

ICSV

INTERNATIONAL BACCALAUREATE

HANDBOOK



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Welcome to the International Baccalaureate Diploma Programme (IBDP). We hope you are proud of your hard work and accomplishments to reach this goal. IBDP students are part of a community that reaches across 150 countries. By now it is apparent that you have embarked upon an academically challenging and balanced programme of education with final examinations and assessments that prepare students, normally aged 16 to 19, for success at university and life beyond.

The purpose of this handbook is to outline the expectations ICSV places on a student of your potential. It contains information relevant to all academic and administrative aspects of the IB Diploma Programme. The information is not only school based but also includes the general regulations as stipulated by the IB organization for the Diploma Programme.

Students studying an IB Diploma course must make a genuine attempt to complete course requirements and meet school deadlines. These requirements include students applying themselves diligently and earnestly to the set tasks and experiences provided in the course by the school regardless of whether or not these tasks contribute to the final assessment mark.

It is vital that both parents/guardians and students read and understand the entirety of the contents of this handbook. Once you have read the information and all relevant documentation, you and your parents will be required to sign a contract stating that you understand the obligations required of you throughout this prestigious journey you are about to undertake.

Should you have any further questions or need for discussion, please do not hesitate to contact me at ibcoordinator@icsv.at

I look forward to a very pleasant and fruitful journey with you.

Respectfully,

ICSV IBDP Coordinator



ICSV Mission Statement

The International Christian School of Vienna provides high-quality, individualized education, equipping students with Christian character to impact the nations of the world.

ICSV Vision

An international school of choice where every student is valued and empowered with truth and knowledge for life.

ICSV Core Values

- Christ-centered
- Excellence
- Integrity
- Respect
- Service

Graduate Profile

- ICSV graduates will be lifelong learners who are able to integrate knowledge and skills across all subject areas and apply these principles to life.
- ICSV graduates will have developed biblically-based character traits, applying them in all aspects of life to the glory of God.
- ICSV graduates will recognize the importance of being involved in community both locally and globally by following Christ's example.
- ICSV graduates will be progressing in their knowledge of and love for Jesus Christ. Regardless of belief system or religious background, graduates will have a clear understanding of the Gospel and be able to clearly articulate their beliefs about life's ultimate questions.

Expected Student Outcomes

Integrate knowledge and skills into all areas of life.

Cultivate biblically-based character traits for God's glory.

Support the local and global communities by following Christ's example.

Verify one's beliefs about life's ultimate questions while clearly understanding the Gospel and increasing in knowledge of and love for Jesus Christ.



IB Mission Statement

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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.

The IB Learner Profile

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The IB learner profile places the student at the center of an IB education. The 10 attributes reflect the holistic nature of an IB education. They highlight the importance of nurturing dispositions such as curiosity and compassion as well as developing knowledge and skills. They also highlight that along with cognitive development, IB programmes are concerned with students’ social, emotional and physical well-being, and with ensuring that students learn to respect themselves, others, and the world around them. IB educators help students to develop these attributes over the course of their IB education, and to demonstrate them in increasingly robust and sophisticated ways as they mature. The development of these attributes is the foundation of developing internationally minded students who can help to build a better world.

Attribute	Descriptor
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 analyze 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.

Whom to contact with questions:

High School diploma requirements and graduation High School curriculum Assessment and grading / Attendance	Secondary School Principal - Ms. Maria Mylko mmylko@icsv.at
The IB programme offered at ICSV IB Diploma Programme application IB courses offerings and subject combinations	IB DP Coordinator – Mrs. Amy De Vries ibcoordinator@icsv.at Registrar – Mrs. Niloufar Saraei nsaraei@icsv.at
University application process High School course offerings ICSV High School Transcripts	Secondary Guidance Counselor – Ms. Joceline Jadisastra counselor@icsv.at
TOK curriculum and assessment	TOK Teacher - Ms. Nathalie Zani nzani@icsv.at
Extended Essay	Extended Essay – Mr. Sola Adebessin sadebesin@icsv.at
Creativity Activity and Service	CAS Coordinator - Ms. Verena Krakovsky vkrakovsky@icsv.at
Athletic Program	Athletic Director – Mr. Melvin Perdue mperdue@icsv.at
Pamoja Classes	Site Based Coordinator – Mrs. Amy De Vries adevries@icsv.at
English A Language and Literature	Ms. Sarah Porterfield sporterfield@icsv.at
German B Language acquisition	Mr. Jonathan Beile jbeile@icsv.at
Spanish ab initio SL	Mr. Edson Andrade eandrade@icsv.at
Business Management	Mrs. Amy De Vries adevries@icsv.at
Psychology 11 / Psychology 12	Ms. Verena Krakovsky vkrakovsky@icsv.at
Biology / Psychology 11	Mr. Sola Adebessin sadebesin@icsv.at
Chemistry	Mr. Tristan Harvey tharvey@icsv.at
Physics / Mathematics Applications and Interpretations	Mr. David Vundi dvundi@icsv.at
Mathematics Analysis and Approaches	Mr. Sean Sattler ssattler@icsv.at
Visual Arts	Ms. Lee Rubin lrubin@icsv.at

What is the IB Diploma Programme?

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The IB Diploma Programme (DP) is a challenging two-year pre-university curriculum, primarily aimed at students aged 16 to 19. According to Ian Hill, a former deputy director general of the IB organization, the International Baccalaureate® was established initially at the International School Examination Syndicate (ISES) in 1964 and became officially registered in 1968 as the IB. According to Hill the programme is based on a constructivist understanding of how children learn. IBDP is designed to stimulate young people to be intellectually curious and equip them with the knowledge, conceptual understanding, skills, reflective practices, and attitudes needed to become autonomous lifelong learners. (Hill and Saxton, 2014)

To this end, the IB has three core components that go beyond content acquisition. The first is an activity called the Extended Essay (EE), which allows students to investigate a topic of special interest and acquaints them with the independent research and writing skills expected at higher institutions. The second is the Theory of Knowledge (TOK) course, which allows students to reflect on how knowledge is obtained and the implications of cultural and global matters using multiple perspectives. The third core component is called Creativity, Activity and Service (CAS), which comprises activities in the arts, creative thinking, physical activity contributing to a healthy lifestyle, and a voluntary community service that has a learning benefit for the student. (IBO, 2008a)

Goals of the IB Diploma Programme

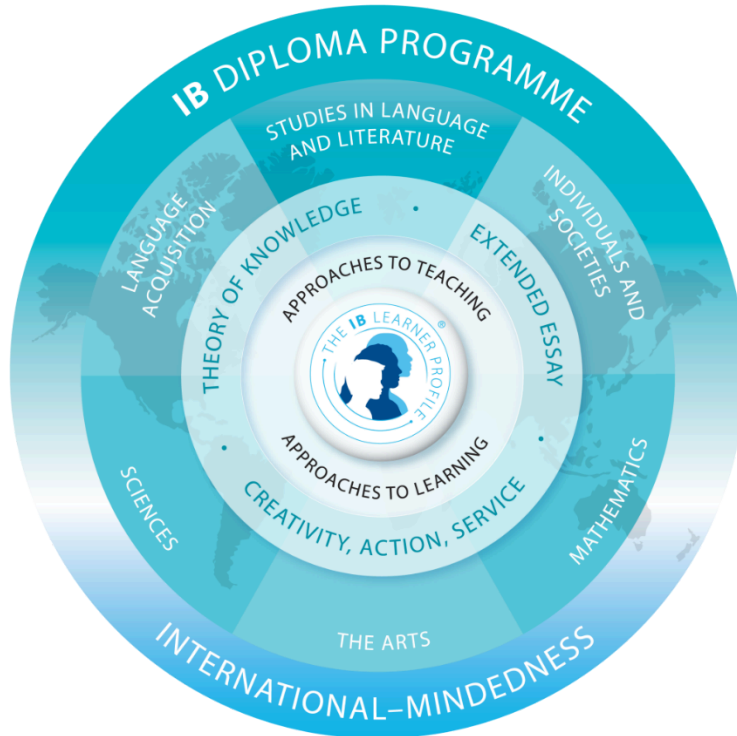
The IBDP prepares students for effective participation in a rapidly evolving and increasingly global society as they:

- develop physically, intellectually, emotionally, and ethically.
- acquire breadth and depth of knowledge and understanding, studying courses from 6 subject groups.
- develop the skills and a positive attitude toward learning that will prepare them for higher education.
- study at least two languages and increase understanding of cultures, including their own.
- make connections across traditional academic disciplines and explore the nature of knowledge through the programme's unique theory of knowledge course.
- undertake in-depth research into an area of interest through the lens of one or more academic disciplines in the extended essay.
- enhance their personal and interpersonal development through creativity, activity and service.

The DP prepares students “for the evolving and increasingly global society as they develop physically, intellectually, emotionally, and ethically” (IBO, 2014). It leads to a qualification (the IB diploma) that is widely recognized by the world’s leading universities.

What does the DP consist of?

The curriculum contains six subject groups, together with the DP core: creativity, activity, service (CAS); the extended essay (EE); and theory of knowledge (TOK).



The subject groups and core elements are listed below:

Groups	Subject	Core Components
Group 1	Studies in Language and Literature	Extended Essay
Group 2	Language Acquisition	Theory of Knowledge
Group 3	Individual and Societies	Creativity, Action and Service (CAS)
Group 4	Sciences	
Group 5	Mathematics	
Group 6	The Arts	

¹ The Diploma Programme curriculum framework

What Subjects Must Students Study?

Mainstream Subjects

Students taking the DP study six subjects selected from the subject groups, one subject from each group. Normally, three of these are studied at higher level (HL) and three are studied at standard level (SL).

- HL courses represent 240 teaching hours.
- SL courses represent 150 teaching hours.

Core Elements

All three core elements must be studied as these are central to the philosophy of the DP.

The three core elements are as follows:

The Extended Essay (EE) offers students the opportunity to research and investigate a topic that interests them, using the independent research and writing skills they will need at college or university.

The Theory of Knowledge (TOK) course explores the nature of knowledge across a range of disciplines.

The Creativity, Activity, Service (CAS) programme fosters students' awareness and appreciation of life beyond the academic arena.

How are Students Assessed?

At the end of the two-year programme, candidates are assessed both internally and externally in ways that measure individual performance against stated curriculum and assessment objectives for each subject. In all subjects at least some of the assessment is carried out internally by teachers, who mark individual pieces of work produced as part of a course of study.

The IB Diploma Programme at ICSV

Subject Groups	IB Courses offered 2024 - 2026	Pamoja Online Courses 2024 -2026
Group 1: Studies in Language and Literature	English A Language and Literature HL & SL	
Group 2: Language Acquisition – World Language	German B HL & SL Spanish ab initio SL	Spanish B SL French ab initio SL Mandarin ab initio SL
Group 3: Individual and Societies	Business Management HL Psychology HL & SL	Economics HL & SL ITGS HL & SL Psychology HL & SL Philosophy HL & SL Business Management HL & SL
Group 4: Sciences	Chemistry HL & SL Biology HL & SL Physics HL & SL	
Group 5: Mathematics	Mathematics: Applications and interpretation HL & SL Mathematics: Analysis and approaches SL	Mathematics: Analysis and approaches HL & SL
Group 6: The Arts	Visual Arts HL & SL	Film SL

Bible and Chapel

The Bible and mentorship program is a very important part of the ICSV curriculum. Students in the IB diploma programme will have a Bible class that is incorporated with their TOK and CAS period. Students at ICSV are taught Christian ethics and values, but they are never coerced or forced to make any religious decisions.

ICSV makes every effort to meet the spiritual, intellectual, and social needs of its students. The goal of the school is to help each student develop as a total person and learn to understand every area of life in his/her proper relationship to God.

As a result, ICSV requires all students to attend chapel where they will hear about and discuss various spiritual topics.

Attendance During the IB Diploma Programme

Students are expected to attend all classes in which they are enrolled unless absent for appropriate medical reasons or with prior principal permission. Students who miss classes regularly severely affect their chances of continuing with the IBDP and this may result in their enrolment in IB courses or diploma at the school being withdrawn. In addition, as an IB World School, ICSV is bound to ensure that students meet the recommended guided learning hours for each HL/SL course and as such a student must ensure they do not fall short of meeting these hours during class contact time. At ICSV we consider more than 7 absences per semester in the IBDP excessive.

The Award of the ICSV High School Diploma

Students at ICSV graduate with the ICSV high school diploma. In addition to IB courses, full candidates may require additional coursework in order to meet ICSV's requirements along with the IB diploma. ICSV diplomas are issued in June. IB scores are given in July (6th of July) and diplomas are sent to the school in the fall (usually in September). The award of an IB certificate or diploma is independent of the ICSV high school diploma.

Award of the IB Diploma

Students must study six subjects. At least three, but not more than four, are taken at higher level while the other subjects are taken at standard level. In addition to disciplinary and interdisciplinary study, IB diploma candidates must complete the three core components—EE, TOK and CAS. They must accumulate no fewer than 24 points from assessment in these subjects in addition to grade stipulations.

They must meet all of the requirements within a maximum of three examination sessions.

Candidates who successfully meet these conditions will be awarded the diploma.

Candidates who take the diploma in multiple languages may be eligible for a bilingual diploma.

- ✓ Each subject is graded 1–7 with 7 being the highest grade.
- ✓ These grades are also used as points (that is, 7 points for a grade 7, 6 points for a grade 6, and so on) in determining if the diploma can be awarded.
- ✓ TOK and the EE are graded A–E, with A being the highest grade. These two grades are then combined in the diploma points matrix to contribute between 0 and 3 points to the total.
- ✓ CAS is not assessed but must be completed in order to pass the diploma.
- ✓ The overall maximum points from subject grades, TOK and the EE is therefore 45: $(6 \times 7) + 3$.
- ✓ The minimum threshold for the award of the diploma is 24 points. If a candidate scores less than 24 points, the diploma is not awarded.

IBO Grade Descriptors

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

The IB Diploma Additional Points Matrix

The IB grades for Theory of Knowledge and the

Extended Essay are as follows:

Grade A – Excellent performance

Grade B – Good performance

Grade C – Satisfactory performance

Grade D – Mediocre performance

Grade E – Elementary performance

The matrix for the assigning of the three inner core points are included here.

		Theory of knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
Extended essay	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

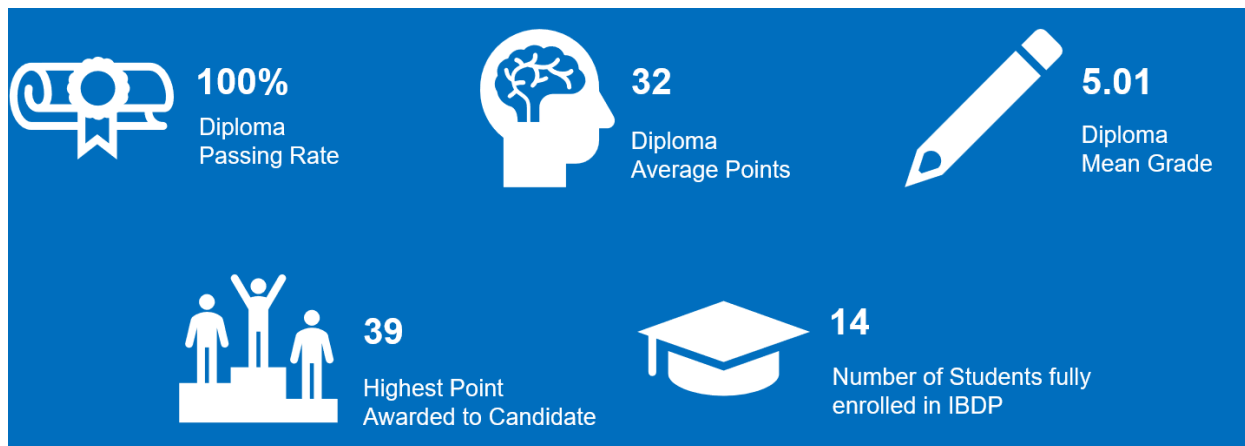
Additional Requirements

- ✓ CAS requirements have been met.
- ✓ There is no “N” awarded for TOK, the EE or for a contributing subject.
- ✓ There is no grade “E” awarded for TOK and/or the EE.
- ✓ There is no grade “I” 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.
- ✓ The candidate has not received a penalty for academic misconduct from the final award committee.

What is the History of the IB Diploma Programme at ICSV?

INTERNATIONAL CHRISTIAN SCHOOL OF VIENNA (ICSV), located in Vienna, Austria, was founded in 1986 primarily to educate the children of English-speaking missionaries who lived in or near Vienna. The *Hilfsverein der Internationalen Christlichen Schulen*, a private school organization registered according to Austrian law, along with a Board of Directors, is responsible for the direction and administration of the school.

All ICSV students are admitted without regard to their race, color, gender, religion, ethnic origin, or socio-economic status. Students come from a wide variety of backgrounds and nations including international business, diplomatic, United Nations (UN), and missionary communities. To meet the needs of these students, ICSV first began the process of becoming an IBO World School in 2014. In 2015, ICSV was approved as an IB World School, and 10 full IB diploma students began taking the first ever IBDP classes in the fall of 2015. The first cohort graduated in 2017 with a 90% diploma pass rate and a diploma average total points of 32, which was above the IB world average of 29.63.



ICSV continues to maintain a higher diploma mean grade and diploma average total points compared to the global average. This year, ICSV average is slightly below last year's average of 5.75, this is due to the removal of all covid-19 amendments, this same pattern can be seen across the globe. This year's result reveals the most accurate comparison to the times before the pandemic (2017 - 2019), and there is a stark contrast revealing that the school continues to excel. Finally, ICSV continues to maintain a 100% passing rate over the last three years. When asked about what the students liked about the Diploma Programme at ICSV here are some answers:

- The school made it as organized as possible and kept students up to date on any changes/deadlines.
- The teachers were easy to reach with questions.
- The amount of resources provided by the teachers was good.

Requirements for Attaining an IB Certificate

A student who does not complete the full IB Diploma requirements can receive IB DP certificates in individual courses where all assessment criteria are met for that particular subject. This student is referred to as an IB DP courses candidate.

An IB diploma student who fails to satisfy the requirements for the award of an IB diploma will receive a certificate indicating the grades obtained in individual subjects, together with results in TOK and the extended essay and the completion of all CAS requirements, as appropriate.

Students at ICSV have the opportunity to take individual IB classes. An IB certificate will be awarded externally, by the IB, for any IB examination taken. IB certificates are used in conjunction with an ICSV High School Diploma. The award of an IB certificate is independent of the ICSV High School Diploma.

Full IB Diploma Candidate vs. IB Course Candidate	
Full IB Diploma Candidate	IB Course Candidate
One subject from each of the Groups 1-5	Students may take up to 6 DP courses
Either an Arts subject from Group 6 or an additional subject from Groups 1-5	
Three Higher Level (HL) courses and three Standard Level (SL) courses	No set number of HL/SL courses required
Theory of Knowledge (TOK)	TOK not required – but can earn certificate
Extended Essay (EE)	EE not required – but can earn certificate
Creativity, Activity and Service (CAS)	Not required

Diploma Programme Courses Online

Schools have the opportunity of offering online DP courses to widen a student’s choice of courses. These online courses, from IB-approved providers, are led by experienced DP teachers.

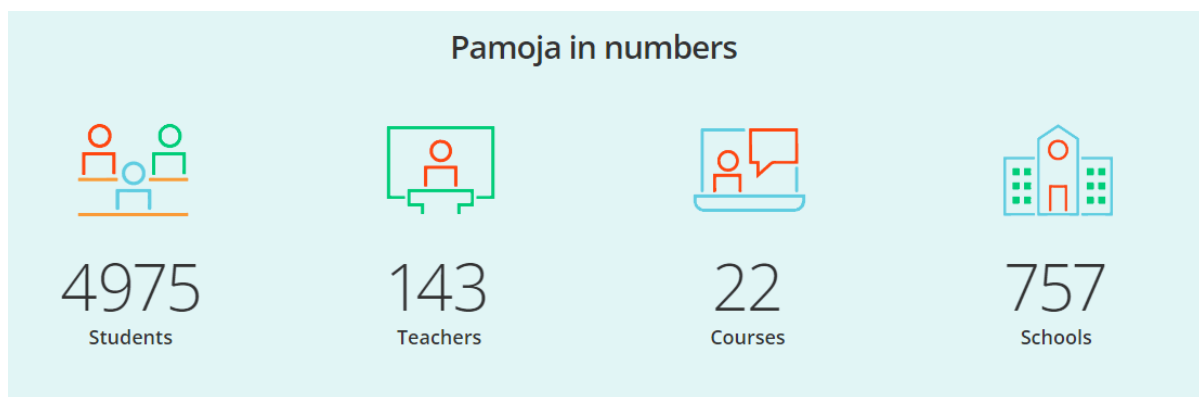
Online DP courses have a number of benefits:

- ✓ extend subject choice for students in IB World Schools.
- ✓ create international and intercultural classrooms in ways that cannot be envisaged in many schools.
- ✓ enable students, increasingly socialized in the digital world, to develop essential skills that will equip them for life after school.
- ✓ enable students who cannot attend IB World Schools to benefit from an IB educational experience. (The IB has started a pilot project, with the collaboration of IB World Schools, to analyze the feasibility of offering DP courses online to students who are not enrolled in IB World Schools.)

Pamoja:

© Pamojaeducation.com

At ICSV, we offer online courses through Pamoja. Pamoja is the only provider approved by the IB to teach the Diploma and Career-related Programmes online. Pamoja courses inspire students to study what they love and they care about each individual by developing a personalized approach placing the attributes of the IB learner profile at the heart of their teaching strategies. Pamoja shares with schools and teachers what they know about data driven leadership and instructional support to create opportunities to succeed each and every day (*for more information on Pamoja see the IBDP Coordinator*).



² From the Pamoja website. Aug 2022: <https://pamojaeducation.com/>

How do I Get Approval for Full IB Diploma Candidacy?

A diverse range of students can succeed in the IB program. However, in general it is students who have maintained at least a “B” average in their previous and current courses and show responsibility in study habits and meeting deadlines who are able to succeed. In light of this, to be eligible for the IBDP, ICSV students fill out an application for the IBDP programme. There is an IBDP Advisory Committee that recommends students as full IB Diploma Programme Candidates or Courses Candidates. ICSV administration reserves the right to make exceptions on a case by case basis. A consultation meeting is conducted, and the committee determines a student’s eligibility for the full DP by looking at the requirements in the table below.

External applicants are assessed individually due to the lack of all requirements listed below. However, in order to have access to instruction and to the individual course materials, it is a pre-requisite that a student is fluent in English – speaking, listening, reading and writing. If a student does not have sufficient English skills, then we may require that s/he take a summer English language course before enrolling in the IB Programme in Grade 11. Students who qualify for an ELL (English Language Learners) program at ICSV based on admissions testing cannot take the full IB diploma programme, but they are encouraged to choose some IB courses. For additional information, please see the full admissions policy on page

APPROVAL FOR FULL IB DIPLOMA CANDIDACY
IB DP ADVISORY COMMITTEE
Guidance Counselor
DP Coordinator
Secondary School Principal
German/Spanish teachers as needed to help with language placement for external candidates
CRITERIA FOR APPROVAL FOR FULL IB DP
PSAT Scores MAP Scores CAT4 Scores
ICSV letter grade of As and Bs in regular classes. As, Bs and Cs in honor classes (applicable only to American grading system)
Positive subject-teacher recommendations (for non ICSV students)
Good attendance record (96% attendance record)
Subject specific prerequisites (see prerequisites on page 29-40)
Students in grade 10 applying for the IBDP must have accumulated a <u>total of 14 credits</u> to be eligible to apply.

Full IB Diploma

To be eligible for the full IB Diploma, each student is required to take six IB courses, with **one subject taken from each group** in the curriculum model:

Group 1: Language and Literature

Group 2: Language Acquisition

Group 3: Individuals and Societies

Group 4: Sciences

Group 5: Mathematics

Group 6: Arts **OR one additional subject from groups 1-4**

Further, all full IB Diploma students must choose:

Three courses at higher level

Three courses at standard level

In addition, all full IB Diploma students must complete:

A course in Theory of Knowledge (TOK), TOK exhibition and essay

A 4,000 word Extended Essay (EE) in a subject of their choice

An 18-month long Creativity, Activity and Service (CAS) program

When making course selections it is advisable for students to consider the following: their personal strengths in individual subjects, specific requirements of the universities to which they intend to apply ([different universities in different countries have different entrance requirements](#)), specific subjects or combinations of subjects that are required (or excluded) by the country/university of their choice, future education and career plans. Therefore, it is recommended that students spend as much time as possible discussing their options with as many people as possible, including parents, IB students in Grade 11 and 12, IB and non-IB teachers, the guidance counselor and university website or admissions office.

Self-taught Language and Literature Courses and Tutors

With the permission of the IB DP Coordinator and the High School Principal, students can take a self-taught language and literature course if ICSV does not offer a course which meets the needs of a student's mother tongue. Students can only pursue Language A in their mother tongue, with a private tutor; there is no self-taught option in Language B. Students who are considering this option should contact their IB DP Coordinator.

IB Theory of Knowledge:**ICSV Credits: 0.5 (in combination with CAS)****Prerequisite: None**

Theory of knowledge (TOK) plays a special role in the International Baccalaureate® (IB) Diploma Programme (DP), by providing an opportunity for students to reflect on the nature of knowledge, and on how we know what we claim to know. It is one of the components of the DP core and is mandatory for all students. The TOK requirement is central to the educational philosophy of the DP. TOK is structured 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 aims of the TOK course are:

- to encourage students to reflect on the central question, “How do we know that?”, and to
- recognize the value of asking that question
- to expose students to ambiguity, uncertainty and questions with multiple plausible answers
- to equip students to effectively navigate and make sense of the world, and help prepare them
- to encounter novel and complex situations
- to encourage students to be more aware of their own perspectives and to reflect critically on
- their own beliefs and assumptions
- to engage students with multiple perspectives, foster open-mindedness and develop intercultural understanding
- to encourage students to make connections between academic disciplines by exploring
- underlying concepts and by identifying similarities and differences in the methods of inquiry
- used in different areas of knowledge
- to prompt students to consider the importance of values, responsibilities and ethical concerns
- relating to the production, acquisition, application and communication of knowledge.

Through discussions of these and other questions, students gain greater awareness of their personal and ideological assumptions, as well as developing an appreciation of the diversity and richness of cultural perspectives. The TOK course is assessed through an exhibition at the end of year 1 and a 1600 word essay in year 2.

TOK also provides coherence for the student, by linking academic subject areas as well as transcending them. It therefore demonstrates the ways in which the student can apply their knowledge with greater awareness and credibility.

Theory of Knowledge

Assessment Component	Weighting
<p>Part 1: Essay on a prescribed title - External Assessment</p> <p>One essay on a title chosen from a list of six titles prescribed by the IB for each examination session. The prescribed titles will be issued in the September prior to submission for May session schools. The maximum length for the essay is 1,600 words.</p> <p>Specimen essay titles</p> <ul style="list-style-type: none"> • How important are the opinions of experts in the search for knowledge? Answer with reference to the arts and one other area of knowledge. • Is the division of the natural sciences and mathematics into separate areas of knowledge artificial? • When historians and natural scientists say that they have explained something, are they using the word “explain” in the same way? • Are there fewer ethical constraints on the pursuit of knowledge in the arts than in the human sciences? • How do our expectations impact our interpretations? Discuss with reference to history and one other area of knowledge. • To what extent do you agree with the claim that “knowledge is of no value unless you put it into practice” (Anton Chekhov)? Answer with reference to two areas of knowledge. 	<p>67%</p>
<p>Part 2: The Exhibition - Internal Assessment</p> <p>Students are required to create an exhibition of three objects with accompanying commentaries that explores how TOK manifests in the world around us. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Sample exhibition prompts</p> <ul style="list-style-type: none"> • What counts as knowledge? • On what grounds might we doubt a claim? • Are some types of knowledge less open to interpretation than others? • Is bias inevitable in the production of knowledge? • Should some knowledge not be sought on ethical grounds? • What role do experts play in influencing our consumption or acquisition of knowledge? • How can we distinguish between knowledge, belief and opinion? 	<p>33%</p>

IB Creativity, Activity and Service (CAS)

ICSV Credits: 0.5 (*in combination with TOK*)

Prerequisite: None

CAS enables students to enhance their personal and interpersonal development through experiential learning. At the same time, it provides an important counterbalance to the academic pressure of the rest of the Diploma Program. The CAS program should be challenging and enjoyable. Successful completion of CAS is a requirement for the award of the IB Diploma. While not formally assessed, students reflect on their CAS experiences and provide evidence in their CAS portfolios of achieving the seven learning outcomes. The CAS programme formally begins at the start of the Diploma Programme and continues regularly, ideally on a weekly basis, for at least 18 months with a reasonable balance between creativity, activity, and service. All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and for student reflections. (*for more information see CAS handbook*)

	Creativity	Activity	Service	Project
Standard Level (SL)	Arts All experiences that involve creative thinking	Physical exertion contributes to a healthy lifestyle. Activities should be chosen thoughtfully with significant outcome.	An unpaid and voluntary exchange that has a learning benefit for the students. The rights, dignity and autonomy of all those involved are respected. There must be an authentic need to serve.	Collaborative work that lasts at least one month with significant outcome.
Higher Level (HL)				Students reflect on outcomes and personal learning.

Extended Essay

IB Extended Essay

ICSV Credits: 0.0

Prerequisite: None

The extended essay, including the world studies extended essay, offers the opportunity for IB students to investigate a topic of special interest, in the form of a 4,000-word piece of independent research. Students select an area of research from Diploma Programme subjects, or in the case of the interdisciplinary world studies essay from two subjects and become acquainted with the independent research and writing skills expected at university. This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject or subjects chosen. It is intended to promote high-level research and writing skills, intellectual discovery and creativity, under the guidance of a supervisor (an appropriately qualified member of staff within the school). As an authentic learning experience, the extended essay provides students with an opportunity to engage in personal research on a topic of choice, under the guidance of a supervisor.

	Hours with Supervisor	Requirements
Standard Level (SL)	3-5	Workshops/Proposal Outline 1st draft Final draft Reflections
Higher Level (HL)		

Course Descriptions

IB English A Language and Literature SL / HL

ICSV Credits: 2.0

Prerequisite: 2 years of successful completion at ICSV

New Students: Admission’s testing to prove English proficiency

A key aim of the *Language A: Language and Literature* course is to encourage students to question the meaning generated by language and texts, which is rarely straightforward and unambiguous. The study of the texts produced in a language is central to an active engagement with language and culture and to how we see and understand the world in which we live. The course strives to allow and facilitate students’ examination and appreciation of the literature of different cultures in its many forms and purposes through a Christian worldview. In view of the international nature of the IB and its commitment to intercultural understanding, the course does not limit the study of texts to the products of one culture or of the cultures covered by any one language. The study of literature in translation from other cultures is especially important to IB Diploma Programme students because it contributes to a global perspective, thereby promoting an insight into the different ways in which cultures influence and shape the experiences of life common to all humanity. We endeavor to teach students how to evaluate and express their own ideas with critical examination from a Christian worldview, using the creative gifts God has given them.

	Areas of Exploration	Course Concepts	Assessments	Teaching Hours
Standard Level (SL)	Readers, writers and texts; Time and space; Intertextuality: connecting texts	Culture, Identity, Creativity, Communication, Perspective, Transformation, Representation	Higher Level Essay Individual Oral Paper 1 Paper 2	150
Higher Level (HL)				240

Group I Assessment Components

Language A: Language and Literature SL

Assessment Component	Weighting
<p>External assessment (3 hours)</p> <p>Paper 1: Guided textual analysis (1 hour 15 minutes) The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students choose one passage and write an analysis of it. (20 marks)</p> <p>Paper 2: Comparative essay (1 hour 45 minutes) The paper consists of four general questions. In response to one question students write a comparative essay based on two works studied in the course. (30 marks)</p>	<p>70%</p> <p>35%</p> <p>35%</p>
<p>Internal assessment This component consists of an individual oral which is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Individual oral (15 minutes) Supported by an extract from one non-literary text and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt:</p> <p>Examine the ways in which the global issue of your choice is presented through the content and form of two of the texts that you have studied. (40 marks)</p>	<p>30%</p>

Language A: Language and Literature HL

Assessment Component	Weighting
<p>External assessment (4 hours)</p> <p>Paper 1: Guided textual analysis (2 hours 15 minutes) The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students write an analysis of each of the passages. (40 marks)</p> <p>Paper 2: Comparative essay (1 hour 45 minutes) The paper consists of four general questions. In response to one question students write a comparative essay based on two works studied in the course. (30 marks)</p> <p>HL essay Students submit an essay on one non-literary text or a collection of non-literary texts by one same author, or a literary text or work studied during the course. (20 marks) The essay must be 1,200-1,500 words in length</p>	<p>80%</p> <p>35%</p> <p>25%</p> <p>20%</p>
<p>Internal assessment (15 Minutes)</p> <p>This component consists of an individual oral which is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Individual oral (15 minutes) Supported by an extract from both one non-literary text and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt:</p> <p>Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied. (40 marks)</p>	<p>20%</p>

IB German B: Language Acquisition SL / HL

ICSV Credits: 2.0

Prerequisite: Minimum of four years German language, written test may be required, and a teacher recommendation

German B is a language-learning course designed for students with some previous learning of the language. German could be studied at SL and HL. The main focus of the course is on language acquisition and development of language skills. These language skills should be developed through the study and use of a range of written and spoken material as well as texts. Such material will extend from everyday oral exchanges to literary texts and is related to German culture. Studies in grammar structures and cultural understanding are essential parts of the course. The students should develop mastery of language skills and intercultural understanding.

At ICSV, students in German I cannot take German B HL or SL, students in German 2 are not recommended to take German B SL, exceptions can be made by the language teacher through an entry test.

	Themes	Texts	Conceptual Understanding	HL 240 Teaching hours SL 150 Teaching hours
Standard Level (SL)	The five prescribed themes are: <ul style="list-style-type: none"> • identities • experiences • human ingenuity • social organization • sharing the planet. 	All forms of text types: <ul style="list-style-type: none"> Personal texts Professional texts Mass media texts Audio Texts Video Texts 	Audience Context Purpose Meaning Variation	
Higher Level (HL)				2 Pieces of Literature

IB Spanish *ab initio*: Language Acquisition SL

Prerequisite: None

Language is God's gift for the communication among man and between God and man. Also, we understand that the worlds were created and framed by the expressions of the language (Genesis 1, John 1:1, Hebrews 11:3).

The Spanish *ab initio* is an IB language course made to understand and interact with the World. The course aims to develop students' linguistic and cultural abilities through the advance of receptive, productive and interactive skills. To the students, the course provides opportunities to draw on their experiences by transferring the critical-thinking process (TOK) and using personal knowledge gained from CAS experience. This course, therefore, does not have as the only goal the development of language skills, but also fostering intercultural understanding and global engagement as part of the international-mindedness - the central core to the IB philosophy. Thus, it focuses on the study of the Spanish language and culture of the Hispanic-American world. Through the study of language, themes, and texts, students will develop conceptual understandings of how language works (What, why and how):

- What: knowledge of vocabulary and grammar.
- Why and how: audience, context, purpose, and meaning.
-

In terms of comparison, *ab initio* students are expected to reach the A2+/B1 level CEFR (Common European Framework Reference for language acquisition) at the end of their school year.

The teaching-learning process is reinforced through skills such as *thinking, research, social and self-management*.

Standard Level (SL) 170 hours	Emphasis of the Year 1	Emphasis of the Year 2	Assessment
Themes	Identities, experiences, social organization.	Human ingenuity and sharing the planet.	Quizzes and projects. Written assignment (200-300 words/2019), Individual Oral (10-12 minutes), Paper 1, Paper 2.
Concepts	Vocabulary and grammar	Audience, context, purpose and meaning.	

Group 2 Assessment

Language B SL

Assessment Component	Weighting
<p>External assessment</p> <p>Paper 1 (1 hour 15 minutes) Productive skills—writing (30 marks) One writing task of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.</p> <p>Paper 2 (1 hour 45 minutes) Receptive skills—separate sections for listening and reading (65 marks)</p> <p>Listening comprehension (45 minutes) (25 marks)</p> <p>Reading comprehension (1 hour) (40 marks)</p> <p>Comprehension exercises on three audio passages and three written texts, drawn from all five themes.</p>	<p>75%</p> <p>25%</p> <p>50%</p>
<p>Internal assessment</p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Individual oral assessment A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks)</p>	<p>25%</p>

Language B HL

Assessment Component	Weighting
<p>External assessment</p> <p>Paper 1 (1 hour 30 minutes) Productive skills—writing (30 marks)</p> <p>One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions</p> <p>Paper 2 (2 hours) Receptive skills—separate sections for listening and reading (65 marks)</p> <p>Listening comprehension (1 hour) (25 marks)</p> <p>Reading comprehension (1 hour) (40 marks)</p> <p>Comprehension exercises on three audio passages and three written texts, drawn from all five themes.</p>	<p>75%</p> <p>25%</p> <p>50%</p>
<p>Internal assessment</p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Individual oral assessment</p> <p>A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus. (30 marks)</p>	<p>25%</p>

Language B *ab initio*

Assessment Component	Weighting
<p>External assessment</p> <p>Paper 1 (1 hour) Productive skills—writing (30 marks)</p> <p>Two written tasks of 70–150 words each from a choice of three tasks, choosing a text type for each task from among those listed in the examination instructions.</p> <p>Paper 2 (1 hour 45 minutes) Receptive skills—separate sections for listening and reading (65 marks)</p> <p>Listening comprehension (45 minutes) (25 marks)</p> <p>Reading comprehension (1 hour) (40 marks)</p> <p>Comprehension exercises on three audio passages and three written texts, drawn from all five themes.</p>	<p>75%</p> <p>25%</p> <p>50%</p>
<p>Internal assessment</p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Individual oral assessment – Interactive skills A conversation with the teacher, based on a visual stimulus and at least one additional course theme. (30 marks)</p> <p>15 minutes prep 10 minutes exam</p> <p>Individual Oral: Part 1: Presentation (from a choice of two) Part 2: Follow-up discussion on the visual stimulus + theme Part 3: General conversation including at least one additional theme</p>	<p>25%</p>

Prerequisite: At least one year of honors social studies course

IB Business Management is the study of how 4 concepts (Change, Creativity, Sustainability, and Ethics) are interrelated and affect how businesses make decisions using the 4 key functions of a business (Human Resource Management, Finance, Marketing, and Operations Management). Using real-life and fictional business examples, students will learn how to assess problems and suggest changes to be made in order to be successful. Examining how decision making is influenced by internal and external factors, which in turn impacts internal and external stakeholders is a key component of the class. One of the main projects students will work on is formulating a business plan for their own business, giving them a chance to apply these concepts to their own life.

	Core 130 hours	Internal Assessment-SL: 20 hours; HL: 20 hours	Depth Studies-90 hours
Standard Level (SL)	Business organization and environment, Human resource management, Finance and accounts, Marketing, Operations Management	1800 word Research project about a real business issue or problem facing a particular organization using a conceptual lens	
Higher Level (HL)			Organizational planning, Organizational culture, Employee relations, budgeting and investment appraisal, international marketing, production planning and management

Business Management SL

Assessment Component	Weighting
<p>External assessment</p> <p>Paper 1 (1 hour 30 minutes) Based on a pre-released statement that specifies the context and background for the unseen case study</p> <p>Section A Students answer all structured questions in this section based on the case study. (20 marks)</p> <p>Section B Students answer one out of two extended response questions based on the case study. (10 marks)</p> <p>Paper 2 (1 hour 30 minutes) Based on unseen stimulus material with a quantitative focus</p> <p>Section A Students answer all structured questions in this section based on the unseen stimulus material (20 marks)</p> <p>Section B Students answer one out of two questions consisting of some structured questions and an extended response question based on the unseen stimulus material. (20 marks)</p>	<p>75%</p> <p>35%</p> <p>35%</p>
<p>Internal assessment</p> <p>Written Commentary (15 Hours) Research project about a real business issue or problem facing a particular organization using a conceptual lens. (Maximum 1,800 words) (25 marks)</p>	<p>30%</p>

Business Management HL

Assessment Component	Weighting
<p>External assessment</p> <p>Paper 1 (1 hour 30 minutes) Based on a pre-released statement that specifies the context and background for the unseen case study</p> <p>Section A Students answer all structured questions in this section based on the case study. (20 marks)</p> <p>Section B Students answer one out of two extended response questions based on the case study (10 marks)</p> <p>Paper 2 (1 hour 45 minutes) Based on the unseen stimulus material with a quantitative focus</p> <p>Section A Students answer all structured questions in this section based on the unseen stimulus material. (30 marks)</p> <p>Section B Students answer one out of two questions comprised of some structured questions and an extended response question based on the unseen stimulus material. (20 marks)</p> <p>Paper 3 (1 hour 15 minutes) Based on unseen stimulus material about a social enterprise</p> <p>Students answer one compulsory question based on the unseen stimulus material (25 marks)</p>	<p>80%</p> <p>25%</p> <p>30%</p> <p>25%</p>
<p>Internal assessment</p> <p>Research project (20 Hours)</p> <p>Research project about a real business issue or problem facing a particular organization using a conceptual lens. Maximum 1,800 words (25 marks)</p>	<p>20%</p>

IB Psychology SL / HL: Individuals and Societies

ICSV Credits: 2.0

Prerequisite: At least one year of honors social studies course

IB Psychology is the study of mental processes and behavior. Students learn a variety of research techniques while exploring how behavior is not static and human beings are very complex. Exploring the role of ethics in studying human behavior is a key underlying factor while exploring the three key areas of understanding behavior: biological, cognitive, and sociocultural. These three areas are explored throughout the two years and applied to specific areas of psychological study: (Abnormal, developmental, health, human relationships)

	Core 130 hours	Internal Assessment-SL: 20 hours; HL: 20 hours	Depth Studies-90 hours
Standard Level (SL)	<ul style="list-style-type: none"> -Biological approach -Cognitive approach -Sociocultural approach -Approaches to researching behavior 	Investigate a published study, theory or model relevant to their learning by conducting an experimental investigation and reporting on findings. (1,800-2,200 words)	One option from the following: Abnormal psychology, Developmental psychology, health psychology, psychology of human relationships
Higher Level (HL)		Investigate a published study, theory or model relevant to their learning by conducting an experimental investigation and reporting on findings. (1,800-2,200 words)	<ul style="list-style-type: none"> -Role of animal research in understanding behavior -Cognitive processing in a technological world -Influences of globalization on individual behavior -A second option from the following: Abnormal psychology, Developmental psychology, health psychology, psychology of human relationships

Psychology SL

Assessment Component	Weighting
<p>External assessment</p> <p>Paper 1 (2 hours)</p> <p>Section A Students answer three short-answer questions on the core approaches to psychology. (27 marks per question)</p> <p>Section B Students answer one essay from a choice of three on the biological, cognitive and sociocultural approaches to behavior. (22 marks)</p> <p>Paper 2 (1 hour)</p> <p>Students answer one question from a choice of three on one of the options studied during the course of the curriculum (22 marks)</p>	<p>75%</p> <p>50%</p> <p>25%</p>
<p>Internal assessment</p> <p>Experimental Study (20 Hours) A report on an experimental study undertaken by the student. (1,800-2,200 words) (22 marks)</p>	<p>25%</p>

Psychology HL

Assessment Component	Weighting
<p>External assessment</p> <p>Paper 1 (2 hours)</p> <p>Section A Students answer three short-answer questions on the core approaches to psychology. (27 marks per question)</p> <p>Section B Students answer one essay from a choice of three on the biological, cognitive and sociocultural approaches to behavior (22 marks)</p> <p>Paper 2 (2 hours)</p> <p>Students will answer two essay questions. One essay from a choice of three on each of the two options studied (44 marks)</p> <p>Paper 3 (1 hour)</p> <p>Students will answer three short-answer questions from a list of six static questions (published in this guide) on approaches to research (24 marks)</p>	<p>80%</p> <p>40%</p> <p>20%</p> <p>20%</p>
<p>Internal assessment</p> <p>Experimental Study (20 Hours) A report on an experimental study undertaken by the student. (1,800-2,200 words) (22 marks)</p>	<p>20%</p>

Prerequisite: Completion of chemistry in grade 10 and recommendation of the chemistry teacher

God has created not only the world, but also the universe, out of just 92 elements, arranged in almost infinite variety according to basic laws. Furthermore, the elements themselves are made up of just three elementary particles: the electron, the proton, and the neutron. In this course we will seek a better understanding of the fundamental principles underlying all of matter, so that we might better appreciate the orderliness of creation in our everyday lives. Emphasis will be on a practical approach through experimental work with cross curricular applications.

Syllabus Component	Teaching hours	
	SL	HL
Syllabus content	110	180
A. Structure 1. Models of the particulate nature of matter	17	21
B. Structure 2. Models of bonding and structure	20	30
C. Structure 3. Classification of matter	16	31
D. Reactivity 1. What drives chemical reactions?	12	22
E. Reactivity 2. How much, how fast and how far?	21	31
F. Reactivity 3. What are the mechanisms of chemical change?	24	45
Experimental programme	40	60
• Practical work	20	40
• Collaborative sciences project	10	10
• Scientific investigation	10	10
Total teaching hours	150	240

<p align="center">Skills in the study of chemistry</p> <p align="center">Structure determines reactivity, which in turn transforms structure</p>			
<p align="center">Structure</p> <p align="center">Structure refers to the nature of matter from simple to more complex forms</p>		<p align="center">Reactivity</p> <p align="center">Reactivity refers to how and why chemical reactions occur</p>	
<p>Structure 1. Models of the particulate nature of matter</p>	Structure 1.1—Introduction to the particulate nature of matter	<p>Reactivity 1. What drives chemical reactions?</p>	Reactivity 1.1—Measuring enthalpy changes
	Structure 1.2—The nuclear atom		Reactivity 1.2—Energy cycles in reactions
	Structure 1.3—Electron configurations		Reactivity 1.3—Energy from fuels
	Structure 1.4—Counting particles by mass: The mole		Reactivity 1.4—Entropy and spontaneity (<i>Additional higher level</i>)
	Structure 1.5—Ideal gases		
<p>Structure 2. Models of bonding and structure</p>	Structure 2.1—The ionic model	<p>Reactivity 2. How much, how fast and how far?</p>	Reactivity 2.1—How much? The amount of chemical change
	Structure 2.2—The covalent model		Reactivity 2.2—How fast? The rate of chemical change
	Structure 2.3—The metallic model		Reactivity 2.3—How far? The extent of chemical change
	Structure 2.4—From models to materials		
<p>Structure 3. Classification of matter</p>	Structure 3.1—The periodic table: Classification of elements	<p>Reactivity 3. What are the mechanisms of chemical change?</p>	Reactivity 3.1—Proton transfer reactions
	Structure 3.2—Functional groups: Classification of organic compounds		Reactivity 3.2—Electron transfer reactions
			Reactivity 3.3—Electron sharing reactions
			Reactivity 3.4—Electron-pair sharing reactions

Chemistry SL

Assessment Component	Weighting
<p>External assessment (3 hours)</p> <p>Paper 1 (1 hour 30 minutes) (55 Marks) Paper 1A – Multiple-Choice Questions (MCQ) Paper 1B – Data-Based Questions The use of calculators is permitted.</p> <p>Paper 2 (1 hour 30 minutes) (50 Marks) Short-answer and extended-response questions The use of calculators is permitted.</p>	<p>80%</p> <p>36%</p> <p>44%</p>
<p>Internal Assessment (10 hours) (24 Marks)</p> <p>Duration: 10 hours Maximum word count is 3,000 words. The ‘scientific investigation’ (internal assessment) with the opportunity for students to collaborate and support each other within small groups. Where appropriate, students will be able to share similar methodologies, provided that the independent or dependent variables differ, and the data collected is unique to each student. Students will submit an individual report with a maximum word count of 3,000 words. The criteria will place a greater emphasis on higher-order thinking skills with 50% of the marks allocated for conclusion and evaluation. This component is internally assessed by the teachers and externally moderated by the IB at the end of the course.</p>	<p>20%</p>

Chemistry HL

Assessment Component	Weighting
<p>External assessment (4 hours and 30 minutes)</p> <p>Paper 1 (2 hours) (75 Marks) Paper 1A – Multiple-Choice Questions (MCQ) - 40 marks Paper 1B – Data-Based Questions - 35 marks The use of calculators is permitted.</p> <p>Paper 2 (2 hours 30 minutes) (90 Marks) Short-answer and extended-response questions The use of calculators is permitted.</p>	<p>80%</p> <p>36%</p> <p>44%</p>
<p>Internal Assessment (10 hours) (24 Marks)</p> <p>Duration: 10 hours Maximum word count is 3,000 words. The ‘scientific investigation’ (internal assessment) with the opportunity for students to collaborate and support each other within small groups. Where appropriate, students will be able to share similar methodologies, provided that the independent or dependent variables differ, and the data collected is unique to each student. Students will submit an individual report with a maximum word count of 3,000 words. The criteria will place a greater emphasis on higher-order thinking skills with 50% of the marks allocated for conclusion and evaluation. This component is internally assessed by the teachers and externally moderated by the IB at the end of the course.</p>	<p>20%</p>

Prerequisite: Completion of chemistry in grade 10 and biology in grade 9

Biology means the study of life. Life is the most precious gift each of us has received. Biology has much to teach us about our mortal life and our interdependence with the other forms of created life on this earth. We will work to discover and obtain knowledge of the interactions between the living and nonliving worlds by examining the organization of living things. We are fearful and wonderfully made. (Psalms 139) Through studying biology, students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes IB biology.

Theme	Level of Organization			
	Molecules	Cells	Organisms	Ecosystems
Unity and Diversity	Common ancestry has given living organisms many shared features while evolution has resulted in the rich biodiversity of life on Earth.			
	A1.1 Water A1.2 Nucleic Acids	A2.1 Origin of cells <i>[HL Only]</i> A2.2 Cell Structure A2.3 Viruses	A3.1 Diversity of Organisms A3.2 Classification and Cladistics <i>[HL Only]</i>	A4.1 Evolution and Speciation A4.2 Conservation of Biodiversity
Form and Function	Adaptations are forms that correspond to function. These adaptations persist from generation to generation because they increase the chances of survival.			
	B1.1 Carbohydrates and Lipids B1.2 Proteins	B2.1 Membranes and Membrane Transport B2.2 Organelles and Compartmentalization B2.3 Cell Specialization	B3.1 Gas Exchange B3.2 Transport B3.3 Muscle and Motility <i>[HL Only]</i>	B4.1 Adaptation to Environment B4.2 Ecological Niches
Interaction and Interdependence	Systems are based on interactions, interdependence and integration of components. Systems result in emergence of new properties at each level of biological organization.			

	C1.1 Enzymes and Metabolism C1.2 Cell Respiration C1.3 Photosynthesis	C2.1 Chemical Signalling [<i>HL Only</i>] C2.2 Neural Signalling	C3.1 Integration of Body Systems C3.2 Defence against Disease	C4.1 Populations and Communities C4.2 Transfers of Energy and Matter
Continuity and Change	Living things have mechanisms for maintaining equilibrium and for bringing about transformation. Environmental change is a driver of evolution by natural selection.			
	D1.1 DNA Replication D1.2 Protein Synthesis D1.3 Mutation and Gene Editing	D2.1 Cell and Nuclear Division D2.2 Gene Expression [<i>HL Only</i>] D2.3 Water Potential	D3.1 Reproduction D3.2 Inheritance D3.3 Homeostasis	D4.1 Natural Selection D4.2 Stability and Change D4.3 Climate Change

Syllabus Component	Teaching hours	
	SL	HL
Syllabus content	110	180
A. Unity and Diversity	19	33
B. Form and Function	26	39
C. Interaction and Interdependence	31	48
D. Continuity and Change	34	60
Experimental programme	40	60
• Practical work	20	40
• Collaborative sciences project	10	10
• Scientific investigation	10	10
Total teaching hours	150	240

Biology SL

Assessment Component	Weighting
<p>External assessment (3 hours)</p> <p>Paper 1 (1 hour and 30 minutes) (55 Marks) Paper 1A – Multiple-Choice Questions (MCQ) (30 marks) Paper 1B – Data-Based Questions (four questions that are syllabus related, addressing all themes) (25 marks) The use of calculators is permitted.</p> <p>Paper 2 (1 hour 30 minutes) (50 Marks) Section A – Data-Based and short answer Questions (34 marks) Section B – Extended-Response Questions (16 marks) The use of calculators is permitted.</p>	<p>80%</p> <p>36%</p> <p>44%</p>
<p>Internal Assessment (10 hours) (24 Marks)</p> <p>Duration: 10 hours Maximum word count is 3,000 words.</p> <p>The ‘scientific investigation’ (internal assessment) with the opportunity for students to collaborate and support each other within small groups. Where appropriate, students will be able to share similar methodologies, provided that the independent or dependent variables differ, and the data collected is unique to each student. Students will submit an individual report with a maximum word count of 3,000 words. The criteria will place a greater emphasis on higher-order thinking skills with 50% of the marks allocated for conclusion and evaluation. This component is internally assessed by the teachers and externally moderated by the IB at the end of the course.</p>	<p>20%</p>

Biology HL

Assessment Component	Weighting
<p>External assessment (4 hours and 30 minutes)</p> <p>Paper 1 (2 hours) (75 Marks) Paper 1A – Multiple-Choice Questions (MCQ) (40 marks) Paper 1B – Data-Based Questions (four questions that are syllabus related, addressing all themes) (35 marks) The use of calculators is permitted.</p> <p>Paper 2 (2 hours 30 minutes) (80 Marks) Section A – Data-Based and short answer Questions (48 marks) Section B – Extended-Response Questions (32 marks) The use of calculators is permitted.</p>	<p>80%</p> <p>36%</p> <p>44%</p>
<p>Internal Assessment (10 hours) (24 Marks)</p> <p>Duration: 10 hours Maximum word count is 3,000 words. Each investigation is an individual piece of work based on different data collected or measurements generated. Ideally, students should work on their own when collecting data. In some cases, data collected or measurements made can be from a group experiment provided each student collected his or her own data or made his or her own measurements. The internal assessment (IA) consists of one task: the scientific investigation. This component is internally assessed by the teachers and externally moderated by the IB at the end of the course.</p>	<p>20%</p>

Prerequisite: Grade 10 physics/GCSE physics or equivalent

For HL Physics recommendation from Science department required

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself from the very smallest particles to the vast distances between galaxies. Students have opportunities to design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers and evaluate and communicate their findings.

The investigations may be laboratory based or they may make use of simulations and databases. Students develop the skills to work independently on their own design, but also collegiately, including collaboration with schools in different regions, to mirror the way in which scientific research is conducted in the wider community.

The Physics syllabus has a number of core elements to both Standard and Higher Level. At Higher Level some topics are studied in greater depth and also there is additional material to study. The breakdown of topics for Standard and Higher Level are shown below.

Syllabus Component	Teaching hours	
	SL	HL
Syllabus content	110	180
A. Space, time and motion	27	42
B. The particulate nature of matter	24	32
C. Wave behaviour	17	29
D. Fields	19	38
E. Nuclear and quantum physics	23	39
Experimental programme	40	60
• Practical work	20	40
• Collaborative sciences project	10	10
• Scientific investigation	10	10
Total teaching hours	150	240

A. Space, time and motion	B. The particulate nature of matter	C. Wave behavior	D. Fields	E. Nuclear and quantum physics
<p>A.1 Kinematics</p> <p>A.2 Forces and momentum</p> <p>A.3 Work, energy and power</p> <p>A.4 Rigid body mechanics (<i>HL Only</i>)</p> <p>A.5 Galilean and special relativity (<i>HL Only</i>)</p>	<p>B.1 Thermal energy transfers</p> <p>B.2 Greenhouse effect</p> <p>B.3 Gas laws</p> <p>B.4 Thermodynamics (<i>HL Only</i>)</p> <p>B.5 Current and circuits</p>	<p>C.1 Simple harmonic motion</p> <p>C.2 Wave model</p> <p>C.3 Wave phenomena</p> <p>C.4 Standing waves and resonance</p> <p>C.5 Doppler effect</p>	<p>D.1 Gravitational fields</p> <p>D.2 Electric and magnetic fields</p> <p>D.3 Motion in electromagnetic fields</p> <p>D.4 Induction (<i>HL Only</i>)</p>	<p>E.1 Structure of the atom</p> <p>E.2 Quantum physics (<i>HL Only</i>)</p> <p>E.3 Radioactive decay</p> <p>E.4 Fission</p> <p>E.5 Fusion and stars</p>

Physics SL

Assessment Component	Weighting
<p>External assessment (3 hours)</p> <p>Paper 1 (1 hour 30 minutes) (45 Marks) Paper 1A – Multiple-Choice Questions (MCQ) - 25 marks Paper 1B – Data-Based Questions - 20 marks The use of calculators is permitted.</p> <p>Paper 2 (1 hour 30 minutes) (50 Marks) Short-answer and extended-response questions on standard level material only. The use of calculators is permitted.</p>	<p>80%</p> <p>36%</p> <p>44%</p>
<p>Internal Assessment (10 hours) (24 Marks)</p> <p>Duration: 10 hours Maximum word count is 3,000 words. The ‘scientific investigation’ (internal assessment) with the opportunity for students to collaborate and support each other within small groups. Where appropriate, students will be able to share similar methodologies, provided that the independent or dependent variables differ, and the data collected is unique to each student. Students will submit an individual report with a maximum word count of 3,000 words. The criteria will place a greater emphasis on higher-order thinking skills with 50% of the marks allocated for conclusion and evaluation. This component is internally assessed by the teachers and externally moderated by the IB at the end of the course.</p>	<p>20%</p>

Physics HL

Assessment Component	Weighting
<p>External assessment (4 hours and 30 minutes)</p> <p>Paper 1 (2 hours) (60 Marks) Paper 1A – Multiple-Choice Questions (MCQ) - 40 marks Paper 1B – Data-Based Questions - 20 marks The use of calculators is permitted.</p> <p>Paper 2 (2 hours 30 minutes) (90 Marks) Short-answer and extended-response questions on standard level and additional higher level material. The use of calculators is permitted.</p>	<p>80%</p> <p>36%</p> <p>44%</p>
<p>Internal Assessment (10 hours) (24 Marks)</p> <p>Duration: 10 hours Maximum word count is 3,000 words. The ‘scientific investigation’ (internal assessment) with the opportunity for students to collaborate and support each other within small groups. Where appropriate, students will be able to share similar methodologies, provided that the independent or dependent variables differ, and the data collected is unique to each student. Students will submit an individual report with a maximum word count of 3,000 words. The criteria will place a greater emphasis on higher-order thinking skills with 50% of the marks allocated for conclusion and evaluation. This component is internally assessed by the teachers and externally moderated by the IB at the end of the course.</p>	<p>20%</p>

IB Mathematics Applications and interpretation SL/HL

ICSV Credits: 2.0

Prerequisite: Algebra 2

For HL Math recommendation from math department required

This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modeling. The course makes extensive use of technology to allow students to explore and construct mathematical models. The course will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures.

Students who choose this course at SL or HL should enjoy seeing mathematics used in real-world contexts and to solve real-world problems. Students who wish to take HL will have good algebraic skills and experience of solving real-world problems. They will be students who get pleasure and satisfaction when exploring challenging problems and who are comfortable to undertake this exploration using technology.

Syllabus Component	Recommended teaching hours	
	SL	HL
Number and Algebra	16	29
Functions	31	42
Geometry and Trigonometry	18	46
Statistics and Probability	36	52
Calculus	19	41
The “toolkit” and Mathematical exploration Investigative, problem-solving and modeling skills development leading to an individual exploration. The exploration is a piece of written work that involves investigating an area of mathematics	30	30
Total Teaching hours	150	240

Mathematics Applications and interpretation SL

Assessment Component	Weighting
<p>External assessment (3 hours)</p> <p>Paper 1 (1 hour 30 minutes) Graphic display calculator required. (80 marks) Compulsory short-response questions based on the whole syllabus.</p> <p>Paper 2 (1 hour 30 minutes) Graphic display calculator required. (80 marks) Compulsory extended-response questions based on the whole syllabus.</p>	<p>80%</p> <p>40%</p> <p>40%</p>
<p>Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Mathematical exploration Internal assessment in mathematics SL is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)</p>	<p>20%</p>

Mathematics Applications and interpretation HL

Assessment Component	Weighting
<p>External assessment (3 hours)</p> <p>Paper 1 (2 hours) Graphic display calculator required. (110 marks) Compulsory short-response questions based on the whole syllabus.</p> <p>Paper 2 (2 hours) Graphic display calculator required. (110 marks) Compulsory extended-response questions based on the whole syllabus.</p> <p>Paper 3 (1 hour) Graphic display calculator required. (55 marks) Two compulsory extended-response problem-solving questions.</p>	<p>80%</p> <p>30%</p> <p>30%</p> <p>20%</p>
<p>Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Mathematical exploration Internal assessment in mathematics SL is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)</p>	<p>20%</p>

IB Mathematics Analysis and Approaches SL
Prerequisite: Algebra 2

This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series at both SL and HL, and proof by induction at HL. The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.

Syllabus Component	Recommended teaching hours	
	SL	HL
Topic 1 - Number and Algebra	19	39
Topic 2 - Functions	21	32
Topic 3 - Geometry and Trigonometry	25	51
Topic 4 - Statistics and Probability	27	33
Topic 5 - Calculus	28	55
The “toolkit” and Mathematical exploration Investigative, problem-solving and modeling skills development leading to an individual exploration. The exploration is a piece of written work that involves investigating an area of mathematics	30	30
Total Teaching hours	150	240

Mathematics Analysis and Approaches SL

Assessment Component	Weighting
<p>External assessment (3 hours)</p> <p>Paper 1 (1 hour 30 minutes) No Graphic display calculator allowed. (80 marks)</p> <p>Section A Compulsory short-response questions based on the syllabus.</p> <p>Section B Compulsory extended-response questions based on the syllabus.</p> <p>Paper 2 (1 hour 30 minutes) Graphic display calculator required. (80 marks)</p> <p>Section A Compulsory short-response questions based on the syllabus.</p> <p>Section B Compulsory extended-response questions based on the syllabus.</p>	<p>80%</p> <p>40%</p> <p>40%</p>
<p>Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Mathematical exploration Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)</p>	<p>20%</p>

IB Visual Arts SL / HL: Arts

Prerequisite: None

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

Visual arts in context	Visual arts methods	Communicating in visual arts
80 Teaching Hours	80 Teaching Hours	80 Teaching Hours
COMPARATIVE STUDY (Ext. Assessed) (3 Artworks) SL (10-15 slides) HL(10-15 pages + 3-5 pages of connections to own work)	PROCESS PORTFOLIO (Ext. Assessed) SL (9-18 pages) HL(13-25 Pages)	EXHIBITION (Int. Assessed) SL (4-7 Artworks) + 400 Word max rationale. HL (8-11 Artworks) + 700 word max rationale.

Visual Arts SL

Assessment Component	Weighting
<p>External assessment</p> <p>Part 1: Comparative Study Students at SL analyze and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts.</p> <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. <p>Part 2: Process Portfolio Students at SL submit carefully selected materials which show evidence of 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"> • SL students submit 9–18 screens that display evidence of 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. 	<p>60%</p> <p>20%</p> <p>40%</p>
<p>Internal assessment</p> <p>This task is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Part 3: Exhibition 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.</p> <ul style="list-style-type: none"> • 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. <p>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.</p>	<p>40%</p>

Visual Arts HL

Assessment Component	Weighting
<p>External assessment</p> <p>Part 1: Comparative Study Students at HL analyze and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artifacts 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 analyze 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>Part 2: Process Portfolio Students at HL submit carefully selected materials which show evidence of 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 that display evidence of 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>60%</p> <p>20%</p> <p>40%</p>
<p>Internal assessment</p> <p>This task is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Part 3: Exhibition 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.</p> <ul style="list-style-type: none"> • 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. <p>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.</p>	<p>40%</p>

IB Bible 11 – Ethics

ICSV Credits: 0.5

Prerequisite: None

The student will:

- Discuss reasons for study of ethics
- explain the importance of the use of reason in ethical discourse.
- give a working definition of faith and its importance in ethical discourse.
- give a working definition of agape love and its importance in ethical discourse.

<p>Subjectivism and Egoism</p>	<p>The student will:</p> <ul style="list-style-type: none"> - have a working understanding of and be able to critique ethical subjectivism, ethical egoism, and psychological egoism. - explain why not having a clear, easy answer to a problem does not mean that the problem does not have an answer.
<p>Cultural Relativism</p>	<p>The student will:</p> <ul style="list-style-type: none"> - discuss the concept of cultural relativism - explain the ambiguity of the concepts of “right” and “wrong” - have a working understanding of and be able to critique cultural relativism. - differentiate between various cultural norms, laws, and moral precepts.
<p>Divine Command Theory</p>	<p>The student will:</p> <ul style="list-style-type: none"> - discuss Divine Command Theory - explain the Euthyphro Dilemma and potential solutions to the dilemma. - explain and critique issues related to Divine Command Theory.

<p>Ethical Systems</p>	<p>The student will:</p> <ul style="list-style-type: none"> - explain the elements of a moral situation? - explain the purpose of an ethical system. - enumerate issues related to consistency and interpretation of an ethical system. - enumerate the elements of the ethical context of an action and explain why they are morally relevant.
<p>Aristotle’s Virtue Ethics</p>	<p>The student will:</p> <ul style="list-style-type: none"> - learn about the background of Aristotle - understand virtue ethics in the Nicomachean Ethics - explain and apply Aristotle’s virtue ethics to ethical scenarios
<p>Kant’s Deontology</p>	<p>The student will:</p> <ul style="list-style-type: none"> - learn about the background of Kant - explain Kant’s critique of Aristotle’s virtue ethics. - explain and apply Kant’s deontological ethics. - critically compare virtue ethics and deontology in ethical scenarios.
<p>Utilitarianism</p>	<p>The student will:</p> <ul style="list-style-type: none"> - learn about the background of Bentham - discuss Mill’s Objection to Bentham’s Hedonism - explain and apply Bentham’s utilitarianism. - critically compare the results of competing ethical systems.

Rights Based Ethics	<p>The student will:</p> <ul style="list-style-type: none"> - learn about social contract theory - discuss Hobbes' theory of the social contract in Leviathan - explain what a right is and the difference between alienable and inalienable rights and how alienable rights are granted under a social contract. - explain Hobbes' argument for the creation of a social contract.
Care Based Ethics	<p>The student will:</p> <ul style="list-style-type: none"> - explain the difference between care and contract and how that difference leaves a hole in traditional ethical theory. - explain how ethical decisions are made according to care ethics.
Ethical Deliberation	<p>The student will:</p> <ul style="list-style-type: none"> - consider different ethical scenarios using the various ethical systems studied. (Units 6-10) - apply the 5 ethical systems to ethical scenarios. - will differentiate between the systems and choose the most appropriate ethical response to the scenario when analyzing ethical scenarios

IB Bible 12 – Philosophy of Science and Religion

ICSV Credits: 0.5

Prerequisite: None

Introduction to Philosophy	<p>The student will:</p> <ul style="list-style-type: none">- discuss reasons for the study of philosophy- develop a basic understanding of the vocabulary of propositional logic.- answer the question, 'What is a philosophical argument?'- explain the difference between a deductive and a non-deductive argument.- develop a basic understanding of propositional logic.- develop a basic understanding of truth tables- develop a basic understanding of translating arguments to logical sentences
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<p>Philosophy of Science</p>	<p>The student will:</p> <ul style="list-style-type: none"> - develop a basic understanding of the vocabulary - understand and articulate the differences and interconnections between science, mathematics, philosophy, and reductionism through research, analysis, and presentation. - explore and present on various aspects of evidence and explanation in science, enhancing their understanding of scientific inquiry and critical thinking skills. - explain Karl Popper’s falsificationism and determine when a sentence is falsifiable. - explain what a model is, discuss and distinguish the different kinds of models scientists use. - clearly articulate the difference between realism and instrumentalism. - explain the principle of sufficient reason, the central beliefs of scientism, and how science and scientism differ. - frame arguments on both sides of an issue and express an argument clearly and convincingly.
<p>Philosophy of Religion</p>	<p>The student will:</p> <ul style="list-style-type: none"> - develop a basic understanding of the vocabulary - express what they believe regarding God’s nature. - understand what questions are being asked in a philosophy of religion context and common positions taken on those questions. - reflect on how we should methodologically approach questions concerning religion. - articulate various arguments for the existence of God and the related criticisms. - understand the specifics of the philosophical problem of evil and the related theistic responses. - understand the ethics of belief.

Academic Honesty Policy

Academic honesty is expected of all members of the ICSV school community, including students, faculty, administration and parents. While the majority of this policy is specific to IB DP students (11th and 12th grade) ICSV acknowledges and is in agreement with the principles of the IBO academic honesty publications. This academic policy is applicable to the entire student body.

We are guided in our expectations and practices by two of the IB Learner Profile attributes, which describe students as:

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.

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

The IBO stresses the importance of academic honesty. In the IB publication on academic honesty, it is stated that:

“all assignments for assessment, regardless of their format, must wholly and authentically use that candidate’s own language, expression and ideas. Where the ideas or work of another person are represented within a candidate’s work, whether in the form of direct quotation or paraphrase, the source(s) of those ideas or the work must be fully and appropriately acknowledged. This requirement includes a candidate’s responses to examination papers in May and/or November. All quotations in a candidate’s examination script must be properly acknowledged”

What is academic honesty?

Academic honesty means that one’s own work is authentic and not a reproduction of other people’s work or ideas.

Academic honesty refers to:

- Proper conduct in relation to the conduct of examinations
- The full acknowledgement of the original authorship and ownership of creative material
- The production of ‘authentic’ pieces of work
- The protection of all forms of intellectual property – which include forms of intellectual and creative expression, as well as patents, registered designs, trademarks, moral rights and copyright

Intellectual property rights must be respected and are often protected by law (copyrights on music, patents, movies, published books).

In the arts, you may be inspired by other artists’ music or creativity. It is perfectly acceptable to be inspired by other artists’ work, but the original source must always be acknowledged.

Use of Artificial Intelligence

The ICSV 2024-2025 Parent Student Handbook states:

Any work that is produced using Artificial Intelligence (AI), such as ChatGPT, is not an original creation of the student; therefore, as with a quote or material from another source, any AI-generated text, image or graph included in a student's work that has been copied from such software must be credited and referenced accordingly. If this is not done, then the use of AI is a form of academic misconduct.

Please note that the following tools are also considered forms of AI and can be flagged:

- Grammarly
- Translation tools
- Citation generators

Plagiarism and Malpractice

According to the IBO, a student is guilty of malpractice if he or she plagiarizes, works too closely together with another student (collusion), recycles work for two different assignments, or in any other way gains an unfair advantage or affects the results of others. Malpractice is also present in other situations. For example, if a student falsifies a CAS-record or brings unauthorized material into an exam.

ICSV uses the IBO definitions of academic dishonesty. Academic dishonesty is engaging in any form of plagiarism, collusion or duplication of work defined as:

Plagiarism: the representation of the ideas or work of another person as the person's own

Collusion: supporting malpractice by another, as in allowing one's work to be copied or submitted for assessment by another student

Duplication of work: the presentation of the same work for different assessment components and/or diploma requirements

ICSV agrees with the IBO's Academic Honesty publication stating that:

“Any other behavior that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record) is defined as academic dishonesty.”

Examples of plagiarism:

- Using information from the Internet – either directly or in a restated form – without acknowledging the source. This also includes photos, music, graphs, maps and the like.
- Copying one sentence or more from a book or the Internet without acknowledging the source in quotation marks and in the works cited page.

- Using 5-8 words in a row from a book/internet/somewhere else without acknowledging the source constitutes plagiarism.

Examples of collusion:

- Students are expected to work independently for most assessment components. However, in some cases, for example in the group 4-project, collaboration is encouraged. Nevertheless, the final product must always be the student's own work.
- The IBO states that “the abstract, introduction, content and conclusion/summary of a piece of work must be written in each candidate's own words and cannot therefore be the same as another candidate's. For example, if two or more candidates have exactly the same introduction to an assignment, the final award committee will interpret this as collusion (or plagiarism), and not collaboration.”
- In IB Math, group work “is not appropriate for the mathematics HL or mathematics SL portfolio.”

Examples of duplication of work

- The presentation of the same work for different assessment components constitutes malpractice. For example, if a student submits a piece of work for a history assignment and then, later, submits the same, or almost the same, piece of work for another course, including his or her Extended Essay, it is malpractice.

Other examples of malpractice

- Fabricating data for a table, a survey or the like constitutes malpractice.
- Many students know more than one language. It is malpractice to read something in one language and translate it into another and present it as one's own ideas.
- Furthermore, ICSV and the IBO views the following as malpractice:
 - taking unauthorized material into an examination room (such as cell/mobile phone, written notes).
 - leaving and/or accessing unauthorized material in a bathroom/restroom that may be visited during an examination
 - misconduct during an examination, including any attempt to disrupt the examination or distract another candidate
 - exchanging information or in any way supporting the sharing of information to another candidate about the content of an examination
 - failing to comply with the instructions of the member of the school's staff responsible for the conduct of the examination
 - impersonating another person
 - stealing examination papers
 - using an unauthorized calculator during an examination, or using a calculator when one is not permitted for the examination paper

- disclosing or discussing the content of an examination paper with a person outside the immediate school community, including online discussions, within 24 hours after the examination.

What happens in a case of malpractice?

The ICSV 2024-2025 Parent Student Handbook states the following:

ICSV takes academic dishonesty very seriously and believes in educating students and helping them learn from their mistakes. Students are responsible for their own work in all instances. Academic dishonesty will be investigated by the administration and appropriate consequences will be given based on the situation.

In general, for a first offence, students will be given the chance to redo the work or an alternative assignment for up to 50% credit. Parents will be made aware of the offense and may be called in for a conference.

For subsequent offenses, the consequences will become more severe, to include detention and possibly suspension time, as well as the loss of any credit for the assignment.

The principal keeps track of instances of academic dishonesty across all courses.

IBDP Exams

If malpractice is suspected, the nature of the malpractice is reported to the IBO by the external examiner or the IB coordinator.

The allegations of malpractice are investigated **very thoroughly**. If a student is found guilty, the verdict is either:

1. academic infringement, which is the “result of negligence or a lack of awareness on the part of the candidate [of proper citation methods].” This results in a zero on the component or part of the component, but the student is still eligible for a grade in the subject.
2. academic malpractice. If found guilty of malpractice, the student will not be awarded the IB Diploma.

Academic malpractice is a very serious offense, which may result in the student not being eligible for the IB Diploma. Examiners are very aware of signs of plagiarism in assignments and the IB runs electronic checks on IB students’ work in exams.

How do I avoid being guilty of academic malpractice?

Do not collaborate in externally set exams, internal assessment, or when handing in written work during regular class time – unless otherwise instructed by your teacher.

Always obey the rules in exam situations.

Be very careful to cite all sources, whether you have paraphrased them, quoted them directly or used the ideas of a writer/scientist/historian. You must cite all sources using the most current MLA guidelines and quotation technique.

ICSV's role in promoting Academic Honesty

ICSV takes its role in teaching all students and faculty about Academic Honesty seriously. One of the main roles of the EE Committee is to ensure that all students and staff understand best practices in research and citing. They provide ethical guidance alongside information on the most appropriate citation system to use in each course, research paper, the IBDP's Internal Assessments, and the Extended Essay. ICSV subscribes to Turnitin, an online tool used to detect academic plagiarism.

Inclusion Policy

School Philosophy (From ICSV 2024-2025 All Staff Handbook)

International Christian School of Vienna (ICSV), located in Vienna, Austria, was founded in 1986 primarily to educate the children of English-speaking missionaries who lived in or near Vienna. The *Hilfsverein der Internationalen Christlichen Schulen*, a private school organization registered according to Austrian law, along with a Board of Directors, is responsible for the direction and administration of the school. In the mid-1990s, the school board broadened the vision to include the larger community of internationals in Vienna. Today, ICSV serves both local Austrian families and the international community. Students from 65 different nations and all faith backgrounds attend ICSV.

All ICSV students are admitted without regard to their race, sex, age, religion, ethnic origin, physical disability, or socio-economic status. Students come from a wide variety of backgrounds and nations including international business, diplomatic, United Nations (UN), and missionary communities.

ICSV makes every effort to meet the spiritual, intellectual, and social needs of its students. The goal of the school is to help each student develop as a total person and learn to understand every area of life in his proper relationship to God.

Student support services at ICSV (From ICSV 2024-2025 Parent student handbook)

ICSV offers student support services to non-native English speakers and those who require additional academic help in order to be successful in the classroom. The Student Support Services program is considered an essential supplemental service and is included in the student's enrollment or re-enrollment contract. There is an additional fee for these services. During the school year, if a student needs to be added to the Student Support Services program or needs an increase in services, the parents will be notified and given an addendum to sign which authorizes the school to enroll the student and charge the additional fee.

At the present time, ICSV is able to offer instructional support to students with a variety of mild to moderate learning challenges. Enrollment in the Learning Support Program is based on individual student needs, program capacity, and availability of the required supports. Students with diagnosed learning challenges are provided with individual Learning Support Plans, outlining their specific goals and accommodation needs.

ICSV is, unfortunately, unable to offer support to students with severe or profound learning challenges, a modified academic curriculum, specific therapies or psychological assessments.

Learning Support Plans

Students with identified and documented learning needs are provided with a Learning Support Plan which outlines their specific learning challenges and accommodations. These accommodations are provided by their classroom teacher and support staff and may include but are not limited to preferential

seating, use of a word processor, use of a calculator, extra time on tests, and testing in a quieter space. If students require further support beyond these classroom accommodations and foundational courses, parents are expected to provide this support outside of school hours by way of a tutor or therapist.

Learning Support Meetings (From ICSV's Student Learning Support website)

When a student is referred, or if a student has an existing Learning Support Plan, regular meetings can occur to ensure the best plan is created to help the student reach success. When a Learning Support meeting is called, be mindful of the following:

- Teachers who are invited to Learning Support meetings are required to attend
- The planning meetings may consist of teachers, parents, learning support staff, the school counsellor, and an administrator
- A plan is tailored for individual students to remediate his/her areas of difficulty
- Once an educational plan with goals is put into place, it is required that the student receive everything in that plan, including all accommodations and/or modifications. Teachers who require additional help in this area should seek advice from the Learning Support staff, department heads, and administration as needed.

Accommodations versus Modifications (from ICSV 2024-2025 All Staff Handbook)

Accommodations are designed to reduce barriers to learning or academic performance that are a result of a student's level of language acquisition or learning disabilities. Accommodations change how a student will learn or practice a skill. Accommodations can be allowing more time for an assignment, reducing the length of an assignment, or providing an alternate assessment. An accommodation holds the student to the same standard as their peers, but takes into account that equal does not necessarily mean identical.

Modifications are changes made to academic expectations. Modifications do not hold a student to the same standard as their peers.

Classroom accommodations/modifications guidelines:

Students enrolled in ELL or Learning support often have a learning plan that includes accommodation guidelines or modifications for their classes. These plans are shared with the appropriate teachers at the beginning of the school year and whenever updates are made. Teachers should take care to keep the details of a student's learning plan confidential and use plans as a guideline to support the student's needs.

Students not enrolled in a student support program should not have accommodations or modifications made in the classroom. If a teacher feels that a student has unidentified learning needs, the teacher should report this concern to their supervisor.

When accommodations or modifications are made, this must be noted on the student's report card.

Additional Learning Needs and Inclusive Assessment Arrangements (IB Diploma candidates and IB Courses students)

For major tests, IB external and internal assessment, the IBO authorizes the school, under certain conditions, to request “Inclusive Assessment Arrangements” for testing. In order to make these requests, a professional assessment must be provided to the school and to the IB organization. The professional assessment must have been completed and dated within three years of the intended examination session.

No special arrangement will be possible without these documents and only the IB organization is authorized to allow these arrangements. Specific requirements of psychological/psycho-educational/medical reports can be obtained from the IB coordinator upon request.

When granted, these arrangements may include:

- Modification to exam papers for students with visual challenges or specific learning difficulties;
- Allowance for additional time to complete an exam;
- Assistance with writing through a scribe, word processor, speech recognition software or transcripts;
- Assistance with reading through a reader or reading software
- Assistance with communication through communicators or augmentative communication device reading through a reader or reading software
- Extension to deadlines

ICSV requests parents to inform us of these needs as soon as possible, ideally, at the time a student applies to the IB Diploma Program.

Additional Learning Needs and Inclusive Arrangements not Requiring IB Authorization

In addition to the arrangements listed above, there might be other arrangements that could be requested for IB internal and external assessments. These arrangements are not standard practice at ICSV and must be discussed with the IBDP coordinator and the High School principal, who may request supporting documentation in order to grant the request. Requests should be made at the time a student is enrolled in the school or as soon as the learning need is identified. Please note that the final decision of whether to grant a request of this nature is made by the ICSV administration. Additional costs may be incurred by the family.

They are:

- Taking the exam in a separate room
- Request for specific seating (ie: at the front of the room)
- An assistant, such as a nurse, may be in attendance only to ensure the welfare and safety of the student
- Use of an aid or device which a student owns and uses on a day-to-day basis (ie: a colored overlay, a Braille slate, a sound amplification device, a radio aid, a hearing aid, a low vision aid, a magnifying aid, colored filter lenses)
- A student with a hearing condition may request the possibility of receiving instructions from a communicator

- Clarification on test directions for students with difficulties in reading or attention
- Magnifying devices
- Naming colors for a student who is color blind
- Reduction of noise for students hypersensitive to sound
- Rest breaks
- Prompter

ICSV IB Admissions Policy

A diverse range of students can succeed in the International Baccalaureate Diploma Programme (IBDP). In general, however, it is students who have maintained at least a “B” average in their previous and current courses and show responsibility in study habits, and meeting deadlines who are able to succeed.

ICSV Admissions Information

The IBDP Advisory committee can recommend students as full IB Diploma Programme Candidates or Courses Candidates. The ICSV administration reserves the right to make exceptions on a case-by-case basis. The Committee consists of the following: the IBDP Coordinator, the guidance counselor, the high school principal, and German/Spanish teachers as needed to help with language placement for external candidates.

The Committee determines a student’s eligibility for the Diploma Programme by looking at:

- Reflection and essay responses (part of application process)
- Scores on standardized tests such as Preliminary Scholastic Aptitude Test (PSAT), Measure of Academic Progress (MAP) test scores, and/or Cognitive Ability Test (CAT4)
- Grades: A’s and B’s in regular classes. A’s B’s and C’s in honor classes (or the equivalent in non-US based grading systems)
- Positive subject-teacher recommendations (for external applicants)
- Good attendance record (96% attendance rate)
- Meets subject-specific prerequisites (see above)
- A total of 14 credits acquired by the end of Grade 10

IBDP Application Process for Non-ICSV students

Enrollment acceptance to ICSV

Before applying to the IB Diploma Programme at ICSV, applicants must complete the general application process and be accepted for enrollment at ICSV

The steps are as follows:

- Submit grade 11 Admission Application
- Complete admissions testing
- Receive Grade 11 enrollment offer
- Submit IBDP application and go through IBDP application process (outlined below)

Preference for the IBDP at ICSV is given to current ICSV students. External students will be considered for IB, as long as places are available.

English Language Proficiency

Because English is the language of instruction at ICSV, all students must demonstrate an acceptable level of proficiency in English. Students enrolling at ICSV who demonstrate insufficient English proficiency are required to take English Language Learner (ELL) courses. Students who qualify for an ELL (English Language Learners) program at ICSV based on admissions testing cannot take the full IB diploma programme, but they are encouraged to choose some IB courses.

Teacher Recommendations

Students transferring to ICSV who wish to be considered for the IBDP will need to submit two Grade 10 teacher recommendations: one from the humanities courses (e.g. English or History) and one from the sciences or mathematics courses.

IBDP Application Process for all students

The IB Diploma Programme (IBDP) Application Process consists of a formal application, a consultation meeting, and the formal offer of acceptance into IB.

Preference is given to current ICSV students. Transfer students will be considered, as long as places are available.

Formal Application

Formal applications are available in mid-January and current ICSV student applications are due on February 10, with consultation meetings held in March. External students are processed on a rolling basis starting in March.

Consultation Meeting

The IBDP Advisory Committee will assess each student's suitability for the IB Programme and their ability to handle the learning environment and achieve success in the IBDP. The meeting is conducted by at least one member of the advisory committee and an additional IB Staff member.

Attributes assessed during the meeting include:

1. Motivation and IB Learner Profile
 - a. The IB Learner Profile will be used to assess the candidate's passion, skills, and compatibility with IBDP
 - b. Candidates will be asked to explain how their interests, skills, and educational objectives are suited to the IB pathway
 - c. Candidates will be asked to explain their motivation for studying in the IBDP
2. Personal Capabilities such as:
 - a. Dedication, perseverance, and self-motivation

- b. Leadership qualities, including teamwork
 - c. Activities outside of the classroom to assess balance and caring attitudes
3. Academic ability

Current students will have an in-person consultation. For external students looking to transfer that cannot attend an in-person consultation, a virtual consultation will be scheduled.

Course Selection

At the time of their application, students will indicate their desired courses. During the consultation meeting, the IB staff will discuss course selection and help the student make a final selection of IB courses. The final course selection will be communicated to parents for confirmation.

Entrance into a Group 2 language may require an evaluation test. Current students' placement in the appropriate level language course will be determined through a conversation between the IBDP Coordinator and the foreign language teachers. External students may have a language teacher join the consultation meeting to perform the evaluation test, this is determined based off of transcripts and the reflection essays submitted with the IBDP application.

Decision making process

Once the consultation is completed, the advisory committee will meet as a group to discuss the applicant. The team will review the student's academic reports, teacher recommendations, their application, and the results of the consultation meeting. Students and parents will be notified in writing of the IB team's decision.

There may be situations in which a student will be conditionally accepted into the IBDP. The conditions of the acceptance will be explained in full to both the students and parents.

IB Fees

There are additional fees related to taking the IB Diploma Programme, IB Courses, and Pamoja Online Courses. These fees are updated yearly and are available on the ICSV website. Fees are added to the tuition statements at the beginning of each school year.

Assessment Policy

Principles of Assessment

The International Christian School of Vienna recognizes that teaching, learning and assessment are fundamentally interdependent. We are guided by the following principles:

Students:

- have differing learning styles.
- have different cultural experiences, expectations and needs.
- perform differently according to the context of learning.
- should see self-assessment and peer assessment as a natural part of the learning process.
- need to know their achievements and areas for improvement in the learning process.
- should receive feedback that is positive, constructive and timely.

Assessment:

- is designed by teachers to incorporate a variety of methods and to be relevant and motivating to students.
- is geared toward appraisal of a broad range of concepts, attitudes, knowledge and skills appropriate to an international and increasingly complex world.

Assessment for the IB Courses will be according to the guidelines set down by the IBO and is made clear to students by teachers before coursework begins.

Assessment and Expectations

Students are expected to:

- Record all homework assignments
- Use the mark schemes or rubrics provided by teachers to achieve their best work
- Submit work on time
- Reflect on feedback and correct mistakes when work is returned to them
- Honor academic integrity and understand the consequences if they do not

Parents are expected to:

- Support student adherence to deadlines
- Help motivate their child
- Help create a study environment that is to the benefit of their child
- Follow their child's progress on PowerSchool and contact the teacher with any concerns when necessary

All of the above expectations exist to ensure that all students reach their full potential in IBDP examinations.

Why Do We Assess?

ICSV assesses its students in order to:

- develop a clear picture of the student and his or her interests.
- assess the effectiveness of the environment on the student's learning.
- extend the student's learning.
- monitor the progress of individual student learning and achievement.
- determine the effectiveness of teaching.
- inform curriculum review.
- help evaluate suitability of courses.
- inform others as appropriate, including students, teachers, parents, other educational institutions, future employers.

How Do We Assess?

ICSV expects teachers to employ methods of assessment that are varied, multi-faceted, frequent, and adapted to meet the needs of each course and group of students. The rationale and procedures for each method should be understandable to both students and parents. Teachers take the time to explain to students what they are doing and why before initiating an assessment.

Examples of assessment used may include but should not be limited to the following:

- Tests/Quizzes
- Homework
- Classroom participation and activities
- Book reports
- Special projects
- Examinations

Homework (From ICSV 2024-2025 Parent-Student Handbook)

Homework has proven to be a valuable reinforcement of learning, students enrolled in IB classes should expect a heavier homework load, including homework during the summer and over breaks. The teacher will determine homework expectations and communicate those to students and parents.

Overall, IB students who invest their time wisely, working on CAS and long-term projects such as extended essays and internal assessments over the summer, tend to do better. Parents/guardians can encourage good study habits at home by providing a quiet, well-lit place to study, setting aside a regular time for homework and showing interest in the child's work.

Internal Assessments

The internal assessments (IAs and IOs) are part of the IBDP criteria. The IB outlines the expectations and assessment criteria for each IA/IO, and teachers guide students to complete these internal assessments during the beginning of their second year. IAs account for anywhere from 20% to 35% of a student's grade in an IBDP course. Students must submit a first draft of the IA to their subject teacher

so they can get feedback. DP teachers use grade descriptors and assessment criteria to accurately assess student's learning, and the first draft is awarded a grade.

Grade boundaries, specific criteria and category weights can be obtained from individual teachers. Students must meet the due dates or will potentially be removed from the programme.

Exams in IBDP Courses at ICSV

Semester Exams:

Final semester assessments in IB courses are required for grades 11 and 12. Students are required to take final exams on the scheduled days. If the student misses finals due to illness, they will make up examinations with an approved doctor's note on the day of their return or receive a zero grade. Christmas exams will count as the semester one exam grade, and mock exams will count as the semester two exam grade.

Mock Exams:

At the end of grade 11, IBDP and IB courses students will take their first mock examinations. The result of this examination is their provisional predicted grade. This is different from an ICSV letter grade. Parents should be aware that the provisional predicted grade is independent of their daily assessments such as homework, classwork and participation grades. Therefore, a student diligent in submitting all required work can do well for an ICSV letter grade but poorly on the provisional predicted grade.

In February of grade 12, IBDP and IB Courses students will take a full set of mock examinations. The result of these is the predicted grade that is sent to the IBO.

Final Exams:

All grade 12 IBDP and IB Courses students are expected to take the IBDP final examinations in April and May, according to the officially published exam schedule. Registration for final exams takes place in October of the second year of the programme. Once registration is complete, any changes in registration status have fees which will be paid by the family.

Retesting IB Mocks in Year One

A failing grade in the year one mock exams could jeopardize a student's continuation in the specific IBDP subject. Such students have the opportunity to retake the mock examination in the subject(s) they failed, usually scheduled for the second week of August. Students must receive at least a grade of "4" on the retake in order to continue with the IBDP at ICSV. This decision to offer a retake opportunity is at the discretion of the IBDP Coordinator, and is based on looking at all aspects outlined in the academic reasons for dismissal (outlined below)

Considerations for Students Not Writing in Their First Language

For assessments in many subjects, it is important to remember that some students will not be using their first language. With the **exception of all language classes**, points are not taken off for inaccuracies in grammar or spelling unless it hinders the clarity of the students' argument.

How Do We Grade?

The academic year is divided into two semesters. Each semester consists of two quarters.

High School Mid-Quarter Notices:

Mid-Quarter Notices are sent to parents at the midpoint of each quarter for students who have a C- or lower in any class. Be aware that quarter-long projects and examinations are usually due in the last weeks of a quarter. Those assignments typically have a high point value and can have a large influence on the quarter grade. They have the ability to either improve or lower a student's grade in the final days of the marking period.

High School Mid-Semester Notices:

Mid-Semester Notices are sent at the end of the first and third quarters.

High School Report Cards:

Report cards, which reflect permanent grades and include teacher comments, are sent at the end of each semester. The individual classroom teacher, with the approval of the principal, will determine weighted factors that comprise the student's semester grade. ICSV report cards are provided in English only, with letter grades.

Understanding Predicted grades at ICSV

IBDP students at ICSV encounter three types of predicted grades while immersed in the IBDP. These are provisional predicted grades, university predicted grades and IB predicted grades. Each predicted grade assessment is delivered at a different point in the course of the two-year program and is a benchmark for students struggling with their specific IB subject(s). Therefore, each predicted grade assessment has a very specific purpose for our students.

Provisional Predicted Grades

Provisional predicted grades are requested from teachers at the end of grade 11. These provide IB students with a realistic benchmark for researching appropriate universities and application planning. Furthermore, these grades help students, as well as parents, set their academic agendas for the summer in preparation for the second year of the programme. Provisional predicted grades are based on a student's mock examinations in May of the first year. These grades are not a simple class average, nor a reflection of ICSV letter grades, but rather a reflection of how a student will perform under IB examination conditions.

University Predicted Grades

University predicted grades are issued by teachers in February of grade 12 and are used for university applications. Any change in a predicted grade from those issued at the end of grade 11 would be based on work completed over the summer and academic achievements made by the student during the first semester of their second year. Please note that predicted grades can also be lowered if students do not meet the course expectations.

An official transcript with IB predicted grades will be provided for IB students upon request. Official transcripts are mailed directly to universities or other institutions by written request from authorized student/parent/guardian only, these transcripts are not shared with students/parents/guardians. High school students requesting an official transcript must complete a “*Transcript Request Form*” and submit it to the office at least ten (10) days in advance. ICSV transcripts are provided in English only.

IB Predicted Grades

Official IB predicted grades are confidential and are sent directly to the IBO Assessment Center. These must be submitted by the school in April of grade 12. Due to IBO regulations, they are not released to students. The IB predicted grades are based on student work to date, midterm mock exams, and other evidence of prior achievement over the course of the two-year program.

Academic probation policy (from ICSV 2024-2025 parent-student handbook)

The goal of this policy is to join together the student, teachers, parents and administration to motivate the student toward success. The academic probation policy is outlined below.

1. At the quarter grading period, a student with two or more Fs will be placed on academic probation. Parents will be notified and a conference with the student, parents, and ICSV staff will be scheduled. The purpose of this conference is to develop a plan to help the student raise his/her grades to a passing level by the next quarter grading period.
2. At the next quarter grading period, the student and parents will meet with ICSV staff to assess progress. If improvement is seen at this point, then the student may be taken off academic probation. If no improvement is shown or grades are lower, he/she will remain on academic probation or be placed on an Academic Contract.
3. If a student is on academic probation for two quarter grading periods, the student will be placed on an Academic Contract. This contract will state specific goals for the student to achieve in the coming quarter. If the student fails to meet the goals of the contract, then this may be an indicator that ICSV is not a good fit for the student, and he/she may be asked to leave ICSV.

Academic Warning for IBDP Students

An academic warning is a letter sent to parents/guardians and students from the IBDP coordinator. This warning informs them about a lack of adhering to attendance requirements and/or a progress report with a grade of D or F in his/her IBDP subjects.

An ICSV letter grade of “F” in any semester of the two years in IBDP will result in discontinuation of the specific subject(s).

Academic Reasons for Dismissal from the IBDP

The end of each semester is the time we assess student progress. The IBDP coordinator and high school principal, along with IB teachers, will review students' performance and decide if any interventions, which could include removal from the programme or an individual course, are necessary. Reasons for removal from individual courses or the programme include:

- Failing ICSV letter grade of “F”.
- Poor attendance (*see attendance policy in ICSV Parent-Student Handbook*).
- Failure to meet important IB deadlines.
- A provisional predicted grade of “1” at the end of year one of the programme.
- Multiple grades of “2” at the end of year one of the programme.
- Repeated academic dishonesty.
- Retake results not above a grade of “4”.

High School Grading Guidelines (From ICSV 2024-2025 All Staff Handbook)

Categories: Student averages are calculated using a combination of weighted averages and percentages. Categories of assessment and their percentages will be the same department wide. However, tests and quizzes together will not be more than 40% of a student's grade for any course at ICSV. Exceptions can be made for IB Courses in order to align with the IB grading system.

Parent Portal: Grades must be updated every week. Parents see grades in real time through the student information system's Parent Portal. Every teacher should enter a minimum of 2 grades every week for a quarterly total of at least 18.

Major Tests/Assessments: Austrian Law states that teachers must provide a study guide one week in advance of all major assessments such as chapter tests, quarter assessments, and finals. Teachers cannot add any new material taught during this 'study week' to the assessment. Any questions about what constitutes a major assessment should be directed to the appropriate principal for clarification.

Returning Assessments: By Austrian Law, all assessments (projects, essays, tests, and quizzes) must be graded and returned to students within one week of completion. This excludes major research papers.

Semester Averages for High School: Courses at ICSV are graded with a permanent grade each semester. Each department will determine the weighted value for grades in their department with the approval of the principal. The semester grade will be averaged as follows: Grading of daily work, assignments, tests & projects through the semester = 80%; Semester Exam = 20%. The following classes will have final exams: English, Mathematics, Social Studies, Science and all DP courses except for Visual Arts.

High School (9-12) Grade Scale

ICSV High School (9-12) uses the following grading scale:

Scale	Grade Designation	Grade Point Regular Courses	Grade Point Honors & IB SL Courses	Grade Point IB HL Courses	Austrian Grade Equivalent	IB equivalent
98 – 100	A+	4.0	4.5	5.0	1	7
94 – 97	A	4.0	4.5	5.0	1	6
90 – 93	A-	3.7	4.2	4.7	1	6
87 – 89	B+	3.3	3.8	4.3	2	5
84 – 86	B	3.0	3.5	4.0	2	5
80 – 83	B-	2.7	3.2	3.7	2	4
77 – 79	C+	2.3	2.8	3.3	3	4
74 – 76	C	2.0	2.5	3.0	3	4
70 – 73	C-	1.7	2.2	2.7	3	3
68 – 69	D+	1.3	1.3	1.3	4	3
66 – 67	D	1.0	1.0	1.0	4	2
65	D-	0.7	0.7	0.7	4	2
0 – 64	F	0.0	0.0	0.0	5	1
	A=Superior	B =Good	C=Acceptable	D=Minimal	F=Fail	

Please note that receiving an “A+” in a course does not necessarily mean that a student will receive a 7 on the IB exam.

Language Policy

Philosophy

We believe that all students can learn and experience success in a second language; to that end, we provide a foundation for the lifelong process of language acquisition. Our language program:

- fosters respect for other cultures,
- prepares students to become productive members of a global society,
- promotes awareness of one's own language and culture
- allows opportunities for interdisciplinary connections, and
- prepares students for college and further studies.

ICSV recognizes that communicating effectively in all subjects for a variety of purposes is key to academic success. As language is central to this success, we encourage all teachers to think of themselves as language teachers for their particular subject specific vocabulary. We encourage students to develop their mother tongue to nurture their personal and cultural identities.

Language Profile

ICSV has approximately 360 students with 65 different nationalities. During the admissions process to ICSV, students are tested for their English Language Proficiency and placed in the appropriate class by grade, ability and age. On average, 25% of our 9-12 grade, 24% of our 6-8 grade, and 13% of our primary-5th grade students are receiving some sort of English Language Learning support.

Overview of Language Programs

English

English is the language of instruction at ICSV, except for the world language classes that are taught in their targeted languages.

One of the fundamental aims of the school is for students to be able to communicate successfully in the English language.

Because English is the language of instruction at ICSV, all students must demonstrate an acceptable level of proficiency in English. Students enrolling at ICSV who demonstrate insufficient English proficiency are required to take English Language Learner (ELL) courses. Support for ELL is offered to students in grades Primary – 12. The International Christian School of Vienna does not accept high school students who are beginner level ELL.

Students that are in advanced ELL are eligible to apply for IBDP courses. In order to qualify for the full IBDP, students must have completed the ELL program prior to entering the IBDP. Exceptions may be made on a case-by-case basis.

English Language Learners (ELL) Support (from the ICSV 2024-2025 parent-student handbook)

ICSV offers an English Language Learners Program (ELL) to assist non-native English-speaking students in raising their level of academic proficiency in English. The classroom and ELL teachers are the primary educators. Support is available by means of English language teachers, consultation, and evaluation. Students may need to take an ELL Support class in place of an elective, core course, or a foreign language.

Each student's English language proficiency level is assessed using test results, work samples, and prior records. Student progress in language development is measured using the WIDA model. This information, together with input from the principal, ELL teachers, and classroom teachers, is used to determine the level of support needed in order to best meet the student's academic needs.

ELL is a semester-based program. Students will be reevaluated at the end of each semester to determine future placement.

Additional World Languages in High School and Middle School

Students are required to learn additional languages, including German, the language of Austria, as a means of promoting intercultural awareness and global citizenship. Students are encouraged to develop a maximum level of proficiency in all their languages of study. In High School, students must take at least two years of a non-native language for graduation.

German, the language of Austria

Upon enrollment, students at ICSV are instructed in German after demonstrating acceptable levels of English Language Proficiency. German classes are organized by ability, not grade level in both Middle School and High School.

Spanish Language

Spanish is taught at the basic level for grades 9-12 for students who are proficient in English or German. This course is designed to expose the student to the language for tourist and enjoyment purposes. Students, who would like to attain a greater proficiency in Spanish, are encouraged to take Spanish ab initio as an IB Course rather than Spanish in Grades 9 & 10. Students who have taken Spanish in Grades 9 & 10 will be automatically placed in Spanish B.

Mother Tongue Support

The ICSV Library is a resource for families wishing to encourage their children to read in their mother tongue. Currently the library has a small but growing collection of picture books in languages

representative of our school population: Arabic, Chinese, Chinese Mandarin, Dutch, French, German, Japanese, Korean, Portuguese, Russian, Spanish, Swahili, and Somali. Our German collection for upper grades is improving with input from the IB German teacher(s). Additionally, our library catalogue home page hosts links to online resources which provide access to books in many languages.

Support for mother tongue language learning can be arranged to be offered outside of the school day in different languages for any ICSV student.

In addition, we partner with ICSV parents wishing to instruct their children in their mother tongue. For example, there is a group of parents using the ICSV building once a week for an Amharic learning group. ICSV is also planning on having after school language clubs in Korean, Arabic etc.

IBDP Language Overview—for High School only

German

Through the IB, ICSV offers German B SL/HL to qualified students. Native speakers who have been primarily studying in English are eligible to take this course and are especially encouraged to take the HL course to ensure a challenging experience for the student. A placement test will be used for admission into the course and for placement into the appropriate level. This course will not only fulfill students' required language acquisition graduation requirement but also be useful for life and interaction in Austria.

Spanish ab initio

Spanish ab initio is only taught to students with very limited or no background in the language. (Ab Initio means "from the beginning.") The goal is for students to acquire the skills necessary to interact in everyday situations in reading, writing, listening, and speaking. From the very beginning, this course immerses students in the language and culture of the Spanish world through readings and exercises that reflect those of the Ab Initio Spanish syllabus, internal, and external assessments.

Pamoja courses

Through the IB online course provider, Pamoja education, students will also have the chance to choose Spanish B, French ab initio and Mandarin ab initio.

Self-taught Literature Courses and Tutors

With the permission of the IB DP Coordinator and the High School Principal, students can take a self-taught literature course if ICSV does not offer a course which meets the needs of a student's mother tongue. Students can only pursue Language A: Literature SL in their mother tongue with a private tutor; there is no self-taught option in Language B. Students who are considering this option should contact their IB DP Coordinator.

IB Complaints Procedure³

This procedure has been created to assist all the International Baccalaureate's ("IB") external stakeholders with the resolution of complaints related to certain IB services.

The IB is committed to providing an excellent quality of service. We value your views and feedback we receive and aim to make continuous improvements to this mission.

The IB Answers service (ibanswers.ibo.org) is a dedicated hotline to answer your queries.

If you have a query, please contact IB Answers so that – wherever possible – we can answer any queries before they become complaints.

To enable the IB to handle your complaints effectively, we ask that you follow the procedure defined below.

Principles of the procedure

To ensure the complaints process is effective, the following principles are applied throughout the complaints process and provide a framework for communication between stakeholders and IB staff.

- *Fairness* – we aim to have a fair complaints procedure that ensures everyone is treated equally.
- *Courtesy* – all communication in relation to this procedure should be based on mutual respect, trust and courtesy.
- *Accessibility* – we aim to have a complaints procedure that is easy to understand, easy to access and well publicized.
- *Timeliness* – we aim to ensure that all complaints are dealt with in a timely manner.
- *Effectiveness* – the complaints procedure is monitored and reviewed to ensure it continues to be effective.
- *Attentiveness* – you will be given every opportunity to put forward your complaint, and you can be assured that we are listening. We will update you on the process and status of your complaint as appropriate.

What this procedure covers

Anyone who has directly accessed the IB's services, and has concerns about those services, can make a complaint to the IB which, in most cases, will result in a formal response.

To maximize the chances of a quick resolution, we ask that you submit your complaint within a period of 3 months following the incident. The IB is committed to handle it sensitively and efficiently in line with the principles of our procedure as listed above.

³ From IB complaints procedure published November 2018.

What this procedure does not cover

Please be aware that there are some matters that cannot be dealt with under this procedure because the IB has no legal right to do so or because there already is a separate procedure in place. The matters that cannot be dealt with are:

- *Complaints regarding decisions made by an IB World School*

IB World Schools are entirely independent from the IB and are solely responsible for the implementation and quality of teaching of the programmes. The IB has no jurisdiction over decisions made by the IB World Schools, as set forth in the General Regulations.

As a result, the IB does not resolve complaints by students, their legal guardians or teachers regarding decisions which fall within the remit of the IB World Schools. If you wish to make a complaint regarding such decisions you will need to contact the IB World School and, where they exist, you should follow the internal complaints procedures set out by the relevant IB World School.

Although we cannot treat such matters as a complaint under this policy, where matters regarding the implementation of IB programmes by an IB World School are brought to the attention of the Customer Service team, they will be passed onto the appropriate team for their information. When appropriate, matters may be raised or passed onto the school in question. Where concerns are raised about improper practices occurring within IB schools, the IB's whistleblowing policy may be applicable: refer to whistleblowing policy. It is important for anyone who wishes to report concerns regarding improper practices to first review the whistleblowing policy.

- *Requests for the re-marking of Diploma Programme, Career-related Programme or Middle Years Programme work; appeals against examination results or other assessment decisions*
- There is a separate procedure to deal with re-marking of Diploma Programme, Career-related Programme and Middle Years Programme work. All requests for the re-marking of work or appeals against examination results or other assessment decisions must follow the procedures outlined in the handbook of procedures for coordinators and the General Regulations. Requests for remarking must be initiated by the IB Coordinator, who also registers candidates for retakes and will assist with any assessment issues. Candidates or their legal guardians should contact the IB Coordinator in their school.
- *Decisions relating to candidacy or the authorization of IB World Schools;*
- *Other issues the IB may deem does not fall within its mandate to investigate or make a determination on*

Making a complaint

Prior to making a complaint

Before submitting a complaint under this procedure, you need to determine if your issue relates to a matter that can be dealt with through this process.

First, check in the section above to see if your issue is a matter that the IB can help resolve.

1. If your issue relates to an assessment decision, you must follow the procedures found in the General regulations: Diploma Programme, Career-related Programme or Middle Years Programme (<http://www.ibo.org/become/resources/>) or contact your coordinator, as appropriate.
2. If you have an issue that relates to an IB service or department that you are already in contact with, we encourage that, where possible, you initially try to resolve the situation informally before submitting a formal complaint under this procedure. Attempting to resolve the situation informally does not prevent you from making a formal complaint at a later stage if necessary.

Submitting a formal complaint

If it has not been possible to resolve your issue informally or you wish to submit a formal complaint, the following procedure outlines how to submit your complaint to the IB:

Initial submission of a formal complaint

Complaints should be submitted in writing to the email address complaints@ibo.org

Please provide as much information as possible about the nature of your complaint and the departments or services involved. Specifically, you must supply us with the following:

- Your name, a contact address and telephone number or email address to allow the IB to contact you with regards to the complaint.
- If you are an IB student (or legal guardian of an IB student), the name and code of the IB World School which you attend or have attended.
- If you are an IB Educator, your personal code and your role(s).
- The service and/or department your complaint relates to.
- The details of your complaint including any previous attempts to resolve the matter and copies of all relevant documentation (where available).

The Customer Service team will acknowledge receipt of your complaint within three business days and will forward your complaint to the appropriate head of department, director or chief officer.

The head of department, director or chief officer will oversee an investigation of the matter, and you may be contacted for further information if this is necessary. The head, director or chief officer will aim to respond to you with his or her conclusions within fifteen business days of receipt of the complaint.

from the Customer Service team. Where more time is required you will be notified, with an estimate of the timeline for receiving a final response.

The IB reserves the right to cease corresponding with a complainant if their correspondence is, in our reasonable opinion, frivolous, vexatious, abusive or if the matter has reached a conclusion within the framework of the formal complaint process.

Appeal against the response of the head of department, director of chief officer

If your complaint falls within the scope of this procedure, and you remain dissatisfied with the response you receive, you may appeal to the Director General of the IB.

The appeal to the Director General should be made within fifteen business days of you receiving a final response from the head, director or chief officer. Please provide full details of the reasons for the appeal and any relevant information including all correspondence with the IB in relation to the complaint and the response you have received from the head, director or chief officer.

Your appeal should be clearly marked as “an appeal against the response received in relation to a complaint”, be addressed to the Director General and emailed to: director.general@ibo.org

Please note that you will not receive a response if you have not first submitted your complaint through complaints@ibo.org and received a reply from a head of department, director or chief officer. Similar to the submission of complaints, receipt of your application will be acknowledged within three business days.

The Director General will aim to communicate to you the outcome of his/her review within thirty business days of receiving your application. Where more time is required, you will be contacted without delay and provided with an update on progress of the review and an estimate of when you will receive a final response.

ICSV Complaint Procedure

Parents Appeal Process (Grievance Policy)⁴

Parents who have questions or concerns about policies or decisions are encouraged to first approach the teacher or staff member most closely related to the situation. After having done so, if the parent does not feel that a mutual understanding has been met, he/she may contact the school's principal, who will work with them to resolve the issue. In the rare instance where this course of action does not provide satisfaction, the parent may take their concern to the director. As a last resort, parents have the right to appeal in writing to the ICSV school board that will work with the director to bring closure to the situation. The written appeal must be submitted to the board secretary, who will present the appeal to the school board. In the case of student expulsion, the parents have the right to appeal in writing to the ICSV school board within five days of the director's decision. The board will consider the appeal in light of all available information and will notify the parents/guardians of its decision. Board decisions are final. Once a decision is rendered, the situation is closed.

⁴ From ICSV Parent-Student Handbook May 2022 P. 44

APPENDIX

Sample of Acceptance Letter to the IB Diploma Programme

Date: Month, Day, Year

Dear Mr. and Mrs. _____,

Welcome to our fourth IB cohort!

With this letter I would like to confirm NAME place in the ICSV IB Diploma Programme and the courses that he/she has selected. Please read through this letter and sign the enclosed IB Contract. The contract is due DATE.

Recently I had a meeting with NAME to review a few things. We discussed which IB courses he/she selected and which courses to take at an HL or SL level. We also reviewed NAME current transcript to ensure that these choices would meet all of the ICSV graduation requirements. Lastly, we also discussed future educational goals to see if that had a bearing on which courses to take at a higher level.

NAME has chosen the following courses and will be enrolled as an IB Diploma Candidate:

Group 1:	Group 2:
Group 3:	Group 4:
Group 5:	Group 6:

In addition, NAME will also be taking TOK and Bible classes, attending chapel, participating in CAS and writing the Extended Essay. If you would like to change your course selection, please note that in the space above and return it with your IB Contract.

ICSV Additional Fees for IBDP

The additional fee for IBDP is €600/year. This fee will be added to your first tuition bill for the new school year. These fees are directly related to the costs of taking the IB exams at the end of year 2.

Pamoja Online Courses

NAME *has elected to take an Pamoja online course: «Pamoja»*

There is an additional fee for this course that will be added to the tuition bill in Fall 2018 and again in Fall 2019. The fee for one course is approximately 1000 USD per year. Scholarships are available directly from Pamoja and I will be more than happy to sit down with your child and help them submit the scholarship application. If your child is not selected for a scholarship, you are required to pay this full amount. If they are selected, you will be informed of the reduced course cost.

In order to facilitate these online classes, we are asking each student taking a Pamoja class to bring their own laptop to school each day. See the enclosed document for the technical requirements your computer must meet.

Additional Courses Needed for Graduation

*In order to qualify for the ICSV US Diploma, **NAME** must take _____. He/she needs to take this course with a certified course provider so that the credit can be transferred to ICSV. This credit needs to be transferred to ICSV no later than January 2020. But we recommend students fulfill this requirement as soon as possible as a lot will be demanded during the IB Programme. The course providers we recommend are Seven Star or Brigham Young University. If you need more information, please contact me.*

Contract for IB Diploma Programme Candidates

Along with this letter you are receiving the Contract for IB Diploma Programme Candidates which outlines expectations for each student and his/her conduct in the IB courses. In addition to this contract, there are a few supporting documents. They are:

ICSV IB Academic Honesty Policy
IB General Regulations
ICSV IB Special Educational Needs Policy

We ask IB Diploma candidates and parents to familiarize themselves with these documents. If you have any questions about the documents, please let me know.

After you have read the documents and the contract, please sign the contract and return it to Mrs. Saraei (nsaraei@icsv.at) by DATE.

Once again congratulations on your acceptance into this challenging course of study. Your teachers and I are very much looking forward to working with NAME.

Sincerely,

Amy De Vries
IB Diploma Coordinator
ibcoordinator@icsv.at

Sample of contract for IB Course / Diploma Candidate

Congratulations! You have been selected as an IB DP Course Candidate. We are glad that you have decided to take on this challenge which requires motivation, commitment and organization on your part. It will be a rewarding and enriching experience that will be an excellent preparation for university and life beyond high school.

By signing this contract I (PRINT your name) _____,

- I am showing my intention to take the following IB Diploma course(s) / the full IB Diploma that includes TOK, CAS, Extended Essay and the following academic subjects:

Group 1:

Group 2:

Group 3:

Group 4:

Group 5:

Group 6:

- I agree to abide by all ICSV and IB rules concerning internal and external assessment and academic honesty.
- I have read and understood the ICSV IB Academic Honesty Policy document. I understand that an assessment that is plagiarized will not be submitted to the IB, and this may result in failure to meet the IB requirements for the award of a diploma. I also understand that ICSV will enforce its own penalties.
- I understand that matters related to the IB program are governed by the IB General Regulations and amendments to those regulations.
- I will meet all ICSV (internal) and IB deadlines for assignments. I understand that failure to meet an ICSV (internal) deadline established by a teacher or the IB DP Coordinator may result in dismissal from the IB programme. Any possible extensions to deadlines must be submitted to, and approved by, the IB DP Coordinator.
- I have read and understood the ICSV IB Special Educational Needs Policy document. I understand that the IB Coordinator should have been notified of SEN requirements, along with the appropriate supporting documentation, when applying to the ICSV IB program. If this has not been done, notification should be completed within two weeks of the beginning of the IB program.
- I understand that my place in the IB Diploma programme is dependent on maintaining a good academic standing in all of my IBDP courses.
- I understand that I am expected to meet behavioral and attendance standards as laid out in the ICSV Handbook. Failure to maintain consistent, regular attendance could result in removal from IB courses.
- I understand that I am responsible for checking my IB registration details, making sure that I am aware of all internal assessment requirements, and the times and rules of the examinations.
- I understand that my acceptance to university may be dependent on studying the correct subjects and that I will research the requirements for the country and colleges where I hope to study. I will adjust my courses accordingly in consultation with the IB DP Coordinator before the end of the first two weeks of classes in year 1 of the program.
- I am aware that parents must give written permission prior to changes to my IB status after the second week of classes in the first semester of the program.
- I agree that I will not change my courses or my Diploma status without first consulting the IB DP Coordinator.

- I understand that failure to do any of the above will most likely cause my IB Diploma status to be reviewed and for a change in that status to follow.

Student signature _____

Date: _____

I/we have read and understood this contract and also agree to pay any related fees.

Parent/Guardian signature _____

Date: _____

SAMPLE

Upload Authorization Letter Sample

Parental / Candidate consent

For students who do not use the candidates.ibo.org site to upload their eCoursework, the IB requires that student’s IB school (via the programme coordinator or any other staff member authorized by the school) obtains consent and/or permission from the students (and their parents if required by your local law or school policies) allowing the upload of eCoursework on the student’s behalf.

Below is a consent that students need to sign to permit **International Christian School of Vienna, ICSV** to upload eCoursework. According to ICSV policy, parental notice and consent is required, these signed consent forms are stored in accordance to IB policy.

You understand and consent to:

1. Allowing an authorized school staff member to upload eCoursework materials on their behalf, where they do not have access or permission to do these themselves.
2. Work uploaded or passed to an authorized school staff member is accurate, is the final version, is the candidate’s own work, and that the candidate has correctly acknowledged the works of others.
3. The IB privacy policy, which states that, any personal data we collect from parents giving parental consent will be treated the same as personal data collected from any other user of the IB’s Services and in accordance with the privacy policy. For more information please visit the IB privacy website: <https://www.ibo.org/terms-and-conditions/privacy-policy/>

This declaration will cover all pieces of work produced and provided by the candidate, including all internally and externally assessed work.

Candidate consent

By signing this declaration, you understand and consent to the programme coordinator or another authorized school staff member uploading your work to the IB’s eCoursework system.

You also confirm that you are **at least 15 years old** and that the version of any materials you pass to your programme coordinator or another school staff member is the correct and final version, is your own work and that you have correctly acknowledged the work of others. Failure to do this will be investigated as a breach of IB regulations.

Candidate name.....

Parent signature.....

Candidate signature.....

Date.....



PURPOSES FOR PROCESSING AND USE OF PERSONAL DATA

Your personal data may be collected, processed and/or stored by the IB for the following purposes:

- To register you for IB examinations and assessments;
- To provide assessment accommodations and/or inclusive education arrangements;
- To deliver IB programmes and/or courses in on-line format;
- To upload coursework to the IB via IBIS;
- To carry out on-line assessment of IBDP examinations;
- To investigate academic misconduct if suspected;
- To deliver IB diplomas;
- To transmit an IB Diploma Programme student's data or education records to universities, colleges, ministries of education and other institutes of higher education when such student specifically requests the IB to do so or the IB is requested by ministries of education or other governmental authorities;
- To facilitate connections between, and recruitment of, IB students by higher educational institutions on a registry service;
- To provide information on higher educational institutions' policies on the recognition of IB programmes and facilitating connections with IB schools.
- To recruit IB educators and examiners;
- To assist with and respond to queries and requests submitted through the IB Answers online service;
- To register you for IB event(s) (such as workshops or conferences) that you have chosen and process any required payments; to provide you with information relating to the particular IB event(s) for which you have registered; to share with IB educators if necessary for the assignment;
- To make travel arrangements on your behalf (via travel services providers and on-line booking tools) and process expense claims and other requests for payment.
- To conduct IB run, IB-sponsored or IB supported research, including independent research or journalistic work, for legitimate purposes related to IB programmes, exam results, services and student outcomes, whether using personal data, individual-level data, aggregated data, anonymous data, or pseudonymized data;
- To conduct surveys about the Services and related activities to get feedback about the Services and related activities;
- To promote and market the IB and the Services (including IB events or topics that the IB believes would be of interest to you), 1) if you expressly agree and opt-in to receive IB promotional and marketing materials or 2) unless you expressly opt-out of receiving such materials, as may be required under local law.;
- To conduct internal IB reporting on Services and analysis of its Services and activities;
- To identify you when you apply for a password, access password-protected websites or areas of a website, post information to a website or when you send information to the IB in any form;
- To create your account, password and profile for a Service;
- To fulfill contractual duties toward you, for example, for billing and shipping purposes when processing purchase orders or requests for documents;
- To enforce contractual claims against (including those that might arise out of your breach of the terms and conditions);
- To conduct statistical analysis of the IB websites' user structure, IB programmes, assessment results and other Services; and
- To carry out personality assessments as part of the recruitment and interviewing process, some of which may be automated.

- The IB processes your personal data with your consent, where applicable law requires such consent and you agreed to the use at the time it was collected (or if we subsequently obtain your consent). You may withdraw your consent at any time (for example, for us to send you marketing communications) by contacting the IB at privacy@ibo.org. The IB also processes your personal data where this is necessary for the performance of a contract with you or where it is necessary for the IB's legitimate interests of operating, protecting and improving the Services.

SAMPLE

CAS Candidate consent form- Sample

Name of Student: _____

Name of Adviser: _____

Expectations:

- Students will attend all CAS meetings. If one must be missed, the student is expected to contact the CAS coordinator, directly.
- Students will complete 18 months of continuous CAS activities.
- Students will check their email and ManageBac™ accounts regularly for important CAS information.
- Students will submit documentation (CAS weekly time logs, interim and final reflections) on time or risk a poor evaluation, grade and withholding of IBO Diploma.

Please show that you have read and understand the above expectations and the CAS handbook by completing the contract below. Have your parents sign, then return this contract to the CAS coordinator.

I, _____ (IB DP candidate) with my parent(s) or guardian(s) _____ have read the above and am aware of the IB Diploma requirements and the International Christian School of Vienna expectations. We understand that failure to meet these requirements and those set down in the IB CAS handbook may result in the denial of an IB diploma.

Signatures:

(Student)

(Parents)

(CAS coordinator)

(Date)

ENQUIRIES UPON RESULTS - Sample

Candidate consent form

Information for candidates

The following information explains what may happen following an Enquiry upon Results (EuR) about the International Baccalaureate Diploma Programme examination. Please read this information carefully.

You have read and understood the information from *IB diploma programme assessment procedures*, at the back page.

In order to proceed with your enquiry, you must sign the form below. This tells the IBO that you have understood what the outcome might be, and that you give your consent to the enquiry upon results being made.

Candidate consent form

School: International Christian School of Vienna

Session Number:..... Candidate Number:.....

Candidate Name:.....

Details of Enquiry (Subjects):

.....

I give my consent to the IB diploma coordinator to make an enquiry upon result concerning the subject(s) listed above. In giving consent I understand that the final subject grade awarded to me may be lower than, higher than, or same as the grade, which was originally awarded for this subject.

Student Name:..... Signature:.....

Guardian Name:..... Signature:.....

B7.3 Enquiry upon results

Category I re-mark: The re-mark of externally assessed material for an individual candidate

Please note that the outcomes of enquiry upon results (EuR) requests are sent to the IB coordinator. The IB will not communicate the outcome to anyone other than the IB coordinator. The categories for enquiries upon results are normally independent of each other and may be requested in any order up to **15 September/15 March**, two months after the issue of results.

Category I re-mark cannot be requested more than once for the same subject/level.

B7.3.1 Changes of grade

Category I re-mark: A candidate's grade may be lowered or raised as a consequence of a category I re-mark. Consequently, coordinators must obtain the written consent of a candidate or the candidate's legal guardian(s) before requesting this service. If a school neglects to obtain this consent and a grade is lowered, the original grade will not be reinstated.

B7.3.2 Category I re-mark

This is a re-mark of externally assessed material for an individual candidate. However, the re-marking does not include multiple-choice components of an examination in a sciences subject or components for which a mark has been carried over from a previous session. A re-mark cannot be requested for individual components. In small entry subjects and in subjects with few candidates for French or Spanish as the response language with a single examiner only, the re-mark has to be undertaken by the original examiner.

B7.3.10 The completion of an enquiry upon results

The IB will always aim to complete an enquiry upon results, regardless of the category, in the shortest time possible. The category I re-mark process takes up to 18 days.

B7.3.11 Returning results documentation

If an enquiry upon results category I re-mark results in one or more changes of grade for a candidate after the results documentation (Diploma, Diploma results, Course results) has been sent to the school, new results documentation will be sent. If a grade is increased or lowered, the coordinator must make every effort to acquire the documentation from the candidate and then send it to the Assessment Division, IB Global Centre, Cardiff, for the attention of the School Assessment Operations team.

B7.3.12 Fees

Schools will be invoiced for the enquiry upon results service and/or report. The fee for category I re-mark is 88€ per candidate/subject/level (The category I re-mark fee will be refunded if there is a grade change as a result of the category I re-mark.).

Examination Registration Form - Sample

Dear Parents of Grade 12 students,

Final confirmation of registration details, May 2021

On the back of this page are the IB exam registration details for your child. These details need to be carefully checked to ensure that no mistakes have been made and that no changes are needed. These details were submitted and checked by your child, but I ask that you verify these details. If there are errors that need to be corrected, please highlight the error and clearly write in the correct information.

For all IBDP students, if you have any question(s) regarding registration of examinations, please schedule a meeting with me.

Please check to see that the **name, date of birth, and nationality** appears exactly as it should on any results document. Names should correspond exactly to the name as given on the passport or identity card used for university applications. A second nationality can be added for anyone with dual nationality. A second language can also be added, but not a third.

1. Please be certain to check the registration category. **“DIPLOMA”** means the full IB Diploma Program. **“COURSES”** means that the student is following the Courses option.
2. Please check carefully with your son or daughter that the correct course(s) have been entered, including the correct level: **HIGHER or STANDARD**.

Changes can be made to this information, however, the IB charges the student an additional fee for any change made after November 14. The fee is for the addition of a subject and for each amendment to a subject, level or response language including TOK or an EE, after the registration deadline. The scale of fees for changes made:

- Between Nov 14 and January 14: 27 EUR
- Between January 15 and April 10: 108 EUR
- After April 10: No changes can be made.

Please sign below indicating that the registration information is correct.

Parent Signature

Date

This form should be returned to Mrs. De Vries latest by the **2nd of November**.

With regards,

Amy De Vries

IB DP Coordinator

Please clearly identify, write in CAPITALS.

Name:

Date of Birth:

Nationality:

1st Language:

2nd Nationality:

2nd Language:

IB Subjects:

SUBJECTS

LEVEL

SAMPLE

Registration Category:

DIPLOMA

COURSES

IB Handbook Parent and Student Agreement Form - Sample

I, _____ (IB DP candidate) with my parent(s)/guardian(s)
_____ have read the IB Handbook and are aware of the IB Diploma requirements and the International Christian School of Vienna expectations. By signing this agreement, we agree to abide by all of the requirements and expectations.

Student Declaration:

- I agree to complete coursework and all other homework promptly and to the best of my ability. If I foresee difficulty with this, I will initiate communication with the subject teacher concerned at the earliest opportunity.
- I recognise that failure to complete work after the given deadline may result in a formal warning which will be communicated to my parents.
- I recognise that failure to complete work after the given deadline may result in my exclusion from the subject concerned.
- I recognise that a grade of “F” at the end of the semester may result in my exclusion from the subject concerned.
- I understand what the IB defines as malpractice and undertake to avoid it in all the work I submit. I understand that the school will refuse to submit assessments containing evidence of malpractice.
- I further recognise that entry to IB Year 2 is conditional on satisfactory attendance and completion of work in IB Year 1.
- I recognise that registration for the IB final examination is conditional on satisfactory attendance and completion of work in IB Year 2.

Student

Date

Parental Declaration:

I have read and understood the requirements and expectations stipulated in the IB handbook and above and accept the commitment that it entails.

Parent

Date

SAMPLE