



**SHANGHAI SINGAPORE
INTERNATIONAL SCHOOL**
上海新加坡外籍人员子女学校



Shanghai Singapore International School

The International Baccalaureate at SSIS

Handbook for Students

Cohort 2021

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Introduction

At Shanghai Singapore International School (SSIS) we are guided in all that we do by three statements. They are as follows.

Our Philosophy:

SSIS believes in the holistic development of a resourceful, confident and independent learner within a caring and nurturing environment to become a global citizen.

Our Vision:

The realisation of a lifelong learner with strength of character and love of humanity.

Our Mission:

We are committed to develop in our students a passion for life and a love for learning through a holistic and well-balanced education.

The International Baccalaureate Diploma Programme was selected as a path for our grade 11 and 12 students because it also embodies this same purpose and these same ideals. In this guide, you will find the details of the Diploma Programme and how it is implemented at SSIS.

IB Learner Profile

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

As IB learners we strive to be:

- **INQUIRERS:** We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
- **KNOWLEDGEABLE:** We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
- **THINKERS:** We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
- **COMMUNICATORS:** We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
- **PRINCIPLED:** We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
- **OPEN-MINDED:** We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
- **CARING:** We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
- **RISK-TAKERS:** We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
- **BALANCED** We understand the importance of balancing different aspects of our lives- intellectual, physical, and emotional-to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
- **REFLECTIVE** We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

IB Mission Statement – “EDUCATION FOR A BETTER WORLD”

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

1. IB Programme at SSIS



SSIS offers two IB programmes:

IB Diploma Programme

- Students in the IB Diploma Programme must study 6 subjects in total with at least 3 subjects at Higher Level (HL) and at least 2 at Standard Level (SL) selected from the six groups / electives offered. In addition these students must complete an Extended Essay (EE), Theory of Knowledge course (ToK) and meet the Creativity, Activity, Service (CAS) requirements.
- At the end of the courses IB Diploma Programme, students will obtain the IB Diploma, DP Course Results, SSIS transcript, SSIS activity record, SSIS school leaving certificate and SSIS diploma.

DP Course Programme

- Diploma Programme Course Candidates at SSIS must study a minimum of 5 subjects and meet the Creativity, Activity, Service (CAS) requirements.
- Diploma Programme Course Candidates may pursue the course in Theory Of Knowledge and/or undertake an Extended Essay.
- Any subject or core requirement taken by a DP Course Candidate cannot subsequently contribute to the award of an IB Diploma.
- At the end of the course, IB courses students will obtain the DP Course Results, SSIS transcript, SSIS activity record, SSIS school leaving certificate and SSIS diploma.

2. The IB Diploma Programme

2.1. Recognition of the IB Diploma

The IB actively promotes wide recognition and acceptance of the IB diploma as a basis for entry to courses at universities and other institutions of higher education, but the requirements of individual institutions and the relevant authorities of a country are subject to change beyond the IB's control.

Candidates bear the responsibility of verifying the entry requirements of the universities and other institutions of higher education to which they are interested in applying.

2.2 Use of candidate data

Data relating to a candidate such as name, address, email addresses, date of birth, and phone numbers may be used for the following purposes:

- registering candidates in the DP and administering the DP
- to provide DP support and services for the candidate including providing information to institutions of higher education (such as universities and colleges or governmental authorities related to admission to institutions of higher education)
- research and statistical analysis related to the IB Organization's mission
- advertising and promotional purposes for the IB Organization
- educational, training, commercial and other compatible purposes
- to engage in and process transactions with the candidate or school
- to fulfill statutory, regulatory, reporting and/or legal obligations.

Candidates or their legal guardians may inquire as to the nature of the candidate data processed about him or her by their school to the extent permitted under data protection or privacy law applicable to the candidate and their respective School.

2.3 Content of the IB Diploma Programme

Candidates for the IB diploma must satisfy assessment requirements in six subjects and the core, each studied over a period of two years.

- The six subjects must be selected from six groups as prescribed by the IB for the appropriate examination session.
- At least three and not more than four subjects being offered at Higher Level and the others at Standard Level.
- Approximately 240 hours to complete Higher Level courses and 150 hours to complete Standard Level courses
- In addition to the six subjects, candidates for the IB diploma must:
 - take a course in Theory Of Knowledge (TOK) and complete the required assessment. This 100 hour course runs over the two-year period of the Diploma Programme
 - complete an approved programme of extra-curricular activities known as CAS (Creativity, Action, Service)

Opportunities are created at SSIS for our students to be involved in creative pursuits, physical activities and service projects in the local, national and international contexts. These three elements of Creativity, Activity, Service are not mutually exclusive and students' involvement in these interwoven areas should challenge them to develop a value system which enhances their personal growth and fosters more caring and socially responsible attitudes.

- complete and submit for assessment an Extended Essay (EE) in a subject available for this purpose.

At SSIS, we conduct a briefing session for all students in the Diploma Programme to prepare them for the task of the Extended Essay. An introduction to academic writing and the research and writing process, a briefing on objectives and requirements, assessment criteria of the Extended Essay and a survey of good and bad research questions are some aspects that are included. After the session, students will be given some time to make their choice of subject and topic. Thereafter, a supervisor will be assigned to guide them through the research and writing process.

Additional guidance will be provided through our Academic Writing curriculum.

2.4 Registration

All students must be registered by the school's DP coordinator for each intended examination session and must take the requisite courses and examinations within the school. Registrations and payment of fees must be made by the relevant deadlines.

The following categories of registration are available.

- Diploma: candidates intending to complete the requirements for the award of an IB diploma.
- DP Course: candidates taking one or more subjects who are not seeking the award of the diploma.
- Retake: Diploma candidates who are seeking to improve on their results. The highest grade obtained for a subject will contribute towards the IB diploma.

2.5 Responsibilities of candidates

Candidates are required to act in a responsible and ethical manner throughout their participation in the Diploma Programme and examinations. In particular, candidates must avoid any form of malpractice.

Any form of malpractice may disqualify the candidate from the award of the Diploma.

2.6 Assessment

Examiners are appointed by the IB to assess candidates' work in Diploma Programme examinations and other forms of external assessment using common mark schemes. Most courses also require additional work which is internally assessed and externally moderated. (All components must be submitted for assessment to receive a grade for a course.)

2.7 Grades

Performance in each subject is graded on a scale of 7 points (maximum) down to 1 point (minimum). Performance in theory of knowledge and the extended essay are each graded on a scale of A (maximum) to E (minimum). The CAS requirement is not assessed. For the IB Diploma, a maximum of 3 points is awarded for combined performance in theory of knowledge and the extended essay. The maximum total DP points score is 45.

Table 1: Point obtained and description of achievement

Point	Description
7	Excellent
6	Very Good
5	Good
4	Satisfactory
3	Weak
2	Poor
1	Very Poor

Table 2: Point matrix for grades obtained for TOK and EE

ToK/EE	A	B	C	D	E
A	3	3	2	2	Failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing condition				

2.8 IB diploma requirements

All assessment components for each of the six subjects and the additional Diploma requirements must be completed in order to qualify for the award of the IB Diploma.

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

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

A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB Diploma. The sessions need not be consecutive.

2.9 Form of the results

Diploma Candidates

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. 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.

Bilingual IB Diploma Candidates

The bilingual diploma is awarded to a successful candidate who fulfills one or both of the following criteria:

- completion of two languages selected from group 1 with the award of a grade 3 or higher in both
- 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.

Diploma Programme Course Candidates

DP Course Candidates receive Diploma Programme Course Results (DP Course Results) indicating the results obtained in individual subjects and the core requirements, as appropriate.

2.10 Enquiry upon results - EUR

A candidate's assessment material may be re-marked, returned to the school (in electronic format or as a photocopy) and/or subject to re-moderation (for internal assessment) as part of the enquiry upon results service, the details and fees for which can be obtained from the school's DP coordinator.

Re-marking a candidate's assessment material may lead to a higher or a lower grade for the subject.

2.11 Special cases

A learning support requirement(s) is any permanent or temporary requirement(s) that could put a candidate at a disadvantage and prevent him or her from being able to demonstrate their skills and knowledge adequately or as may otherwise be defined by law. The IB Organization is able to authorize inclusive assessment arrangements for a candidate with assessment access requirements. Requests for this consideration are made through the school's DP coordinator.

If a candidate's performance has been affected by adverse circumstances, the final award committee may give special consideration to the case, provided that this would not give an advantage in comparison with other candidates. Requests for this consideration are made through the school's DP coordinator.

2.12 Candidates with incomplete assessment

"Incomplete assessment" means that a candidate has not submitted one or more components of the assessment requirements in a subject. In cases of incomplete assessment in a subject, the IB Organization may, at its discretion, award a grade for the subject if an acceptable reason is provided by the school for the incomplete assessment being beyond the candidate's control, and the candidate has submitted sufficient work, leading to at least 50 per cent of the total marks available in that subject and including an externally assessed component. Any application for special consideration in cases of incomplete assessment must be submitted to the IB Organization by the school's DP coordinator on behalf of the candidate. The application must be received within 10 calendar days of the completion of the final assessment component of the subject

2.13 Malpractice

Candidates suspected of academic misconduct

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

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

Procedure on malpractice

When a school, an examiner or the IB Organization establishes evidence to suspect academic misconduct by a candidate, the school will be required to conduct an investigation and provide the IB Organization with statements and other relevant documentation concerning the case.

Candidates suspected of academic misconduct must be invited, through the school’s DP coordinator, to present a written statement that addresses the suspicion of academic misconduct. The School has an academic honesty policy shared on the web page of the school.

The outcome is determined by the School Administration and IB Organization.

Note: Section 2 of the SSIS Handbook for Students is based on *General regulations: Diploma Programme* published on behalf of the International Baccalaureate Organization. A copy of the complete document is available from the DP Coordinator.

2.14 IBDP Course Change Policy

SSIS conducts a pre-IB Diploma orientation session for the candidates prior to commencement of a new academic year, to familiarize students with the IBPD curriculum overview and subject options offered. Upon completion of the course selection procedure exceptions would be made if it was determined that students were in the wrong courses for academic reasons;

- the course is too challenging with little or no chance of a grade of 2 or above
- the course is not challenging enough so the chances of receiving a 6 or above on the exams *right now* is very high
- core math students - students taking the IGCSE core math exam need to have a parent meeting if they have not signed up for Studies
- no requests for transfers between SL to HL will be granted after T1 of grade 11
- transfers from HL to SL will be granted so long as there are 3 remaining HL courses to obtain the diploma

The deadline for the course changes is the third Friday after the school starts. (3 weeks)

3. Responsibility of IB Students

- There is an expectation that IB students model exemplary behaviour, conduct and appearance.
- All students must adhere to the discipline policy in the Student Planner.
- Maintain good standing at the school.
- Candidates are required to act in a responsible and ethical manner throughout their participation in the Diploma Programme and examinations. In particular, candidates must avoid any form of malpractice.
- IB students are required to attend classes on a regular basis to meet the minimum instructional hours set by the IB.

Any form of malpractice may disqualify the candidate from the award of the Diploma.

Candidates who are not in good standing with the school are not eligible to take the IB exams.

4. School Examinations and Assessments

4.1 Assessment schedule

- Grade 11
 - End of year examinations will normally take place in the month of May/June.
 - Make up exams are available for students who, for some legitimate reason, can not take the exam at the regular hour. Legitimate excuses may include illness, death in the family, accident, requirement to appear in court, having too many exams in a 24 hour period according to the IBDP policy. Documentation is required. Students who miss an exam without any excuse will have no mark for that assessment. No mark for exam would result in an “Incomplete” (INC) appearing on transcript.

Make up Exams: The structure of make up exams may differ from the format of the regularly scheduled exam, and is at the instructor's discretion. The instructor has flexibility and discretion regarding the nature of make up exams. The key point is that an instructor has provided the opportunity for make up work due to legitimate excuses.

- Grade 12
 - Mock examinations will be held in March/April.
 - Lessons will resume after the mock examination and attendance is expected.
 - IB Diploma Programme examinations will normally commence in May.
 - There is no make-up for the mock exams.

After the IBDP exams Grade 12 students will only be expected to report to school for the prize-giving ceremony, graduation rehearsals and graduation.

4.2 Predicted grades for university admittance

Colleges and universities frequently require predicted grades on applications for admission.

Predicted grades at the end of Grade 11 will be computed according to the DP Subject Guide assessment weightings for each subject.

- End of year exam grades will be used as external assessment grades in the computation.
- Internal assessment grades will be awarded by the teacher based on course work designated as internal assessment assignments.
- These predicted grades will be used for university applications until the Trimester 1 reports for Grade 12 are issued.

At the end of Trimester 1, teachers will enter an updated predicted grade into the school information system based on student performance in the course. Predicted grades sent to universities after the Trimester 1 reports for Grade 12 will use this update grade.

Note: Students who require Extended Essay (EE) grades for college/university applications must submit their final essay to their supervisor by 15 September.

REGULAR APPLICANT

JUNE - 1st Calculated Predicted Grade: UPG: DP Year 1 - End of Year Exam + Internal Assessment (calculation according to the subject guide) – entered in POWER SCHOOL – full disclosure – used for early applications and progress

DECEMBER W1 - UPG Update: DP Year 2 – IF A CHANGE IS NECESSARY* - Grade 12 Term 1 Assessments (external and internal assessments - Incursion Week) + Professional Judgment – entered in POWER SCHOOL – Full Disclosure - used for university entrances

APRIL – 2nd Predicted Grade: DP Year 2 – Official DP IBIS Entrance – Confidential – used for professional development and teacher evaluation

EARLY APPLICANT

JUNE - 1st Calculated Predicted Grade: UPG: DP Year 1 - End of Year Exam + Internal Assessment (calculation according to the subject guide) – entered in POWER SCHOOL – full disclosure – used for early applications and progress

OCTOBER W2 - UPG Update: DP Year 2 – IF A CHANGE IS NECESSARY* - Grade 12 Term 1 Assessments (external and internal assessments - Incursion Week) + Professional Judgment – entered in POWER SCHOOL – Full Disclosure - used for university entrances

APRIL – 2nd Predicted Grade: DP Year 2 – Official DP IBIS Entrance – Confidential – used for professional development and teacher evaluation

EARLY APPLICANTS MUST SUBMIT THEIR EE BY the SEPTEMBER W3.

* The change (lower or higher) does not necessarily have to reflect the Term grades or assessments. The predicted grade is the teacher's prediction of the grade the candidate is expected to achieve in the subject, based on all the evidence of the candidate's work and the teacher's knowledge of IB standards.

UPG calculation examples

Biology HL or SL

- External assessment – 80%
- Internal assessment – 20%

EOY exam grade – 6

IA work grade – 3

$(6 \cdot .8) + (3 \cdot .2) =$

$4.8 + 0.6 = 5.4$

UPG = 5

IBDP Core

TOK

- Essay – 67%
- Presentation – 33%

Essay – B

Presentation – A
 $(3 \cdot .67) + (4 \cdot .33) =$
 $2.01 + 1.32 = 3.33$
UPG = B

4.3 Format of SSIS assessments

Grade 11 - see Appendix A

Grade 12 – (format identical to IB exams) - see Appendix B

Internal Assessment component deadlines - see Appendix C

4.4 Accessing Exam Results and Sending Results to Universities

- All students registered for IB exams will receive a specific candidate code and PIN to gain access to their exam scores at <https://candidates.ibo.org>.
- The date to access the website for results is in early July. (To be confirmed by the IB at a later date.)
- The IB will send exam results to the appropriate universities/admission centre free of charge for the first six requests. (Only one request for exam results to universities/admission centres in the USA or Canada is free of charge.) Students must state this request to the DP Coordinator for this service prior to 1st May.
- After results are published, students may submit additional results requests directly to the IBO at <https://candidates.ibo.org>

4.5 Internal Assessments

- All assignments are due by the by the SSIS submission dates set out below. Please note that final deadlines (day/month) will be confirmed closer to the date by the subject teachers and communicated to the students and parents at that time. It is the student's responsibility to ensure that he/she makes a careful note of the due date for each assignment – for written work and oral presentations – and presents this work on time. IB Diploma deadlines are placed on the school website, are posted in the IBDP Coordinator's office, and are regularly communicated to the parents. The school will not accept that a student has not been informed of IB coursework deadlines.
- Students who anticipate having difficulty meeting a deadline must see the teacher well before the due date to discuss strategies which will allow them to meet their commitments. Students with an absence for the day that an assignment was due must hand in the assignment by email where possible, or on their return. They are also responsible for finding out what new assignments there may be and when they are due.

5.0 Homework / Assignment

- Homework is an extension of the regular daily school work and is given in all courses. The functions of homework are to help students prepare for classes, and develop the skills of organization, time management, independent responsibility, self-direction and self-discipline.
- Long-range assignments such as reports and projects take careful planning and organization on the part of the student. Parents are encouraged to assist in monitoring student progress toward the completion of the assignments, but should not do the students' work for them. Parents can be most helpful to their children by providing a routine time and a place that is conducive to undisturbed study. Students can seek help in developing more effective study skills from their teachers, counselors, and the learning support department.
- The amount of homework assigned normally increases as the student progresses through school and varies throughout the year.

- The nature of the homework will vary but it can be assumed that students will always be required to be reading set texts in preparation for lessons and reading around all of their subjects as a matter of course.
- Getting work done on time requires careful planning, organization, determination, and self-discipline. These qualities are important in the later working-careers of students and in their personal lives. To promote the habit of punctuality, while recognizing that difficulties can arise, our policy is that all assignments are due by the deadline set by the teacher (Diploma coursework or any other assignment). It is the class teacher's responsibility to ensure that the due date – for written work and oral presentations – is clearly understood by all of the students in the class. IB Diploma deadlines are placed in the school's DP Handbook and made available to the parents.
- Students who anticipate having difficulty meeting a deadline must see the teacher well before the due date to discuss a possible extension. An extension may be granted if the teacher judges that there is an acceptable and legitimate reason.
- Students with an absence for the day that an assignment was due should hand in the assignment by e-mail where possible or on their return. They are also responsible for finding out what new assignments there may be and when they are due.

APPENDIX A - Format of Grade 11 examination papers**Group 1 Subjects****English / Chinese**

Paper Name	Duration	Nature of question	Weightings
Paper 1 (HL)	2 hrs	Comparative textual analysis	25%
Paper 2 (HL)	2 hrs	One essay	25%
Paper 1 (SL)	1 hr 30 mins	Textual analysis	25%
Paper 2 (SL)	1 hr 30 mins	One essay	25%

Korean A - Literature

Paper Name	Duration	Nature of question	Weightings
Paper 1 (HL)	2 hrs	Literary Commentary	20%
Paper 2 (HL)	2 hrs	One essay	25%
Paper 1 (SL)	1 hr 30 mins	Guided Literary Analysis	20%
Paper 2 (SL)	1 hr 30 mins	One essay	25%

Group 2 Subjects**English B / Chinese B**

Paper Name	Duration	Nature of question	Weightings
Paper 1 (HL)	1 hr 30 mins	Text-handling exercises on five written text, based on the core	25%
Paper 2 (HL)	1 hr 30 mins	Two compulsory writing exercises	25%
Paper 1 (SL)	1 hr 30 mins	Text-handling exercises on four written texts, based on the core	25%
Paper 2 (SL)	1 hr 30 mins	One compulsory writing exercise	25%

Mandarin ab Initio

Paper Name	Duration	Nature of question	Weightings
Paper 1	1hr 30 mins	Text handling exercises	30%
Paper 2	1hr	Written Production Section A: One writing task from a choice of two Section B: One writing task from a choice of three	25%

Group 3 Subjects**Business Management**

Paper Name	Duration	Nature of question	Weightings
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Paper 1 (HL/SL)	1 hr 15 mins	Pre-seen Case Study Section A: Two of three structured questions Section B: Compulsory structured question	35%
Paper 2 (HL/SL)	1 hr 15 mins	Stimulus Material Section A: Two of three structured questions Section B: Compulsory structured question	40%

Economics

Paper Name	Duration	Nature of question	Weightings
Paper 1 (SL)	45 mins	Section A: Essay Question	50%
Paper 2 (SL)	45 mins	Section B: Data Question	50%
Paper 1 (HL)	45 mins	Section A: Essay Question	40%
Paper 2 (HL)	45 mins	Section B: Data Question	40%
Paper 3 (HL)	1 hr	Section C: Quantitative	20%

Environmental Systems in Societies (ESS)

Paper Name	Duration	Nature of question	Weightings
Paper 1	1 hr	Case Study	25%
Paper 2	1 hr	Section A: Short answer and data-based questions Section B: (Option) Structured essay questions	50%

Geography

Paper Name	Duration	Nature of question	Weightings
Paper 1 HL/SL	1 hr <u>30</u> mins	Section A: (Core) Structured Questions & Essay	25/40%
Paper 2 HL/SL	1 hr 20 mins/40 mins	Section B: (Option) Structured Questions	35%
Paper 3 (HL)	1 hr	Section C: Essay Question	20%

History

Paper Name	Duration	Nature of question	Weightings
Paper 1 (HL/SL)	1 hr	Section A: Source based questions	40%
Paper 2 (HL/SL)	1 hr 30 mins	Section B: Essay questions	60%

Psychology

Paper Name	Duration	Nature of question	Weightings
Paper 1 SL	2 hrs	Section A: Structured Questions (3 core topics) Section B: Essay question	80%

Paper 1 HL	2 hrs	Section A: Structured Questions (3 core topics) Section B: Essay question	40%
Paper 3 (HL)	1 hr	Stimulus Questions	40%

Group 4 Subjects

Chemistry, Physics, Biology (Paper 1 and Paper 2 only)

Paper Name	Duration	Nature of question	Weightings
Paper 1 (SL)	45 mins	Multiple choice questions	20%
Paper 2 (SL)	1 hr 15 mins	Data-based questions, short answer and extended response	40%
Paper 1 (HL)	1 hr	Multiple choice questions	20%
Paper 2 (HL)	2 hrs 15 mins	Data based question Short-answer and extended-response questions	36%

(Paper 3 (worth HL – 24% and SL – 20%) is not examined in grade 11)

Computer Science

Paper Name	Duration	Nature of question	Weightings
Paper 1 (SL)	1 hr 30 mins	Section A: short-answer questions (16%) Section B: three structured questions (29%)	45%
Paper 2 (SL)	1 hr	An examination paper of between two and five structured questions linked to option studied	25%
Paper 1 (HL)	2 hr 10 mins	Section A: short-answer questions (10%) Section B: five structured questions (30%)	40%
Paper 2 (HL)	1 hr 20 mins	An examination paper of between three and seven structured questions linked to option studied	20%
Paper 3 (HL)	1 hr	An examination paper of four structured questions based on a pre-seen case study	20%

Environmental Systems in Societies (ESS)

Paper Name	Duration	Nature of question	Weightings
Paper 1	1 hr	Case Study	25%
Paper 1	2 hr	Section A: Short answer and data-based questions	50%

		Section B: (Option) Structured essay questions	
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Group 5 Subjects

Mathematics Standard Level

Paper Name	Duration	Nature of question	Weightings
Paper 1 (SL) (no calculator allowed)	1 hr 30 mins	Section A: Short answer questions. Section B: will have longer response questions.	50%
Paper 2 (SL) (Graphic Display Calculator required)	1 hr 30 mins	Section A: Short answer questions. Section B: will have longer response questions.	50%

Mathematical Studies

Paper Name	Duration	Nature of question	Weightings
Paper 1 (SL) (Graphic Display Calculator required)	1 hr 30 mins	Short answer questions	50%
Paper 2 (SL) (Graphic Display Calculator required)	1 hr 30 mins	Long answer questions	50%

Mathematics Higher Level

Paper Name	Duration	Nature of question	Weightings
Paper 1 (HL) (no calculator allowed)	2 hrs	Section A: Short answer questions. Section B: Long response question.	50%
Paper 2: (HL) (Graphic Display Calculator required)	2 hrs	Section A: Short answer questions. Section B: Long answer question.	50%

Group 6 Subjects

Visual Art SL/ HL - No end of year examination.

DP Core

Theory of Knowledge & Extended Essay - No end of year examination

Group 1 Subjects

LANGUAGE A: Literature

i) Higher Level

External Assessment : 70 %

<p>Paper 1 Literary commentary The paper consists of two passages: one prose and one poetry. Students choose one and write a literary commentary. (20 marks)</p>	<p>2 hrs</p>	<p>20%</p>
<p>Paper 2 Essay The paper consists of three questions for each literary genre. In response to one question students write an essay based on at least two works studied in part 3. (25 marks)</p>	<p>2 hrs</p>	<p>25%</p>

Written Assignment: 25%

Students submit a reflective statement and literary essay on one work studied in part 1.
 (25 marks)

The reflective statement must be 300-400 words in length.

The essay must be 1200-1500 words in length.

Internal Assessment (30 %)

Individual oral commentary and discussion 15% (20 minutes)

Formal oral commentary o poetry studied in part 2 with subsequent questions (10 minutes) followed by a discussion based on one of the other part 2 works (10 minutes).
 (30 marks)

Individual Oral Presentation: 15% (10-15 minutes)

The presentation is based on works studied in part 4. It is internally assessed and externally moderated through the part 2 internal assessment task. (30 marks)

ii) Standard Level

External Assessment : 70 %

Paper 1 Guided literary analysis The paper consists of two passages: one prose and one poetry. The students choose one and write a guided literary analysis in response to two questions. (20 marks)	1 hr 30 mins	20%
Paper 2 Essay The paper consists of three questions for each literary genre. In response to one question students write an essay based on at least two works studied in part 3. (25 marks)	1 hr 30 mins	25%

Written Assignment: 25%

Students submit a reflective statement and literary essay on one work studied in part 1.
(25 marks)

The reflective statement must be 300-400 words in length.

The essay must be 1200-1500 words in length.

Internal Assessment (30 %)

Individual oral commentary 15% (10 minutes)

Students present a formal oral commentary and answer subsequent questions on an extract from a work studied in part 2. (30 marks)

Individual Oral Presentation: 15% (10-15 minutes)

The presentation is based on works studied in part 4. It is internally assessed and externally moderated through the part 2 internal assessment task. (30 marks)

LANGUAGE A: Language and Literature

i) Higher Level

External Assessment: 70%

Paper 1 Comparative textual analysis The paper consists of two pairs of unseen texts. Students write a comparative analysis of one pair of texts. (20 marks)	2 hrs	25%
Paper 2 Essay: In response to one of six questions students write an essay based on at least two of the literary texts studied in part 3. The questions are the same at SL but the assessment criteria are different. (25 marks)	2 hrs	25%

Written Task: 20%

Students produce at least four written tasks based on material studied in the course.

Students submit two of these tasks for external assessment. (20 marks for each task)

One of the tasks submitted must be a critical response to one of the prescribed questions for the HL additional study.

Each task must be 800-1000 words in length plus a rationale of 200-300 words.

Internal Assessment: 30%

Individual oral commentary: 15%

Students comment on an extract from a literary text studied in part 4 of the course. (30 marks)

Further oral activity: 15%

Students complete at least two further oral activities, one based on part 1 and one based on part 2 of the course.

The mark of one further oral activity is submitted for final assessment. (30 marks)

ii) Standard Level

External Assessment: 70%

Paper 1 Textual analysis The paper consists of two unseen texts. Students write an analysis of one of these texts. (20 marks)	1 hr 30 mins	25%
Paper 2 Essay In response to one of six questions students write an essay based on both the literary texts studied in part 3. The questions are the same at SL but the assessment criteria are different. (25 marks)	1 hr 30 mins	25%

Written Task: 20%

Students produce at least three written tasks based on material studied in the course.

Students submit one written task for external assessment. (20 marks)

The task must be 800-1000 words in length plus a rationale of 200-300 words.

Internal Assessment: 30%

Individual oral commentary: 15%

Students comment on an extract from a literary text studied in part 4 of the course. (30 marks)

Further oral activity: 15%

Students complete at least two further oral activities, one based on part 1 and one based on part 2 of the course.

The mark of one further oral activity is submitted for final assessment. (30 marks)

Group 2 Subjects

Language B

i) Higher Level

External Assessment: 50%

Paper 1 Receptive skills Text-handling exercise on five written texts, based on the core.	1 hr 30 mins	25%
Paper 2 Written productive skills Two compulsory writing exercises Section A: One task of 250-400 words, based on the options, to be selected from a choice of five. Section B: Response of 150-250 words to a stimulus text, based on the core.	1 hr 30 mins	25%

Written Assignment: Receptive and written productive skills - 20%

Creative writing of 500–600 words plus a **150–250 word** rationale, based on one or both of the literary texts read.

Internal Assessment: 30%

Individual oral (8-10 minutes) – 20%

Based on the options: 15 minutes' preparation time and a 10-minute (maximum) presentation and discussion with the teacher.

Interactive Oral Activity – 10%

Based on the core: Three classroom activities assessed by the teacher.

ii) Standard Level

External Assessment: 50%

Paper 1 Receptive skills - Text-handling exercise on four written texts, based on the core.	1 hr 30 mins:	25%
Paper 2 Written productive skills - One writing exercise of 250-400 words from a choice of five, based on the options.	1 hr 30 mins	25%

Written Assignment: Receptive and written productive skills: 20%

Inter-textual reading of three texts followed by a written task of 300–400 words plus a **150–200 word** rationale, based on the core

Internal Assessment: 30%

Individual oral (8-10 minutes) – 20%

Based on the options: 15 minutes preparation time and a 10-minute (maximum) presentation and discussion with the teacher.

Interactive Oral Activity – 10%

Based on the core: Three classroom activities assessed by the teacher.

LANGUAGE B: ab initio

External Assessment: 75%

Paper 1 Receptive skills - Understanding of four written texts. (40 marks) Text-handling exercises.	1 hr 30 mins	30%
Paper 2 Productive skills Two compulsory writing exercises (25 marks) Section A (7 marks) One question to be answered from a choice of two. Section B (18 marks) One question to be answered from a choice of three.	1 hr	25%

Written Assignment: Receptive and productive skills - 20%

A piece of writing, 200-300 words, in the **target language** carried out in class under teacher supervision. (20 marks)

Internal Assessment: 25%

Individual oral (10 minutes) – 25%

Three-parts internally assessed by the teacher and externally moderated by the IB towards the end of the course.

- Part 1: Presentation of a visual stimulus (from a choice of two) by the student
- Part 2: Follow-up questions on the visual stimulus
- Part 3: General conversation including at least two questions on the written assignment

Group 3 Subjects

BUSINESS MANAGEMENT

i) Higher Level

External Assessment: 75%

<p>Paper 1 (70 marks) Based on a case study issued in advance, with additional unseen material included in sections B and C.</p> <p>Section A Students answer three structured questions in total from a choice of four.</p> <p>Section B Students answer one compulsory structured question.</p> <p>Section C Students answer one compulsory extended response question primarily based on HL extension topics.</p>	2 hrs 15 mins	35%
<p>Paper 2 (80 marks)</p> <p>Section A Students answer one of two structured question based on stimulus material with a quantitative focus.</p> <p>Section B Students answer two of three structured questions based on stimulus material.</p> <p>Section C Students answer one of three extended response questions. This question is based primarily on two concepts that underpin the course.</p>	2 hrs 15 mins	40%

Internal Assessment: 25 %

Students research and report on an issue facing an organization or a decision to be made by an organization (or several organizations). Maximum 2000 words. (25 marks)

ii) Standard Level

External Assessment: 75%

<p>Paper 1 (50 marks) Based on a case study issued in advance, with additional unseen material included in section B.</p> <p>Section A Students answer three of four structured questions.</p> <p>Section B Students must answer one compulsory structured question.</p>	1 hr 15 mins	35 %
<p>Paper 2 (60 marks)</p> <p>Section A Students answer one of two structured questions based on stimulus material with a quantitative focus.</p> <p>Section B Students answer one of three structured questions based on stimulus material.</p> <p>Section C Students answer one of three extended response questions. This question is based primarily on two concepts that underpin the course.</p>	1 hr 45 mins	40 %

Internal Assessment: 25%

Written commentary

Students produce a written commentary based on three to five supporting documents about a real issue or problem facing a particular organization. Maximum 1500 words. (25 marks)

ECONOMICS

Assessment

i) Higher Level

External Assessment: 80%

Paper 1 – Essay (50 marks)	1 hr 30 mins	30%
Paper 2 – Data Response (40 marks)	1 hr 30 mins	30%
Paper 3 – HL Extension (50 marks)	1 hr	20%

ii) Standard Level

External Assessment: 80%

Paper 1 – Essay (50 marks)	1 hr 30 mins	40%
Paper 2 – Data Response (40 marks)	1 hr 30 mins	40%

Internal Assessment HL & SL: 20%

Students produce a portfolio of three commentaries, based on different sections of the syllabus and on published extracts from the news media. (45 marks)

Maximum 750 words x 3

Environmental Systems in Societies (ESS) (SL)

External Assessment: 75%

Paper 1 Questions will be based on analysis and evaluation of the data in the case study. (40 marks)	1 hr	25 %
Paper 2 Paper 2 consists of two sections, A and B. Section A: short-answer and data-based questions (25 marks) Section B: two structured essay questions from a choice of four. (40 marks)	2 hrs	50 %

Internal Assessment – 25%

The Internal Assessment in Environmental Systems and Societies (ESS) involves the completion of an individual investigation of an ESS research question that has been designed and implemented by the student. The investigation is submitted as a written report. (30 marks)

Geography

i) Higher Level

External Assessment: 80%

Paper 1 (60 marks) Section A Four compulsory short-answer questions covering each of the four topics • within the core theme. Section B One extended response question from a choice of three.	1 hr 30 mins	25%
Paper 2 (60 marks) HL students must answer one question from three optional themes; that is, they must produce three responses in total.	2 hrs	35%
Paper 3 (25 marks) Students are required to answer one essay question from a choice of three.	1 hr	20%

ii) Standard Level

External Assessment: 75%

Paper 1 (60 marks) Section A Four compulsory short-answer questions covering each of the four topics • within the core theme. Section B One extended response question from a choice of three.	1 hr 30 mins	40%
Paper 2 (40 marks) For each of the seven optional themes there is a choice of two questions. SL students must answer one question from two optional themes; that is, they must produce two responses in total.	1 hr 20 mins	35%

Internal Assessment HL – 20%, SL - 25% (30 marks)

The fieldwork study must be related to material in a specific sub-topic or development column listed in the syllabus, whether it is from the core theme, the optional themes or the HL extension. It can combine two or more topics or themes.

The fieldwork must be on a local scale and involve the collection of primary information. The chosen topic may be physical or human, or may integrate the two approaches.

Initial data collection may be a group effort or an individual effort, however the analysis, evaluation, treatment of the data, and conclusion **MUST** be by the individual student alone.

Students should produce **ONE** written report of their investigation. The report must **NOT** exceed 2,500 words and be written in APA format.

A total of approximately 20 hours should be allotted to the IA work at both the SL and HL levels. This should include: An explanation of the Internal Assessment, a review of ethical guidelines and risk assessment, time at the survey site, in-class time, consultation time, and any review and time for monitoring progress of the IA.

HISTORY

Assessment

i) Higher Level

External Assessment: 80%

Paper 1 A source-based paper based on one of five prescribed subjects (24 marks)	1 hr	20 %
Paper 2 An essay paper based on two of twelve world history topics. (30 marks)	1 hr 30 mins	25%
Paper 3 An essay paper based on one of four regional options. (45 marks)	2 hrs 30 mins	35 %

Internal Assessment: 20%

Students are required to complete a historical investigation into a topic of their choice. (25 marks)

ii) Standard Level

External Assessment: 75%

Paper 1 A source-based paper based on one of five prescribed subjects (24 marks)	1 hr	30%
Paper 2 An essay paper based on two of 12 world history topics. (30 marks)	1 hr 30 mins	45%

Internal Assessment: 25%

Students are required to complete a historical investigation into a topic of their choice. (25 marks)

Psychology

Assessment

(i) Standard Level

External Assessment: 75%

Paper 1 Section A: Three compulsory questions on part 1 of the syllabus. Section B: Three questions on part 1 of the syllabus. Students choose one question to answer in essay form.	2 hrs	50 %
Paper 2 Fifteen questions on part 2 of the syllabus. Students choose one question to answer in essay form.	1 hr	25 %

(i) Higher Level

External Assessment: 80%

Paper 1 Section A: Three compulsory questions on part 1 of the syllabus. Section B: Three questions on part 1 of the syllabus. Students choose one question to answer in essay form.	2 hrs	35 %
Paper 2 Fifteen questions on part 2 of the syllabus. Students choose two questions to answer in essay form.	2 hrs	25 %
Paper 3 Three compulsory questions based on an unseen text, covering part 3 of the syllabus.	1 hr	20 %

Internal assessment: SL – 25%, HL - 20%

A report of a simple experimental study conducted by the student.

Group 4 Subjects

BIOLOGY, CHEMISTRY, PHYSICS

Assessment

(i) Higher Level

External Assessment: 80%

Paper 1 (40 marks) Multiple-choice questions on the core and AHL material	1 hr	20 %
Paper 2 (72 marks) <ul style="list-style-type: none">• Data-based question.• Short-answer and extended-response questions on core and AHL material.• Two out of three extended response questions to be attempted by candidates.	2 hrs 15 mins	36 %
Paper 3 (45 marks) <ul style="list-style-type: none">• Section A: short-answer questions based on experimental skills and techniques, analysis and evaluation, using unseen data linked to the core material.• Section B: short-answer and extended-response questions from one option.	1 hr 15 mins	24 %

Internal Assessment: 20%

Individual investigation assessed on personal engagement, exploration, analysis, evaluation, and communication.

(ii) Standard Level

External Assessment: 80%

Paper 1 (30 marks) Multiple-choice questions on core material	45 mins	20 %
Paper 2 (50 marks) <ul style="list-style-type: none">• Data-based question.• Short-answer and extended-response questions on core material.• One out of two extended response questions to be attempted by candidates.	1 hr 15 mins	40 %
Paper 3 (35 marks) This paper will have questions on core and SL option material. <ul style="list-style-type: none">• Section A: short-answer questions based on experimental skills and techniques, analysis and evaluation, using unseen data linked to the core and SL option material.• Section B: short-answer and extended-response questions from one option.	1 hr	20 %

Internal Assessment: 20% (24 marks) Individual investigation assessed on personal engagement, exploration, analysis, evaluation, and communication.

Computer Science

Assessment

(i) Higher Level

External Assessment: 80%

Paper 1 • Section A consists of several compulsory short-answer questions (10%) and Section B consists of five compulsory structured questions (30%).	2 hrs 10 mins	40 %
Paper 2 An examination paper of between three and seven structured questions linked to the option studied.	1hr 20 mins	20%
Paper 3 An examination paper consisting of four structured questions based on a pre-seen case study.	1hr	20%

Note: The use of calculators is **not** permitted in any computer science examination.

Internal Assessment – 20%

The internal assessment consists of two parts: the development of a computational solution (17%) and a Group 4 project (3%).

(ii) Standard Level

External Assessment: 70%

Paper 1 Section A: short-answer questions (16%) Section B: three structured questions (29%)	1 hr 30 mins	45 %
Paper 2 An examination paper of between two and five structured questions linked to the option studied.	1 hr	25 %

Note: The use of calculators is **not** permitted in any computer science examination.

Internal Assessment – 30%

The internal assessment consists of two parts, the development of a computational solution (25.5%) and a Group 4 project. (4.5%).

Environmental Systems in Societies (ESS) (SL)

External Assessment: 75%

Paper 1 Questions will be based on analysis and evaluation of the data in the case study. (40 marks)	1 hr	25 %
Paper 2 Paper 2 consists of two sections, A and B. Section A: short-answer and data-based questions (25 marks) Section B: two structured essay questions from a choice of four. (40 marks)	2 hrs	50 %

Internal Assessment – 25%

The Internal Assessment in Environmental Systems and Societies (ESS) involves the completion of an individual investigation of an ESS research question that has been designed and implemented by the student. The investigation is submitted as a written report. (30 marks)

Group 5 Subjects

MATHEMATICS HL

External Assessment: 80%

Paper 1 (120 marks) Section A Compulsory short-response questions on core Section B Extended-response questions on core	2 hrs	30 %
Paper 2 (120 marks) Section A Compulsory short-response questions on core Section B Compulsory extended-response questions on the core	2 hrs	30 %
Paper 3 (60 marks) Compulsory extended-response questions on the syllabus options	1 hr	20%

Internal Assessment: 20%

Mathematical exploration

The Internal Assessment in mathematics HL is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)

MATHEMATICS SL

External Assessment: 80%

Paper 1 (30 marks) Section A Compulsory short-response questions Section B Compulsory extended-response questions	1 hr 30 mins	40 %
Paper 2 (90 marks) Section A Compulsory short-response questions Section B Compulsory extended-response questions	1 hr 30 mins	40 %

Internal Assessment: 20%

Mathematical exploration

This is a short report written by the student based on a topic chosen by him or her, and it should focus on the mathematics of that particular area. (20 marks)

MATHEMATICAL STUDIES SL

External Assessment: 80%

Paper 1 (90 marks) Compulsory short-response questions	1 hr 30 mins	40 %
Paper 2 (90 marks) Compulsory extended-response questions	1 hr 30 mins	40 %

Internal Assessment: 20%

Individual project

This is a piece of written work based on personal research involving the collection, analysis and evaluation of data. (20 marks)

Group 6 Subjects

VISUAL ART

Assessment

i) Standard Level (SL)

Part 1: Comparative study Students at SL analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts. <ul style="list-style-type: none">• SL students submit 10–15 screens which examine and compare at least three artworks, at least two of which should be by different artists. The work selected for comparison and analysis should come from contrasting contexts (local, national, international and/or intercultural).• SL students submit a list of sources used.	20%
Part 2: Process portfolio Students at SL submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course. <ul style="list-style-type: none">• SL students submit 9–18 screens which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities. For SL students the submitted work must be in at least two art-making forms, each from separate columns of the art-making forms table.	40%

Internal Assessment

Part 3: Exhibition: 40%

Students at SL submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication.

- SL students submit a curatorial rationale that does not exceed 400 words.

- SL students submit 4–7 artworks.
- SL students submit exhibition text (stating the title, medium, size and intention) for each selected artwork.

SL students may submit two photographs of their overall exhibition. These exhibition photographs provide an understanding of the context of the exhibition and the size and scope of the works. While the photographs will not be used to assess individual artworks, they may give the moderator insight into how a candidate has considered the overall experience of the viewer in their exhibition.

ii) Higher Level (HL)

External assessment

<p>Part 1: Comparative study</p> <p>Students at HL analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artefacts from differing cultural contexts.</p> <ul style="list-style-type: none"> • HL students submit 10–15 screens which examine and compare at least three artworks, at least two of which need to be by different artists. The works selected for comparison and analysis should come from contrasting contexts (local, national, international and/or intercultural). • HL students submit 3–5 screens which analyse the extent to which their work and practices have been influenced by the art and artists examined. • HL students submit a list of sources used. 	<p>20%</p>
<p>Part 2: Process portfolio</p> <p>Students at HL submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course.</p> <ul style="list-style-type: none"> • HL students submit 13–25 screens which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities. For HL students the submitted work must have been created in at least three art-making forms, selected from a minimum of two columns of the art-making forms table. 	<p>40%</p>

Internal Assessment

Part 3: Exhibition 40%

Students at HL submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication.

- HL students submit a curatorial rationale that does not exceed 700 words.
- HL students submit 8–11 artworks.
- HL students submit exhibition text (stating the title, medium, size and intention) for each selected artwork.

HL students may submit two photographs of their overall exhibition. These exhibition photographs provide an understanding of the context of the exhibition and the size and scope of the works. While the photographs will not be used to assess individual artworks, they may give the moderator insight into how a candidate has considered the overall experience of the viewer in their exhibition.

FILM

Assessment

(i) Standard Level

External Assessment: 50%

Independent study Rationale, script and list of sources for a short documentary production of 8–10 pages on an aspect of film theory and/or film history, based on a study of a minimum of two films. The chosen films must originate from more than one country. (25 marks) Length of the rationale: no more than 100 words Length of the script: 8–10 pages	25 %
Presentation An oral presentation of a detailed critical analysis of a continuous extract from a prescribed film. The extract must not be longer than 5 minutes. (25 marks)	25 %

Internal assessment – 50%

Production portfolio

One completed film project with accompanying written documentation: no more than 1,200 words.

Length of the film project: 4–5 minutes (including titles)

Length of individual rationale for the film: no more than 100 words

Group work: The film project may be undertaken as a group project, but all accompanying documentation must be individually produced. While students at SL and HL may work together in a production group, they cannot present the same edit of their film.

(i) Higher Level

External Assessment:80%

Independent study Rationale, script and list of sources for a short documentary production of 12–15 pages on an aspect of film theory and/or film history, based on a study of a minimum of four films. The chosen films must originate from more than one country. (25 marks) Length of the rationale: no more than 100 words Length of the script: 12–15 pages	25 %
Presentation An oral presentation of a detailed critical analysis of a continuous extract from a prescribed film. The extract must not be longer than 5 minutes. (25 marks) Maximum length of presentation: 15 minutes	25 %

Internal assessment – 50%

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Production portfolio

One completed film project with an associated trailer and written documentation encompassing and connecting both: no more than 1,750 words. (50 marks)

Length of the film project: 6–7 minutes (including titles)

Length of the trailer: 40–60 seconds

Length of individual rationale for the film: no more than 100 words; length of individual rationale for the trailer: no more than 100 words

Group work: The film project may be undertaken as a group project, but all accompanying documentation must be individually produced. While students at SL and HL may work together in a production group, they cannot present the same edit of their film projects for internal assessment due to the different assessment requirement.

DP Core

Theory of Knowledge

Part 1: Essay on a prescribed title (10 marks) One essay on a title chosen from a list of six titles prescribed by the IB. Maximum length is 1600 words . All essays are externally assessed by the IB.	67%
Part 2: The presentation (10 marks) One presentation to the class by an individual or a group (maximum of 3 persons). Approximately 10 minutes per student. One written presentation planning document (TK/PPD) for each student. A sample of TK/PPDs is selected and moderated by the IB	33%

TOK in SSIS

TOK is a unique subject that challenges students to question the basis of knowledge. The aim of the course is to develop thinking based on analysis of evidence and expression of opinion through rational argument.

The course is taught over 3 terms in Grade 11 and the first term in Grade 12. In the first year, the students cover 6 specific Areas of Knowledge (AOK) that are connected to the other IB subjects, as well as 8 Ways of Knowing (WOK). At the end of the first year, the students will receive a predicted grade which will consist of their presentation grade and practice essays grades. In the second year, the students will focus on their final essay.

TOK is what makes the Diploma a superior and more demanding programme and sets it apart from all the others. The IB considers the skills and topics covered in the course very important and for that reason, TOK is a mandatory course.

Extended Essay in SSIS

In order to earn the International Baccalaureate Diploma, it is compulsory for all IB candidates to submit a 4000-word externally assessed Extended Essay (EE) on a topic of their choice, in one of the IB curriculum subjects. The purpose of the Extended Essay is to provide students with an opportunity to conduct independent high-level research, with an emphasis on the process of engaging in personal research, communication of ideas and information, and critical thinking. Students are required to devote a minimum of 40 hours, to the essay over the course of twelve months, beginning in grade 11.

Each student is supported throughout the process with advice and guidance from a subject teacher, knowledgeable in that area of study, and the Extended Essay Coordinator. Students are required to meet with their subject supervisor for a minimum of 3 times throughout the process: January, May/June, November. During these formal reflection sessions, the supervisor and student will discuss possible research questions and methodology, strategies for developing ideas, challenges encountered, advice needed, and create a summer work plan. After each of these sessions, students are required to write a written reflection which will be turned in along with their final paper. Students are also encouraged to arrange informal meetings with their supervisors, as necessary.

SSIS is also pleased to offer students an Academic Writing course once a week. The purpose of this course is to assist students in refining and enhancing their research, critical thinking, and writing skills. The course will also provide instruction in using academic language to communicate, crafting arguments and supporting claims effectively, citing sources and using in-text citations, and principles related to academic honesty and integrity.

To ensure that students are progressing satisfactorily and to aid in planning, SSIS has established 6 checkpoints beginning in grade 11. They are as follows: (1) outline due in February, (2) 600-word draft in April, (3) 2000 word draft in May (4) 4000 word draft in September, (5) 1st complete draft in early October, (6) Final draft due in late October. The timeline and checkpoints are shared with students at the beginning of Grade 11. The Extended Essay Coordinator will guide the students throughout the process during the weekly Academic Writing classes and via i-Learn.

Upon completion, the final essay will be submitted, by the Extended Essay Coordinator, to IB for grading. The final Extended Essay grade and Theory of Knowledge grade will be entered in the Diploma Points Matrix to award points towards the student's Diploma score.

Theory of Knowledge and Extended Essay are both marked on a letter scale (A, B, C, D, E) and are combined to contribute up to three points to the total score for the IB diploma.

Creativity/Activity/Service – CAS in SSIS

Creativity, Activity, Service (CAS) is at the heart of the Diploma Program at the Shanghai Singapore International School. CAS is about becoming an active member in the community, a journey of self-discovery; learning who you are and what your full potential can be. "As a shining beacon of our values, CAS enables students to demonstrate attributes of the IB learner profile in real and practical ways, to grow as unique individuals and to recognize their role in relation to others." Cultivating a passion for a meaningful life, of being involved, open to new adventures, challenges and being a valuable asset to your local and global community.

CAS provides students with invaluable experiential learning opportunities that develop positive personal and interpersonal development. Our CAS program is designed to be personal, challenging and enjoyable; students have profound life-changing experiences. There is a high level of both support and expectations; students have regular contact time once a week to meet with the CAS coordinator scheduled into their timetables. These provide guidance with the planning, observing, and reflecting processes instrumental in making CAS experiences as valuable and meaningful as possible. In addition, it offers the students opportunities to collaborate and plan with one another and ensure the seven learning outcomes are being targeted and met. This is also an important time to monitor the students as they keep their portfolio in Managebac up to date.

At SSIS we have a tradition of students completing a wide range of CAS experiences and brilliant CAS projects that reflect issues of global significance that are explored through local perspectives. Student consult with the CAS coordinator and develop their own personalized CAS plan based on student's interests, skills, talents, and areas for growth. It is amazing to see all of the ways that our CAS students excel and enrich the school and local community, for example: SISAC sports teams, MUN, debate, tutoring, coaching, year book planning. ACAMIS tournament helpers, dance, musicals, photography, and doing many different service projects. We also have some *traditional* CAS projects that have been so successful and important to the community and program that they have passed on from cohort to cohort, the migrant school, DP camp, Green Hoaloho, fall excursion, and contributions and planning for IFD day. We look forward to another successful year in CAS, and cannot wait to see and showcase our student's achievements over the next year academic year.

APPENDIX C - School calendar 2019 – 2020

SHANGHAI SINGAPORE INTERNATIONAL SCHOOL
School Calendar for Academic Year 2019/2020

AUGUST 2019

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

19/08 First Day of School

SEPTEMBER 2019

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

13/09 Mid-Autumn Holiday
 30/09-04/10 Chinese National Holiday

OCTOBER 2019

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

30/09-04/10 Chinese National Holiday

NOVEMBER 2019

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

30/11 PTC

DECEMBER 2019

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

23/12-03/01 Winter Holiday

JANUARY 2020

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

23/12-03/01 Winter Holiday
 20/01-31/01 Chinese New Year Holiday

FEBRUARY 2020

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

MARCH 2020

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

28/03 SLC
 30/03-31/03 Teachers' In-Service Days

APRIL 2020

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

01/04-03/04 Tomb-Sweeping Holiday

MAY 2020

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

01/05 Labour Day Holiday

JUNE 2020

S	M	T	W	T	F	S
						6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

11/06 Last Day of School for Students

JULY 2020

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

IMPORTANT DATES	
First Day of School	19 Aug 2019
Mid-Autumn Holiday	13 Sep 2019
Chinese National Holiday	30 Sept - 4 Oct 2019
Parent Teacher Conference (PTC)	30 Nov 2019
Winter Holiday	23 Dec 2019 - 3 Jan 2020
Chinese New Year Holiday	20-31 Jan 2020
Student-Led Conference (SLC)	28 Mar 2020
Teachers' In-Service Days	30-31 Mar 2020
Tomb-Sweeping Holiday	1-3 Apr 2020
Labour Day Holiday	1 May 2020
Last Day of School for Students	11 Jun 2020

SCHOOL HOURS	
19 Aug 2019 - 11 June 2020	0830h - 1520h

Total No. of School Days 182
Orientation Day 16 Aug 2019
Term 1 (13 weeks) 19 Aug 2019 - 22 Nov 2019
Term 2 (13 weeks) 25 Nov 2019 - 20 Mar 2020
Term 3 (12 weeks) 23 Mar 2020 - 11 Jun 2020

Should there be changes on the school holiday dates due to unforeseen circumstances, all parents will be notified well in advance.

Appendix D

Information Directory

IBDP Coordinator: Adam Crossley
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TOK Coordinator: Jana Jackson
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CAS Coordinator: James Cattran
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Extended Essay Coordinator: Nicole Whitley
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Senior School Principal: Doruk Gurkan
E-mail: doruk_gurkan@ssis.asia



**SHANGHAI SINGAPORE
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上海新加坡外籍人员子女学校