



IB Diploma Handbook

2017-2019

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AISV and the International Baccalaureate

AISV became an International Baccalaureate Diploma school in 2013, joining the 4,000 schools worldwide which offer this rigorous and international program to develop caring, inquiring and knowledgeable young adults. At AISV, we believe that the IB program helps us inspire, motivate and empower our learners, providing a high quality education to build a better world.

The American International School of Vilnius Mission, Vision and Values

AISV VISION

Inspiring, Motivating, Empowering all learners to succeed!

AISV MISSION

Here at AISV we are committed to ensuring all students reach their full potential.

AISV VALUES

- High quality education
- International mindedness
- Innovative culture
- Inquiry based learning and teaching
- Supportive community

The 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.

The IB Learner Profile

AISV nurtures students to be internationally-minded through fostering these IB traits:

Inquirers: They will acquire the skills necessary to conduct purposeful, constructive research.

Thinkers: They will exercise initiative in applying thinking skills critically and creatively to make sound decisions and to solve complex problems.

Communicators: They will receive and express ideas and information confidently in more than one language, including the language of mathematical symbols.

Risk-takers: They will approach unfamiliar situations without anxiety, have confidence and independence, are courageous and articulate in defending things in which they believe.

Knowledgeable: They will spend time in school exploring themes with global relevance and importance, and have acquired a critical mass of significant knowledge.

Principled: They will have a sound grasp of the principles of moral reasoning, integrity, honesty and a sense of fairness and justice.

Caring: They will show sensitivity towards the needs and feelings of others and have a personal commitment to action and service.

Open-minded: They will respect the views, values and traditions of other individuals and cultures and who are accustomed to seeking and considering a range of points of view.

Well-balanced: They will understand the importance of physical and mental balance and personal well-being.

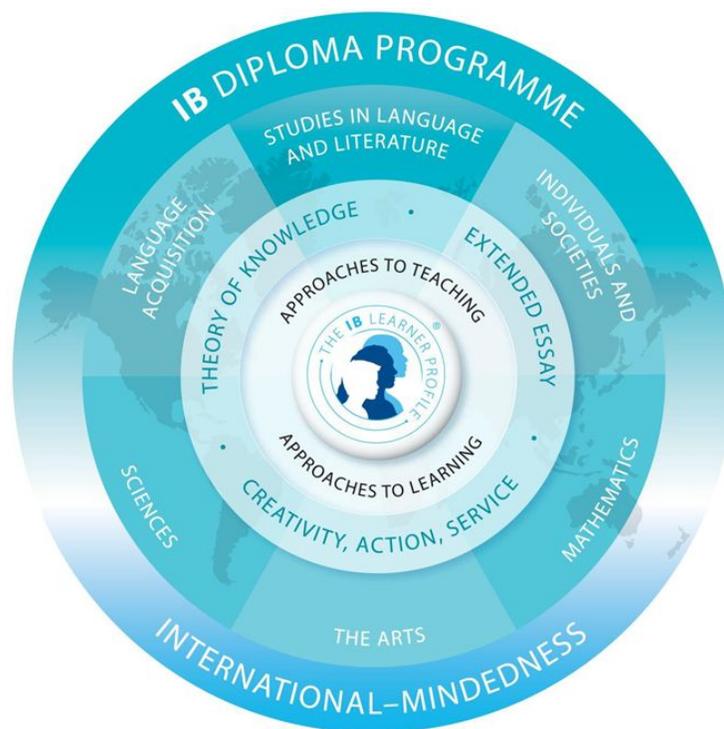
Reflective: They will give thoughtful consideration to their own learning and who analyze their personal strengths and weaknesses in a constructive manner.

What is the IB Diploma Program?

The IB Diploma Program (DP) is an academically challenging and balanced program of education with final examinations that prepares students, aged 16 to 19, for success at university and life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students. The program has gained recognition and respect from the world's leading universities.

The Curriculum

IB Diploma Program students must choose one subject from each of five groups (1 to 5), ensuring breadth of knowledge and understanding in their best language, additional language(s), the social sciences, the experimental sciences and mathematics. As the last of their six subjects, students may choose either an arts subject from group 6 or a second subject from groups 1-4. At AISV, students take three subjects at higher level (HL) and three subjects at standard level (SL).



The Diploma Program Core

In addition to the six academic subjects students take in the Diploma Program, students must also complete the Core, which include an Extended Essay, a Theory of Knowledge (TOK) course and the Creativity, Activity and Service (CAS) requirements.

Extended Essay

The extended essay of some 4,000 words offers the opportunity for IB students to investigate a topic of special interest. It is usually based on one of the student's HL DP subjects and it is supervised by a specialist within the school. The extended essay is intended to promote high-level research and writing skills, intellectual discovery and creativity. Successful submission of the Extended Essay is required before students are registered for the final examinations.

Theory of Knowledge

The TOK course is designed to develop a coherent approach to learning that ties together the academic areas and encourages appreciation of other cultural perspectives. Theory of knowledge encourages critical thinking about knowledge itself and aims to help students make sense of what they encounter. The TOK course must be successfully completed, including writing an essay and making a presentation, in order to receive an IB Diploma.

Creativity, activity and service

CAS is at the heart of the Diploma program, involving students in a range of activities that take place alongside their academic studies throughout the IB Diploma Program. The component's three strands, often interwoven with particular activities, 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, complementing academic work elsewhere in the IB Diploma Program;
- **Service** - collaborative and reciprocal engagement with the community in response to an authentic need .

CAS must be successfully completed to receive an IB Diploma.

Benefits of the Program

The IB program fosters outstanding qualities in students. By the time students receive the diploma, they will be ready to debate real-world issues from an international perspective and to provide leadership and support in the local and global community. They will demonstrate a

capacity for in-depth study while maintaining a broad perspective of the different subject areas. They are able to ask challenging questions but also know how to research a topic and express their opinion. They have a strong sense of their own culture and identity, as well as the ability to communicate in two or more languages with people who have a different perspective on the world.

Recognition of the IB Diploma by Universities

The IB Diploma is a passport to higher education. Most universities and colleges recommend that students in high school enroll in a rigorous criteria-based academic program like the IB Diploma. Some colleges and universities may offer advanced credit to students with strong examination results. IB students routinely gain admission to some of the best-known universities in the world. Most of these institutions have established recognition policies for the IB Diploma.

IBO publishes and maintains information about university recognition displayed on their public website: [http:// www.ibo.org /recognition](http://www.ibo.org/recognition).

IB Courses at AISV

All grade 11 and 12 courses at AISV are IB courses. Students must choose one subject from each of five groups (1 to 5). As the last of their six subjects, students may choose either an arts subject from group 6 or a second subject from groups 1-4. At AISV, students take three subjects at higher level (HL) and three subjects at standard level (SL). Students must also complete requirements for Theory of Knowledge, Extended Essay, and Creativity, Activity, and Service.

As students select their three HL and three SL courses, they should keep in mind their academic strengths and weaknesses, as well as their future education and career plans. They must also check the course requirements for each subject to ensure they can and will be successful in their selected courses.

AISV Offerings (Subject to sufficient enrollment)

| Group 1 Studies in Language and Literature | Group 2 Language Acquisition | Group 3 Individuals and Societies | Group 4 Sciences | Group 5 Mathematics | Group 6 The Arts |
|---|---|--|-----------------------------|--------------------------------|-----------------------------|
| English Language and Literature HL/SL | French Ab Initio SL | Environmental Systems and Societies SL | | Math Studies SL | Visual Arts HL/SL |
| Lithuanian Literature HL/SL | French B HL/SL | Economics HL/SL | Biology HL/SL | Math HL/SL | |
| Self-Taught Mother Tongue* SL | German B HL/SL | History HL/SL | Chemistry HL/SL | | |
| | Russian B HL/SL | | Physics HL/SL | | |

Online Courses

In order to best tailor the IB Diploma Programme to the needs of each learner, AISV also offers students the option of selecting one of their IB courses from Pamoja Education. For an additional cost, students can enrol in courses not currently offered at AISV and complete them online. This option should be discussed with and approved by the IB Coordinator and the School Counselor. Students should note, however, that not all Diploma classes are available on Pamoja. Courses currently offered by Pamoja include:

- Mandarin Ab Initio SL
- Spanish Ab Initio SL
- Spanish B SL
- ITGS HL/SL
- Psychology HL/SL
- Philosophy SL
- Business Management HL/SL

A detailed and updated list of courses offered is available on the Pamoja website:
www.pamojaeducation.com/online-courses/

Students considering this option should be aware that there may be specific prerequisites to access Pamoja courses, particularly for those subjects offered at a Higher Level. In addition, students selecting these courses must be highly motivated and committed to completing the course independently during designated study periods each week.

The cost of the Pamoja course is the responsibility of the student and their family. If students wish to enroll, they will be asked to sign a commitment letter before the end of August of the first Diploma Program year. Enrolment fees will be paid by AISV and invoiced to the families upon confirmation of enrolment. For more information about the costs, please see the Pamoja website.

In the unusual event that a student is transferring into the second year of the Diploma Program, or that one of their DP courses is dropped or unavailable to them due to scheduling, the school will cover the cost of the online course. AISV financial aid granted to students may also help alleviate the cost of the online course. For more information about financial aid applications at AISV, please see Section 632.2 of the Board Policy Manual or the Admissions Section of the AISV website.

Two Pathways to Participate

Pathway 1: The Full Diploma Program

3 Higher Level courses

3 Standard Level courses

Complete Theory of Knowledge (TOK)

Submit an original Extended Essay (EE) of approximately 4,000 words

Complete a Creativity, Activity, Service (CAS) Plan

Testing Requirements

Diploma students must take final exams in all of their courses except Theory of Knowledge, CAS, and Extended Essay. Exams are marked as external assessments by the IBO and given a grade from 1 (poor) to 7 (excellent). To earn the IB Diploma, students must complete TOK, EE, CAS, and earn a minimum total of 24 points. Failing conditions for the diploma are listed in the Assessment section later in this handbook. The specific terms for the award of the diploma are outlined in the document General Regulations: Diploma Programme that is provided to all students and parents before they join the IB program at AISV.

Pathway 2: Individual Courses

All students in grade 11 and 12 at AISV participate in IB classes regardless of whether they are enrolled in the full diploma program. Students who are not enrolled in the full IB program have the option of taking a class solely for credit toward an AISV diploma. If a student chooses this option, he/she completes assessments as created and given by the teacher, and receives credit on his/her report card. Alternatively, a student who is not enrolled in the full program may choose to become an IB Course Student in a class. Such a student completes all internal and external IBO assessments for that course, including sitting for the final IB exam. At the end of the course, students will receive an official IB certificate noting the course name and the mark they earned on the exam. Many colleges and universities offer credit or advanced standing to students with good marks on IB certificates.

Some Possible IB Course Combinations

Engineering or Physical Science Focus

Group 1: Most proficient Language A **SL**

Group 2: Language B **SL** or **HL**

Group 3: Math **HL**

Group 4: Physics **HL**

Group 4: Chemistry **SL** or **HL** (HL required for Chemical Engineering)

Group 5: Economics **SL** or History **SL**

Economics, Business, or Commerce Focus

Group 1: Most proficient Language A **HL**

Group 2: Language B **HL**

Group 3: Math **SL** or Math **HL** (HL preferred for Economics)

Group 4: Environmental Systems and Societies **SL**

Group 5: Economics **SL** or **HL**

Group 6: Visual Arts **SL** (or Group 4: Biology **SL**)

Art and Design Focus

Group 1: Most proficient Language A **HL**

Group 2: Language B **SL** or **HL**

Group 3: Math **SL** or Math Studies **SL**

Group 4: Environmental Systems and Societies **SL**

Group 5: Economics **SL** or **HL** or History **SL** or **HL**

Group 6: Visual Arts **HL**

Natural Science or Medicine Focus

Group 1: Most proficient Language A **SL**

Group 2: Language B **SL**

Group 3: Math **HL**

Group 4: Biology **HL**

Group 4: Chemistry **HL**

Group 5: Economics **SL** or History **SL**

Generalist (preparation for the study of humanities, law, etc.)

Group 1: Most proficient Language A **HL** or **SL**

Group 2: Language B **SL** or **HL**

Group 3: Math **SL** or Math Studies **SL**

Group 4: Environmental Systems and Societies **SL** or **Chemistry SL** or **HL**

Group 5: Economics **SL** or History **SL** or **HL**

Group 6: Visual Arts **SL** or **HL**

Award of the IB Diploma

In order to achieve the IB Diploma a candidate must fulfill certain requirements; at its most basic a candidate must achieve at least 24 points from their combined grades in six subjects, together with their grades for theory of knowledge and the extended essay, and also complete the Creativity, Action, Service (CAS) element.

Successful IB Diploma Candidates will receive an IB Diploma and a document entitled “Diploma Programme (DP) Results” listing the total IB Diploma points score, the subject grades, confirmation of the completion of all CAS requirements and any points awarded and individual grades for the combination of theory of knowledge and the extended essay.

A Bilingual IB Diploma will be awarded to a successful candidate who fulfills one or both of the following criteria: a. completion of two languages selected from group 1 with the award of a grade 3 or higher in both b. completion of one of the subjects from group 3 or group 4 in a language that is not the same as the candidate’s group 1 language. The candidate must attain a grade 3 or higher in both the group 1 language and the subject from group 3 or 4.

An IB Diploma Candidate who fails to satisfy the requirements for the award of an IB Diploma will receive DP Course Results indicating the grades obtained in individual subjects, together with results in theory of knowledge and the extended essay, and confirmation of the completion of all CAS requirements, as appropriate.

Failing Conditions

The Diploma cannot be awarded, whatever the total score, to candidates if:

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.
9. Candidate has gained fewer than 9 points on SL subjects.
10. The candidate has received a penalty for academic misconduct from the Final Award Committee.

Award of Bonus Points

Three extra points are available for Theory of Knowledge and the Extended Essay. They are measured against assessment criteria and according to the quality of the work. A candidate's performance in each will fall into one of five bands:

- Band A Work of an excellent standard
- Band B Work of a good standard
- Band C Work of a satisfactory standard
- Band D Work of a mediocre standard
- Band E Work of an elementary standard

The total number of bonus points awarded will be determined according to 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 |

Admissions and Enrollment Procedures

Procedures for Enrolling in the Diploma Program at AISV

Course Selection

International Baccalaureate courses are rigorous. They are taught at the college level and cover extensive bodies of knowledge. Before enrolling in the IB program, students should—in consultation with their teachers, family, and the IB coordinator—carefully plan their academic and extracurricular schedules for the following year to accommodate the demands of IB coursework.

Once you have completed the consultation, you will choose six IB courses in accordance with the IB Diploma requirements. For each course selected, approval must be obtained by the current subject teacher. Once admitted to six IB courses, a student is expected to remain in those classes for two years. Under exceptional circumstances, a change of course may be requested within the first Quarter of 11th grade with the use of the Course Change Application Form. Please note that IB courses are offered contingent upon sufficient enrollment in the class.

Current AISV Students

The IB enrollment process begins in 10th grade when students are introduced to the IB Diploma Programme and the General Regulations and begin to consider their course options. Students and their families must read over the materials carefully and meet with the IB Coordinator in January to discuss their plans. As part of this process, students also speak to individual subject teachers who aim to assess their strengths and weaknesses with an eye toward the selection of appropriate higher level and standard level courses.

Students currently enrolled in the 10th grade at AISV must submit the following documents to the IB Coordinator by February 15, 2017 in order to be considered for the IB program:

- The signed IBDP Enrollment Form
- The signed IBDP Acknowledgment and Acceptance: General Regulations Form
- The signed Statement of Academic Honesty

Access to selected courses will depend upon the approval of the subject teacher and IB Coordinator and sufficient enrollment in each course. Access to IB courses may also be conditional on performance on end of year examination results for sophomores and on completion of the Personal Project. Students must check the course requirements for each course carefully. If a student does not meet the requirements for the course, he or she may be asked to make up course credits in consultation with the IB Coordinator or may be denied access to the course.

| | |
|---|----------------------------|
| IB Information Evening for Students and Parents | November of Sophomore Year |
|---|----------------------------|

| | |
|---|---------------------------------|
| Meetings with IB Coordinator, College Counselor and Parents | January of Sophomore Year |
| Deadline for submission of course selections and forms | February 15th of Sophomore Year |
| Course selections finalized | May 15th of Sophomore Year |
| Registration for IB Examinations | November of Senior Year |

New Students

In addition to the above requirements, new students wishing to enroll in the IB program at AISV must complete all of the standard AISV admissions procedures (available on the AISV website under Admissions Section) and present the results of an English language assessment that certifies functional fluency in the English language. Other prerequisites required for admission to IB Diploma program at AISV include:

- Demonstrated functional fluency in English on a reputable English language test (such as Cambridge, ETS, TOEFL, IELTS or other tests provided by AISV such as WIDA and MAP).
- Demonstrated ability to pursue the study of a second language (based on language screening test designed by AISV)
- For students interested in HL Math - demonstrated ability to pursue the study of a HL Math (based on math screening test designed by AISV)
- Student self-completed IB questionnaire provided by AISV
- Demonstrated ability to pursue a rigorous, academic program. This may be verified with examinations in IB subjects.
- Interview with IB DP Coordinator and Guidance Counselor (if needed).

Every effort will be made to ensure balance and equality when admitting students to the IB Diploma program. The IB program is open to all students, regardless of previous educational experience. A student who decides to participate in the IB Program, will be expected to:

- Work diligently,
- Approach tasks with a sense of purpose,
- Demonstrate self-discipline and responsibility,
- Learn from fellow students as well as teachers,
- Share with, and contribute to, the community.

IB Students at AISV

Homework

Homework is given in all courses. Long-term assignments require careful planning. All student homework must be authentic and completed by the student. Parents will be most helpful to their children by providing a routine time and a place for homework to be completed. Students in the

IB Program should expect to complete at least 3-4 hours of homework each day, though this amount will vary. In addition, frequently there are summer assignments, often reading, that are required and assessed at some point during the first few weeks of school. Self-discipline is therefore essential in order to complete assignments on time.

Early or Extended Holidays

We strongly discourage organizing holidays that involve missing classes, as you will miss important work and it will have a negative effect on your grades. School breaks are organized for everyone's benefit; extending them interferes with important learning that is planned for your benefit.

Stress Management

The IB Diploma is a rigorous academic programme which demands that students work consistently throughout the two years of the duration of their courses and maintain a balanced lifestyle. As such, students should do the following to help manage their stress during more demanding periods of the program:

- Exercise regularly
- Maintain normal sleep and eating habits
- Review objectives periodically
- Recognize early warning signs of stress, and take action
- Think and plan ahead to achieve objectives
- Give treats and rewards for achieving short term objectives
- Try to keep things in proportion
- When pressure and stress build, seek help--the IB Coordinator and School Counselor will offer support.

IB Events and Trips

Over the course of the two years of the IB Diploma Program, students will be invited to participate in class events and trips to share experiences with other IB students, consolidate or present their academic work or develop an aspect of the IB Core. The participation of all IB students in these events will be expected.

Communication with IB Students

All important IB information, documents and deadlines will be posted on the school's IB website: <https://sites.google.com/a/aisv.lt/ib-aisv/>

Assessment Policy

The purpose of assessment is to provide information on student achievement and progress in each course as measured by their understanding of the syllabus standards and to report on the standard of performance attained at the end of the course.

IB grades are informed by the following general IB descriptors. In addition, each subject area has specific grade descriptors that are used for major assessments at the very least.

| | |
|---|---|
| 7 | A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality. |
| 6 | A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight. |
| 5 | A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight. |
| 4 | A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation. |
| 3 | Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support. |
| 2 | Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support. |
| 1 | Minimal achievement in terms of the objectives. |

There are two types of assessment completed by IB students during the school IB Diploma Programme-- IB assessment and school-based assessment.

School-based Assessment

School-based assessment is used by teachers to discover how well a student is progressing in a particular subject. This can include assignments completed in class or at home, tests, quizzes, projects or mock examinations. These assessments are generated by, assigned by, and marked by the teacher.

- School-based assessment is not optional. All IB Diploma candidates must undertake and complete all work assigned by their teachers.
- Students are expected to attend all classes in which they are enrolled unless for appropriate medical reasons or unless they have prior permission. Students who miss classes regularly severely affect their chances of earning the IB Diploma and the AISV diploma.
- Appropriate medical documentation will be required for students missing school-based assessments and deadlines.
- Technical difficulties or other foreseeable issues such as holidays or school commitments are not acceptable excuses for missing school based assessment deadlines.
- Failing to meet school- based assessment requirements may severely affect students' chances of gaining the Diploma. Students that miss classes without permission or who routinely fail to submit school-based assessments may be removed from the full IB program.

Teachers and academic departments use IB rubrics and boundaries to assess school-based work. At the end of each quarter, teachers assign a quarter grade by considering all student work and academic progress during the quarter.

Mock Examinations

Mock exams are assessed by AISV subject teachers. They allow teachers to assess student readiness for the formal IB exams. They are conducted twice during the program— at the end of the first year, and during the 3rd quarter of the second year. An effort is made to prepare students not only for the content of the final exams, but also to familiarize them with how the exams are administered. As such, students must follow a code of conduct similar to that imposed by the actual final exams. All mock exams will be recorded as a major assessment in school-based-grades.

IB Assessment

IB assessment is assessment which is either assessed or moderated by examiners that work for the IBO. There are three different types of IB assessment: internal assessment, external assessment and examinations. All three count towards the final subject grade at the end of the two years.

Internal assessments (IAs) are set according to subject. Each subject has a different weighting attached to its IA as a proportion of the final mark. Students and parents can find this information in the course guide for each subject. The subject teacher marks internal assessment work. A sample of students' work is then sent to an IBO moderator and checked against world-wide marking standards. The teacher's marks are adjusted if required. Internal assessments in groups 3, 4, 5, and 6 will be completed in English. Group 1 and 2 internal assessments are completed in the language of the subject.

Like internal assessments, **external assessments** are written during the course of the two year program and submitted to be examined externally. However, unlike internal assessments, external assessments are not marked by the teacher. Instead, the mark is determined by an external examiner.

Internal and external assessment dates are spread over the 2 years of the IB Diploma course. This reflects the nature and structure of the IB Diploma Program, as well as students' needs. These deadlines are set to spread the workload for students across the two-year course. These deadlines are non-negotiable and work will not be accepted after these deadlines without a valid reason and appropriate documentation.

The IBO sets strict rules regarding the submission of draft work. Students need to understand these before commencing work so that they understand the parameters in which they are working. These limits involve the number of drafts submitted, who is able to look at the drafts and the role of the teacher.

At the instructor's discretion, and with advanced warning, students may be given a school-based-grade (1-7) for their external or internal assessments that count as a major assessment. This score, however, is moderated by an IB senior examiner and is subject to change.

Students failing to submit external or internal assessments with no valid reason will be awarded an N grade and a zero mark for that component. The award of an N grade will prevent a student from gaining a Diploma. Students with valid reasons outside of their control must see the IB Coordinator as soon as possible.

Final Examinations

Examinations are taken in May and results are available in July. Students and their parents are liable for examination fees set by the IBO.

Students have the possibility of retaking exams in the following May session should they not qualify for the diploma. A diploma candidate has a maximum of three examination sessions in which to obtain the diploma.

The final examination results are made up of subject grades, in the range from 1 to 7 at HL and at SL, and grades from E to A for TOK and Extended Essay. Students can obtain a maximum of 45 points total on their exams. In order to obtain such a result they must earn 7 points in each of the 6 exams as well as obtain 3 bonus points for TOK and EE.

Inclusive Learning and Assessment

The IBO defines inclusion as “an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers”. At AISV, we are committed to supporting the IB policy for diversity and inclusion by ensuring that all learners are able to reach their full potential. As stipulated by the IB, inclusion at AISV is achieved by a culture of collaboration, mutual respect, support and problem-solving involving the whole school community.

Inclusion in the IB program at AISV can take many forms. In teaching and learning, this can include affirming individual identity to build self-esteem, building on prior knowledge, scaffolding learning and extending those students who are ready and able. The IB also provides for inclusion in assessment, which means that students with learning needs may qualify for inclusive assessment arrangements. The need for these arrangements is determined by the School Counsellor and IB Coordinator, in consultation with parents and teachers. If a student is deemed to require inclusive assessment arrangements, including but not limited to additional time, assistive technology or a scribe, an application is sent to the IBO for approval with the consent of the candidate and the candidate's family. Applications must be submitted before November 15th of the student's senior year in order to qualify for inclusive arrangements during their May exams.

Inclusive teaching, learning and assessment arrangements are a helping hand. They do not have an impact upon the type of diploma or certificate awarded to the candidate, the way in which the candidate's work is assessed or access to education beyond the IB program.

Academic Honesty

Academic Honesty is an important focus of both the International Baccalaureate Organization and AISV. The AISV Academic Honesty Policy applies to all students in the IB Program, and the IB imposes further strict consequences for malpractice.

Academic Honesty refers to the expectation that any work a student submits is authentically his or her own. AISV provides IB students with the tools they need to ensure academic honesty. Students are taught how to use various research methods and the requirements of the citation systems. They receive direct one-on-one guidance from a dedicated Extended Essay Coordinator with proven research skills. They have access to, and are required to use turnitin.com, the leading online plagiarism checker.

Every candidate studying the Diploma Program, as a condition of enrollment and regardless of their registration category, must sign a declaration stating that all work they submit for assessment will be their own authentic work. This will cover all class assignments, homework assignments and work undertaken for IB assessments. Ultimately, however, it is the candidate's own responsibility to ensure that the final version of any work submitted for assessment is authentic.

According to the IB Organisation, "Candidates themselves must bear the consequences if they submit any work for assessment that is not their own, regardless of whether the plagiarism was deliberate or a careless act. The same principle applies to collusion." The IB defines malpractice as "behavior that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment component."

Students must use great care to always clearly acknowledge the ideas and words of other authors used in their work. Under no circumstance may students rely on outside help, such as a tutor, to write any piece of IB work being submitted for assessment.

Consequences of Academic Malpractice

In the unfortunate event that a student is suspected of malpractice on an official IB exam component, the IB Coordinator will conduct an investigation according to IB procedures outlined in the document General Regulations: Diploma Programme. If the student is found guilty the work under investigation may not be submitted for assessment and the student will not have the opportunity to re-write the work.

Students found guilty of malpractice by the IBO on an official IB assessment, after having signed the required cover sheet stating that the work is their own, will no longer be eligible to

receive the IB diploma, though they may still receive certificates for classes in which malpractice did not occur. An awarded IB diploma or certificate may be withdrawn from a candidate at any time in the future if malpractice is established subsequent to its issue.

Code of Conduct for IB Examinations

Both mock and externally-assessed examinations are governed by strict codes of conduct to ensure that the assessment takes place in a fair, safe and comfortable environment. Students must familiarize themselves with expectations for conduct during the examinations.

Conduct during the examination

All students should arrive at the exam room 15 minutes before the exam is set to begin and wait outside the room until they are admitted by the proctor. When instructed to enter the examination room, candidates must do so in a quiet and orderly manner.

Students should not communicate with anyone other than the proctor for the duration of the exam. Apart from one bottle of drinking water, no food or drink may be taken into the examination room. The proctor will tell candidates where to sit for the exam. Candidates may take only the following items to their assigned desk:

- pens, pencils, eraser, ruler, pencil sharpener, highlighter, one bottle of drinking water
- a calculator (but only for the math exams that allow its use)
- a translating dictionary (not allowed if the exam is a language exam)

No bags or mobile phones are permitted in the examination room. These must be turned in to the proctor upon entering the room.

Late arrival

Candidates are allowed into the examination room during the first 30 minutes after the start of an examination. The arrival time will be recorded by the proctor. No additional time will be allowed for the examination.

After the first 30 minutes candidates will not be allowed into the examination, nor will they be permitted to take the examination at a rescheduled time.

Temporary absence

In cases of emergency, at the discretion of the proctor, a candidate may be allowed to leave the examination room and return.

The temporary absence of a candidate will be recorded by the proctor. A candidate will be supervised by a proctor during a temporary absence from the examination room. There must be no communication with any person other than the proctor.

During a temporary absence the candidate must not take any material out of the examination room, have access to material during the absence, or return with any material.

Temporary absences will not be permitted during exam sessions with a single proctor.

Malpractice

During the examination a candidate must not communicate with any other candidate. Failure to observe this regulation may constitute malpractice, resulting in appropriate action by the school.

All work completed during an examination, and then submitted for assessment, must be the authentic work of the candidate. Any collusion, plagiarism, reference to unauthorized material, or communication between candidates may constitute malpractice, resulting in appropriate action by the school.

If a student finds that he/she has accidentally taken unauthorized material into an examination (for example, notes, a book, an MP3 player, or any communication device such as a cell phone), this material must be given to the proctor immediately before the exam begins. Failure to do so may lead to an allegation of malpractice against the candidate, regardless of whether the unauthorized material may or may not have provided an unfair advantage for the candidate.

No candidate is permitted to borrow anything from another candidate during an examination.

Early departures

Candidates are not allowed to leave the examination room during the first hour or during the last 15 minutes of any examination. Consequently, if the duration of an examination is 1 hour and 15 minutes or less, candidates must remain in the examination room. If a candidate leaves the examination before the scheduled finishing time, the candidate will not be allowed to return.

End of the examination

It is the responsibility of the candidate to ensure that the front page of their test is correctly completed prior to departure from the examination room.

Candidates must give all examination papers, answer sheets, multiple choice answer sheets and rough notes to the proctor at the end of the examination.

Candidates must leave the examination room in a quiet and orderly manner.

More information about regulations and procedures will be posted for students before the examination period. If you do not understand these regulations please ask the IB Coordinator for clarification.

College Admissions and IB Mark Projections

Projected Grades

The college application process generally begins during the summer after your Junior (11th grade) year of the program. IB teachers will project your final IB grades and communicate these to the counselor solely for the purpose of university applications. These grades cannot be challenged nor negotiated. Among the criteria teachers will use to determine projected grades are

- Subject grades as reported on the AISV report card in grade 11, and—as available—in grade 12;
- Performance on the mock exams at the end of grade 11;
- The results of any internal assessments already completed;
- The teacher's knowledge of you as a learner.

Conversion of the IB 1-7 Scale

If a college or university requests that your mark on the IB scale be converted into another system, such as letter grades or GPA, all conversions will be made via the common application (U.S.) or directly by the university offices. As noted on your transcript, here are the 1-7 grade boundaries converted to letter grades.

| IB Scale | Letter |
|----------|--------|
| 7 | A+ |
| 6 | A- |
| 5 | B |
| 4 | C |
| 3 | D |
| 2 | F |
| 1 | F |

Registration and Fees

Registration

Students are registered for their IB examinations by AISV in November of their senior year. Students must have completed their Extended Essay and their first year of the Diploma program successfully in order to be registered. If a student has a failing grade in two or more classes at the end of their junior year, the students will become Course Certificate Candidates instead of sitting for the full IB diploma.

IB Exam Fees

Final exam fees are paid by each student registered for the full diploma program or individual courses. Exam fee structures are determined by the IB and are subject to change.

Book Fees

Many books are included in the school fees. Students are issued several books, which they may write in and annotate; the first copy is included in school fees, but if lost, the student is responsible for paying for the replacement.

Art/Lab Fees

Students receive a standardized allocation towards their materials for all courses. When a student's interests or ambitions exceed this monetary amount, the family will be responsible for funding the materials. Details are included in individual course syllabi.

Trip Fees

Extended field trips may be offered through the IB Programme. AISV is not responsible for the funding these extended trips. However, students may apply for financial assistance to participate in optional trips.

AISV IB Faculty

| | |
|--|---|
| Mrs. Diana Arya darya@aisv.lt | Math SL, Math Studies Teacher |
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| Ms. Gintare Ciabaite gciabaite@aisv.lt | French Ab Initio SL Teacher |
| Mrs. Kelly Elam kelam@aisv.lt | English A Language and Literature HL, Extended Essay, TOK Teacher |
| Mrs. Jurgita Gerybiene jgerybiene@aisv.lt | French B HL/SL Teacher |
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German B HL/SL Teacher

Ms Natalija Zidkova

Russian B HL/SL Teacher

AISV's IB Courses: Information for Students and Parents

In the following section, a brief overview has been offered of the courses offered at AISV. For more detailed information about each course, please consults the IB Course Guides which have been made available to you on the IB@aisv website:

<https://sites.google.com/a/aisv.lt/ib-aisv/products-services>

Group 1: Studies in Language and Literature

English A: Language and Literature SL/HL

PREREQUISITES

Because readings are challenging, both in structure and vocabulary, and students will be held to high levels of close reading and analysis, high level of comfort with English as a received and communicated language, in both oral and written capacity, is critical for success. It is recommended that students achieve a 5 or higher in their 10th grade English class in order to access the HL English course. Readiness for the course will also be determined according to performance on the end of year examination in 10th grade.

SYLLABUS CONTENT OVERVIEW

In two years of study with approximately 150 hours at the standard level (SL) and 240 hours of study at the higher level (HL), this course comprises four parts—two relate to the study of language and two to the study of literature. Students will build an understanding of the ways in which formal elements are used to create meaning in a text as they explore how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception. Students will read various personal narratives, essays, eulogies, political speeches, letters, news articles, editorials, advertisements, and blog entries. Over the course of the two-year program, they will also read a number of literary texts (6 at HL and 4 at SL), including novels, plays, short stories and poetry.

EXPECTED OUTCOMES

1. Introduce students to a range of texts from different periods, styles and genres.
2. Develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections.
3. Develop the students' powers of expression, both in oral and written communication.

4. Encourage students to recognize the importance of the contexts in which texts are written and received.
5. Encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning.
6. Encourage students to appreciate the formal, stylistic and aesthetic qualities of texts.
7. Promote in students an enjoyment of, and lifelong interest in, language and literature.
8. Develop in students an understanding of how language, culture and context determine the ways in which meaning is constructed in texts.
9. Encourage students to think critically about the different interactions between text, audience and purpose.

ASSESSMENT

Over the duration of the two years, students will complete a number of assignments, including commentaries, essays, presentations, projects and other creative tasks. All assessed tasks in English are based on the IB assessment they will complete for the course.

Paper 1: Textual analysis (25%)

Paper 2: Literary essay (25%)

Written Tasks - 20%

Individual Oral Commentary - 15%

Further Oral Activities - 15%

Lithuanian A: Literature SL/HL

PREREQUISITES

Fluency in Lithuanian. Readiness for the course will also be determined according to performance on the end of year examination in 10th grade.

DESCRIPTION

The course is divided into four parts, each with a particular focus.

- Part 1: Works in translation
- Part 2: Detailed study
- Part 3: Literary genres
- Part 4: Options (in which works are freely chosen)

SYLLABUS CONTENT OVERVIEW

Language A: literature course students will study literature, including selections of literature in translation.

| | | |
|--------|---|---|
| Part 1 | O. de Balzakas. Tėvas Gorijo (romanas) | O. de Balzakas. Tėvas Gorijo (romanas) |
| | E. Hemingvėjus. Fiesta (romanas) | E. Hemingvėjus. Fiesta (romanas) |
| | Š. Brontė. Džeinė Eir (romanas) | |
| Part 2 | Salomėja Nėris (eilėraščiai) | Salomėja Nėris (eilėraščiai) |
| | Vincas Krėvė. Skirgaila (drama) | Vincas Krėvė. Skirgaila (drama) |
| | Šatrijos Ragana. Sename dvare (apysaka) | |
| Part 3 | Jonas Biliūnas (novelės) | Jonas Biliūnas (novelės) |
| | Bitė Vilimaitė (novelės) | Bitė Vilimaitė (novelės) |
| | Bronius Radzevičius (novelės) | Bronius Radzevičius (novelės) |
| | Jurgis Savickis (novelės) | |
| Part 4 | Ruta Sepetys Between-Shades-of-Gray (Tarp pilkų debesų) | Ruta Sepetys Between-Shades-of-Gray (Tarp pilkų debesų) |
| | Henrikas Radauskas (eilėraščiai) | Henrikas Radauskas (eilėraščiai) |
| | Vytautas Mačernis (eilėraščiai, sonetai) | Vanda Juknaitė. Stiklo šalis (apysaka) |

EXPECTED OUTCOMES

Students develop the ability to engage in close, detailed analysis of literary works, building understanding of the techniques involved in literary criticism. The study of literary works in context is emphasized, and through the study of literature in translation the student is challenged to reflect on the role of cultural assumptions in interpretation.

The range of texts studied in Language A: literature course is broad, and students grow to appreciate a language's complexity, wealth and subtleties in a variety of contexts. A specific aim is to engender a lifelong interest in literature and a love for the elegance and richness of human expression. In studying Lithuanian literature A course, students are able to develop:

1. A personal appreciation of language and literature.
2. Skills in literary criticism.
3. An understanding of the formal, stylistic and aesthetic qualities of texts.
4. Strong powers of expression, both written and oral.
5. An appreciation of cultural differences in perspective.

ASSESSMENT

Students are assessed through a combination of formal examinations, written coursework and oral activities. The formal examination comprises two essay papers, one requiring the analysis of a passage of unseen literary text, and the other a response to a question based on the works studied. Students also produce a written assignment based on the works studied in translation, and perform two oral activities presenting their analysis of works read.

Group 2: Language Acquisition

Russian B SL/HL

PREREQUISITES

In order for students to be able to participate in the course, and for the course to be useful, challenging but also manageable, students should have certain Russian language skills. This can also be described as A2+ level, and should be confirmed with the teacher.

DESCRIPTION

Russian SL/HL course is designed for students to master both their Russian language skills and intercultural understanding. The teacher provides academically challenging course based on the level of competence and aimed language proficiency of the students. Students will explore the so called 'Russian world' and improve their Russian language skills. They will learn to use Russian language for different purposes in a variety of contexts completing a wide range of both individual and collaborative tasks using diverse sources of authentic written/audio/video materials. Russian HL students will also read and analyze two works of literature.

CONTENT OVERVIEW

For two years students will work on three compulsory Core and two Optional topics:

1. Communication and media (core):
 - Internet

- Radio and TV
 - Press
2. Social relationships (core):
 - Educational system
 - Social behaviors and stances
 - Social and/or political structures
 3. Leisure (option):
 - Sports
 - Exhibitions and shows
 - Entertainment
 4. Global issues (core):
 - Migration
 - Global warming, climate change, natural disasters
 - Globalization
 5. Health (option):
 - Diet and nutrition
 - Traditional and alternative medicine
 - Mental health

EXPECTED OUTCOMES

The course is meant to prepare our students to function language and culture-wise in the Russian-speaking environment. They will be able to accurately understand and give own responses to a range of spoken and written texts. Students will be able to understand some socio-cultural references during the communication, be aware of some unique/similar traditions, expected behavior and reaction patterns, and, of course, the level of their Russian language itself will improve depending on the aimed proficiency. Russian HL level students will also gain experience understanding and analyzing works of literature.

ASSESSMENT

For two years in class student will practice different types of assessments similar to what they will have to complete at the end of the course. During the course students will be evaluated (and also evaluate themselves) using IB External and Internal assessment criteria. This will help students to better understand how grades are distributed.

French B SL/HL

PREREQUISITES

In order for students to be able to participate in the course, and for the course to be useful, challenging but also manageable, students should have certain French language skills. This can also be described as A2+ level, and should be confirmed by the teacher.

DESCRIPTION

French SL/HL course is designed for students to master both their French language skills and intercultural understanding. The teacher provides academically challenging course based on the level of competence and aimed language proficiency of the students. Students will explore the so called 'Francophone world' and improve their French language and skills and multicultural understanding. They will learn to use French language for different purposes in a variety of contexts completing a wide range of both individual and collaborative tasks using diverse sources of authentic written/audio/video materials. French HL students will also read and analyze two works of literature.

CONTENT OVERVIEW

For two years students will work on three compulsory Core and two Optional topics:

| 1ère année | 2e année |
|---|---|
| Tronc commun: Relations sociales Relations (friendship, work, family) | Tronc commun: Relations sociales Système éducatif |
| Tronc commun: Relations sociales Célébrations, événements sociaux et religieux | Tronc commun: Communications et médias Internet |
| Tronc commun: Communications et médias Radio et télévision | Option: Santé Abus de drogues |
| Tronc commun: Communications et médias Publicité | Option: Diversité culturelle Migration |
| Tronc commun: Questions mondiales Réchauffement de la planète, changements climatiques et catastrophes naturelles | Option: Diversité culturelle Patrimoine culinaire |
| Tronc commun: Questions mondiales Racisme, discrimination et préjugés | Préparation à la rédaction Les enfants soldats |
| Tronc commun: Questions mondiales Mondialisation | Préparations à la rédaction Les SDF |

| | |
|---|--|
| <p>Option: Diversité culturelle Diversité des langues</p> | |
| <p>Option: Santé Régime et nutrition Services de santé</p> | |

Students taking the HL course will also read two literary texts.

EXPECTED OUTCOMES

The course is meant to prepare our students to function language and culture-wise in the Francophone environment. They will be able to accurately understand and give own responses to a range of spoken and written texts. Students will be able to understand some socio-cultural references during the communication, be aware of some unique/similar traditions, expected behavior and reaction patterns, and, of course, the level of their French language itself will improve depending on the aimed proficiency. French HL level students will also gain experience understanding and analyzing works of literature.

ASSESSMENT

For two years in class student will practice different types of assessments similar to what they will have to complete at the end of the course. During the course students will be evaluated (and also evaluate themselves) using IB External and Internal assessment criteria. This will help students to better understand how grades are distributed.

French *AB INITIO* SL

PREREQUISITES

French ab initio is a two-year language learning course, designed for students with little or no prior experience of French. No prerequisites are required.

DESCRIPTION

French ab initio course is organized into three themes. Each theme has a list of topics that provide the students with opportunities to practice and explore French language as well as to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students should be able to respond and interact appropriately in a defined range of everyday situations. This *ab initio* course, albeit at a basic level, seeks to foster a concern for global issues, as well as to raise students' awareness of their own responsibility at a local level.

SYLLABUS CONTENT OVERVIEW

The three themes (individual and society, leisure and work, rural and urban environment) are made up of a series of 20 topics which will be treated during this two-year course.

| Year 1 | Year 2 |
|--|--|
| <i>Individual and society:</i> Personal details, appearance, character | <i>Leisure and work:</i> Technology |
| <i>Individual and society:</i> Daily routines | <i>Individual and society:</i> Education |
| <i>Individual and society:</i> Physical health | <i>Leisure and work:</i> Employment |
| <i>Individual and society:</i> Relationships | <i>Leisure and work:</i> Media |
| <i>Individual and society:</i> Food and drinks | <i>Leisure and work:</i> Sport |
| <i>Individual and society:</i> Shopping | <i>Leisure and work:</i> Transport |
| <i>Leisure and work:</i> Holidays | <i>Rural and urban environment:</i> Environmental concerns |
| <i>Rural and urban environment:</i> Weather | <i>Rural and urban environment:</i> Global issues |
| <i>Leisure and work:</i> Entertainment | <i>Rural and urban environment:</i> Neighbourhood |
| <i>Rural and urban environment:</i> Town and services | |
| <i>Rural and urban environment:</i> Physical geography | |

EXPECTED OUTCOMES

After this two-year course, students will be able to:

1. Understand , both orally and in writing, simple sentences and some more complex sentences related to the three themes and topics;
2. Express information fairly accurately, using a range of basic vocabulary and grammatical structures;
3. Communicate orally and respond appropriately to most questions on the three prescribed themes;
4. Demonstrate some intercultural understanding by reflecting on similarities and differences between French Culture and the student's own.

ASSESSMENT

At the end of two-year course students will have to be ready for the assessment: External (which makes up 75% of final grade) and Internal (25%). During the course students will be evaluated using IB External and Internal assessment criteria. This will help students to better understand how grades are distributed.

German B SL/HL

PREREQUISITE

In order for students to be able to participate in the course, and for the course to be useful, challenging but also manageable, students should have certain German language skills. This can also be described as A2+ level, and should be confirmed by the teacher.

BRIEF DESCRIPTION

German SL/HL course is designed for students to master both their German language skills and intercultural understanding. The teacher provides academically challenging course based on the level of competence and aimed language proficiency of the students. They will learn to use German language for different purposes in a variety of contexts completing a wide range of both individual and collaborative tasks using diverse sources of authentic written/audio/video materials. German HL students will also read and analyze two works of literature.

SYLLABUS CONTENT OVERVIEW

For two years students will work on three compulsory Core and two Optional topics:

| Year 1 | Year 2 |
|---|---|
| Core: Communication and Media Television Advertisement | Communication and Media Cinema Generation Internet |

| | |
|---|--|
| Core: Global issues Globalisation The global warming | Global issues Nature and science Non-nuclear energy |
| Core: Social relationships Youth culture/philosophy Generation conflicts | Social relationships Educational system Learning outside of school |
| Optional: Cultural diversity Stereotypes Migration | Optional: Customs and traditions Celebrations, social and religious events Culinary heritage in Germany |
| Optional: Leisure Music Travelling Optional: Customs and traditions Celebrations, social and religious events | Health Eating habits Healthy lifestyle |

Students taking HL course will read two literary texts:

- F.Dürrenmatt "Die Physiker"
- St. Zweig "Nirgendwo in Afrika"

and various short stories as well.

EXPECTED OUTCOMES

The course is meant to prepare our students to function language and culture-wise in the German speaking environment. They will be able to accurately understand and give own responses to a range of spoken and written texts. Students will be able to understand some socio-cultural references during the communication, be aware of some unique/similar traditions, expected behavior and reaction patterns, and, of course, the level of their German language itself will improve depending on the aimed proficiency. German HL level students will also gain experience understanding and analyzing works of literature.

ASSESSMENT

For two years in class student will practice different types of assessments similar to what they will have to complete at the end of the course. During the course students will be evaluated (and also evaluate themselves) using IB External and Internal assessment criteria. This will help students to better understand how grades are distributed.

Group 3: Individuals and Societies

Economics HL/SL

PREREQUISITES:

Students are not required to have prior economics or business knowledge to study IB Economics. Students will need to evaluate economic policies, analyze graphs, and draw conclusions from data and texts. In Economics HL, students will be required to analyze policies using mathematical skills. Students should be in Math SL or HL to take Economics at the Higher Level; however, Math Studies is sufficient for Economics SL as there is no mathematical component.

OVERVIEW:

Students will develop an understanding of microeconomic and macroeconomic theories and concepts and their real-world application and develop an awareness of development issues facing nations as they undergo the process of change. Students will develop an appreciation of the impact on individuals and societies of economic interactions between nations .

CONTENT:

IB Economics is a survey class that will cover concepts in Microeconomics, Macroeconomics, International Economics and Development. In each section, there are some HL only topics, such as the mathematical representation of economic concepts.

| YEAR 1 | YEAR 2 |
|--|--|
| <p><u>Microeconomics</u></p> <ul style="list-style-type: none">● Demand and supply● Elasticity● Government intervention● Market failure● Theory of the firm and market structures (HL only) | <p><u>International Economics</u></p> <ul style="list-style-type: none">● International trade● Exchange rates● The balance of payments● Economic integration● Terms of trade (HL only) <p><u>Development Economics</u></p> |

| | |
|--|--|
| <p>Macroeconomics</p> <ul style="list-style-type: none"> • Aggregate demand and aggregate supply • Macroeconomic objectives: Unemployment and Inflation • Fiscal policy • Monetary policy • Supply-side policies | <ul style="list-style-type: none"> • Economic development and the role of domestic factors • The role of international trade and foreign direct investment • The roles of foreign aid, multilateral development assistance, and of international debt • The balance between markets and intervention |
|--|--|

ASSESSMENT

| HL | SL |
|--|--|
| <p>External Assessment - 80% Paper 1 - (1 hour and 30 minutes) Extended Response Essay</p> <p>Paper 2 - (1 hour and 30 minutes) A data response paper</p> <p>Internal Assessment - 20%</p> <p>Students produce a portfolio of three commentaries, based on different sections of the syllabus and on published extracts from the news media.</p> | <p>External Assessment - 80% Paper 1 - (1 hour and 30 minutes) Extended Response Essay</p> <p>Paper 2 - (1 hour and 30 minutes) A data response paper</p> <p>Paper 3 - (1 hour) HL Extension only - Quantitative Assessment</p> <p>Internal Assessment - 20%</p> <p>Students produce a portfolio of three commentaries, based on different sections of the syllabus and on published extracts from the news media.</p> |

History SL/HL

PREREQUISITES:

Students need not have studied history prior to starting the DP history course. In particular, it is neither expected nor required that specific subjects have been studied for national or international qualifications in preparation for this course. The specific skills and knowledge required are developed throughout the course itself. However, if a student is considering taking History as an HL subject, they should understand the heavier work load that will be expected of them as well as the added assessment. It is recommended that students achieve a 5 or above in their 10th grade History course in order to access the HL History course. Readiness for the course will also be determined according to performance on the end of year examination in 10th grade.

DESCRIPTION

History is a dynamic, contested, evidence-based discipline that involves an exciting engagement with the past. It is a rigorous intellectual discipline, focused around key historical concepts such as change, causation and significance. History is an exploratory subject that fosters a sense of inquiry. It is also an interpretive discipline, allowing opportunity for engagement with multiple perspectives and a plurality of opinions. Studying history develops an understanding of the past, which leads to a deeper understanding of the nature of humans and of the world today. The IB Diploma Programme (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 gaining 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.

OVERVIEW

Rights and protest (HL and SL)

This prescribed subject focuses on struggles for rights and freedoms in the mid-20th century. Two case studies are prescribed, taken from two different regions of the world, and both of these case studies must be studied. The first case study explores the civil rights movement in the US between 1954 and the passing of the Voting Rights Act in 1965. The second case study explores protests against apartheid in South Africa. It focuses specifically on the years 1948–1964, beginning with the election of the National Party in 1948 and ending with the imprisonment of Nelson Mandela and his co-defendants following the Rivonia trial in 1964.

Independence movements (1800—2000) (HL and SL)

This theme focuses on the emergence of new states in the 19th and 20th centuries. It explores the origins and rise of independence movements, the reasons for their success, the challenges that new states faced in their first 10 years, and the responses to those challenges. Some examination questions will require students to make reference to two movements, each chosen

from a different region. In order for students to be able to make meaningful comparisons across all aspects of the prescribed content, it is recommended that a minimum of three democratic states should be studied. Please note that the focus of this topic is specifically on movements seeking independence from a foreign power, so topics such as solidarity in Poland would not be an appropriate example.

The Cold War: Superpower tensions and rivalries (20th century) (HL and SL)

The Cold War dominated global affairs from the end of the Second World War to the early 1990s. This topic focuses on how superpower rivalries did not remain static but changed according to styles of leadership, strength of ideological beliefs, economic factors and crises involving client states. The topic aims to promote an international perspective on the Cold War by requiring the study of Cold War leaders, countries and crises from more than one region of the world.

The Soviet Union and post-Soviet Russia (1924—2000) (HL only)

This section examines the consolidation of the Soviet state from 1924 and the methods applied to ensure its survival, growth and expansion inside and outside the borders of the Soviet Union. It explores the rise and nature of the rule of Stalin, Khrushchev, Brezhnev and their policies. East–West relations post-1945 in relation to Soviet aims and leadership should also be considered. Finally, the decline and collapse of the Soviet Union should be considered, as well as political and economic developments in post-Soviet Russia.

- Soviet Union (1924-1941): Stalin and the struggle for power (1924–1929); defeat of Trotsky; Stalin’s policies of collectivization and the Five-Year Plans; government and propaganda under Stalin; the purges and the Great Terror
- The impact of the Great Patriotic War (1941–1945); post-war Soviet Union (1945–1953): political and economic developments
- Khrushchev and Brezhnev: domestic policies and foreign relations
- Transformation of the Soviet Union (1985–1991): Gorbachev (aims, policies and extent of success); political developments and change
- Collapse of the Soviet Union; post-Soviet Russia to 2000; role and policies of Yeltsin; political and economic developments to 2000

Post-war western and northern Europe (1945—2000) (HL only)

This section explores events in post-war Western Europe and its recovery in the second half of the 20th century. In some cases the section examines the transition from authoritarian to democratic government. It requires examination of the social, political and economic issues facing states, and the methods used to cope with the challenges, either within individual states or in the move towards a system of European integration, in pursuit of mutually acceptable political, economic and foreign-policy goals.

Post-war Central and Eastern Europe (1945—2000) (HL only)

This section explores events in central and eastern Europe from 1945–2000. It includes the transition from wartime occupation to the dominance of the Soviet Union (with the exception of Tito's Yugoslavia). There is also a focus on the extent, and nature, of resistance to the dominance of the Soviet Union, as well as a discussion of the reasons for the collapse of the Soviet Empire. Finally, there is an examination of political, economic and social developments from 1989–2000.

ASSESSMENT

Assessment outline—SL

- Paper 1 (1 hour)
 - Source-based paper based on the five prescribed subjects. Choose one prescribed subject from a choice of five. Answer four structured questions. (24 marks) 30%
- Paper 2 (1 hour 30 minutes)
 - Essay paper based on the 12 world history topics. Answer two essay questions on two different topics. (30 marks) 45%
- Internal assessment (20 hours)
 - This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Students are required to complete a historical investigation into a topic of their choice. (25 marks) 25%

Assessment outline—HL

- Paper 1 (1 hour)
 - Source-based paper based on the five prescribed subjects. Choose one prescribed subject from a choice of five. Answer four structured questions. (24 marks) 20%
- Paper 2 (1 hour 30 minutes)
 - Essay paper based on the 12 world history topics. Answer two essay questions on two different topics. (30 marks) 25%
- Paper 3 (2 hours 30 minutes)
 - Separate papers for each of the four regional options. For the selected region, answer three essay questions. (45 marks) 35%
- Internal assessment (20 hours)
 - This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Students are required to complete a historical investigation into a topic of their choice. (25 marks) 20%

Group 4: Experimental Sciences

Chemistry SL/HL

PREREQUISITES

Chemistry requires a student to use their algebra skills to complete assignments in chemistry. Thus a solid foundation in algebra is required for chemistry. It is recommended that students achieve a 5 or above in their 10th grade Science course in order to access the HL Chemistry course.

SYLLABUS CONTENT OVERVIEW

Chemistry is an experimental science that studies matter and how it reacts with the physical and biological aspects of the environment. IB chemistry is a course that combines academic study, laboratory experience and mathematics. The student will explore the topics of quantitative chemistry, atomic structure, periodicity, bonding, energetics, kinetics, equilibrium, acids and bases, oxidation and reduction, and organic chemistry. Students taking the course at the higher level will study these topics in greater detail.

EXPECTED OUTCOMES

Students in chemistry will gain an understanding of how matter reacts physically and biologically. Chemistry is often called the central science in that most sciences require an understanding of chemistry. After the course, students will have a better idea which of these science fields, if any, that they would like to explore in more detail in the future. Students who pass this course will meet part of the high school graduation requirement for science. Students who do well in this course will meet part of the requirement for an IB Diploma.

ASSESSMENT

Students will complete formative assessments in nearly every class demonstrating their understanding of what was covered during that period. Summative assessments will follow every chapter. These summative assessments will be based on previous IB questions and form a major portion of the student's grade. At the end of year one, students will take a mock exam covering year one subjects which will also be their final exam for the first year. A mock exam covering all of the topics will be given in march of the second year. The official IB exam is given in May of the second year.

In addition to testing, students will be expected to complete practical laboratory work on a regular basis. Proper procedures in presenting scientific data in lab reports is critical to getting a good IB score overall. The student will also actively participate in a Group 4 (sciences) project.

Physics SL/HL

PREREQUISITES

Physics requires a firm grasp of algebra and geometry as these math subjects are used to solve problems and define topics in Physics. However, beginning calculus is not required for either the Higher or Standard Levels. It is recommended that students achieve a 5 or above in their 10th grade Science course in order to access the HL Physics course.

SYLLABUS CONTENT OVERVIEW

The goal of physics is to understand the natural world. This course will cover the topics of forces and motion, energy and work, simple harmonic motion and waves, heat, electricity, fields, nuclear physics, global energy sources, digital technology, electromagnetic induction and astrophysics. Additional topics at the higher level include more in depth work with the topics listed above along with wave phenomena, projectiles and quantum physics.

EXPECTED OUTCOMES

Students of physics will gain an appreciation of mankind's current understanding of the universe and a sense that much more work needs to be done to further this knowledge which they are encouraged to be a part of. Students who pass this course will meet part of the high school graduation requirement for science. Students who do well in this course will meet part of the requirement for an IB Diploma.

ASSESSMENT

Students will complete formative assessments in nearly every class demonstrating their understanding of what was covered during that period. Summative assessments will follow every chapter. These summative assessments will be based on previous IB questions and form a major portion of the student's grade. At the end of year one, students will take a mock exam covering year one subjects which will also be their final exam for the first year. A mock exam covering all of the topics will be given late in the second year. The official IB exam is given in May of the second year.

In addition to testing, students will be expected to complete practical laboratory work on a regular basis. Proper procedures in presenting scientific data in lab reports is critical to getting a good overall IB score. The student will also actively participate in a Group 4 (sciences) project.

Biology SL/HL

PREREQUISITES

Knowledge of Physical Science would facilitate mastering some of the major concepts in Biology. Critical and analytical thinking skills are needed to complete some of the assignments. It is recommended that students achieve a 5 or above in their 10th grade Science course in order to access the HL Biology course.

SYLLABUS CONTENT OVERVIEW

IB Biology course is in group 4, experimental sciences. Course covers the relationship of structure and function at all levels of complexity. Students learn about Cell Theory, Cell Processes, the Chemistry of Living Things, Genetics, Ecology and Evolution, Human Health and Physiology, Neurobiology and Behavior, Plant Science, Microbes and Biotechnology.

EXPECTED OUTCOMES

Throughout IB Biology course, students become aware of how scientists work and communicate with each other. The course is designed to provide a body of knowledge, methods and techniques that characterize science and technology; to enable students to apply and use a body of knowledge, methods and techniques that characterize science and technology; to develop an ability to analyze, evaluate and synthesize scientific information; to develop experimental and investigative scientific skills; to raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology.

ASSESSMENT

Formative assessments will be provided on a regular basis to monitor student's progress; a summative assessment generated from IB Biology Exam question bank will follow each unit. A mock exam covering all the topics studied will be given at the end of the first year and the second one in the middle of the second school year.

The student will be completing practical laboratory work on a regular bases; student's laboratory reports will make 24% of his final grade. The student will also actively participate in a Group 4 (sciences) project.

Environmental Systems and Societies SL

PREREQUISITES

There are no prerequisites for this course.

DESCRIPTION

The Environmental Systems and Societies course is unique in that it provides a student an opportunity to view how we (as humans) affect the environment and how the environment affects us. We will examine the interrelationships between man and environment using historical, economic, social and political viewpoints to provide a more rounded view of environmental issues. Students will gain a deeper understanding of the world and make informed personal responses to a wide range of pressing global issues.

CONTENT OVERVIEW

The course is divided into eight major topics:

Topic 1— Foundations of environmental systems and societies

- Topic 2—Ecosystems and ecology
- Topic 3—Biodiversity and conservation
- Topic 4—Water and aquatic food production systems and societies
- Topic 5—Soil systems and terrestrial food production systems and societies
- Topic 6—Atmospheric systems and societies
- Topic 7—Climate change and energy production
- Topic 8—Human systems and resource use

The course topics do not have to be taught sequentially and various subtopics are taught throughout the year.

EXPECTED OUTCOMES

The aims of the environmental systems and societies course are to promote understanding of environmental processes at a variety of scales from local to global; provide knowledge, methodologies, and skills that can be used in analysis; promote critical awareness of cultural perspectives: appreciate the value of local and international collaboration in resolving environmental problems; appreciate that environmental issues can provoke a variety of responses and understand that human society is both directly and indirectly linked to the environment at many different levels.

ASSESSMENT

Students will complete formative assessments throughout the two year course. A variety of assessments ranging from essays, research projects, quizzes, and labs will be utilized. These assessments, along with summative tasks such as unit tests, will be given and graded by the teacher. The IB program requires students to complete 30 hours of lab work, which consists of practical and field work activities. This serves to prepare students for the internal assessment for the class, which is an independent research project that accounts for 25% of the IB grade. Students also participate in a group 4 project during their first year. Mock exams are given at the end of the first year to better prepare students for the IB exam given at the end of year two. At the end of year two, final external assessments are given in the form of 2 papers. Paper 1 is worth 40 marks and counts 25%. Paper 2 is worth 65 marks and counts 50%. The remaining 25% of the course grade is the internal assessment.

Group 5: Mathematics

Math Studies SL

PREREQUISITES

Completion of Algebra 1, Algebra 2, Geometry.

CONTENT OVERVIEW

Mathematical studies is designed for students of various mathematical abilities. The course emphasizes practical applications of the maths and spends a large portion of the course on statistical techniques. Topics included in the course are: number and algebra, descriptive statistics, logic, sets, probability, statistical applications, geometry and trigonometry, mathematical models and an introduction to differential calculus.

EXPECTED OUTCOMES

Students completing Mathematical Studies will be able to solve problems in a variety of settings, understand statistical implications and will have enhanced their logic and critical thinking skills. Students completing this course will be well prepared for a career in social sciences, languages, humanities and the arts. Students who pass this course will meet part of the high school graduation requirement for science. Students who do well in this course will meet part of the requirement for an IB Diploma.

ASSESSMENT

Students will complete formative assessments in nearly every class demonstrating their understanding of what was covered during that period. Quizzes will be given at regular intervals. Summative assessments will follow every chapter. These summative assessments will be based on previous IB questions and form a major portion of the student's grade. At the end of year one, students will take a mock exam covering year one subjects which will also be their final exam for the first year. A mock exam covering all of the topics will be given late in the second year. The official IB exam is given in May of the second year. In addition to testing, students will be expected to complete a major project based on statistical analysis.

Mathematics SL

PREREQUISITES

Completion of Algebra 1, Algebra 2 (5 and above), Geometry. Students must also demonstrate proficiency in these areas on their end of year Math examination in 10th grade. It is recommended that students have a 5 or above in their 10th grade math class in order to access Math SL.

DESCRIPTION

IB Mathematics SL is a standard level IB course that includes a wide range of topics. In the two- year course of study students will complete the listed units and IB Internal Assessment Exploration. The Exploration is an application of mathematics studied in the course. At the end of year 2 students will take IB External Assessment to earn points for the IB Diploma.

CONTENT OVERVIEW

Year 1

- Unit 1: Functions and Equations
 - Use and interpretation of different functions and graphs
- Unit 2: Probability and Statistics
 - Collection, organization and analysis of data

- Calculation of theoretical and experimental probability
- Unit 3: Patterns, Sequences and Series
 - Find arithmetic and geometric sequences Applications of arithmetic and geometric sequences Calculation of binomial coefficients using Pascal's triangle
- Unit 4: Trigonometry and Circular Functions
 - Calculate lengths and angles and solve problems in three dimensions
 - Application of trigonometric ratios, identities and functions

Year 2

- Unit 1 Vectors
 - Operations with vectors
 - Applications of vectors
- Unit 2: Calculus
 - Definition and application of derivatives and integrals
 - The role of a tangent line
- Unit 3 : Exploration
 - Applications of mathematics to an area that interests one

ASSESSMENTS

External Assessment 3hrs (at the end of year 2): Paper 1 (1 hr 30 min)

No calculator allowed. Section A: Compulsory short-response questions based on the whole syllabus. Section B: Compulsory extended-response questions based on the whole syllabus. (40%)

Paper 2 (1 hr 30 min)

GDC required. Section A: Compulsory short-response questions based on the whole syllabus. Section B: Compulsory extended- response questions based on the whole syllabus. (40%)

Internal assessment – Mathematical Exploration (20%)

It is an individual exploration that involves investigating an area of interest of mathematics. The exploration is assessed against 5 criteria that are related to the objectives for the course.

Mathematics HL

PREREQUISITES

Completion of Algebra I, Algebra II, Geometry and Trigonometry as demonstrated on final examination in 10th grade. It is recommended that students have a 7 in their 10th grade class in order to access the Math HL course.

DESCRIPTION

This course caters for students with a good background in mathematics who are competent in a range of analytical and technical skills. The majority of these students will be expecting to include mathematics as a major component of their university studies, either as a subject in its own right or within courses such as physics, engineering and technology. Others may

take this subject because they have a strong interest in mathematics and enjoy meeting its challenges and engaging with its problems.

SYLLABUS CONTENT OVERVIEW

The course consists of 6 main topics, an optional topic, and exploration. Subject has 240 total teaching hours.

The 6 main topics are:

- Algebra
- Functions and equations
- Circular functions and trigonometry
- Vectors
- Statistics and probability
- Calculus

The optional material can be chosen from:

- Advanced statistics and probability
- Sets, relations and groups
- Advanced calculus
- Discrete mathematics

The internal assessment in mathematics HL is an individual exploration. This is a piece of written work that involves investigating an area of mathematics.

EXPECTED OUTCOMES

The aim of this course is to develop an understanding of the principles and nature of mathematics; employ and refine the power of abstraction and generalization; apply and transfer skills to alternative situations, to other areas of knowledge and to future developments; develop logical, critical and creative thinking. After completion of the course, Math HL students will be very well prepared for most undergraduate university programs that involve complex math, like engineering or computer science.

ASSESSMENT

Throughout the years students will be given quizzes and tests, which will be based on previous exam papers or other exam-type questions. At the end of Year 2, official IB exam will take place in May, which will consist of 3 parts. Paper 1 will be a 2h test, based on all main 6 topics. Students will not be able to use their graphical display calculators and it will constitute 30% of the final grade. Paper 2 will be a 2 hours test, based on same 6 topics, however students will have to use their GDC in order to solve some problems and it will also constitute 30% of their final grade. Paper 3 will be built from exercises of the option material, the test itself will be for 60 minutes, with GDC and worth 20%. The last remaining 20% will be determined by Internal Assessment - Exploration.

Group 6: The Arts

Visual Arts SL/HL

PREREQUISITES

Visual Arts K-10, with passing marks in Visual Arts in Grades 9 and 10. To enroll in HL Art, a grade of 5 or above in Visual Arts in Years 9 and 10 is strongly recommended.

DESCRIPTION

This studio-based course emphasizes both students' creative process and their final artistic product in 2-dimensional or 3-dimensional arts forms. As students develop their craft they will conduct thoughtful inquiry into their own thinking and art making processes, recording this learning in written and visual formats. All stages of the creative process must be thoroughly documented and evidence of in-depth research into chosen areas of interest and ideas for work must be shown and explained in detail. Students are expected to be independently motivated as they research the history and practice of a chosen art form and “big idea”/thesis across cultures, time periods and disciplines. They will learn how to connect their research to their own work, creating art that expresses personal meaning within a cultural, historical and discipline-based context. In addition to learning how to appreciate and evaluate their own work and that of others, students will be encouraged to stretch and explore their own work and share it with an audience through mandatory weekly Peer Critical Review sessions, exhibitions and presentations of research in class.

At AISV IB Visual Arts Course offers two levels: Standard Level (150 hours) and Higher Level(240 hours). The amount of time is the difference between the two levels. The course content and structure are identical for both options, but it is expected that Higher Level students, having more time, will produce more work, or more developed work, and will carry out more in-depth research and analysis.

LEARNING OUTCOMES

Throughout the course, students will:

1. develop the skills and techniques of investigation—both visual and written
2. relate art to its cultural and historical contexts
3. explore art concepts
4. explore art elements
5. develop and use the processes of art criticism and analysis
6. develop confidence and expertise in the use of various media
7. extend their knowledge of design
8. share their work with an audience through displays and exhibitions or presentations
9. extend individual investigation to inform practical work
make connections between ideas and practice—both their own and others’.

CONTENT OVERVIEW

The Visual Arts Curriculum course proposes three overlapping areas within the study of visual arts: Context, Communicating and Methods.

1. Visual Arts in Context

The student will use the visual arts journal, much like the IWB, as a record of individual inquiry and investigation, with advice on how to appropriately cite sources. The student will discuss the formal qualities of particular works as a whole class, introducing the ways of analyzing, critiquing, interpreting and deconstructing artworks. The student will be taught how to look at artworks within a cultural context, expose to a range of artists and artworks. The course includes Lessons in art history—with accompanying contextual background. The teacher will demonstrate how to use secondary sources (such as books and audio-visual materials, appropriate art-specific internet sites). The student will identify and engage with primary sources such as galleries, exhibitions and working artists. The course provides many opportunities to learn specialist art vocabulary and terms and put in practice.

2. Visual Arts Methods

To insure that students are exposed to a wider range of techniques, materials and processes, throughout the course they are expected to experience working with several different art-making and conceptual forms. SL students with at least two art-making forms, each selected from separate columns of the table below. HL students with at least three art-making forms, selected from a minimum of two columns of the table below:

| 2d art Forms | 3d art Forms | Lens-based, electronic and screen-based art forms |
|---------------------|-----------------------------|--|
| Drawing | Sculptures | Time-based and sequential art |
| Painting | Designed objects | Lens-media |
| Printmaking | Site-specific and ephemeral | Digital/screen-based |
| Graphics | Textiles | |

You can of course add more art making forms to this table- it's merely a starting point!

3. Communicating

As students begin to develop a body of work, they are encouraged to engage with curatorial strategies that underpin exhibitions and the presentation of work for an audience. This means thinking about the process of selecting and rejecting works for exhibition, and considering how

they can best be displayed. Students will consider methods of display, chronological or thematic, and explore how meaning is communicated through presentation.

ASSESSMENT

Assessment in visual arts consists of an evaluation of each student's body of work as a whole—both the finished products and the processes of artistic investigation and development. In each case, the component contributing the larger proportion to the total assessment is externally assessed: for option A this is studio; for option B it is investigation. Students must present their externally assessed work (studio for option A; investigation for option B) in the candidate record booklet.

1. Comparative Study (20%)
2. Process Portfolio (40%)
3. Exhibition (40%)

Glossary of Terms and Abbreviations Used in this Handbook

CAS – Creativity, Activity, and Service. The 150-hour community service requirement for all diploma candidates, to be completed between the summer after the sophomore year and the last semester of the senior year. IB recommends a balance of hours in each component. Sports, theater, musical productions, and volunteer community service are a few of the options available.

DP – Diploma Program. The two-year IB program beginning in 11th grade. EA – External Assessment. These important exams are taken in May of the second year by all IB students. They are sent out to qualified IB graders to be marked using IBO rubrics.

EE – Extended Essay. The 4,000 word research paper students write during their time in the program. Students choose their own topic and are supervised during the process by a faculty member who serves as their mentor.

HL – Higher Level. Especially challenging classes that meet for 240 hours over the course of two years. Students enroll in three HL classes.

IA – Internal Assessment. Oral exams, projects, essays, experiments, and case studies are some examples of work that might be assigned and graded internally by teachers. Random samples of these assignments are sent out to be moderated by the IB to ensure that teachers are following IB expectations.

IBO or IB – International Baccalaureate Organization. The IB headquarters is located in Geneva, Switzerland, where the organization was founded in 1968.

SL – Standard Level. Classes that meet for 150 hours over the course of two years. Students enroll in three SL classes.

TOK – Theory of Knowledge. A required course at the heart of the Diploma Program. The themes and experiences from this class are woven throughout the curriculum. Students reflect critically on diverse ways of knowing and areas of knowledge. The role and nature of knowledge in their own culture and in the culture of others is explored.

Appendix 1: Forms

Form 1: IB DP ENROLLMENT FORM

Please select six IB courses below, in accordance with the IB Diploma requirements outlined in the AISV IB Handbook. For each course selected, approval must be obtained by the current subject teacher. Please note that IB courses are offered contingent upon sufficient enrollment in the class.

Please return the completed form to the IB Coordinator.

| | Choose Course | | Course Title | Approval for registration by current subject teacher (signature) |
|---|--------------------------|-------------------------------------|--|--|
| | SL | HL | | |
| Choose one of these, (or 2 instead of Language B) | <input type="checkbox"/> | <input type="checkbox"/> | English A Language and Literature | |
| | <input type="checkbox"/> | <input type="checkbox"/> | Lithuanian A Literature | |
| | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Language A Other (family responsible for retaining instructor) | |
| Choose one of these (or 2 Language A Courses) | <input type="checkbox"/> | <input type="checkbox"/> | French B | |
| | <input type="checkbox"/> | <input checked="" type="checkbox"/> | French Ab Initio | |
| | <input type="checkbox"/> | <input type="checkbox"/> | German B | |
| | <input type="checkbox"/> | <input type="checkbox"/> | Russian B | |
| Choose one of these | <input type="checkbox"/> | <input type="checkbox"/> | History | |
| | <input type="checkbox"/> | <input type="checkbox"/> | Economics | |
| | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Environmental Systems and Societies | |

| | | | | |
|---------------------|--|--|-------------------------------------|--|
| Choose one of these | | | Biology | |
| | | | Chemistry | |
| | | | Physics | |
| | | | Environmental Systems and Societies | |
| Choose one of these | | | Math Studies | |
| | | | Math SL | |
| | | | Math HL | |
| Choose one of these | | | Visual Arts | |
| | | | Additional course: _____ | |

We have read and understood the criteria and expectations for enrolling in International Baccalaureate courses for 2017-2019.

Student Name (printed)

Student Signature

Parent Signature

Form 2: IBDP Acknowledgment and Acceptance of the IBDP General Regulations

I, the parent or legal guardian of the AISV IB student:

_____, graduating class of 2019,
(Please print name of student)

acknowledge that I have received, read, and understood the document *General Regulations: Diploma Programme*, and agree to its contents.

I further acknowledge that I have read and understood the rules on copyright relating to candidates' materials submitted to the IBO for assessment as provided under article 3 of the *General Regulations: Diploma Programme*.

I understand that dates of IB exams are established worldwide by the International Baccalaureate Organization and cannot be changed for any reason. If a student cannot take the exam at the scheduled time on the scheduled date, the student may re-register for the same exam at the next IB exam session.

I understand that my student cannot be registered for IB classes or exams until this form is completed and returned to the IB Coordinator.

Parent Name _____
(Please print)

Signature _____

Date: _____

Form 3: Statement of Academic Honesty

I declare that the work I submit during participation in the AISV IB Program, both graded and ungraded, will be my own work, and that contributions from other sources will be fully acknowledged through proper citations.

I have read the AISV policy on Academic Honesty in the Community Handbook, as well as the document **Academic Honesty**. I understand the full range of consequences that will occur as a result of academic malpractice, up to and including the denial or retraction of my IB diploma. I agree to abide by the procedures for the investigation of academic malpractice laid out in the document **General Regulations: Diploma Programme**, a copy of which I have been provided.

Student Name (printed):

Student Signature:

For Parents:

I have read over the AISV policy on Academic Honesty in the Community Handbook with my child, as well as the section on academic honesty in the IB Handbook. I understand the full range of consequences that will occur as a result of academic malpractice, up to and including the denial or retraction of my child's IB diploma. I agree to abide by the procedures for the investigation of academic malpractice laid out in the document **General Regulations: Diploma Programme**, a copy of which I have been provided.

Full Parent Name (printed):

Parent Signature:

Form 4: Course Change Application

AISV IB Course Change Form

This form must be completed to apply for any course changes. **Changes will only be considered for sound educational reasons.** In order to have a change request considered, you must obtain signatures indicating approval by the teachers, IB coordinator, and counselor. After this, you must also have your parent sign for final approval.

| | Course and level | Teacher Signature |
|----------------------|------------------|-------------------|
| Course to be dropped | | |
| Course to be added | | |
| | | |
| Course to be dropped | | |
| Course to be added | | |

Student Name (print) _____

Student Signature _____ date _____

IB Coordinator _____ date _____

Counselor _____ date _____

Parent Name (print) _____

Parent Signature _____ date _____

Appendix 2: General Regulations

Appendix 3: Academic Honesty