficult to assess students during the first weeks of the IB course.

The first pre-conference report card in Grade 11 will most likely be the first communication of student progress. **This is followed by the teacher / parent conference day, which gives parents the opportunity to talk to all of the teachers.**

There is a fixed procedure for highlighting students with potential problems:

### Grade 11

Students receiving grades that reflect either an ISF or a DP failing condition (**fewer than 12 points in HL subjects, a 2 in any subject, fewer than 24 total points, etc.**) on their 1st trimester report cards will have such scores highlighted to their parents by the IB Coordinator so that appropriate action can be taken to improve results.

Students who repeat such scores for two consecutive trimesters may be considered to be at risk of failing for the year and will likely be counseled against their pursuit of a complete IB Diploma.

For unconditional entry into the second year of the full Diploma Programme each student is required to score a total of **at least 24 points** in the final trimester of the first year *and/or* in the end-of-year average.

In practice such cases will be highlighted earlier as explained above and a 'provisional' decision regarding full Diploma suitability will be taken in consultation with both teachers and parents after the second trimester and by the end of the year.

### Grade 12

Students receiving grades that reflect either an ISF or a DP failing condition (**fewer than 12 points in HL subjects, a 2 in any subject, fewer than 24 total points, etc.**) on their 1st trimester report cards will have such scores highlighted to their parents by the IB Coordinator so that appropriate action can be taken to improve results and ensure continued enrollment in the full Diploma.

The above procedures are designed to **give students the best chance of success in the IB Diploma**. While ISF believes in giving each student an opportunity to pursue this programme, we also equally believe in ensuring that this programme will lead to student success.

## **11th and 12th Grade Report Cards**

11th and 12th Grade receive reports as follows:

11th Grade:

- First Trimester (mid December)
- Second Trimester (late March)
- Third Trimester (late June)

Each trimester result in 11th Grade is weighted as 30% of the end-of-year grade, with the final exam making up the final 10%.

12th Grade:

- First Trimester (mid December)
- Mock Exam Report (early February)
- Second/Third Trimester (early May)

In 12th Grade, the first trimester is weighted at 35%, the second/third trimester at 40%, and the mock exams at 25% of the end-of-year grade.

## **ISF DP Assessment**

ISF DP Teachers present to students the assessment criteria for each component of their course. This usually occurs in the first weeks of teaching and/or immediately before starting a particular component of the course.

ISF DP assessment tasks are assessed using the DP criteria that most closely correspond to a specific DP component. ISF DP assessment uses the most appropriate grade boundaries, as decided in departments and based on the IB's published grade boundaries, which are communicated to students in a written and/or electronic format. If an ISF DP assessment task does not exactly correspond to a DP component, the grading criteria for this assessment will nevertheless be communicated to students.

Grade 11 DP assessment criteria and boundaries may be adjusted slightly as decided in departments to emphasize the building of skills over final competence. It is usual practice that by the beginning of Grade 12, IB final grade boundaries will be applied to internal work.

In general, it is expected that ISF DP trimester grades will include a mixture of formative and summative assessment. The frequency of this per trimester is decided in departments, but the expectation is that each trimester will usually include several formative assessments and at least one or two summative assessments.

Regarding DP Internal Assessment (IA), please note that while teachers are expected to give feedback to students on first drafts of the IA (including general advice about where and how to improve with references to the grading criteria), teachers are not permitted by the IB to edit these IA drafts in any way.

Further details regarding ISF assessment practices can be found in the ISF Assessment Policy.

## **Predicted Grades**

Students in the IB Diploma receive a Predicted Grade for each class in late March of 12th Grade, about six weeks before their final exams, which is reported to the IB. This Predicted Grade takes into account the students' progress throughout the course, with particular emphasis on Internal Assessment (IA) performance, the mock exams, and other major assessments over the two years of the class. The purpose of the Predicted Grade is to give the IB a final indication of how students should perform overall in their courses, something that can protect them in the unlikely event that they are not able to complete a part of an exam due to illness or accident, or in case an exam is misplaced in transit to, or at, the IB exam center.

Increasingly, universities around the world are asking IB schools for Predicted Grades as part of the college application process. Considering that the college application process usually begins at the end of 11th grade and is completed by December of 12th grade, most classes will not have finished their IAs and no class will have completed the Mock Exams by the time universities need these grades, making it extremely difficult for teachers to provide Predicted Grades so early in 12th grade.

ISF, therefore, has instituted what we have called University Predicted Grades, to distinguish them from the official Predicted Grades described above. Students in the IB receive their first *Preliminary* University Predicted Grades in June of 11th grade and these grades are calculated by averaging the students' trimester results with the June exam one. These Preliminary University Predicted Grades are then reported as a guide to students and parents as they continue to investigate universities and their IBDP admission requirements (e.g. 34 total points, 6 in each HL class, etc.).

Then, in November of 12th grade, teachers re-visit the Preliminary University Predicted Grades and either confirm them as they were in June or modify them, based on any *significant* positive change in recent and official IB assessment during the first trimester of 12th grade. This allows students some opportunity to improve their Preliminary University Predicted Grades and also allows teachers to reward *significant* growth.

The *final* University Predicted Grades are then sent to the colleges that require them through the college counsellor in December.

The purpose of this process is to ensure that the University Predicted Grades are built on previous student achievement, enabling transparency and avoiding predictions based on student lobbying and unrealistic wishful thinking.

## **Student Commitment**

As a school we feel the following points constitute the *minimum* commitment for IB students:

### **Attendance**

It is expected that IB students will attend at least 90% of their classes. All absences are to be justified by a note or medical certificate, in accordance with the school attendance policy. The consequences of missed school time are often poor grades. Students going on school-organised trips must attend the last day of school before the trip and the first day of school after the trip.

### **Attitude and behaviour**

All students are expected to cooperate with teachers and to work in, and out of, class without the continued supervision of teachers. Failure to do so, or disruption of classes, will result in a review of the student's status. Students should not expect always to sit next to, or work in a group with, their friends and should accept directions on seating and group composition. The IB and ISF put a large emphasis on the ability to work with others.

### **Equipment and IT Requirements**

Aside from obvious supplies such as pens, pencils, notebooks, binders, and so forth, and in addition to the required TI-84 calculator for Mathematics and Science courses, all students must have access to a reliable computer and printer. This is very important because the majority of ISF and IB work must be completed on a computer. Furthermore, a working printer is essential if students are to respect deadlines for their assignments (a broken printer is not an acceptable excuse for late work!). Finally, Internet access is a requirement in most IB courses.

### **Organization**

All students need to organize themselves for each class with the required equipment as suggested by the teacher. Each student should use diary -- whether electronic or paper -- in which they record homework, tests and other requirements. Though the IB teachers try to spread work as evenly as possible it is inevitable that students will experience 'busy' periods. Keeping up to date with assignments and not leaving anything to 'the last minute' is vital. This self-organization is one of the challenges of the IB Diploma. It must be noted that *three to four hours of study time each night* is expected of all IB students, so they must be willing and able to organize their time.

### **Punctuality**

Students should not be late to class without a compelling reason. Collecting books, making telephone calls, etc. should all be done either before or after the class in the student's own time.

## Submission of work

Work must be submitted on the day it is due. Late work may be marked down for ISF report card assessment purposes. Students who are absent are **fully responsible** for finding out about missed course content and homework assignments from their classmates or teachers **before** the work is due. If a student is absent for an extended period of time, an individual homework plan may be worked out with teachers and the IB Coordinator.

## IB Internal Assessment Deadlines and Dates

A calendar of IB Internal Assessment deadlines is provided to students, teachers, and families in September of the second year of the IB. Teachers work to ensure that all assignments can be successfully completed by the deadline date by providing guidance, input, and assistance **before** the final copies of assessment are due.

On deadline days, students must hand in final and complete copies of their work to the IB Coordinator at the beginning of school, before 8:15 (in some cases, the submission of work may be completed through ManageBac). If a student fails to respect a deadline, he will be placed on immediate *external* suspension (that is, the student will be asked to leave the school) until the work is completed and a finished copy (electronic or printed, as required) is received.

Please note that in the case of absence on an official due date, a medical certificate will be required from the student's doctor in order for the absence to be considered excused. Without this medical certificate, any assessments, including the assignment that was to be handed in, will be given a zero for ISF grading purposes.

In addition, there are several dates over the two years of the Diploma that indicate not turning in a finished product, but completing an oral exam or completing in-school work (e.g. the Group 4 Individual Investigation). Attendance on these dates is obligatory as such evaluations are a required component for the classes and *cannot* be repeated.

## Plagiarism, Academic Misconduct, and Academic Honesty

Plagiarism is defined as the representation of the ideas or work of another person as the candidate's own. During the first year of the IB, meetings with students are held to ensure that students are familiar with the conventions for acknowledging sources and for paraphrasing, as well as ensuring that students are familiar with the consequences of plagiarism.

Due to increased incidences of plagiarism around the world, teachers will usually insist that rough drafts be handed in to ensure authenticity. Students may also be asked to complete work in class under test conditions. If rough drafts are not handed in, work may not be graded or authenticated.

If a student is found to have copied all or part of another student's work or copied/paraphrased information from a source without appropriate citation, they will receive a zero for the work and a letter will be sent to inform parents of the situation. Students who allow their work to be copied will also receive a zero for the work and a letter home (this would be defined as collusion).

In either case, a first-time incident of plagiarism may result in suspension from the school, at the discretion of the Administration. A repeated incident of plagiarism will result in suspension.

It should be noted that for every assignment submitted to the IB, each student must sign documentation that attests that the assignment is the "authentic work" of the student. The signing of such documentation should not, of course, be taken lightly.

If it is discovered that any official work for the IB, *including drafts*, is not the authentic work of the student, **the student may be withdrawn from the Diploma Programme and may also automatically fail the IB course or component in question, in addition to any ISF disciplinary consequences.**

In addition, the IB places plagiarism within a broader definition of academic dishonesty known as academic misconduct (formerly known as "malpractice"). Academic misconduct includes the following:

- ⇒ **plagiarism** (the representation of the ideas or work of another person as the student's own; that is, copying, summarizing, or paraphrasing information from a source without appropriate citation)
- ⇒ **collusion** (such as allowing one's work to be copied by another student, whether at ISF or elsewhere)

- ⇒ ***duplication of work*** (such as the presentation of the *same* work for *different* assessment components and/or IB Diploma requirements)
- ⇒ ***any other behavior*** that gains an unfair advantage for a student or that affects the results of another student (e.g. using outside help for the researching and writing of assessments or taking unauthorized material into an examination room)

A student found guilty of academic misconduct by the International Baccalaureate Organization is considered to have breached regulations and **will not receive the diploma**.

If a student submits work that is not his own for IB assessment, the responsibility lies entirely with the student himself. Please note that both ISF and the IB have no means of knowing if an act of academic misconduct was deliberate or not on the part of the student and, consequently, intent cannot be taken into account.

**It is most important, therefore, to ensure through proper citation that the reader of a student's work is able to clearly distinguish between the words/ideas of the student and the words/ideas of others.**

## College Guidance for IB Students

College guidance at the International School of Florence aims to enable students to make clear and informed post-secondary choices to match students' profile and goals.

Choosing a university is an extremely important decision, one that will have an enormous impact on a student's life. It will affect the place one lives, the friends one makes and possibly one's future career. Applying is exciting and challenging yet it can be a very difficult decision with thousands of universities all over the world to choose from.

Where to start looking? How to choose? How to apply? What's a personal statement? What's a GAP year? These and other essential questions can be answered by meeting with Ms. Carr.

### **Below are some key dates and timelines for students:**

At the beginning of the year, the counsellor publishes a suggested standardized testing schedule and a list of useful websites related to the college search and the admission process. Throughout the year, information sessions on relevant topics are offered to students e.g. how to choose a university; studying in the US versus the UK; how to write an essay / a personal statement; how to survive the college application process; taking a gap year.

#### **Ninth Grade:**

Students are introduced to careers options through informal interest inventory and personality assessments in the spring. They learn about the importance of academic achievement and initiative (including summer activities) to maximize college options.

#### **Tenth Grade:**

In spring, when students are choosing what IB programme to follow, the counsellor meets with students and parents to discuss course selections, to ensure that they match with future university plans. Grade 10 students are encouraged to take careers testing to help in choosing their IB subjects.

#### **Eleventh Grade (IB1):**

Students must start their college research as early as possible. They should plan college visits during school breaks. Attending university presentations helps students confirm their choices or explore options that they might not have previously considered. Students are also encouraged to meet regularly with the counsellor so they can build a list of universities/course(s) by the end of the year. Drafting of the university essay / personal statement starts in late spring.

#### **Twelfth Grade (IB2):**

Starting in September, the counsellor meets with all seniors to work on college / university applications, personal statement, references, etc. Students are responsible for keeping track of admission requirements, testing, and application deadlines. They—not their parents or the counsellor—are the universities' contact person for their applications.

### Completed application forms to Ms. Carr by (for IB2 students):

**15 September** for applications to Oxford & Cambridge, medicine, dentistry and veterinary courses

**1 October** for 'Early Action' and 'Early Decision' (USA); completed forms to Mr. McIvor by the beginning of October

**End of November** for regular USA applications

**First week of December** for UCAS applications for the UK

Application forms can be obtained on-line, by mail directly from colleges/universities, and from Ms. Carr.

## Recent ISF University Destinations

<b>United Kingdom</b> Aberystwyth University Bath Spa University Brunel University London Cardiff University City University, London Durham University Goldsmiths, University of London Hull College Imperial College Instituto Marangoni (London) King's College London Kingston University London Metropolitan University London School of Economics Loughborough University Manchester Metropolitan University Newcastle University Norwich School of Art Nottingham Trent University Oxford Brookes University Queen Margaret University Queen Mary University of London Regent's University London Roehampton University Royal Holloway, University of London SOAS (School of Oriental and African Studies), London University of Arts London, Camberwell College of Arts University of the Arts London, Central Saint Martins University of the Arts London, London College of Communication University of Bath University of Brighton University of Cambridge University College London University of Edinburgh University of Exeter University of Glasgow University of Greenwich University of Kent University of Leicester University of Liverpool University of Manchester University of Middlesex University of Nottingham University of Oxford University of Richmond University of St. Andrews University of Strathclyde University of Southampton University of Surrey University of Sussex University of Warwick University of Westminster University of York	<b>North America</b> American Musical and Dramatic Academy American University Asuza Pacific University Bard College Berkeley College of Music Boston University Brown University CalArts, California Institute of the Arts California Lutheran University Carnegie Mellon University Chapman University College of Holy Cross Columbia College Chicago Fashion Institute of Technology Florida Atlantic University Florida Gulf Coast State University Florida Institute of Technology Fresno State University Georgetown University Hampshire College Hofstra University James Madison University Knox College Lawrence University Loyola University Chicago Marist College McGill University (Canada) Montana State University, Bozeman Muhlenberg College New York University Northeastern University Northwestern University Parsons School of Art and Design (New School) Pennsylvania State University Pepperdine University Princeton University Rhode Island School of Design (RISD) Rochester Institute of Technology Roosevelt University Rutgers University St Mary's College of Maryland Sarah Lawrence College Seattle Pacific University Skidmore College Smith College Suffolk University SUNY Dutchess Swarthmore University Tisch School of the Arts, NYU Trinity College Tulane University University of Alabama University of Arizona University of Arizona University of British Columbia (Canada) University of California, Berkeley University of California, Los Angeles University of California, San Diego University of California, Santa Cruz University of Colorado, Boulder University of Maryland University College University of Massachusetts at Amherst University of Michigan University of Oregon
<b>Czech Republic</b> University of Veterinary and Pharmaceutical Sciences Brno (VFU)	
<b>France</b> American University of Paris Ecole Polytechnique de Paris ESCP Europe Parsons Paris School of Design Paris Diderot University (Paris VII) University of Toulouse	

<p><b><u>Germany</u></b> University of Potsdam</p> <p><b><u>Italy</u></b> The American University of Rome Bocconi University Charles H. Cecil Studios Florence Istituto Marangoni, Milan John Cabot University, Rome Luiss Guido Carli, Rome Polimoda, Florence Politecnico di Milano SAE Institute Milano Università Cattolica del Sacro Cuore Università degli Studi di Firenze Università degli Studi di Pisa Università Vita-Salute San Raffaele</p> <p><b><u>Japan</u></b> University of Tokyo</p> <p><b><u>The Netherlands</u></b> Erasmus University College Erasmus University Rotterdam Groningen University Hotelschool The Hague Leiden University Leiden University College Maastricht University University of Amsterdam (UvA) University College Amsterdam University College Utrecht</p> <p><b><u>Switzerland</u></b> Ecole Hoteliere de Lausanne Franklin University Les Roches</p>	<p><b><u>North America (continued)</u></b></p> <p>University of Pennsylvania University of Seattle University of Southern California University of Texas, San Antonio University of Toronto University of Utah (Honors College) University of Virginia University of Washington University of Wisconsin Wake Forest University Washington University in St. Louis Wesleyan University</p>
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