

**Senior School  
International Baccalaureate Diploma**

**Handbook for Students  
2010/2011**



**German International School Sydney**

(German School Johannes Gutenberg Limited by Guarantee)

33 Myoora Road, Terrey Hills NSW 2084  
Phone: (02) 9485 1900; Fax: (02) 9485 1999  
Email: [info@germanschoolsydney.com](mailto:info@germanschoolsydney.com)  
[www.germanschoolsydney.com](http://www.germanschoolsydney.com)

ABN: 63 003 484 204, CRICOS Provider ID: 02379D

Accredited German School Abroad  
Registered with NSW Board of Studies



# CONTENTS

<b><u>Section A: For Students, Parents and Teachers</u></b>	<b><u>Page</u></b>
<b>1.0 Purpose of this Handbook.....</b>	<b>3</b>
<b>2.0 How to Use this Handbook.....</b>	<b>3</b>
<b>3.0 IB Diploma Curriculum Delivery &amp; Student Needs .....</b>	<b>3</b>
3.1 Background	
3.2 The International Baccalaureate Diploma Programme	
3.3 A World-Recognized Qualification	
<b>4.0 The IB Learner Profile .....</b>	<b>5</b>
<b>5.0 The GISS IB Diploma Senior School Model.....</b>	<b>6</b>
5.1 Subject Offerings at GISS	
5.2 GISS Senior School Teachers and Organisational Structure	
5.3 Breadth and Depth of Study in Subject Groups 1–6	
5.4 The Pivotal Role of the Hexagon Core	
<b>6.0 Assessment and the Award of the IB Diploma .....</b>	<b>12</b>
6.1 Article 12 : Award of the IB Diploma	
6.2 Grade Boundaries	
6.2.1 <i>IB Grade Boundaries Estimates</i>	
<b>7.0 Award of the IB Diploma and University Placement.....</b>	<b>16</b>
7.1 Germany	
7.1.1 <i>Vereinbarung über die Anerkennung des"International Baccalaureate Diploma/ Diplome du Baccalauréat International"</i>	
7.2 Austria	
7.3 Switzerland	
7.4 Australia	
7.4.1 <i>The 2009 and 2010 Combined IB Conversion Table</i>	
<b>8.0 Senior School Tutorial Programme .....</b>	<b>22</b>
<b>9.0 Student and Teacher Planning .....</b>	<b>23</b>
9.1 The IB Calendar	
9.2 Semester Assessment Layouts	
9.3 Course Outlines	
9.4 Student Diaries	
<b>10.0 Policy-Process for Assignment Submission.....</b>	<b>24</b>
<b>11.0 Policy-Attendance and Absence .....</b>	<b>25</b>
<b>12.0 Policy-IB Language Oral Examinations .....</b>	<b>27</b>
<b>13.0 Policy-The Process of Reporting Student Achievement .....</b>	<b>28</b>
<b>14.0 Return of Books and Materials.....</b>	<b>30</b>
<b>15.0 Agreement for Students Over 18 Years of Age .....</b>	<b>31</b>

# **Section A-For Students, Parents and Teachers**

## **1.0 Purpose of this Handbook**

Since the introduction of the IB Diploma to GISS, staff and administration have worked hard to develop and continually update policies which help us to work towards the implementation of the curriculum, assessment procedures and other Senior School / IB Diploma specific issues. Many school issues are covered in the more general GISS Handbook, but many Senior School / IB Diploma issues need more specific attention and clarification. Hence, the need for this specific GISS Senior School / IB Diploma Handbook for Teachers and Students.

## **2.0 How to Use this Handbook**

This 2009/2010 edition of the GISS Senior School / IB Diploma Handbook for Teachers and Students is a work in progress. The documents contained within will be referred to and used in our work together over the following year, and it is the responsibility of teachers, students and parents to pay close attention to it. Some parts might be rewritten or adjusted as the year goes on, and these will be distributed and included for next year's edition. Any documents for immediate change or addition should be added to the back of the handbook, and superseded parts crossed out. Changes will generally be suggested, discussed and made through our regular IB Teacher's Meetings.

## **3.0 IB Diploma Curriculum Delivery & Student Needs**

### **3.1 Background**

The German International School Sydney (GISS) is the chosen school for some 240 students from very diverse social and linguistic backgrounds. They all share a very outwardly oriented, international and multicultural education, which in many ways reflects and is necessitated by the particularly large mobility of the school's parents.

As such, the International Baccalaureate Diploma is the ideal platform from which to launch the tertiary education of our students.

Following a groundbreaking agreement between the IB Organisation and the Standing Committee of Ministers of Cultural Affairs in Germany, the German International School Sydney has been given the honour of being chosen to be the first German School Abroad ("Deutsche Auslandsschule") to introduce the International Baccalaureate Diploma as an alternative to the German Abitur.

### **3.2 The International Baccalaureate Diploma Programme**

Established in the late 1960s, with its first full year of operation in 1970, the Diploma Programme was originally designed to cater for the educational needs of globally mobile students in international schools. It was developed as a deliberate compromise between the specialization required in some national systems and the breadth preferred in others, without bias towards any particular national system.

The general objectives of the IBO were to provide students with a balanced education, to facilitate geographic and cultural mobility, and to promote international understanding through a shared

academic experience. From its inception, the development of the IB Diploma Programme was based on three fundamental principles:

- The need for a broad general education, establishing the basic knowledge and critical thinking skills necessary for further study
- The importance of developing international understanding and citizenship for a more peaceful, productive future
- The need for flexibility of choice among the subjects to be studied, within a balanced framework, so that the students' options could correspond as far as possible to their particular interests and capacities.

Attempting to encapsulate the aims of the IB Diploma Programme in a single sentence, Peterson, one of its founders, suggested that they were "to develop to their fullest potential the powers of each individual to understand, to modify and to enjoy his or her environment, both inner and outer, in its physical, social, moral, aesthetic, and spiritual aspects". He emphasized the importance of the concept of general education as *process* rather than *content*. Peterson further stated that "the aim of general education was not the acquisition of general knowledge, but the development of the general powers of the mind to operate in a variety of ways of thinking". This principle continues to have a profound effect on the planning of curriculum and methods of assessment for the IB Diploma Programme.

Since introduction, one of the great advantages of the IB Diploma Programme has been the willingness of IB teachers to experiment with their ideas and practices. Innovative and committed teachers and examiners from many different cultures and systems of education have played a significant role in the development of the programme, and today their participation is as pivotal as ever.

### 3.3 A World-Recognized Qualification

In the years since its founding, the Diploma Programme has become a leading, internationally recognized pre-university qualification. Now it is a symbol of academic excellence worldwide. The student who satisfies its demands demonstrates a strong commitment to learning, both in terms of the mastery of subject content and in the development of wide-ranging skills. He or she is also encouraged to appreciate the universal value of human diversity and its legitimate boundaries, while at the same time understanding the common humanity that we all share. While each component of the Diploma Programme has specific aims and assessment objectives, the distinctive aims of the programme as a whole are to:

- provide an internationally accepted qualification for entry into higher education
- promote international understanding
- educate the whole person, emphasizing intellectual, personal, emotional and social growth
- develop inquiry and thinking skills, and the capacity to reflect upon and to evaluate actions critically.

## 4.0 The IB Learner Profile

The IB learner profile is the IBO mission statement translated into a set of learning outcomes for the 21st century. The attributes of the profile express the values inherent to the IB continuum of international education: these are values that should infuse all elements of the Diploma Programme and, therefore, the culture and ethos of all IB World Schools. The learner profile provides a long-term vision of education. It is a set of ideals that can inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose.

The attributes and descriptors of the learner profile define the type of learner the IBO hopes to develop through its programmes. IB programmes promote the education of the whole person, emphasizing intellectual, personal, emotional and social growth through all domains of knowledge. By focusing on the dynamic combination of knowledge, skills, independent critical and creative thought and international-mindedness, the IBO espouses the principle of educating the whole person for a life of active, responsible citizenship. Underlying the IB programmes is the concept of education of the whole person as a lifelong process. The learner profile is a profile of the whole person as a lifelong learner.

As a key cross-programme component, the learner profile will become the central tenet of the IB programmes and central to the definition of what it means to be internationally minded. Thus, the IBO is placing the focus for schools where it belongs: on learning.

It is not intended to be a profile of the perfect student; rather, it can be considered as a map of a lifelong journey in pursuit of international-mindedness. It places the

learner firmly at the heart of IB programmes and focuses attention on the processes and the outcomes of learning.

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

IB learners strive to be:

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

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

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

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

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

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

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

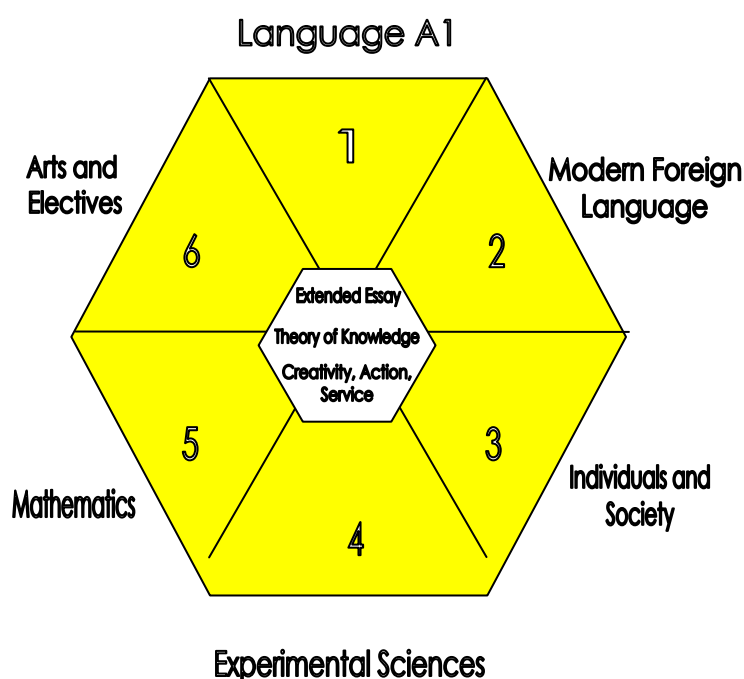
**Risk-takers** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

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

**Reflective** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

## 5.0 The GISS IB Diploma Senior School Model

The IB Diploma's vision of the breadth, depth and flexibility of the curriculum is represented today as a hexagonal model, with six academic areas surrounding a core. Students study six subjects selected from six subject groups, concurrently over two years, as well as the core elements of the programme (Theory of Knowledge, the extended essay, and creativity, action, service).



The six subject groups represent the major domains of learning across all subject disciplines of a curriculum. At least three, and not more than four of the six subjects selected are taken at higher level (HL), the others at standard level (SL). HL courses represent 240 teaching hours, and require a greater depth of study across a broader range of content in the subject. SL courses require 150 hours and provide breadth of study across the whole Diploma Programme. Within this model, students are able to explore some subjects in depth and some more broadly over the two-year period.

Most subjects are available at both HL and SL and can be taught and examined in English, French, German or Spanish. Although they do change from year to year, we offer the following subjects at the German International School Sydney;

## 5.1 Subject Offerings at GISS

### Group 1

**Language A1:** first language, including the study of selections of world literature.

German A1	HL and SL	
English A1	HL and SL	
Language A1	SL	self taught

### Group 2

**Language A2, B, *ab initio*:** second modern language courses for various levels of proficiency.

English A2	HL and SL	
German A2	HL and SL	
French B	HL and SL	
German <i>Ab initio</i>	SL	

### Group 3

**Individuals and societies:** Typically social studies subjects.

History	HL and SL	taught in German
Economics	HL and SL	taught in English

### Group 4

**Experimental sciences:**

Biology	HL and SL	taught in German
Physics	SL	taught in English
Chemistry	HL and SL	taught in English

### Group 5

**Mathematics:**

Mathematics	HL and SL	taught in English
-------------	-----------	-------------------

### Group 6

**The arts:**

Visual Arts	HL and SL	taught in English
-------------	-----------	-------------------

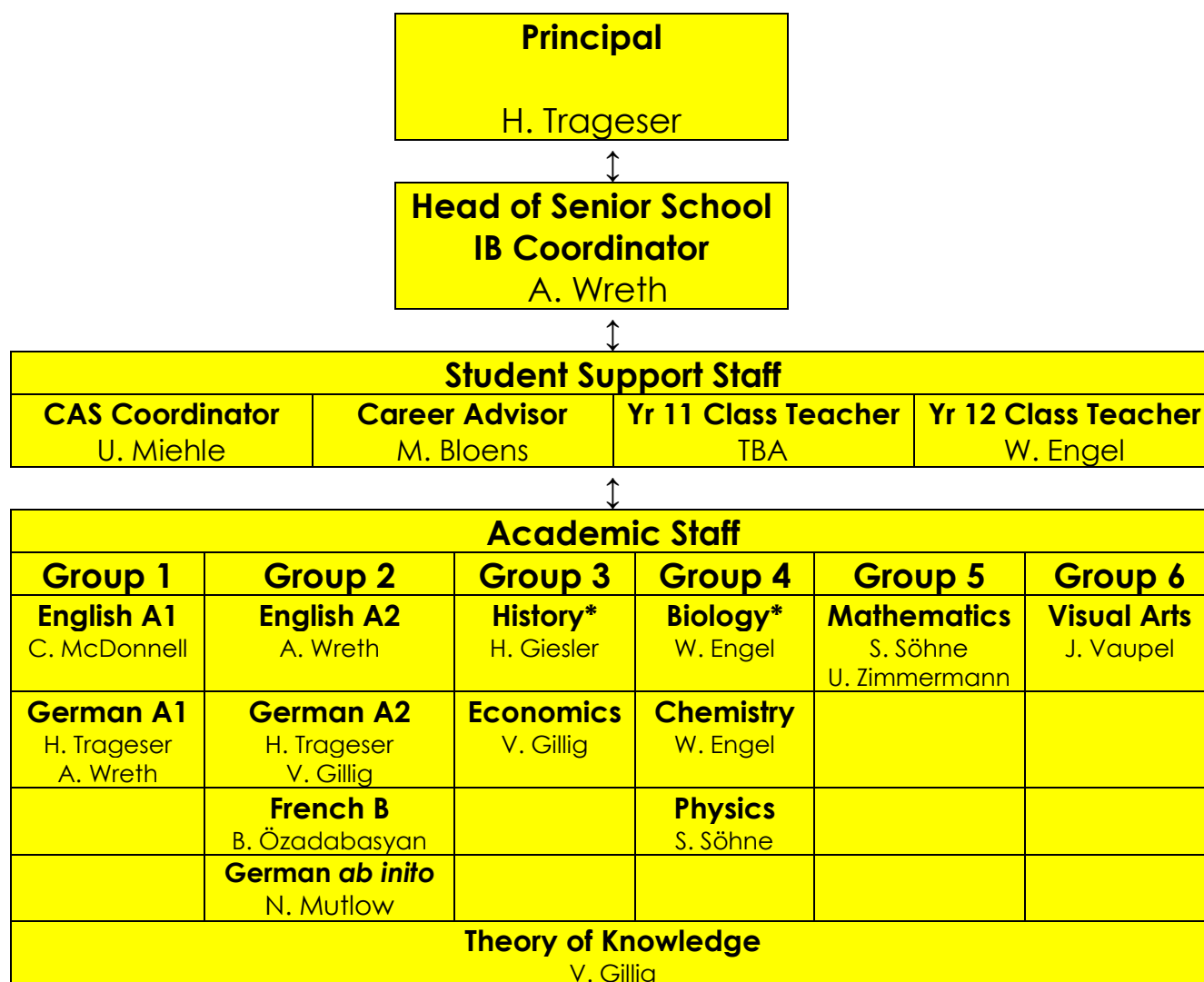
We are currently considering the introduction of further subjects, depending on student uptake. Possible subjects are Geography, Theatre, Spanish and Maths Studies.

The core of the model consists of the course Theory of Knowledge (TOK), taught in English and/or German at GISS, the extended essay, and Creativity, Action, Service (CAS). The interdisciplinary TOK course is designed to provide coherence by exploring the nature of knowledge across all disciplines and encouraging an appreciation of other cultural perspectives.

The extended essay, with a prescribed limit of 4000 words, offers the opportunity to investigate a topic of individual interest, and acquaints students with the independent research and writing skills expected at tertiary level.

Participation in the school's CAS programme encourages students to be involved in artistic pursuits, sports and community service work, thus fostering their awareness and appreciation of life outside the academic arena.

## 5.2 GISS Senior School Teachers and Organisational Structure



\* taught in German

## 5.3 Breadth and Depth of Study in Subject Groups 1–6

### Group 1: Language A1

Developing an understanding of the nature and value of one's own culture is a fundamental starting point for any educational programme claiming to be international. In this regard, the study of languages has a special role to play. To enable students to deepen their understanding of the literature of their mother tongue culture, 45 different languages in group 1 are regularly available for selection.

However, provided that there is sufficient written literature in a language and that the request is received well in advance of the examination, language A1 examinations are provided in any language, no matter how rarely or widely spoken it may be. Therefore, beyond the 45 languages regularly available, the IBO can offer a wide range, from Albanian, Asante and Bemba, to Xhosa, Yoruba and Zulu. Therefore, if we have students at GISS who have another first language apart from

English or German, they have the opportunity to study that language as a standard level self-taught subject.

The distinguishing aims of all languages in group 1 are those that:

- encourage a personal appreciation of literature and develop an understanding of the techniques involved in literary criticism
- develop the students' powers of expression, both in oral and written communication, and provide the opportunity for practising and developing the skills involved in writing and speaking in a variety of styles and situations
- broaden the students' perspective through the study of works from other cultures and languages.

## **Group 2: Second Language**

The underlying principle of requiring the study of a second language is to promote cultural understanding through language and, in this case, an understanding of other cultures through the study of other languages. The main emphasis of the modern language courses is on language acquisition and usage, from the comparatively elementary, practical usage at *ab initio* level, to the sophisticated usage of the near-native (or bilingual) speaker studying a language A2. Most students at GISS are genuinely bilingual at the end of their course of study. In between are the language B courses, a broad spectrum designed to provide access to all students, regardless of linguistic ability.

### **Language *ab initio***

The language *ab initio* courses are language learning courses for beginners, designed to be followed over two years by students who have no previous experience of learning that language. The main focus of the courses is on the acquisition of language required for purposes and situations usual in everyday social interaction. Language *ab initio* courses are available only at standard level. We have offered this as a tutored course, but might offer it as a mainstream subject if we receive sufficient enrolments.

### **Language B**

Mostly available at both higher level and standard level, the language B courses occupy the middle ground of the group 2 modern languages continuum. They are intended for students who have had some previous experience of learning the language. Most students at GISS or coming to us from Germany, Switzerland or Austria have studied 4 years of French. The main focus of these courses is on language acquisition and the development of skills considerably beyond those expected of an *ab initio* candidate, to a fairly sophisticated degree at higher level.

### **Language A2**

The language A2 courses are designed for students with an already high level of competence in the target language. Language A2 courses are based firmly on the study of both language and literature. The main focus of these courses is on the reinforcement and refinement of language skills, as distinct from basic language acquisition. The language A2 courses are available at both higher level and standard level. This course is suitable for most of our students in either English or German.

## **Group 3: Individuals and Societies**

The subjects offered in this group all provide for the development of a critical appreciation of human experience and behaviour, the varieties of physical, economic and social environments that people inhabit, and the history of social and cultural institutions.

The subjects are designed to foster in students the capacity to identify, to analyse critically and to evaluate theories, concepts and arguments relating to the nature and activities of individuals and societies. Students come to an appreciation of the way in which learning is relevant to both the culture in which the student lives and the culture of other societies. They are encouraged to recognize that human attitudes and opinions are widely diverse and to understand that a study of society requires appreciation of such diversity.

The distinguishing aims of all subjects in group 3 are those that:

- encourage the systematic and critical study of human experience and behaviour, physical, economic and social environments, and the history and development of social and cultural institutions
- promote the appreciation of the way in which learning is relevant to both the culture in which the student lives, and the culture of other societies
- develop awareness in the student that human attitudes and opinions are widely diverse and that a study of society requires an appreciation of such diversity.

#### **Group 4: Experimental Sciences**

The experimental sciences offered in this group, provide opportunities for scientific exploration and creativity within global contexts. Each subject contains a body of knowledge, methods and techniques which students are required to learn and apply. In their application of scientific method, students develop an ability to analyse, evaluate and synthesize scientific information.

A compulsory group 4 project encourages students to appreciate the environmental, social and ethical implications of science. This exercise is a collaborative experience where the emphasis is on the *processes* involved in scientific investigation rather than the *products* of such investigation. Furthermore, the collaboration is interdisciplinary: within the sciences' groups, students analyse a topic or problem which can be investigated in each of the science disciplines offered by the school, and they practice their experimental and investigative skills. By this means, an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method is encouraged, and an opportunity to explore scientific solutions to global questions is provided.

The distinguishing aims of all subjects in group 4 are those that:

- provide opportunities for scientific study and creativity within global contexts that will stimulate and challenge students
- enable students to apply and use a body of knowledge including methods and techniques that characterize science and technology
- engender an awareness of the need for, and the value of, effective collaboration and communication during scientific activities
- raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology
- develop an appreciation of possibilities and limitations associated with science and scientists.

#### **Group 5: Mathematics**

Because mathematics enters people's daily lives in so many ways, it is a compulsory area of study for every student. However, because each candidate has different needs, interests and abilities, and will use mathematics to serve different purposes, a variety of courses is offered.

The mathematics subjects aim to enable candidates to develop mathematical knowledge, concepts and principles, to develop logical, critical and creative thinking, and to employ and refine their powers of abstraction and generalization. Students are encouraged to appreciate the international dimensions of mathematics and the multiplicity of its cultural and historical perspectives; they are also encouraged to engage in mathematical pursuits, and to develop an appreciation of the beauty, power and practicality of the discipline.

The subjects in this group are designed to cater for a range of mathematical ability, and to provide the mathematical support for the students' other subjects (such as economics and the experimental sciences) and their university and career aspirations. This is particularly important for our students at GISS, who may later wish to study in Germany, the mathematical requirements for which our curriculum allows.

The distinguishing aims of all subjects in group 5 are those that enable students to:

- appreciate the international dimensions of mathematics and the multiplicity of its cultural and historical perspectives
- employ and refine the powers of abstraction and generalization
- gain an enhanced awareness of, and utilize the potential of, technological developments in a variety of mathematical contexts.

### **Group 6: The Arts**

The subject in group 6 is interpretative in approach and allows for significant choice of content. This feature, which is appreciated by students and teachers, allows a high degree of adaptability to different cultural contexts, and to the strengths and interests of teachers and their students. The emphasis in all the subjects is on creativity: the making of art in the context of disciplined, practical research into the relevant genres.

Historically, arts assessments in the IB Diploma Programme emphasized imaginative and creative thinking and expression, in both subject matter and technique. More recently, it was recognized that this was a western-orientated bias. In many non-western cultures, 16 to 19-year-olds are taught to imitate the ideas and to practise the skills of the masters. The western-orientated assessment criteria rewarded the students who took risks, experimented, and were adventurous; students from many non-western cultures were discouraged from risk-taking and experiment until they had perfected their skills. Importantly, the syllabuses and assessments of the current arts subjects have removed much of this bias, and now reflect an eclectic attempt to combine contrasting aesthetics and forms of assessment from around the world.

The distinguishing aims of visual arts are to:

- promote visual and contextual knowledge of art from various cultures
- encourage the pursuit of quality through experimentation and purposeful creative work in various expressive media.

## **5.4 The Pivotal Role of the Hexagon Core**

### **Theory of Knowledge**

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

As a thoughtful and purposeful inquiry into different ways of knowing, and into different kinds of knowledge, TOK is composed almost entirely of questions. The most central of these questions is "How do we know?"

The critical reflection encouraged in students is a foundation for developing international awareness. All subjects around the hexagon aim to encourage in all students an appreciation and understanding of cultures and attitudes other than their own, but in this particular respect, TOK has a special role to play.

It is a stated aim of TOK that students should become aware of the interpretative nature of knowledge, including personal and ideological biases, regardless of whether, ultimately, these biases are retained, revised or rejected. Students are required to demonstrate an awareness of the values and the limitations of their individual outlook, and of the views common to the communities and cultures to which they belong.

In coming to understand the strengths and limitations of their own and others' cultural perspectives, students are better able to evaluate their own views and their own level of intercultural understanding.

TOK also has an important role to play in providing coherence for a student's IB Diploma Programme. Exploration of the nature of knowledge in TOK transcends and links academic subject areas, demonstrating for students the ways in which they can apply their own knowledge with greater awareness and credibility.

### **The extended essay**

A required component, the extended essay is an independent, self-directed piece of research, culminating in a 4000-word essay. It is given much importance by students, teachers and universities, because it provides practical preparation for the kinds of undergraduate research required at tertiary level. From the choice of a suitable research question, to the final completion of the 4000-word essay, students must produce their piece within the constraints of time, essay length and available resources. This component provides an opportunity to engage in an in-depth study of a topic of interest within a chosen subject.

Emphasis is placed on the research process, on the appropriate formulation of a research question, on personal engagement in the exploration of the topic, and on communication of ideas and development of argument. It develops the capacity to analyse, synthesize and evaluate knowledge, with a personal choice of topic from within any subject area. Students are supported and encouraged throughout the research and writing with advice and guidance from a supervisor.

### **Creativity, Action, Service**

Creativity, action, service (CAS) is a framework for experiential learning and reflection about that learning. This process of application and reflection provides an opportunity to extend what is learned in the classroom and, in turn, for the CAS experience to have an impact on classroom learning.

CAS is intended to provide experiences for students to develop self-confidence and empathy, and a willingness to help others. They may directly confront or indirectly engage in work on global problems, or work directly with other people at a local level, developing their capacity to function collaboratively and effectively with others.

The IBO's aim of educating the whole person comes alive in a practical and demonstrable way through CAS, when students are involved in the community, whether at a local, national or international level. The three elements of CAS are mutually reinforcing. Together, they enable students to recognize that there are many opportunities to learn about life, self and others, and to inspire confidence, determination and commitment. Creative and physical activities are particularly important for adolescents and they offer many favourable situations for involvement and enjoyment at a time that is for many young people stressful and uncertain. The service element of CAS is perhaps the most significant of the three, in terms of the development of respect for others, and of responsibility and empathy.

We have a CAS Coordinator at GISS, Ms Ulrike Miehle, who should be consulted on all CAS issues.

## **6.0 Assessment and the Award of the IB Diploma**

Assessment of student performance within the IB Diploma Programme takes a wide variety of forms: the overall assessment structure for each subject ensures that student performance is measured in relation to all the objectives for that subject. Typical subject objectives include some that refer to knowledge and understanding of subject content, and also many that refer to particular types of skills relevant to the subject.

For example, an ability to engage in independent literary criticism, to analyse, evaluate and integrate source material, to construct scientific hypotheses and evaluate scientific methods, to make inductive generalizations and to produce works of art with imagination and creativity, all

relate to the objectives for particular subjects. It is clear that a wide variety of approaches to assessment is needed to provide students with suitable contexts in which to demonstrate their capabilities.

In nearly all Diploma Programme subjects, at least some of the assessment is carried out within the school by teachers, who mark individual pieces of work produced as part of the course of study. Such assessments by teachers are checked through the sampling of work from every school. If necessary, the teachers' marking is adjusted by moderators, who ensure that a common standard is applied across all schools.

The kind of work that is internally assessed includes oral exercises in the language subjects, projects, student portfolios, class presentations, practical laboratory work in the sciences and mathematical investigations. The principal aim of conducting internal assessment is to evaluate student achievement against those objectives that do not lend themselves to external written examinations or tests. Internal assessment also gives teachers, who know their students' work very well, a significant input into the overall assessment process.

Some assessment tasks are conducted and overseen by teachers, but are then marked by examiners outside the school. These tasks are carried out by students at a time mutually convenient to them and to the school's schedule, and without the restrictions of external examination conditions. They generally involve the production of a substantial piece of writing that has been researched and developed over a period of time. Such assessment tasks include world literature assignments for language A1, written assignments for language A2, essays for Theory of Knowledge, and extended essays. The role of the teacher in assessing these pieces of work is less significant than it is for internally assessed tasks: all such pieces of work are sent to external examiners to maximize objectivity in the marking.

In visual arts, visiting examiners are invited to view the studio exhibition of each student's artwork and to interview the students individually. However, external examinations still form the greatest component of the overall assessment structure for each subject, because of the greater degree of objectivity and reliability provided by the standard examination environment and external marking. The use of identical examination papers across the world for each subject ensures a strong element of parity of assessment for the IB Diploma Programme, reinforcing its coherence.

Examinations are taken by diploma candidates at the end of the two-year course of study, although it is possible to enter for one or two SL subjects as "anticipated" examinations at the end of the first year of study. All examination papers are taken by candidates under the normal strict conditions prescribed by the IBO, with a fixed time limit, in the absence of any external resource or communication with other candidates, and with no prior knowledge of the questions.

The nature of the examination questions varies considerably from paper to paper and from subject to subject. Objective tests comprising a set of multiple choice questions are used in some subjects, but short answer questions, structured questions, extended response questions, essay questions, data analysis questions, text analysis questions and case study questions are all used where appropriate. This variety of question types allows for a greater number of subject objectives to be assessed, and also reduces bias towards those students from a particular culture who might have greater experience in responding to one particular type of test (for example, tests composed entirely of essay questions or of multiple choice questions).

Examination sessions are held in May each year, with results published in early July. Between the sitting of examinations and the release of results, all the external marking is completed, culminating in grade award meetings for each subject, to determine the final subject grades.

During the marking, each examiner submits a sample of work to a senior examiner who checks it for accuracy and consistency. Where examiners are found to be overgenerous or harsh in their marking, adjustments are made to their marks. Where examiners are found to be inconsistent or unacceptably inaccurate, their total allocation is re-marked by senior examiners. At grade award meetings, the senior examining team for each subject reviews the effectiveness of each examination paper and the overall student performance on each paper.

Assessment in the Diploma Programme is criterion related, which means that each student's final subject result is determined by the level of their performance as measured against a published set of

criteria. These criteria describe the level of achievement expected for the award of each grade. Final subject results are not determined by norm-referencing, nor by awarding fixed percentages of each grade to the overall distribution of candidates. Each subject is graded on a scale from one point (the lowest) to seven points (the highest).

Each diploma student takes six subjects, most taking three at higher level and three at standard level across at least groups 1 to 5 of the diploma hexagon. In addition, there is a maximum of three points available for combined performance in the extended essay and Theory of Knowledge.

Thus, the maximum possible score is 45 points. The minimum score needed to gain the diploma is 24 points, provided that certain conditions are met. These conditions, which relate to the distribution of points across the different subjects, are published below.

## 6.1 Article 12: Award of the IB Diploma

**12.1** All assessment components for each of the six subjects and the additional IB Diploma requirements must be completed in order to qualify for the award of the IB Diploma, except under the conditions stipulated in Section VIIC "Special cases: incomplete assessment" of these general regulations.

**12.2** The IB diploma will be awarded to a candidate whose total score is 24, 25, 26 or 27 points, provided all the following requirements have been met.

- (a) Numeric grades have been awarded in all six subjects registered for the IB Diploma.
- (b) All CAS requirements have been met.
- (c) Grades A (highest) to D (lowest) have been awarded for both theory of knowledge and the extended essay. An E in either of these leads to automatic failure if the overall score is below 28.
- (d) There is no grade 1 in any subject.
- (e) There is no grade 2 at higher level.
- (f) There is no more than one grade 2 at standard level.
- (g) Overall, there are no more than three grades 3 or below.
- (h) At least 12 points have been gained on higher level subjects (candidates who register for four higher level subjects must gain at least 16 points at higher level).
- (i) At least 9 points have been gained on standard level subjects (candidates who register for two standard level subjects must gain at least 6 points at standard level).
- (j) The final award committee has not judged the candidate to be guilty of malpractice.

**12.3** The IB diploma will be awarded to a candidate whose total score is 28 points or above, provided all the following requirements have been met.

- (a) Numeric grades have been awarded in all six subjects registered for the IB Diploma.
- (b) All CAS requirements have been met.
- (c) Grades A (highest) to E (lowest) have been awarded for both theory of knowledge and an extended essay, with a grade of at least D in one of them.
- (d) There is no grade 1 in any subject.
- (e) There is no more than one grade 2 at higher level.
- (f) There are no more than two grades 2 at standard level.
- (g) Overall, there are no more than three grades 3 or below.
- (h) At least 11 points have been gained on higher level subjects (candidates who register for four higher level subjects must gain at least 14 points at higher level).

- (i) At least 8 points have been gained on standard level subjects (candidates who register for two standard level subjects must gain at least 5 points at standard level).
- (j) The final award committee has not judged the candidate to be guilty of malpractice.

**12.4** A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB diploma.

## 6.2 Grade Boundaries

As outlined earlier, every IB subject requires the completion of different assessment tasks, each of which has its own criteria based marking scheme and associated grade boundaries. More details on these criteria will be given by IB course teachers. However, these marks are added together in the various allocated proportions to obtain a total score which can be used as a general indicator of how marks translate into different IB grades. Although the change slightly from year to year, they can be useful for teachers and students to get a better understanding of final expectations.

### 6.2.1 IB Grade Boundary Estimates from Previous IB Examinations

Subject	level	Grade						
		1	2	3	4	5	6	7
English A1	HL	0-15	16-31	32-42	43-55	56-67	68-79	80-100
	SL	0-14	15-29	30-40	41-53	54-64	65-77	78-100
French B	HL	0-14	15-30	31-44	45-56	57-68	69-82	83-100
	SL	0-14	15-30	31-44	45-56	57-71	72-83	84-100
Economics	HL	0-11	12-22	23-38	39-49	50-62	63-73	74-100
	SL	0-12	13-23	24-37	38-49	50-62	63-74	75-100
History	HL	0-11	12-24	25-36	37-47	48-59	60-70	71-100
	SL	0-11	12-22	23-35	36-47	48-59	60-71	72-100
Biology IBNA	HL	0-17	18-31	32-43	44-54	55-65	66-77	78-100
	SL	0-17	18-32	33-47	48-58	59-70	71-81	82-100
Biology IBAP	HL	0-16	17-30	31-43	44-56	57-67	68-80	81-100
	SL	0-15	16-27	28-43	44-55	56-66	67-78	79-100
Chemistry	HL	0-18	19-34	35-48	49-59	60-69	70-79	80-100
	SL	0-17	18-33	34-46	47-57	58-68	69-79	80-100
Physics IBNA	HL	0-15	16-27	28-39	40-49	50-60	61-70	71-100
	SL	0-15	16-28	29-37	38-48	49-58	59-69	70-100
Physics IBAP	HL	0-16	17-28	29-39	40-49	50-59	60-70	71-100
	SL	0-15	16-26	27-37	38-48	49-56	57-68	69-100
Maths HL	HL	0-16	17-33	34-44	45-56	57-68	69-80	81-100
Maths SL (Zone 1)	SL	0-19	20-37	38-52	53-63	64-74	75-85	86-100
Maths SL (Zone 2)	SL	0-16	17-31	32-45	46-57	58-69	70-82	83-100
German A2	HL	0-17	18-29	30-43	44-56	57-70	71-84	85-100
Visual Arts	HL	0-16	17-33	34-43	44-57	58-72	73-86	87-100
Visual Arts A	SL	0-15	16-30	31-39	40-52	53-67	68-81	82-100
TOK		A	B	C	D	E		
		49-60	40-48	32-39	22-31	0-21		

## 7.0 Award of the IB Diploma and University Placement

We have a university advisor on the school staff, Mr Markus Bloens, who should be consulted for advice on the complex task of researching and preparing for university applications. However, students and families are encouraged to start the process of researching university placement as soon as possible, even before IB subjects are chosen. Because most GISS students go on to study in either Australia or German speaking countries, we have included some important points for consideration on university placement in those countries. However, should you wish to study elsewhere, please contact Mr Markus Bloens or the Head of Senior School/IB Coordinator.

### 7.1 Germany

Because of an agreement between the International Baccalaureate Organisation and the Cultural Ministry of Germany (Vereinbarung über die Anerkennung des "International Baccalaureate Diploma/Diplôme du Baccalauréat International"), students who complete an IB Diploma under the conditions outlined in the agreement below, are eligible for university placement.

#### 7.1.1 Vereinbarung über die Anerkennung des "International Baccalaureate Diploma/Diplôme du Baccalauréat International"

Sekretariat der Ständigen Konferenz  
der Kultusminister der Länder  
in der Bundesrepublik Deutschland

- 11 AI/Sw -

#### Vereinbarung über die Anerkennung des "International Baccalaureate Diploma/ Diplôme du Baccalauréat International"

-----  
(Beschluss der Kultusministerkonferenz vom 10.03.1986 i.d.F. vom 18.11.2004)  
-----

Vereinbarung über die Anerkennung des "International Baccalaureate Diploma/ Diplôme du Baccalauréat International"

(Beschluss der Kultusministerkonferenz vom 10.03.1986 i.d.F. vom 18.11.2004)

1. Ein nach den Bestimmungen der/des "International Baccalaureate Organisation/Office du Baccalauréat International" erworbenes "International Baccalaureate Diploma/Diplôme du Baccalauréat International" wird als Hochschulzugangsberechtigung anerkannt, wenn es nach einem Besuch von mindestens zwölf aufsteigenden Jahrgangsstufen an Schulen mit Vollzeitunterricht erworben worden ist und die nachstehenden Bedingungen erfüllt sind:

a) Unter den sechs Prüfungsfächern des "International Baccalaureate Diploma/Diplôme du Baccalauréat International" (IB) müssen folgende nach der Terminologie der bezeichnete Fächer sein:

- zwei Sprachen (davon mindestens eine fortgesetzte Fremdsprache als "Language A"),
- ein naturwissenschaftliches Fach (Biology, Chemistry, Physics),
- Mathematik (Mathematical Methods(1) oder Mathematics HL oder Further Mathematics in Verbindung mit Mathematics HL)
- ein gesellschaftswissenschaftliches Fach (History, Geography, Economics).

Das sechste verbindliche Fach kann außer den genannten Fächern eines der nachfolgenden nach

der Terminologie des IB bezeichneten Fächer sein:

Art/Design(2); Music; Theatre Arts; eine weitere moderne Fremdsprache; Latin; Classical Greek; General Chemistry; Applied Chemistry, Environmental, Systems, Computer Science, Design Technology; Philosophy, Psychology; Social Anthropology; Business and Organisation(3).

(1) Heißt ab Prüfung 2006 Mathematics SL.

(2) Heißt seit Mai 2000 Visual Arts.

(3) Heißt seit Mai 2000 Business and Management.

b) Unter den drei im Rahmen des "International Baccalaureate Diploma/Diplôme du Baccalauréat International" auf dem "Higher Level" nachzuweisenden Fächern

muss entweder Mathematik oder ein naturwissenschaftliches Fach, d.h. Biology, Chemistry oder Physics, sein.

c) Alle Fächer müssen bis zum Ende des Bildungsganges durchgängig belegt worden sein.

d) Die geforderten sechs Fächer müssen mindestens mit der IB-Note 4 benotet sein(4).

Sofern in nur einem Fach die IB-Note 3 vorliegt, kann diese ausgeglichen werden, wenn in einem weiteren Fach auf mindestens demselben Anspruchsniveau mindestens die IB-Note 5 und insgesamt mindestens 24 Punkte erzielt worden sind.

e) Deutsche Zeugnisinhaber, die an einer Schule im Ausland mit IB-Programm Deutsch nicht betreiben, müssen vor Aufnahme eines Studiums in Deutschland hinreichende Deutschkenntnisse nachweisen; das Nähere wird durch landesrechtliche Bestimmungen geregelt.

(4) (IB- Nichtbestehensnoten:	1 = very poor/très faible
	2 = poor/faible
	3 = mediocre/médiocre
(IB- Bestehensnoten:)	4 = satisfactory/satisfaisant
	5 = good/bon
	6 = very good/très bon
	7 = excellent/excellent)

2. Sofern die Bedingungen gemäß Ziffer 1 nicht erfüllt sind, ist zur Anerkennung als Hochschulzugangsberechtigung das erfolgreiche Ablegen einer zusätzlichen Prüfung gemäß der "Rahmenordnung für den Hochschulzugang mit ausländischen Bildungsnachweisen, für die Ausbildung an den Studienkollegs und für die Feststellungsprüfung" (Beschluss der Kultusministerkonferenz vom 15.04.1994 in der jeweils geltenden Fassung)(4) erforderlich. Die Anerkennung als Hochschulzugangsberechtigung wird auch möglich durch den erfolgreichen Besuch eines Studienjahres in einem Land, dessen Reifezeugnisse in Deutschland den Hochschulzugang direkt oder nach einem einjährigen erfolgreichen Studium eröffnen.

3. Die Durchschnittsnote für ein "International Baccalaureate Diploma/Diplôme du Baccalauréat International" wird in dem Land berechnet, in dem das Zeugnis bewertet wird. Dabei wird das Verfahren gemäß der "Vereinbarung über die Festsetzung der Gesamtnote bei ausländischen Hochschulzugangsberechtigungen" (Beschluss der Kultusministerkonferenz vom 15.03.1991 in der jeweils geltenden Fassung)(5) mit der nachstehenden, auf das IB bezogenen spezifischen Regelung zugrunde gelegt.

Bei der Berechnung der Durchschnittsnote (N) wird von der im "International Baccalaureate Diploma/Diplôme du Baccalauréat International" ausgewiesenen Gesamtpunktzahl (P) sowie von 42 Punkten als maximaler Punktzahl (Pmax) und von 24 Punkten als minimaler Punktzahl (Pmin) ausgegangen; dabei werden die ggf. erreichten Zusatzpunkte mitberücksichtigt, Gesamtpunktzahlen zwischen 42 (Pmax) und 45 Punkten (höchstmögliche Punktzahl des IB zuzüglich der maximal erreichbaren 3 Zusatzpunkte) werden der deutschen Durchschnittsnote 1,0 gleichgesetzt.

Die Umrechnung erfolgt nach folgender Formel:

$$N = 1 + 3 \times \frac{P_{\max} - P}{P_{\max} - P_{\min}}$$

mit

N = gesuchte Note (Durchschnittsnote)

(5) Abgedruckt unter Beschluss Nr. 289.5.

P = im Zeugnis ausgewiesene Gesamtpunktzahl

P<sub>max</sub> = 42 Punkte (IB-Gesamtpunktzahl ohne Zusatzpunkte)

P<sub>min</sub> = 24 Punkte (unterer Eckwert)

N = 1,0 (für 42 ≤ P ≤ 45)

4. Die IBO unterrichtet die Kultusministerkonferenz kontinuierlich über eventuelle Änderungen der Abschlussprüfung (Anforderungen, Inhalte, Organisation) und gibt der deutschen Schulaufsicht Gelegenheit, Einblick in die Arbeit der Schulen zu nehmen. Bei Beratungsbedarf oder auf Wunsch eines Landes prüft die AG "Bewertung", ob die Voraussetzungen für die Anerkennung des IB noch gegeben sind.

5. Dieser Beschluss tritt am Tage der Verabschiedung durch die Kultusministerkonferenz in Kraft.

## 7.2 Austria

Zulassung zum Studium, Internationales Bakkalaureat, Anerkennung (IB-Empfehlung 2006)

Das Bundesministerium für Bildung, Wissenschaft und Kultur in seiner Funktion als ENIC NARIC AUSTRIA empfiehlt, das Internationale Bakkalaureat, im Folgenden kurz „IB“ genannt, für die Zulassung zum Studium in Österreich wie folgt anzuerkennen:

1. Ein nach den Bestimmungen der „International Baccalaureate Organization“ (<http://www.ibo.org>) erworbenes „IB Diploma“ ist für die Zulassung zum Studium an einer österreichischen Universität beziehungsweise an einem Fachhochschul-Studiengang als ausländisches Reifezeugnis anzusehen. Dies gilt auch dann, wenn das IB an einer in Österreich gelegenen Schule (z.B. der Danube International School in Wien) absolviert wurde.

2. Die allgemeine Universitätsreife ist wie folgt zu beurteilen: Das IB Diploma ist ein Zeugnis gemäß § 64 Abs. 1 Z 3 des Universitätsgesetzes 2002, BGBl. I Nr. 120/2002, bzw. § 4 Abs. 3 Z 3 des Fachhochschul-Studiengesetzes – FHStG, BGBl. Nr. 340/1993, in der geltenden Fassung. Die Gleichwertigkeit mit einem österreichischen Reifezeugnis ist nicht unmittelbar aufgrund einer völkerrechtlichen Vereinbarung gegeben, auch wenn das IB an einer in einem „Konventionsstaat“ gelegenen Schule absolviert wurde. Allerdings ist das IB der Hauptanwendungsfall der Empfehlung des Ausschusses gemäß dem Lissabonner Anerkennungsübereinkommen über internationale Zugangsqualifikationen:

[http://www.coe.int/t/dg4/highereducation/recognition/International%20Access%20Qualifications\\_EN.asp](http://www.coe.int/t/dg4/highereducation/recognition/International%20Access%20Qualifications_EN.asp)

3. Wenn kein „IB Diploma“, sondern ein „IB Certificate“ vorliegt, sollte dieses als ein mit einem österreichischen Reifezeugnis nicht vergleichbares Zeugnis betrachtet werden; die Beurteilung einer Gleichwertigkeit durch das Rektorat bzw. die Studiengangsleitung erscheint dann nicht möglich.

4. Bei den Diplomen der Internationalen Schule Wien (Vienna International School) kann an die Stelle von Prüfungen bzw. des durchgehenden Unterrichtes aus den Gegenständen Geschichte und Geographie jeweils ein Ergänzungskurs an der Internationalen Schule Wien aus den Gegenständen Österreichische Geschichte bzw. Österreichische Geographie treten. Diese Ergänzungskurse gelten als Nachweise der Absolvierung der Prüfungsgegenstände Geschichte bzw. Geographie.

5. Eine analoge Regelung gilt für Diplome der Danube International School in Wien, der American International School in Wien und der International School Linz-Auhof.

6. Die besondere Universitätsreife gemäß § 65 des Universitätsgesetzes 2002 ist, wo sie überhaupt erforderlich ist, wie folgt zu beurteilen:

Da sich die territoriale Gültigkeit des IB nicht auf einen bestimmten Staat bezieht, kommt das Tatbestandsmerkmal „Ausstellungsstaat“ für Inhaber/innen eines IB Diplomas nicht zur Anwendung. Es sollten daher keine gesonderten Nachweise über die besondere Universitätsreife verlangt werden.

7. Auf das Erfordernis ausreichender Deutschkenntnisse gemäß § 63 Abs. 10 des Universitätsgesetzes 2002 bzw. allenfalls gemäß § 4 Abs. 7 FHStG wird besonders hingewiesen. Wenn der Gegenstand Deutsch im IB Diploma aufscheint, ist diese Kenntnis damit nachgewiesen. Andernfalls müssten die Kenntnisse entweder zweifelsfrei vorliegen (z.B. Deutsch als Muttersprache) oder anders nachgewiesen werden.

8. Zum Zweck der Zulassung zum Studium wird geraten, sich zum frühestmöglichen Zeitpunkt mit derjenigen Universität bzw. mit der Leitung desjenigen Fachhochschul-Studienganges in Verbindung zu setzen, an der/dem voraussichtlich die Aufnahme eines Studiums angestrebt wird. Die Richtlinien des Bundesministeriums für Bildung, Wissenschaft und Kultur stellen nur eine Empfehlung dar; die tatsächliche Entscheidung über die Zulassung nimmt die betreffende Hochschuleinrichtung im Rahmen der rechtlichen Grundlagen vor.

9. Diese Empfehlung tritt mit 1. Juni 2006 in Kraft. Gleichzeitig tritt die Empfehlung vom 25. September 2003, GZ 53.910/11-VII/11/2003, außer Kraft.

Wien, 26. Mai 2006

Für die Bundesministerin:

Dr. Kasparovsky

## 7.3 Switzerland

	<b>Baccalauréat International</b> (HL: Higher Level; SL: Standard Level)
<b>Basel</b>	Anerkannt, sofern im Abschlussdiplom 32 von 42 Punkten (ohne Bonuspunkte) und 6 Fächer gemäss <a href="#">Fächerkatalog</a> ausgewiesen werden. Ein Fach der IB Groups 4 oder 5 muss im Higher Level nachgewiesen sein. Vorbehalten bleiben besondere Bestimmungen für zulassungsbeschränkte Studiengänge
<b>Bern</b>	Anerkannt, sofern im Abschlussdiplom 32 von 42 Punkten ausgewiesen werden. Zusatzprüfungen bleiben vorbehalten, sofern in der gewählten oder nahverwandten Studienrichtung das Abschlussdiplom ungenügende Leistungen ausweist
<b>Fribourg</b>	Anerkannt, sofern im Abschlussdiplom 32 (ohne Bonuspunkte) von 42 Punkten ausgewiesen werden. Abschluss in 6 allgemein bildende Fächern, wovon 3 in HL.  Reconnu avec une moyenne minimum de 32 (sans les points de bonification) sur 42 points, comportant 6 branches de culture générale, dont 3 branches en HL
<b>Genève</b>	Reconnu avec une moyenne minimum de 32 sur 42 points (sans les points de bonification) comportant 6 branches de culture générale ( <a href="#">voir tableau</a> ), dont 3 branches en HL
<b>Lausanne</b>	Reconnu avec une moyenne minimum de 32 sur 42 points, comportant 6 branches de culture générale, dont 3 branches en HL

<b>Luzern</b>	Abschluss in 6 allgemein bildenden Fächern mit 32 von 42 ausgewiesenen Punkten, davon 3 Fächer im HL
<b>Neuchâtel</b>	Reconnu avec une moyenne minimum de 32 sur 42 points, comportant 6 branches de culture générale, dont 3 branches en HL
<b>St. Gallen</b>	Abschluss in 6 allgemein bildenden Fächern mit 32 von 42 ausgewiesenen Punkten (ohne Bonuspunkte) + HSG-Zulassungsprüfung
<b>USI</b>	Reconnu avec une moyenne minimum de 32 sur 42 points, comportant 6 branches de culture générale, dont 3 branches en HL
<b>Zürich</b>	Anerkannt, sofern im Abschlussdiplom mindestens 32 von 42 Punkte (Summe der Punktzahl der 6 abgeschlossenen SL + HL) ausgewiesen werden sowie 6 allgemein bildende Fächer, davon 3 im SL, 3 im HL (wovon 1 mathematisch-naturwissenschaftliches Fach). Wenn andere Fächer abgeschlossen, reduzierte Aufnahmeprüfung in den fehlenden Fächern möglich
<b>EPFL</b>	Reconnu avec 38 points sur 42 et une moyenne générale de 70% dans les branches mathématiques, physique ou chimie (option HL), la langue maternelle et une langue étrangère. Si moins de 38 points examen d'admission réduit
<b>ETHZ</b>	Anerkannt mit reduzierter ETH-Aufnahmeprüfung

ETHZ = Eidgenössische Technische Hochschule Zürich

EPFL = Ecole Polytechnique Federale de Lausanne

USI = Università della Svizzera italiana, Lugano

	<b>Allgemein bildende Fächer</b>	<b>Branches de formation générale</b>
1	Erstsprache (Muttersprache)	Première langue (langue maternelle)
2	Zweitsprache	Deuxième langue
3	Mathematik	Mathématiques
4	Naturwissenschaften (Biologie, Chemie oder Physik)	Sciences naturelles (biologie, chimie ou physique)
5	Geistes- und Sozialwissenschaften (Geographie, Geschichte oder Wirtschaft/Recht)	Sciences humaines et sociales (géographie, histoire ou économie/droit)
6	frei wählbar (ein Fach aus Kategorie 2, 4 oder 5)	choix libre (une branche parmi les branches 2, 4 ou 5)

#### Zulassung Universität Basel:

	<b>IB Group</b>	<b>IB Subjects</b>
1	First Language	First Language
2	Second Language	German, English, French, Classical Greek, Italian, Latin, Russian, Spanish
3	Individuals and Society	History, Geography, Economics
4	Experimental Sciences	Physics, Biology, Chemistry
5	Mathematics	Mathematics ( <i>Math Studies are not accepted</i> )
6	Electives	Computer Science, Music, Philosophy, Psychology, Social Anthropology or a further subject from groups 2, 3 and 4

#### Admission Université de Genève:

	<b>Branches de formation générale</b>
1	Première langue (langue maternelle)
2	Deuxième langue (français, allemand, anglais, italien, espagnol, russe, grec, latin)
3	Mathématiques
4	Sciences naturelles (biologie, chimie ou physique)
5	Sciences humaines et sociales (géographie, histoire ou économie/droit)
6	choix libre (une branche parmi les branches 2, 4 ou 5 ou philosophie-pédagogie-psychologie, arts visuels, musique)

## 7.4 Australia

The IB Diploma is gaining popularity across Australia, and is generally recognised as a very good preparation for university studies. Results are centrally collected for the state university placement centres, and the Australasian Conference of Tertiary

Admissions Centres produces a combined conversion table. This table will change from year to year.

### 7.4.1 The 2009 and 2010 Combined IB Conversion Table

Table to convert 2009 IB results for 2010 university admissions or 2010 IB results for 2011 university admissions in NSW & ACT, Queensland, Tasmania, Victoria and Western Australia. Note: South Australia uses a different (better) conversion table.

Passing Score	Combined Rank 2010	Combined Rank 2011
45	99.95	99.95
44	99.80	99.80
43	99.60	99.60
42	99.35	99.35
41	98.80	98.80
40	98.40	98.40
39	97.55	97.55
38	97.10	97.10
37	96.25	96.25
36	95.10	95.10
35	93.90	93.90
34	92.45	92.45
33	90.90	90.90
32	89.05	89.05
31	87.00	87.00
30	84.25	84.25
29	81.70	81.70
28	79.65	79.65
27	77.40	77.40
26	75.05	75.05
25	72.25	72.25
24	69.10	69.10

## 8.0 Senior School Tutorial Programme

Every student in Grade 11 and 12 belongs to a Class and has a 'Klassenlehrer' with whom they meet from time to time. They also have one lesson per week for our

Senior School Tutorial Programme. In using this time effectively, our aim is to develop an environment of care and respect where young adults can feel safe, take risks and grow. We try to deal with the main issues for students of that age in an international setting appropriate for our IB curriculum, and are actively developing a programme aimed at exploring them in more detail. Hence, the IB Learner Profile (see 4.0) will be used as an indicator for our work during this time. Depending on the particular topic being addressed, we sometimes meet as a grade, and sometimes as a whole Senior School group.

Although there will be an emphasis on study skills, some other topics which might be covered during the Senior School Tutorial Programme include:

- Stress Management
- Rights and Responsibilities
- Social Health Issues
- Prejudice/Intercultural Understanding
- Family Life - Staying and Leaving
- Motivations for Life and Study
- CAS Introduction and Reflections
- Student Council
- Graduation Committee and Fund Raising
- University and College Research, Applications and Visiting Speakers
- Examination Regulations, Preparation Strategies and Reviews
- Goal Setting
- Introduction to the Extended Essay
- Research and Ethics – Plagiarism

The programme will be coordinated and predominantly led by the Head of Senior School/IB Coordinator, but many contributions will be made by the CAS Coordinator, the University Advisor and the Grade 11 and 12 'Klassenlehrer'. Hence, a calendar for programme topics will be produced at the beginning of the school year and a flexible approach will be maintained.

## 9.0 Student and Teacher Planning

The IB Diploma is a very demanding course in terms of various challenges it sets for students and teachers. In order to help the programme run efficiently, and in order to help students develop the necessary skills of planning and time management which will help them navigate the programme successfully, we have developed a range of planning instruments.

### 9.1 The IB Calendar

This is developed by the IB staff before the beginning of the academic year to help them to plan out major assessment tasks for that year. In this way, it is hoped that major assessment tasks can be spread out as much as possible. Note that it does not contain all assessment items and dates. Many continuous assessment items will

be included on the 'Semester Assessment Layouts' (see below) and will not be included on the IB Calendar. Students can add other items to their own copies and develop an individualised version. The point of it is to plan out the large items as a staff together, and to give students a tool for planning across their whole diploma programme. Students will be issued with the IB Calendar in the first week of the academic year.

### 9.2 Semester Assessment Layouts

These are distributed by course teachers at the beginning of the semester. They outline all assessment tasks which will be expected to be submitted by students in their different courses. With all of these layouts, students can effectively plan out their work efforts so as to maximize effectiveness and ensure that all deadlines are met. Note that the Assessment Layouts are often included in the Course Outlines (see below).

### 9.3 Course Outlines

These are distributed by course teachers at the beginning of each academic year. They outline a plan of the course content which will be covered and when the different parts of the course will be started and completed. These plans give indications, and will often change over the year. However, they give students a good idea of the progress they are making through the course. Note that the Course Outlines often include the Assessment Layouts. These outline the assessment tasks which will be expected to be submitted by students in their different courses. With all of these layouts, students can effectively plan out their work efforts so as to maximize effectiveness and ensure that all deadlines are met.

### 9.4 Student Diaries

Student diaries are an essential piece of equipment for any prospective IB student. All students are required to purchase, bring to school every day and to use a diary. This will be discussed and monitored in the different courses and in the Senior School Tutorial Programme.

## 10.0 Policy-Process for Assignment Submission

**S 1:** Students are to be fully briefed on the finer details of each type of assignment and assessment criteria by their course teacher. A submission date is set to which students agree.

**S 2:** If it is a large assignment over a long period of time, submission/presentation dates are set for various stages during the process of its completion ( eg. proposal / outlines / source research / drafts ). Although a teacher might not actually grade or mark the work during the process, they must still scrutinize students work during the process. This is not only necessary to ensure that students will meet the final submission date, but also to ensure maximum support for the student and to avoid plagiarism issues.

**S3:** If a student fails to meet a submission date, then the following process must be entered into with each individual student;

### Process for Late Submission of Assignments

**S1:** Upon not meeting a submission date for an assignment, the student is asked to meet with the teacher for a conference. This must take place as soon as possible, preferably on the same day, but not during the normal class time with the class present.

**S2:** During this conference, the following points must be covered:

- why has the submission date not been met.
- the importance of meeting submission dates from a pedagogical perspective.
- the importance of meeting submission dates from a time management perspective, both for students and teachers.
- the importance of meeting submission dates from a class moral perspective.
- a **new submission date** is agreed upon. This must be reasonable for both parties and take into account the need the processing of assignments by the IB Coordinator.
- teachers are encouraged to consult the IB Coordinator with regards to this **new submission date**.

**NOTE:** To ensure the integrity of the process, these conferences and agreements should be individual, and not conducted on a whole class basis. However, a student might wish to have someone else there for support.

**S3:** Teachers must inform the IB Coordinator about the late assignment submission and the outcome of the conference. This must be done in writing (in brief). This will be placed on the student's file.

**S4:** If a student does not meet the **new submission date**, the student is asked to meet with the teacher and the IB Coordinator for a conference. This must take place as soon as possible, preferably on the same day, but not during the normal class time with the class present.

**S5:** During this conference, the same points will be discussed and the same principles followed as in the initial conference. If the assignment is a **Group 4** experiment write-ups, and hence one of many, the assignment might no longer be accepted. For any other assignment, a final deadline will be issued. This will be in the form of a written agreement between the student, the teacher and the IB Coordinator. A copy will be given to the parents and kept on file.

**S6:** If this final deadline is not met, the assignment might no longer be accepted for IB submission. A further process will be entered into between interested parties to ensure an acceptable outcome.

**Original Version Approved by School:** 02/02/04

**Actual Policy Reviewed and Accepted:** 31/03/08

## 11.0 Policy-Attendance and Absence

### Responsibility of the Student

i) Students must attend all lessons unless they are sick or have a written dispensation from the Principal.

ii) Upon return to school (the first day back), the student should have organised a written and signed note to explain their absence, and should have this in their possession. This should either be;

- a note from a parent,

- a note from Ulrike Miehle (if the student is an overseas student),

- a doctor's certificate for the whole time of absence (if more than 2 days), a Principal signed note (if the student had received a special dispensation from the Principal prior to their absence),

- a doctor's certificate (if the student was absent when an assignment was due or an examination or test was taken).

**NOTE:** A telephone call is polite, but the student will still need to organise a written and signed note to explain their absence.

(iii) The student should show to and get a signature on this note from **all** course teachers whose lessons they missed during their absence.

(iv) When the student has completed this, they must give the note to their 'Klassenlehrer' for filing.

(v) It is the responsibility of the student to catch up on all work and information which they missed during their absence.

(vi) If a student has not handed up an assignment or homework due to absence, they must hand that assignment or homework up on their first day back at school. If they have missed an examination or test due to absence, they must be prepared to take it on the first day of return, or, if the course teacher decides, to set a new date for the test/examination to be taken. In the case of a Principal's special dispensation, students must ensure that all assignment/assessment/examination responsibilities have been taken account of before they leave school.

### Responsibility of the Course Teacher

i) If a student is not in a lesson, the course teacher is to mark the date of absence in their 'Kursheft'. This is standard practice.

ii) At the beginning of the next lesson when the student returns, the teacher asks to **see** and must **sign** either;

- a note from a parent,

- a note from Ulrike Miehle (if the student is an overseas student),

- a doctor's certificate for the whole time of absence (if more than 2 days),

- a Principal signed note (if the student had received a special dispensation from the Principal prior to their absence),

- a doctor's certificate (if the student was absent when an assignment was due or an examination or test was taken).

**NOTE:** A telephone call is polite, but the student will still need to organise a written and signed note to explain their absence.

iii) If the student doesn't bring in the note on their first day back, the course teacher is to remind the student to bring it the next lesson.

iv) If the student hasn't brought back the note within a week, the course teacher is to inform the 'Klassenlehrer'.

v) When the student has shown the note to the course teacher, the course teacher is to mark this in their `Kursheft` over the top of the original entry. A highlighter pen, pencil or red tick might be useful for this task.

vi) The teacher is to offer support to the student to help them catch up on missed work or information. However, they can expect previously set work to be handed in on the day of return.

vii) The course teacher is to keep a running check on the percentage of lessons which the students have missed.

viii) If the percentage of lessons missed goes over 20% at any phase during the course, the course teacher needs to inform the student, the `Klassenlehrer` and the IB Coordinator.

**NOTE:** At this stage, the `Klassenlehrer` and IB Coordinator will run a check on overall attendance for overseas students across all subjects. If it is found that the students has attended less than 80% of the scheduled contact hours for the IB course, the school must report the student to the department of Education, Science and Training in accordance with EOS Act 2000 and the National Code.

ix) The percentage of lessons missed for each semester will need to be written on the bottom of the semester reports.

### **Responsibility of the `Klassenlehrer`**

i) If a student is absent for more than two days, the `Klassenlehrer` should make enquiries to find out what the problem is and if there is anything which we can do as a school to give support.

ii) If a course teacher informs the `Klassenlehrer` that a note has not been shown to explain absence, then the `Klassenlehrer` should speak with the student to ensure a prompt resolution to the issue.

iii) The `Klassenlehrer` should file the absence notes in an organised fashion and investigate any inconsistencies.

iv) The `Klassenlehrer` should work together with the IB Coordinator to try and resolve any issues with regard to a large absence rate.

**Original Version Approved by School:            06/02/04**

**Actual Policy Reviewed and Accepted:        31/03/08**

**\*NOTE:** Amended 03/07 in accordance with EOS Act 2000 and the National Code.

## 12.0 Policy-IB Language Oral Examinations

### Principles:

- Students come to us with a wide variety of skill levels and experience.
- Students need practice in oral examinations.
- Oral examinations are a part of the learning process.
- Students mature as the course continues, even from the beginning to the end of Grade 12.
- Examinations have to be consistent in format and assessment for all students in any given course (see subject guides and the *Handbook of Procedures 2010*).
- The process has to be manageable for students and staff.
- We have to weigh up the advantages of assessing students later in the course with the advantages of offering oral examinations shortly after the examinable sections are taught, appropriate programme or, time management issues and the heavy work load for teachers and students as the course draws to a conclusion.

*All language courses (A1/A2/B/ab initio) are slightly different in oral examination procedures and structure. However, a common approach, as outlined in policy, is advantageous in reducing confusion and inconsistencies. It will make it easier for students, teachers and parents to understand our expectations.*

### Common Approach

S 1: Students are fully briefed on the finer details of each type of oral examination in the course and are familiarized with the assessment criteria. This might include listening or watching examples of such examinations and how they are assessed. They might even complete examples with their colleagues in class.

S 2: At the appropriate time in the course, students complete the first example of the appropriate type of oral exam. Teachers complete and record the assessment, and give reasonable feedback to the students. In the case of A1 languages, this might be a 'mock examination' on texts other than those studied for the course, and need not necessarily be used for final IB assessment. The decision on whether it be a 'mock examination' or an IB assessable examination, dependent on class size and breadth of topic choices, rests with the course teacher.

S 3: At least one IB assessable oral examination should be taken in the last phase of the course. Teachers complete and record the assessment, and give reasonable feedback to the students.

S4: If a student takes an IB assessable oral examination in Grade 11, and the student is disappointed with their grade and convinced that they can improve upon it, the teacher should allow them another final opportunity with that type oral examination before the end of Grade 11. Teachers complete and record the assessment, and give reasonable feedback to the students.

S5: If the student is satisfied with the score in their first IB assessable example of any given appropriate type of oral examination, and the teacher is also convinced that a higher score could not be obtained, the student doesn't have to complete any further examples of that type of oral examination if not required by the guide for that particular course. The decision rests with the course teacher.

S7: If the subject guide specifies more than 2 examples of any given type of oral examination, then enough examples should be completed during the course to ensure a manageable workload. However, S3 still applies.

**Original Version Approved by School: 18/11/03**

**Actual Policy Reviewed and Accepted: 31/03/08**

## 13.0 Policy-The Process of Reporting Student Achievement

There are various formal and informal levels of reporting on student achievement.

### **Informal in the Classroom:**

Where teachers give constant feedback to students on their progress. This might include feedback on oral contributions or the completion of homework and other smaller exercises.

### **Formal in the Classroom:**

Where teachers give written comments on work completed and where parents are expected to sign completed and assessed tests and assignments. This might also include notes in a student's diary or in the 'Kursheft'.

### **Quarterly Update Reports:**

These are issued to students and parents after every quarter, and give them an effort and academic grade for every taught subject. They are presented on the same form over the year so that students and parents can track academic and effort progress over any given academic year over the 2 year course.

The academic grade is cumulative, taking into account all relevant assessment components and holistic judgments. They should give an indication as to the student's academic standing within the course up to that point in time. As the course progresses, the expectations will increase to a point towards Term 3 in Year 12, where expectations should align with IB standards. Thus, these academic grades should converge with IB predicted grades which need to be sent to the IBO at the end of Term 3 of Year 12. The IB grading scale of 1 to 7 is used.

#### **Academische Leistung/ Academic Grade**

- 1 = sehr schlechte Leistung / Minimal Performance
- 2 = Schlechte leistung / Poor Performance
- 3 = mittelmäßige Leistung / Mediocre Performance
- 4 = befriedigende Leistung / Satisfactory Performance
- 5 = gute Leistung / Good Performance
- 6 = sehr gute Leistung / Very Good Performance
- 7 = ausgezeichnete Leistung / Excellent Performance

When calculating a student's academic grade, teachers take into account their overall performance across all types of assessment tasks completed so far in the course. The grade must therefore be consistent with previous grades given. A jump of 2 or 3 grades might indicate that assessment has not been regular or consistent enough. Students should be receiving feedback on assessment work every 2 -4 weeks.

The effort grade gives an indication of a student's effort and engagement, and will usually give an indication of academic potential and attitude. An effort grading scale of A to E is used.

#### **Arbeitsverhalten / Effort Grade**

- E = unzureichende Arbeitsverhalten / Poor Effort
- D = mittelmäßige Arbeitsverhalte / Mediocre Effort
- C = befriedigende Arbeitsverhalten / Satisfactory Effort
- B = gute Arbeitsverhalten / Good Effort
- A = ausgezeichnete Arbeitsverhalten / Outstanding Effort

### **Semester Reports:**

These are issued to students and parents after every semester and give them a cumulative academic grade for the semester for every taught subject. These correspond with academic grades on the quarterly updates. Another grade on these reports are examination grades, reflecting student achievement on the formal examinations which are held in school towards the end of each semester. Semester reports also indicate student achievement across a variety of general learning expectations which are common to all subjects, and subject specific learning objectives, which correspond to those outlined by the IBO in their subject guides. Teachers also include written comments on student progress in that subject.

### **IB Coordinator Reporting on Student Progress:**

Student progress is discussed at every IB Teacher's meeting, approximately once per month, where a plan of action is usually formulated. Furthermore, academic progress is systematically monitored and reported on at the end of each semester by way of a letter. The emphasis of this review is to check student progress with regard to potential results for the completed IB Diploma.

'Klassenlehrer' and IB Coordinator undertake ongoing checks of overall academic achievement for overseas students. If it is found that a student does not maintain satisfactory academic results for the IB course, the school must report the student to the department of Education, Science and Training in accordance with EOS Act 2000 and the National Code.

### **Parent/Student & Teacher Afternoons/Nights:**

These are held two times a year to give an opportunity for parents and students to receive formal oral feedback on student progress.

### **Final IB Diploma Results:**

These are determined by student results in written examinations and internal assessment components as determined by the IBO. They are reported to students via the internet, and paper copies of IB Diplomas and Certificates are posted to the school afterwards.

**Original Version Approved by School:** 20/02/05

**Actual Policy Reviewed and Accepted:** 31/03/08

## 14.0 Return of Books and Materials

Before officially leaving school, on your last day or after your last IB examination in a subject, please find your course teacher for all of your subjects and the librarian and return all books and materials which were issued to you. Then have them sign the form below. If you have lost books or materials, please find out from that teacher the replacement cost of the lost materials/books, and take a cheque or cash of that value to Joel Alfonso in the office. He will issue you with an itemised receipt which you can show to your teacher as proof of payment and can then sign off your form. When you have the signatures from all teachers, return the completed form to me.

Grade 12 students need to do by the Friday before the Graduation in order to receive their GISS Graduation and IB Diploma documentation. Therefore, you must treat this as a serious issue and deal with it appropriately.

<b>Subject</b>	<b>Teacher</b>	<b>Signature (All Books / Materials / Payments Received)</b>
1.		
2.		
3.		
4.		
5.		
6.		
7. Theory of Knowledge	V. Gillig	
CAS Coordinator	U. Miehle	
Librarian	S. Burkhart	
Head of Senior School IB Coordinator	A. Wreth	

## 15.0 Agreement for Students Over 18 Years of Age

Privacy requirements indicate that the German International School Sydney, its teachers and administrators, shouldn't release information about anyone over 18 years of age without their prior consent. This means that without your consent, we would not inform your parents or guardians about your progress and your successes, nor would we raise any issues of concern with them. This is an untenable situation for the German International School Sydney, where we recognize and encourage the important role played by parents in supporting students in their further education at the school, especially in a demanding programme such as the IB Diploma.

Therefore, we ask that you sign the following agreement so that we can contact your parents and guardians, and thereby release some information to them about you. We strongly believe that having such an agreement in place is in the best interests of the students concerned.

I, \_\_\_\_\_, aged \_\_\_\_\_, agree

that the German International School teachers and administrators may contact my parents, and thereby release some information about me to them.

SIGNATURE OF STUDENT: \_\_\_\_\_ DATE: \_\_\_\_\_

SIGNATURE OF WITNESS: \_\_\_\_\_ DATE: \_\_\_\_\_