

IB Diploma Program

Handbook of Policies and Procedures 2020 - 2021



caring
communicators
reflective
thinkers
knowledgeable
inquirers
risk-takers
principled
balanced
open-minded



International Baccalaureate Organization (IBO) Mission Statement

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

Pierce - The American College of Greece Mission Statement

“The mission of Pierce is to provide a holistic education to form intellectually independent, morally responsible, socially engaged global citizens. “Non ministrari sed ministrare” (“Not to be served but to serve”) defines our institutional character and our aspiration for our students.”



IB learner profile

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

As IB learners we strive to be:

INQUIRERS

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

KNOWLEDGEABLE

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

THINKERS

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

COMMUNICATORS

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

PRINCIPLED

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

OPEN-MINDED

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

CARING

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

RISK-TAKERS

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

BALANCED

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

REFLECTIVE

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

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

TABLE OF CONTENTS

§	CONTENT	Page
1	IB DP MISSION + PIERCE-THE AMERICAN COLLEGE OF GREECE MISSION	3
2	THE IB DP LEARNER PROFILE	7
3	AN INTRODUCTION TO THE IB DP	8
	2.1 University Recognition of the IBDP	8
	2.2 The IBDP Curriculum Model for Grades 11-12 (B Lyceum and C Lyceum)	8
	2.3 Subjects offered at Pierce-The American College of Greece	9
	2.4 Admissions Requirements for Internal and External Candidates	10
	2.5 Admission Procedures for Internal and External Candidates	10
	2.6 The IBDP Course Selection Process	12
	2.7 A Summary of the IB Program	13
	2.8 Changes in IBDP Courses	14
	2.9 Promotion from Grade 11 to Grade 12	14
	2.10 IB Diploma Equivalent to Greek “Apolytirion”	14
	2.11 The Award of the IB Diploma	14
3	GROUP REQUIREMENTS	16
	3.1 Literature (HL/SL), Modern Greek	16
	3.2 Language and Literature (HL/SL), English	18
	3.3 Language B (HL/SL), English	19
	3.4 History (HL/SL)	20
	3.5 Economics (HL/SL)	21
	3.6 Business Management (HL/SL)	22
	3.7 Psychology (HL/SL)	23
	3.8 Biology (HL/SL)	24
	3.9 Chemistry (HL/SL)	26
	3.10 Physics (HL/SL)	27
	3.11 Computer Science (HL/SL)	28
	3.12 Mathematics (Analysis and Approaches HL/SL)	29
	3.13 Mathematics (Applications and Interpretation HL/SL)	31
	3.14 Theater (HL/SL)	33
	3.15 Visual Arts (HL/SL)	34
4	CORE REQUIREMENTS	35
	4.1 The Creativity-Activity-Service (CAS) Program at Pierce	35
	4.2 Theory of Knowledge (TOK)	36
	4.3 The Extended Essay	37
	4.4 Grading the Theory of Knowledge Course and the Extended Essay	38
5	GENERAL INFORMATION	39
	5.1 Eligibility to register for the IB exams	39
	5.2 Academic Performance – Advance to 12 th grade (2 nd IB year)	39
	5.3 Attendance – Absences	39
	5.4 Deadlines	39
	5.5 Coursework	40
	5.6 Homework	40
	5.7 Progress Reports	40
	5.8 Final IB DP Results	40

5.9 Inquiry Upon Results – Request for Remark	41
5.10 Re-sitting for the IB Diploma	41
5.11 Inclusive Assessment Arrangements – Special Educational Needs	41
5.12 Participation in School Trips and Delegations	41
5.13 Graduation Ceremony – “Commencement”	41
5.14 University Counseling - Predicted Grades - Applications to Universities	42
APPENDICES	43
IBO Regulations	
Pierce-The American College of Greece Regulations	
Pierce-The American College of Greece Academic Honest Policy	
Pierce-The American College of Greece Language Policy	
Pierce-The American College of Greece Special Educational Needs Policy	
Pierce-The American College of Greece Assessment Policy	
Pierce-The American College of Greece Admissions Policy	

1. THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME LEARNER PROFILE

The IB learner profile represents ten attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities. (IBO,2018)

	Description
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 others and ourselves. 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.

2. AN INTRODUCTION TO THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM (IBDP)

The International Baccalaureate Diploma Program (IBDP) was established in Geneva in 1968 to provide an internationally recognized university-entrance qualification for students studying outside of their home country. The IBDP is a two-year intensive academic program recognized and taught by both national schools and international schools. Pierce offers the International Baccalaureate Diploma Program (IBDP) to students starting at 11th grade (B Lyceum). Students take IBDP External Exams in May of 12th grade (C Lyceum). Students in the Pierce IBDP must also qualify for the Greek National High School Diploma to graduate and must successfully complete three courses taught during their 11th and 12th grade years. The three courses, Greek Literature, Greek History, and Greek Language/Composition combined with the IBDP, allow for the equivalency of the Greek Diploma and is awarded in July after completion of the 12th grade. The IBDP is integrated into the Pierce student life and students in the program are active members of the Pierce community. Students admitted into the Pierce IBDP must follow all rules, regulations, and expectations of both Pierce and the IBO.

A student will be eligible for the award of the IB Diploma if he/she meets the criteria outlined by the IBO. This includes taking external examinations in all courses plus completing the following additional work specific to the IB Diploma: Theory of Knowledge (TOK), Creativity, Activity, and Service (CAS), and the Extended Essay. The award of the IB Diploma is granted externally by the IBO. The students typically receive their diplomas after graduation once the Greek Ministry of Education processes all appropriate paperwork. Final transcripts are available through the school after graduation.

2.1 University Recognition of the IBDP

The IBDP is recognized and valued by many leading universities and colleges throughout the world. An IB Diploma is not a guarantee for university acceptance. University admissions are based upon the student's overall academic performance during the two-year program, their active participation in clubs, activities, and sports as well as performance on mandated international exams such as SAT/ACT/IELTS as required by individual institutions. Recognition of the Diploma will differ from institution to institution, country to country, based upon the competitiveness and selectiveness of the academic institution. The IBDP is a university-level academic program requiring each student to design a two-year program of courses suited to their needs and academic interests.

All students and their parents in the Pierce IBDP must meet with the IBDP Coordinator and International University Counseling Office to discuss possible course options and how these options align with the admissions process of the universities they are interested in applying to.

2.2 The IBDP Curriculum Model for Grades 11-12 (B Lyceum and C Lyceum)

The curriculum for the IBDP is comprised of three core components studied alongside six individual subjects each year during the two year program. The three core components are Theory of Knowledge (TOK); Creativity, Activity, and Service (CAS); and the Extended Essay. TOK is a course for students to explore the nature of knowledge, develop critical thinking skills, and learn to respect and appreciate diversity and culture. The Extended Essay is a 4,000-word academic and formally-structured paper that includes a bibliography. Students are expected to participate in a number of different CAS experiences in the strands of Creativity (related to cultural activities like theatre), Activity (maintaining a healthy, well-balanced and positive lifestyle) and Service (volunteering to help others or raise awareness about important issues).



2.3 IB DP Subjects Offered at Pierce-The American College of Greece:

- Group One: Studies in Language and Literature
- Modern Greek
 - English
- Group Two: Language Acquisition
- English
- Group Three: Individuals and Societies
- History
 - Psychology
 - Economics
 - Business Management
- Group Four: Sciences
- Biology
 - Chemistry
 - Physics
 - Computer Science
- Group Five: Mathematics
- Analysis and Approaches HL/SL
 - Applications and Interpretation HL/SL
- Group Six: The Arts
- Visual Arts
 - Theatre

Core:

- Theory of Knowledge (TOK)
- Extended Essay
- Creativity, Activity, Service (CAS)

2.4 Admissions Requirements for Internal and External Candidates

Admission to the Pierce IBDP is open to all Pierce and non-Pierce Grade 10 students (A Lyceum). Selection is not based solely on high scores on a standardized English test. Student-applicants must demonstrate the ability to be independent learners and critical thinkers, to be ‘internationally-minded’ in their thinking and their actions, and meet the key attributes of the IB Learner Profile. The IB Learner Profile traits are embedded within the IBDP and reflect the student’s ability to respect themselves, demonstrate respect to others and the wider communities of which they are members.

Student-applicants must demonstrate a competent international English language proficiency level in order to be successful in the IBDP. The three core components are in English as are the overwhelming majority of IBDP courses. Student-applicants must also have a mathematical background sufficient to successfully undertake one of the following: IBDP Mathematics – Analysis and Approaches (HL/SL) or Mathematics – Applications and Interpretation (HL/SL).

2.5 Admission Procedures for Internal and External Candidates

A. Admission Procedure for Internal (Pierce) Candidates

1. All student-applicants must complete an application form by the announced deadline.
2. Student-applicants must fulfill the following **academic criteria**:
 - **English Language**: a minimum grade of 14/20, in C’ Gymnasium (9th grade) Graduation’s Certificate grade report, as well as in the grade report of the 1st semester of A’ Lyceum (10th grade).
 - The paper of the exams in English Language of the 1st semester of A’ Lyceum, will also be reviewed by the Group 2 (Language Acquisition) Representative.
 - **Mathematics**: a minimum grade of 14/20, in written –graduation- examinations of C’ Gymnasium (9th grade), as well as in the grade report of the 1st semester of A’ Lyceum (10th grade).
 - The paper of the common exams in Mathematics of the 1st semester of A’ Lyceum, will also be reviewed by the Group 5 (Mathematics) Representative.
 - **Graduation Certificate Grade of C’ Gymnasium (9th grade)**: a minimum of 17/20.
 - **Grade Point Average of the 1st semester of A’ Lyceum (10th grade)**: a minimum of 17/20.
3. **All student-applicants who meet the above academic criteria** will be invited to the next step, **an interview**, with a panel comprised of Pierce IB DP faculty and administrators. *(Please note that the invitation to the interview is not admission into the Pierce IB DP, it is the next step in the admissions process.)*

Based upon the academic criteria, the interview and given that the student-applicants will continue to meet the academic criteria by the end of the current academic year, Pierce IB Admissions Committee will discuss and make a first choice for admission into the Pierce IB DP.

Students accepted into the Pierce IB DP, wishing to claim an academic scholarship, must participate in the following DP-related Scholarship/Entrance Exams:

- A written response on a topic related to the IB DP philosophy (duration: 1/2 hour)
- A Mathematics exam (duration: 1 hour).

The final allocation of scholarships will be based upon the exam results and the interview.

4. **All student-applicants who do not meet the above academic criteria** and wish to be accepted into the Pierce IB DP, must successfully complete and pass the following DP-related Entrance/Scholarship Exams:

- A written response on a topic related to the IB DP philosophy (duration: 1/2 hour)
- A Mathematics exam (duration: 1 hour).

After the written exams, all student-applicants will be invited to the next step, **an interview**, with a panel comprised of Pierce IB DP faculty and administrators. *(Please note that the invitation to the interview is not admission into the Pierce IB DP, it is the next step in the admissions process.)*

Based upon the results of all written exams and the interview, Pierce IB Admissions Committee will discuss and make the final choice for admission into the Pierce IB DP.

Students accepted into the Pierce IB DP, may wish to claim an academic scholarship. The final allocation of scholarships will be based upon the exam results and the interview.

B. Admission Procedure for External (non-Pierce) Candidates

1. All student-applicants must complete an application form by the announced deadline.
2. Student-applicants must fulfill the following **academic criteria**:
 - **English Language**: a minimum grade of 16/20, in C' Gymnasium (9th grade) Graduation's Certificate grade report, as well as in the grade report of the 1st semester of A' Lyceum (10th grade).
 - **Mathematics**: a minimum grade of 15/20, in written –graduation- examinations of C' Gymnasium (9th grade), as well as in the grade report of the 1st semester of A' Lyceum (10th grade).
 - **Graduation Certificate Grade of C' Gymnasium (9th grade)**: a minimum of 17/20.
 - **Grade Point Average of the 1st semester of A' Lyceum (10th grade)**: a minimum of 17/20.
3. All external student-applicants must provide both grade reports and relevant certifications.
4. **All student-applicants who meet the above academic criteria** will be invited to the next step, **an interview**, with a panel comprised of Pierce IB DP faculty and administrators. *(Please note that the invitation to the interview is not admission into the Pierce IB DP, it is the next step in the admissions process.)*

Based upon the academic criteria, the interview and given that the student-applicants will continue to meet the academic criteria by the end of the current academic year, Pierce IB Admissions Committee will discuss and make a first choice for admission into the Pierce IB DP.

Students accepted into the Pierce IB DP, wishing to claim an academic scholarship, must participate in the following DP-related Scholarship/Entrance Exams:

- An English language comprehension exam (duration: 1/2 hour)
- A written response on a topic related to the IBDP philosophy (duration: 1/2 hour)
- A Mathematics exam (duration: 1 hour).

The final allocation of scholarships will be based upon the exam results and the interview.

5. **All student-applicants who do not meet the above academic criteria** and wish to be accepted into the Pierce IB DP, must successfully complete and pass the following DP-related Entrance/Scholarship Exams:

- An English language comprehension exam (duration: 1/2 hour)
- A written response on a topic related to the IBDP philosophy (duration: 1/2 hour)
- A Mathematics exam (duration: 1 hour)

After the written Exams, all student-applicants will be invited to the next step, **an interview** with a panel comprised of Pierce IB DP faculty and administrators. *(Please note that the invitation to the interview is not admission into the Pierce IB DP, it is the next step in the admissions process.)*

Based upon the results of all written exams and the interview, Pierce IB Admissions Committee will discuss and make the final choice for admission into the Pierce IB DP.

Students accepted into the Pierce IB DP, may wish to claim an academic scholarship. The final allocation of scholarships will be based upon the exam results and the interview.

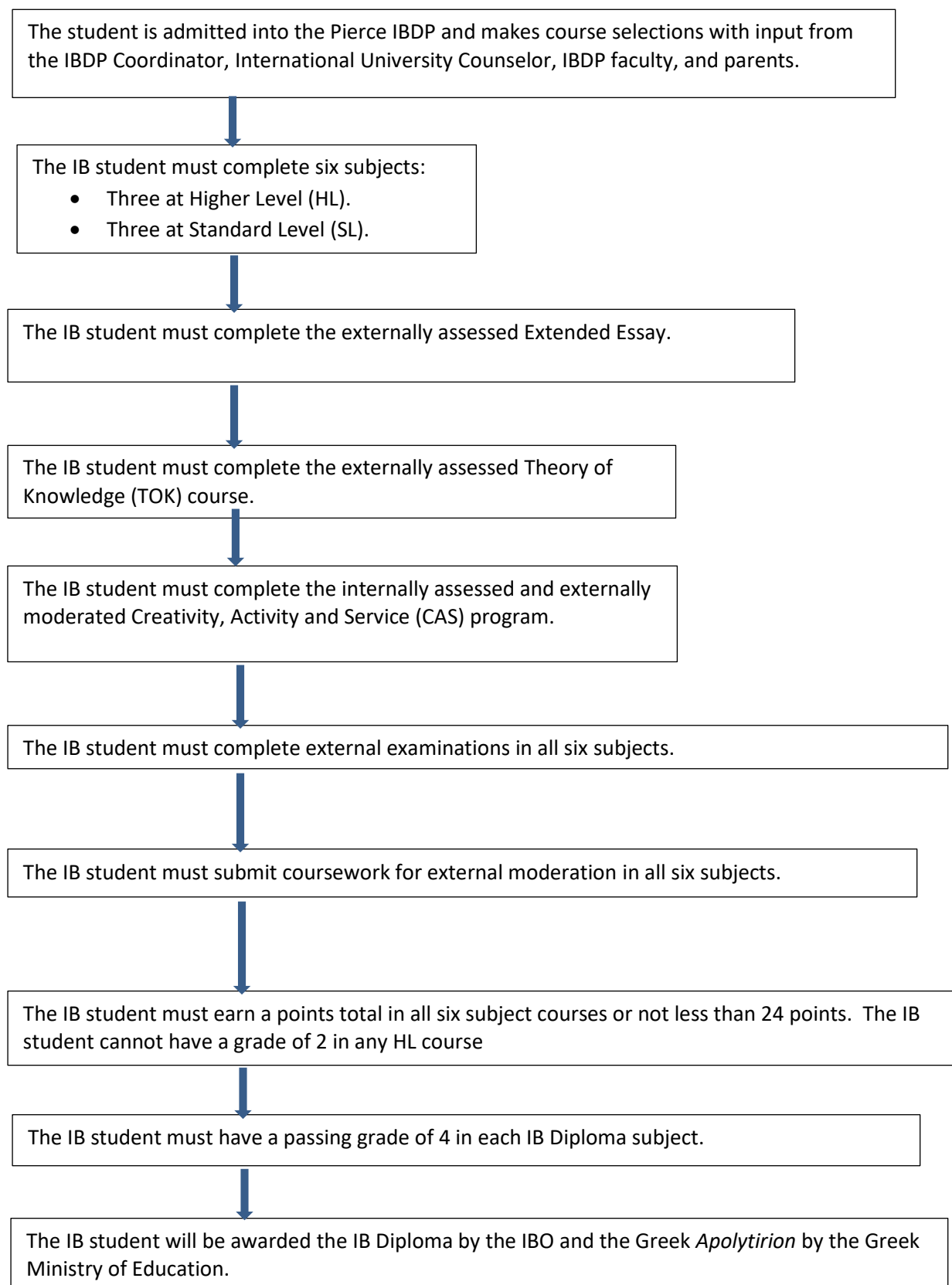
2.6 The IBDP Course Selection Process

Students should begin the process of selecting their diploma course program by consulting the list of subjects offered by the Pierce IBDP. When making course selections students should also take into account their future education and career plans. Students should become familiar with the specific requirements of the universities in the countries to which they intend to apply as different universities in different countries have different entrance requirements. It is very important that students are aware that specific subjects or combinations of subjects could be required (or excluded) by the country or university of choice.

The school strongly recommends that students spend time discussing their options with the IBDP Coordinator, the International University Counselor, IB Faculty, and parents. Students should read the IB course descriptions before making any selections. Decisions made at this stage in a student's education may affect their future, so it is vital that choices are made only after full research and consultation.

1. To be eligible for the awarding of the IB Diploma, each student is required to follow six IB courses, with one subject taken from each group in the curriculum model:
 - Group 1:** Language A (literature and/or language and literature)
 - Group 2:** Second language (language acquisition)
 - Group 3:** Individuals and Societies
 - Group 4:** Sciences
 - Group 5:** Mathematics
 - Group 6:** Arts OR one subject from groups 1-4
2. IB Diploma students must choose:
 - Three courses at higher level(HL)
 - Three courses at standard level(SL)
3. IB Diploma students must complete:
 - The Theory of Knowledge course
 - The 4,000-word Extended Essay in the subject of their choice
 - The Creativity, Activity, & Service program

2.7 A Summary of the IB Program



2.8 Changes in IBDP Courses

Requests for changes in the Pierce IB Program course selections must be submitted in writing to the Pierce IBDP Coordinator before courses begin in the academic year. The process for approval of a course change will require the input of the International University Counselor, IBDP Coordinator, IBDP Faculty, and parents. It is in the student's benefit to make changes as early as possible to prevent the possibility of missed work and academic difficulty in the new course.

Requests for changes may be permitted based upon strength of request, course scheduling, and numbers of students in the course.

2.9 Promotion from Grade 11 to Grade 12

A Pierce IBDP student may be promoted from Grade 11 to Grade 12 by meeting the requirements of the Greek Ministry of Education. This requires the student to pass the academic standards required for the three subjects for the equivalency of the Diploma in the 11th grade (B Lyceum).

2.10 IB Diploma Equivalent to Greek "Apolytirion"

If a student fulfills the additional graduation requirements set out by the Greek Ministry of Education (Law 2327/95, 1566/85, 2767/96) to the IBO-awarded Diploma, they will be awarded the equivalent of the Greek High School Graduation Diploma or *Apolytirion*. The students must pass the following three classes each year during the two years of the IBDP:

B' Lyceum (11th grade)

1. Greek Literature (two hours per week)
2. Greek History (two hours per week)
3. Greek Composition (two hours per week)

C' Lyceum (12th grade)

1. Greek Literature (three hours per week)
2. Greek History (two hours per week)
3. Greek Composition (three hours per week)

The syllabus for these courses are the same as those mandated by the Greek Curriculum of the 11th grade (B' Lyceum) and 12th grade (C' Lyceum) and they are taught in the Greek language.

2.11 The Award of the IB Diploma

In all courses, students must complete mandatory coursework assignments; typically the coursework amounts to 25% of the final grade for each course, although in some cases it may be higher or lower.

The IBDP grades scale from one to seven, seven is the highest score possible for excellent work. All IB courses are graded on the seven point scale. Students will receive a grade for each of the six DP courses. The final score is the combined scores of each subject; a 42 is the highest possible without the addition of the TOK and EE three points. The maximum IBDP final result is 45 points.

The Diploma is awarded to students who earn a minimum of 24 points across all six subject areas and successfully complete the three core elements. The Pierce IBDP does not offer a certificate component nor does the school allow for students to take less than the six mandated courses. All Pierce IBDP students must fulfill all obligations of the IBO and Pierce in order to receive the Diploma.

The IB 7 Point Scale
7 = Excellent
6 = Very Good
5 = Good
4 = Satisfactory
3 = Mediocre
2 = Poor
1 = Very Poor
Note: 4 is required as the minimum IBDP passing grade

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

- Numeric grades have been awarded in all six subjects registered for the IB Diploma;
- All CAS requirements have been met;
- Grades A (highest) to E (lowest) have been awarded for both Theory of Knowledge and an Extended Essay, with a grade of at least D in one of them;
- There is not a grade 1 in any subject;
- There is not a grade 2 at Higher Level;
- There is not more than one grade 2 at Standard Level;
- Overall, there are not more than three grade 3's or below;
- At least 12 points have been gained on Higher Level subjects. Candidates who register for four Higher Level subjects must gain at least 16 points at the Higher Level;
- At least 9 points have been gained on Standard Level subjects. Candidates who register for two Standard Level subjects must gain at least 6 points at the Standard Level;
- The final award committee has not judged the candidate to be guilty of malpractice.

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

- Numeric grades have been awarded in all six subjects registered for the IB Diploma;
- All CAS requirements have been met;
- Grades A (highest) to E (lowest) have been awarded for both Theory of Knowledge and an Extended Essay, with a grade of at least D in one of them;
- There is not a grade 1 in any subject;
- There is not more than one grade 2 at Higher Level;
- There are not more than two grade 2's at Standard Level;
- Overall, there are not more than three grade 3's or below;
- At least 11 points have been gained on Higher Level subjects. Candidates who register for four Higher Level subjects must gain at least 14 points at the Higher Level;
- At least 8 points have been gained on Standard Level subjects. Candidates who register for two Standard Level subjects must gain at least 5 points at the Standard Level;
- The final award committee has not judged the candidate to be guilty of malpractice.

3. GROUP REQUIREMENTS

Group 1: Studies in Language and Literature

3.1 Literature (HL/SL) Modern Greek A

Course Description

The Language A Modern Greek Literature course is primarily a pre-university course in literature. It is aimed at students who intend to pursue literature or related studies at university, as well as students whose formal study of literature will not extend beyond the IBDP. The former would normally follow the higher level program and the latter the standard level program.

The program encourages students to see literary works as products of art and their authors as craftsmen whose methods of production can be analyzed in a variety of ways and on a number of levels. This is achieved through the emphasis placed on exploring the means used by different authors to convey their subjects in the works studied.

Works must be studied across the three areas of exploration (1. Readers, writers and texts, 2. Time and space, 3. Intertextuality). Seven concepts (identity, culture, creativity, communication, perspective, transformation and representation) are vital in foregrounding aspects of literary study that have been the focus of attention and inquiry. The concepts interact with the three areas of exploration in numerous ways.

Students keep an ongoing record of their work throughout the two-year course in the learner portfolio. This is an individual collection of their work, and a place for them to reflect on the literary works studied, create connections between them and with the areas of exploration and the seven central concepts. The learner portfolio formulates the basis of students' preparation for the assessment components.

Links are established between all areas of exploration (AoE), theory of knowledge (TOK), and creativity, activity, service (CAS).

The Language A1 Higher Level (HL) is a course for Native or near-Native speakers. The students study thirteen works: five works written in the language studied (Modern Greek) chosen from the IB Prescribed Reading List (originals in A1 language), four works in translation also from the IB Prescribed Reading List (translations into A1 Language) and four works of their own choice. The students study at least three works per area of exploration. Works are selected to cover the four literary forms, three periods, four countries or regions in at least two continents.

The Language A1 Standard Level (SL) is designed for Native or near-Native speakers. The students study ten works: four works written in the language studied (Modern Greek) chosen from the IB Prescribed Reading List (originals in A1 language), three works in translation also from the IB Prescribed Reading List (translations into A1 Language) and two works of their own choice. The students study at least two works per area of exploration. Works are selected to cover the three literary forms, three periods, three countries or regions in at least two continents.

External assessment**1. Paper 1: Guided literary analysis. 35%**

Paper 1 consists of two previously unseen literary passages, from two different literary forms (drama, poetry, prose: non fiction, prose: fiction). Each passage is accompanied by a guiding question.

- Students write a guided analysis of one of these passages at Standard level (1 hour 15 min).
- Students write a separate guided analysis on both of the passages at Higher level (2 hours 15 min).

2. Paper 2: Comparative essay. 1 hour 45 min. (SL: 35%, HL: 25%)

Paper 2 contains four general questions. Students are asked to write a comparative essay referring to two of the works studied in the course.

3. HL Essay: A formal essay of 1,200-1,500 words. 20%

At HL, students submit a formal essay on one literary work studied in the course. They develop a particular line of inquiry in connection with the work chosen and construct a focused, analytical argument, examining the literary work from a broad literary angle. Students cannot choose a work used for the Individual Oral and Paper

Internal Assessment**Individual Oral. SL: 30%, HL: 20%**

The individual oral is a 10 minute prepared response on extracts from two literary works (one work written originally in Modern Greek and one from a work in translation) followed by a 5 minute conversation between the teacher and the student. Students choose the extracts and the global issue and discuss their suitability with the teacher. The response addresses the prompt: 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. The individual oral is recorded; it is internally assessed and externally moderated.

Course Requirements

Completion of one oral assessment (Individual Oral) – SL, HL

Two external examination papers (Paper 1, Paper 2) – SL, HL

Completion of one essay (HL essay) – HL

- Three Areas of Exploration
- SL: 9 works / HL : 13 works
- Assessment HL: 4 (P1, P2, Essay, IO)
- Assessment SL: 3 (P1, P2, IO)
- The Learner Portfolio

SL		HL	
Paper 1	35%	Paper 1	35%
Paper 2	35%	Paper 2	25%
Individual oral	30%	HL Essay	20%
		Individual oral	20%

Group 1: Studies in Language and Literature**3.2 Language and Literature (HL/SL)
English A****Course Description**

In the Language A English Language and Literature course, students will learn about the complex and dynamic nature of language and explore both its practical and aesthetics dimensions. They will explore the crucial role language plays in communication, reflecting experience and shaping the world. Students will also learn about their own roles as producers of language, develop their productive skills, and explore various ways in which language choices, text types, literary forms and contextual elements all affect meaning. Students will also consider their own interpretations, as well as the critical perspectives of others through close analysis of various text types and literary forms. The Language A English Language and Literature course is designed to support future academic study by developing social, aesthetic and cultural literacy, as well as improving language competence and communication skills. Students study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type, students investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. The assessment model for the course is the same at higher level (HL) and standard level (SL), but there are significant quantitative and qualitative differences between the levels. For example, HL students study six literary texts, SL students study four and both levels study a number of non-literary texts that is equivalent in teaching and learning time; HL students have a fourth assessment component, the higher level(HL) essay, in which HL students are expected to demonstrate a deeper understanding of the nature of linguistic or literary study

Areas of Exploration

Readers, writers and texts. The area introduces students to the nature of language and literature and its study. Students will learn to understand the creativity of language, the relationship between language and thought and the aesthetic nature of literature. The area also aims to introduce students to the skills and approaches required to closely examine texts as well as to introduce metacognitive awareness of the nature of the discipline.

Time and space. The area focuses on the idea that language is a social capacity and as such is intertwined with community, culture and history. Students will investigate ways in which texts may represent, and be understood from, a variety of cultural and historical perspectives.

Intertextuality- connecting texts. This area of exploration focuses on the concerns of intertextuality, or the connections between and among media, text and audience involving diverse traditions and ideas. Students gain deeper appreciation of both unique characteristics of individual texts and complex systems of connection by focusing on the comparative study of texts.

Links are established between all three areas of Exploration, TOK and CAS.

Development of linguistic skills. Students will use and develop Receptive, Productive and Interactive skills at all levels in the English A Language and Literature course.

Conceptual understanding. Seven concepts are selected to foreground aspects of linguistic and literary study that have been the focus of attention and inquiry: Identity, Culture, Creativity, Communication, Perspective, Transformation and Representation. The concepts interact with the three areas of exploration.

Course Requirements

- Completion of one HL Essay (HL Level only)
- Completion of one oral assessments (IO)
- Two external examination papers (Paper 1 & Paper 2)

Group 2: Language Acquisition**3.3 Language B (HL) English****Course Description**

Language B (SL and HL) is a language acquisition course designed for students with some previous knowledge of the language. The focus of the course is the development of language skills in order for students to communicate effectively in an environment where the language studied is spoken; students become aware of cultural diversity and develop an understanding of the world beyond the confines of the classroom.

The syllabus—with areas of study common to both levels—is divided into five prescribed themes:

- Identities
- Experiences
- Social organization
- Human ingenuity
- Sharing the planet

Course Requirements for both SL/HL:

Individual oral assessment:

SL: The student has a conversation with the teacher which is based on a visual stimulus and this is followed by a discussion based on an additional theme.

HL: The student has a conversation with the teacher based on an excerpt from one of the two literary works that have been studied in class; the conversation is followed by a discussion based on one or more of the themes from the syllabus.

Externally assessed exam papers:

- Paper 1 (Productive skills – writing)
- Paper 2 (Receptive skills. Two separate sections: Listening comprehension and Reading comprehension).

Group 3: Individuals and Societies**3.4 History (HL/SL)****Course Description**

The world history course is based on both a comparative and multi-perspective approach to history. It involves the study of a variety of political, economic, social and cultural factors. There is an emphasis on critical thinking and developing an understanding of the multiple interpretations of history.

All students, higher and standard level, look at one of the prescribed subjects, which is assessed through a source-based examination paper. The prescribed subjects are:

- Military leaders
- Conquest and its impact
- The move to global war
- Rights and protest
- Conflict and intervention

All students will also explore two key topics in world history. These will be chosen from:

- Origins, development and impact of industrialization(1750–2005)
- Independence movements(1800–2000)
- Evolution and development of democratic states(1848–2000)
- Authoritarian states (20thcentury)
- Causes and effects of 20th-centurywars
- The Cold War: Superpower tensions and rivalries (20th century)

In addition HL students will study one of four regional options:

- History of Africa and the Middle East
- History of the Americas
- History of Asia and Oceania
- History of Europe

Assessment

Historical investigation: 1,500-2,000 words (SL 25%, HL 20%)

- Paper 1 (HL/SL): Source Analysis Paper: five source questions (1 hour)
- Paper 2 (HL/SL): Essay paper: two timed essays (1.5 hours), based on world history topics.
- Paper 3 (HL): Essay paper: three timed essays (2.5 hours)

Group 3: Individuals and Societies**3.5 Economics (HL/SL)****Course Description**

The course enables students to develop an understanding of microeconomic and macroeconomic theories and concepts and their real world application. In addition, the course develops an awareness of development issues that nations face as they change.

No prior knowledge of economics is required, however, HL Economics students should be taking at least SL Mathematics due to the mathematical content of the Higher Level course. SL Economics students will benefit if they feel comfortable using index numbers, percentages, simple multiplication, and drawing and interpreting graphs. There is no requirement to take SL Mathematics in conjunction with this course.

Course Outline**Section 1: Microeconomics**

- Competitive Markets: Demand and Supply
- Elasticity
- Government Intervention
- Market Failure
- Theory of the Firm (HL Only)

Section 2: Macroeconomics

- The level of overall economic activity
- Aggregate Demand and Aggregate Supply
- Macroeconomic Objectives
- Fiscal, Monetary and Supply-side Policies

Section 3: International Economics

- International Trade Exchange Rates
- The Balance of Payments Economic
- Integration Terms of Trade (HL Only)

Section 4: Development Economics

- Measuring Economic Development
- The Role of Domestic Factors
- The Role of International Trade
- The Role of Foreign Direct Investment
- The Role of Foreign Aid and Multilateral Development Assistance
- The Role of International Debt

Assessment**A. Internal assessment**

Candidates must produce a portfolio of four commentaries, each 650-750 words, based on a news media extract linking economic theory to a real-world situation. Three of the four commentaries must have as their main focus a different section of the syllabus. It is acceptable for commentaries to make reference to other sections. The fourth commentary can focus either on a single section or on two or more sections of the syllabus. Deadlines in both IB1 and IB2 will be determined for both a draft and final version of the required commentaries.

A. External assessment

- Extended-response question paper (HL and SL): 1hours. Each question is divided into two parts and may relate to more than one section of the syllabus.
- A data response paper (HL and SL): 2hours
- Short answer question paper (HL): 1hour. This paper is based on all five sections of the syllabus.

Group 3: Individuals and Societies

3.6 Business Management (HL/SL)

Course Description

In this course an emphasis is placed on strategic decision-making and the operational business functions of human resource management, finance and accounts, marketing and operations management. Students study the links between these topics because they are central to the course and it promotes a holistic overview of business management. Through the exploration of the six concepts underpinning the subject: change, culture, ethics, globalization, innovation and strategy, this course allows the students to develop their understanding of interdisciplinary concepts from a business management perspective.

Course Outline

Unit 1:	Business organization and environment
Unit 2:	Human resource management
Unit 3:	Finance and accounts
Unit 4:	Marketing
Unit 5:	Operations management

Assessment

1. Internal assessment (25%)

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

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

2. External Assessment (75%)

Paper 1 SL (1 hour and 15 minutes) Based on a case study issued in advance, with additional unseen material included.

Paper 2 SL (1 hour and 45 minutes) Students answer structured questions based on stimulus material. In addition, one extended response question is based primarily on two concepts that underpin the course.

Paper 1 HL (2 hour and 15 minutes) Based on a case study issued in advance, with additional unseen material.

Paper 2 HL (2 hour and 15 minutes) Students answer structured questions based on stimulus material. In addition, one extended response question is based primarily on two concepts that underpin the course.

Group 3: Individuals and Societies**3.7 Psychology (HL/SL)****Course Description**

The knowledge, concepts, theories and research that have developed the understanding in this field will be studied and critically evaluated. The interaction of different approaches to studying psychology will form the basis of a holistic and integrated approach to understanding mental processes and behavior as a complex, dynamic phenomenon. As the world and societies change, so does behavior, allowing students to appreciate the diversity as well as the commonality between their own behavior and that of others. No prior knowledge of psychology is needed to follow the course.

Course Outline**Core approaches to understanding human behavior****Biological approach**

Brain and behavior. Hormones and behavior.
Genetics and behavior. Role of animal research in understanding human behavior.
(HL only)

Cognitive approach

Cognitive processing. Reliability of cognitive processes. Emotion and cognition. Cognitive processing in the digital world.
(HL only)

Sociocultural approach

The individual and the group. Cultural origins of behavior and cognition. Cultural influences on individual attitudes, identity and behaviors. The influence of globalization on identities and behavior.
(HL only)

The contribution and the interaction of these three approaches can be best understood through the following four options in the course focusing on areas of Applied Psychology. SL students are required to do one option while HL students do two of the following options: 1. Abnormal psychology, 2. Developmental psychology, 3. Health psychology, 4. Psychology of human relationships.

Surrounding the approaches and the options are the overarching themes of research and ethics. It is important that students understand the advantages and limitations of different approaches in order to critically evaluate research studies. Only HL students will be directly assessed on Approaches to Research.

Assessment

• Higher Level	Paper 1	40%
	Paper 2	20%
	Paper 3	20%
	IA	20%
• Standard Level	Paper 1	50%
	Paper 2	25%
	IA	25%

Group 4: Sciences**3.8 Biology (HL/SL)****Course Description**

Biology is available at both the Higher and Standard Levels. 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 these subjects. Students become aware of how scientists work, collaborate, and communicate with one another. These aims enable students, through the overarching theme of the nature of science to be able to:

- Appreciate scientific study and creativity within a global context through stimulating and challenging opportunities;
- Acquire a body of knowledge, methods and techniques that characterize science and technology;
- Apply and use a body of knowledge, methods and techniques that characterize science and technology;
- Develop an ability to analyze, evaluate and synthesize scientific information;
- Develop a critical awareness of the need and the value of effective collaboration and communication during scientific activities;
- Develop experimental and investigative scientific skills including the use of current technologies;
- Develop and apply 21st century communication skills in the study of science;
- Become critically aware, as global citizens, of the ethical implications of using science and technology;
- Develop an appreciation of the possibilities and limitations of science and technology;
- Develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

Group 4 students at SL and HL undertake a common core syllabus, a common Internal Assessment (IA) scheme and have some overlapping elements in the option studied. The syllabus encourages the development of certain skills, attributes and attitudes. While the skills and activities of Group 4 science subjects are common to students at both SL and HL, students at HL are required to study some topics in greater depth, also in the common options.

Higher Level Biology is an in-depth study of modern Biology and provides a sound foundation for university courses in Biology, Medicine, Biochemistry, Environmental Studies, etc. A solid foundation in Biology and a good working knowledge of Chemistry are required for this course.

Core <ul style="list-style-type: none"> • Cell biology • Molecular biology • Genetics • Nucleic acids • Metabolism, cell respiration and photosynthesis 	<ul style="list-style-type: none"> • Ecology • Evolution and biodiversity • Human physiology • Plant biology • Genetics and evolution • Animal physiology
Options (two of the following are taught) <ul style="list-style-type: none"> • Neurobiology and Behavior • Microbes and Biotechnology 	

Standard Level Biology meets different needs than the Higher Level course. The SL course contains compulsory core material and in addition students have to study two optional topics.

Core <ul style="list-style-type: none"> • Cell biology • Molecular biology • Genetics 	<ul style="list-style-type: none"> • Ecology • Evolution and biodiversity • Human physiology
Options (two of the following are taught) <ul style="list-style-type: none"> • Neurobiology and Behavior • Microbes and Biotechnology 	<ul style="list-style-type: none"> • Ecology and Conservation Further • Human Physiology

All students are expected to attend a residential field trip in Grade 12 in order to complete the group 4 project requirement.

Assessment

All subjects are assessed through three written examination papers in addition to the presentation of laboratory reports prepared over the two-year course. All students must also show evidence of participation in the Group 4 project.

- Higher Level

Paper 1	20%
Paper 2	36%
Paper 3	24%
IA (Lab Work)	20%

- Standard Level

Paper 1	40%
Paper 2	20%
Paper 3	20%
IA (Lab Work)	20%

Group Four: Sciences**3.9 Chemistry (HL/SL)****Course Description**

Higher Level Chemistry is an in-depth study of modern Chemistry and provides a sound foundation for university courses in Chemistry, Medicine, Bio-Chemistry, Pharmacology, Environmental Studies, Chemical Engineering, etc. This Chemistry course requires previous knowledge as certain areas of the subject are studied in considerable detail. The comprehensive syllabus contains core material and two option topics:

Core <ul style="list-style-type: none"> • Stoichiometric relationships • Atomic structure • Periodicity • Chemical bonding and structure • Energetics / thermochemistry • Chemical kinetics 	<ul style="list-style-type: none"> • Equilibrium • Acids and bases • Redox processes • Organic chemistry • Measurement and data processing • Measurement and analysis
Options (two of the following are taught) <ul style="list-style-type: none"> • Biochemistry • Materials 	<ul style="list-style-type: none"> • Energy • Medicinal chemistry

Standard level Chemistry has been specifically designed for the student who wishes to know more of the applications of Chemistry, while still wanting to further their knowledge of the more "pure" aspects of the subject. The common core of the syllabus covers similar material to the higher level course although not in the same detail.

Core <ul style="list-style-type: none"> • Stoichiometric relationships • Atomic structure • Periodicity • Chemical bonding and structure • Energetics / thermochemistry • Chemical kinetics 	<ul style="list-style-type: none"> • Equilibrium • Acids and bases • Redox process • Organic chemistry • Measurement and data processing
Options (two of the following are taught) <ul style="list-style-type: none"> • Biochemistry • Materials 	<ul style="list-style-type: none"> • Energy • Medicinal chemistry

All students are expected to attend a residential field trip in Grade 12 in order to complete the Group 4 project requirement.

Assessment

A. External		80%
Paper 1	30 multiple-choice questions (Core)	20%
Paper 2	Short answer and extended response questions (Core)	40%
Paper 3	Data- and practical-based questions, plus short answer and extended response questions on the option	20%
B. Internal		
	Individual investigation. Write-up of 6 to 12 pages	20%

Group Four: Sciences**3.10 Physics (HL/SL)****Course Description**

Higher Level Physics is relevant to university courses in Physics, Engineering, Electronics, etc. It encourages the student to think in a logical, consistent and mathematical way. Higher Level Mathematics provides a strong, but not essential foundation, for this course. The topics covered are:

Core <ul style="list-style-type: none"> • Measurements and uncertainties • Mechanics • Thermal physics • Waves 	<ul style="list-style-type: none"> • Electricity and magnetism • Circular motion and gravitation • Atomic, nuclear and particle physics • Energy production
Additional Topics <ul style="list-style-type: none"> • Wave phenomena • Fields Options (two from the following) <ul style="list-style-type: none"> • Astrophysics • Relativity 	<ul style="list-style-type: none"> • Electromagnetic Induction • Quantum Physics and Nuclear Physics <ul style="list-style-type: none"> • Imaging Physics • Engineering Physics

Standard Level Physics places a strong emphasis on problem solving abilities both in practical and theoretical work. The course provides a useful grounding in basic Physics and has relevance to the other sciences and Mathematics. In addition, there is an emphasis on the language of science and creating a general understanding of current scientific issues. Practical work encourages the student to think resourcefully. The core topics studied are the same as those for Higher Level. Two options are also studied.

Core <ul style="list-style-type: none"> • Measurements and uncertainties • Mechanics • Thermal physics • Waves 	<ul style="list-style-type: none"> • Electricity and magnetism • Circular motion and gravitation • Atomic, nuclear and particle physics • Energy production
Options (two from the following) <ul style="list-style-type: none"> • Astrophysics • Relativity 	<ul style="list-style-type: none"> • Imaging Physics • Engineering Physics

All students are expected to attend a residential field trip in Grade 12 in order to complete the Group 4 project requirement.

Assessment:

• Higher Level	Paper 1	20%
	Paper 2	36%
	Paper 3	24%
	IA	20%
• Standard Level	Paper 1	20%
	Paper 2	40%
	Paper 3	20%
	IA	20%

Group Four: Sciences**3.11 Computer Science (HL/SL)****Course Description**

In this course the student will develop computational solutions, identify a problem or unanswered question, design, prototype and test a proposed solution, liaise with clients to evaluate the success and make recommendations for future developments. For standard level (SL) no background is required while for the high level (HL) some programming experience is desirable.

SL/HL core

The topics that must be studied, including some practical work, are:

- Topic 1: System fundamentals (20 hours)
- Topic 2: Computer organization (6 hours)
- Topic 3: Networks (9 hours)
- Topic 4: Computational thinking, problem-solving and programming (45 hours)

HL extension

The topics that must be studied, including some practical work, are:

- Topic 5: Abstract data structures (23 hours)
- Topic 6: Resource management (8 hours)
- Topic 7: Control (14 hours)

Case study

Additional subject content introduced by the annually issued case study

Option**SL/HL core****HL extension**

Students study one of the following options:

Option A: Databases

Option B: Modelling and simulation

Option C: Web science

Option D: Object-oriented programming (OOP)

✓ Assessment:

SL		HL	
Type	%	Type	%
Paper 1	45	Paper 1	40
Paper 2	25	Paper 2	20
---	---	Paper 3	20
Internal	30	Internal	20

Group Five: Mathematics**3.12 Mathematics (Analysis and Approaches HL/SL)****Course Description**

Mathematics: analysis and approaches is for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will also be fascinated by exploring real and abstract applications of these ideas, with and without technology. Students who take Mathematics: analysis and approaches will be those who enjoy the thrill of mathematical problem solving and generalization.

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.

Students who choose Mathematics: analysis and approaches at SL or HL should be comfortable in the manipulation of algebraic expressions and enjoy the recognition of patterns and understand the mathematical generalization of these patterns. Students who wish to take Mathematics: analysis and approaches at higher level will have strong algebraic skills and the ability to understand simple proof. They will be students who enjoy spending time with problems and get pleasure and satisfaction from solving challenging problems.

Study Topics

Syllabus component	Suggested 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 the mathematical exploration Investigative, problem-solving and modelling 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

Assessment

1. Internal assessment / Exploration

The internally assessed component in this course is a short report written by the student based on a topic chosen by him or her, and it should focus on the mathematics of that particular area. The emphasis is on mathematical communication (including formulae, diagrams, graphs and so on), with accompanying commentary, strong mathematical writing and thoughtful reflection. This accounts for **20%** of the final assessment.

2. External assessment (HL)

There are three written examination papers:

- Paper 1 (two hours): **30%** of final assessment (no calculator allowed)
- Paper 2 (two hours): **30%** of final assessment (graphic display calculator required)
- Paper 3 (one hour): **20%** of final assessment (graphic display calculator required)

3. External assessment (SL)

There are two written examination papers:

- Paper 1 (1 hour & 30 minutes): **40%** of final assessment (no calculator allowed)
- Paper 2 (1 hour & 30 minutes): **40%** of final assessment (graphic display calculator required)

Group Five: Mathematics**3.13 Mathematics (Applications and Interpretation HL/SL)****Course Description**

Mathematics: applications and interpretation is for students who are interested in developing their mathematics for describing our world and solving practical problems. They will also be interested in harnessing the power of technology alongside exploring mathematical models. Students who take Mathematics: applications and interpretation will be those who enjoy mathematics best when seen in a practical context.

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 modelling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics.

The course makes extensive use of technology to allow students to explore and construct mathematical models. Mathematics: applications and interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures.

Students who choose Mathematics: applications and interpretation at SL or HL should enjoy seeing mathematics used in real-world contexts and to solve real-world problems. Students who wish to take Mathematics: applications and interpretation at higher level 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.

Study Topics

Syllabus component	Suggested teaching hours—SL	Suggested teaching hours—HL
Topic 1—Number and algebra	16	29
Topic 2—Functions	31	42
Topic 3—Geometry and trigonometry	18	46
Topic 4—Statistics and probability	36	52
Topic 5—Calculus	19	41
The “toolkit” and Mathematical exploration Investigative, problem-solving and modelling 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

Assessment

1. Internal assessment / Exploration

The internally assessed component in this course is a short report written by the student based on a topic chosen by him or her, and it should focus on the mathematics of that particular area. The emphasis is on mathematical communication, with accompanying commentary, good mathematical writing and thoughtful reflection. This accounts for **20%** of the final assessment.

2. External assessment (HL)

There are three written papers:

- Paper 1 (2 hours): **30%** of final assessment (graphic display calculator required)
- Paper 2 (2 hours): **30%** of final assessment (graphic display calculator required)
- Paper 3 (1 hour): **20%** of final assessment (graphic display calculator required)

3. External assessment (SL)

There are two written papers:

- Paper 1 (1 hour & 30 minutes): **40%** of final assessment (graphic display calculator required)
- Paper 2 (1 hour & 30 minutes): **40%** of final assessment (graphic display calculator required)

3. 15 Theater (HL/SL)

Course Description

This course is available at both the Higher Level and the Standard Level and requires no previous experience in drama or theater. The course is designed to help students to experience Theater on a personal level. Achievement in this subject is reflected in how students develop, extend and refine the knowledge, skills and attitudes necessary for studying this art form. Students are challenged in both theory and practice to work creatively and imaginatively and to communicate in dramatic form. The course lays a foundation for further study in Theater, Performing Arts and other related subjects.

Area 1: Theatre Processes

This area of the syllabus addresses the students' exploration of the skills, techniques and processes involved in Theater. Students reflect on their own creative processes and skills acquisition as well as gaining a practical understanding of the processes of other professionals such as: creators, designers, directors and performers.

Area 2: Presenting Theater

This area of the syllabus addresses the staging and presentation of Theater as well as the presentation of ideas, research and discoveries through diverse modes of practical and written presentation. Students consider the impact the Theater may have on the spectator. They are encouraged to think about their own artistic intentions as creators, designers, directors and performers and the impact they wish to have on an audience.

Area 3: Theater in Context

This area of the syllabus addresses the students' understanding that Theater does not occur in a vacuum. Students examine the personal, theoretical and cultural contexts that inform theater-making and the ways in which these affect and influence creating, designing, directing, performing and spectating.

Area 4: The Theater Journal

From the beginning of the course, and at regular intervals, students at both SL and HL are required to maintain a theater journal. Students should be encouraged to find the most appropriate ways of recording their development and have free choice in deciding what form the journal should take. The content of the journal should focus specifically on an analysis of learning experiences.

Assessment

- | | | |
|------------------|--------------|-----|
| • Higher Level | Task 1 | 35% |
| | Task 2 | 20% |
| | Task 3 | 20% |
| | IA (project) | 25% |
| • Standard Level | Task 2 | 35% |
| | Task3 | 30% |
| | IA (project) | 35% |

Group Six: Arts

3.16 Visual Arts (HL/SL)

Course Description

The IB Diploma Programme 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 encourages students to actively explore the visual arts within and across a variety of local, regional, national, international and intercultural contexts.

Basic Outline

- **Foundation** (September-January)
Building skills on everything that for the student will need to utilize for the course; from skills and techniques for art making to research and analysis skills for theoretical practice. The content includes but is not limited to:
 - *Drawing* (including observational drawing, perspective, proportions, composition, etc.)
 - *Painting* (including still life painting, Color theory, Abstraction, etc.)
 - *Theory* (study of artworks/artifacts from a wide range of historical periods and cultures and always connected to the work of the student)
- **Independent projects I**(February to June)
Students will investigate the ideas/concerns/issues of their choice and based on these, they will, at the end of the course, submit both resolved works as well as documentation of their creative process in the form of a portfolio.
- **IB1 Portfolio submission** (June)
Students will submit their work of their first year in the form of a portfolio.
- **Independent projects II**(September to April)
Students continue their independent work, which will end roughly in April with the submission of all assessed components.
- **Visual Arts Final exhibition** (late March- early April, exact date is TBA each year)
The Visual Arts exhibition will take place at the ACG gallery, a state-of-the-art facility available to our students.

Assessment

Comparative study (20%): Students analyze and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts. Students compare at least 3 different artworks, by at least 2 different artists, with commentary over 10–15 screens.

HL Students also submit a reflection on the extent to which their work and practices have been influenced by any of the art/artists examined (3–5 screens).

Process portfolio (40%): Students submit carefully selected materials, which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course. Students submit 9–18(SL) / 13–25(HL). The submitted work should be in at least two different art-making forms.

Exhibition (40%): Students 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.

Students submit 4–7 (SL) / 8–11 (HL) pieces with exhibition text for each, along with a curatorial rationale [400 (SL)/700 (HL) words maximum].

4. CORE REQUIREMENTS

4.1 The Creativity-Activity-Service (CAS) Program at Pierce

CAS is one of the core components of the IBDP and it is compulsory for all students to complete it. CAS consists of a number of different experiences that each student decides to participate in during the program. Students are expected to engage in a range of experiences that will allow them to demonstrate attributes such as collaboration, initiative, planning and commitment. CAS experiences can be one-off, like the participation at a beach cleaning event, or long-term, like volunteering at an animal shelter for a few months. Additionally, students need to be involved in at least one CAS project which is a collaborative, well-planned series of sequential experiences that aim at a specific goal.

A student's progress in CAS is monitored both through CAS interviews with the CAS Coordinators and also electronically using a specific platform. CAS is evaluated by the CAS Coordinators upon completion of the IB Diploma program.

Which are the aims of CAS?

- Identify their own strengths and develop areas for personal growth.
- Demonstrate that they have undertaken challenges and developed new skills in the process.
- Demonstrate how to initiate and plan a CAS experience.
- Show commitment to and perseverance in their CAS experiences.
- Demonstrate the skills and recognize the benefits of working collaboratively.
- Demonstrate engagement with issues of global significance.
- Recognize and consider the ethics of choices and actions.

All of these have to be achieved by at least one of the student's CAS experiences presented in the CAS portfolio.

Which are the requirements for a project or activity to be considered CAS?

1. For an experience to be considered appropriate for CAS, it needs to fulfill the following criteria:
 - Not be part of an IB course syllabus;
 - Take place during the student's IBDP years, from September of IB1 to March of IB2;
 - Fall under at least one of the three CAS strands: creativity, activity, service.
 -
2. Have the five stages of successful CAS experiences: Investigation, Preparation, Action, Evaluation, and Demonstration.

The Pierce IBDP has a separate CAS Handbook informing both students and parents of the nature of the CAS program. It is meant to be used as an informational handbook explaining the details on what CAS is, how is it structured, and the requirements for completing the CAS experience.

Core Requirements

4.2 Theory of Knowledge (TOK)

Core Theme: “*Knowledge and the Knower*”

The core theme explores our identity as knowers and puts its main emphasis on how knowledge is gained and why knowledge matters. Provides the students with an opportunity to reflect on themselves as thinkers. It also explores the different factors that shape knowledge (for example, the impact of culture and of authority on knowers), ethical issues related to knowledge, the method and scope of pursuing knowledge, the valuing and the application of knowledge.

Five Optional Themes

- Knowledge and Technology
- Knowledge and Language
- Knowledge and Politics
- Knowledge and Religion
- Knowledge and Indigenous Societies

*Two optional themes must be studied.

Knowledge Framework - Four Knowledge Elements: *Scope, Perspectives, Methods and Tools, Ethics.*

These elements are required to recur throughout the study of the five compulsory areas of knowledge and of the two optional themes.

Five Compulsory Areas of Knowledge (AoKs)

- Mathematics
- Natural Sciences
- Human Sciences
- History
- Arts

Assessment:

Students are required to complete two tasks:

- a) **The Exhibition** – Internal Assessment (external moderation) - contributes 1/3 to the final mark. Students are required to explore how the course manifests in the world around us through an exhibition which is based on one of the 35 IA prompts.
- b) **The Essay** – External Assessment - contributes 2/3 to the final mark. Students are required to write an essay in response to one of the six prescribed titles that are issued by the IB for each examination session.

*The final TOK grade and the final Extended Essay grade are entered into the Diploma Points Matrix to award a possible maximum of three extra points to be added to a student’s Diploma score. Candidates who fail to submit satisfactory work in either area will fail the Diploma.

Core Requirements

4.3 The Extended Essay

The Extended Essay is an in-depth study of a limited topic within one of the six IBDP subjects. Its purpose is to provide a student with an opportunity to engage in independent research at an introductory level. Emphasis is placed on the process of engaging in personal research, the communication of ideas and information in a logical and coherent manner, and the overall presentation of the Extended Essay in compliance with IBO mandated guidelines. Students are required to devote 40-plus hours to the essay over the course of twelve months.

Subject Choice

In choosing a subject, an essential consideration should be the personal interest of the student. The subject should offer the opportunity for in-depth research but also be limited in scope. It should present the candidate with the opportunity to collect or generate information and/or data for analysis and evaluation. Extended Essays submitted in Language A (English), Language B (English) or Literature A1 (Greek) must be written in that language. All other essays must be in English. Each student will have an Extended Essay Supervisor to provide support for the student and subject-specific guidance as needed. The Supervisor will be a member of the school's staff who has a strong knowledge of the subject matter to provide guidance.

Organization of the Extended Essay

The Extended Essay is limited to a maximum of 4,000 words and should include an abstract, an introduction, a development methodology, a conclusion, a bibliography, and any necessary appendices.

Reflection in the Extended Essay focuses on the student's progress during the planning, research and writing process. It is intended to help students with the development of their Extended Essay as well as allowing them the opportunity to consider the effectiveness of their choices, re-examine their ideas, and decide whether changes are needed. The emphasis is on process reflection, characterized by reflecting on conceptual understandings, decision-making, engagement with data, the research process, time management, methodology, successes and challenges, and the appropriateness of sources.

Students will be encouraged to informally reflect throughout the experience of researching and writing the Extended Essay. They will also be required to reflect formally during the reflection sessions with their supervisor and when completing the Reflections component on the planning and progress form.

Work on the essay should begin in the second term of the 11th grade. Students are expected to independently research their chosen topic area and to conduct much of this independent research during the summer between the 11th grade and the 12th grade.

Assessment

The Extended Essay is externally examined. Marks are awarded against a set of published criteria (both general and subject-specific). The final Extended Essay grade and the final TOK grade are entered into the Diploma Points Matrix (see page 33) to award a possible maximum of three extra points to be added to a student's Diploma score. Candidates who fail to submit satisfactory work in either area will fail the Diploma.

Core Requirements

4.4 Grading the Theory of Knowledge (TOK) Course and the Extended Essay

Diploma Points Matrix

The points awarded for the TOK course are linked to the points for the Extended Essay. The matrix for the scoring of points is below; please note that an IBDP candidate will not receive the IB Diploma if:

1. The candidate receives an Elementary (E) grade for either the TOK course or the Extended Essay.
2. The candidate receives **no** grade for either the TOK course or the Extended Essay.

		Theory of knowledge					
		Excellent A	Good B	Satisfactory C	Mediocre D	Elementary E	Not submitted
Extended essay	Excellent A	3	3	2	2	1 + Failing condition*	N
	Good B	3	2	1	1	Failing condition*	N
	Satisfactory C	2	1	1	0	Failing condition*	N
	Mediocre D	2	1	0	0	Failing condition*	N
	Elementary E	1 + Failing condition*	Failing condition*	Failing condition*	Failing condition*	Failing condition*	N
	Not submitted	N	N	N	N	N	N

5. GENERAL INFORMATION

5.1 Eligibility to Register for the IB Exams

IBO authorized schools have the right to determine which students are eligible to take part in the final IB Diploma exams. The student has to be in good academic and behavioral standing with the school before being registered for the exams by the school. A breach of the General IBO regulations or of the regulations contained in this Handbook may result in the school denying the student registration for the exams until the school is satisfied that the student has complied with requirements.

5.2 Academic Performance – Promotion from 11th Grade (IB1) to 12th grade (IB2)

The school strongly recommends that students repeat Year 1 of the IB Diploma program if one of the following scenarios is fulfilled at the end of the first year:

- 1) The student's total in the six subjects is under 24 points.
- 2) The student has a grade 1 or 2 in any subject, even if their overall average is above 24 points.

If a student meets either of the scenarios, the IBDP Coordinator, Pierce Principal, and the International University Counselor will meet the student and parents to discuss Year 2 of the IBDP. The purpose of the meeting is to discuss the serious possibility of failing the Diploma and what the ramifications will be for the university admissions process.

5.3 Attendance –Absences

The IBO prescribes a minimum of 150 hours of class attendance for every Standard Level subject and a minimum of 240 hours of class attendance for every Higher Level subject that a student has selected. This means that a student cannot miss more than 13 hours of any Higher Level class, no more than 17 hours of any Standard Level class and no more than 10 hours of the Theory of Knowledge throughout the two years. Thus, the maximum number of absences allowed over the two years is approximately 100 hours.

IBO regulations stipulate that it is the responsibility of the school to approve a student's registration for the final IB examinations. If a student has not completed the minimum hours of attendance, then the school has the authority to exclude him/her from the final exams.

5.4 Deadlines

All coursework must be submitted according to the deadlines published by the IBDP Coordinator. Throughout the two years students are asked to meet a number of internal and external deadlines. Depending on the subject, these may take the form of written essays, commentaries, or research projects, lab reports, oral presentations, etc. Failure to meet a deadline may result in the work not being accepted by the teacher. If there are repeated violations of the deadlines the following consequences may occur:

- The school will not approve the participation of this student in any group activity beyond the school schedule.
- The school reserves the right to reflect the poor academic behavior in the reference letters supplied to the university as a part of the admissions process.

Article 3.3 of the IBO General regulations makes it clear that:

“Candidates are required to act in a responsible and ethical manner throughout their participation in the DP, as determined by the IB Organization at its sole discretion, which includes not engaging in academic misconduct (as defined in article 20), and must be in good standing at the school at the time of the examinations.

5.5 Coursework

Students are responsible for meeting all deadlines for submission of all internal assessments for all subjects. Students are expected to be well-organized, proactive and it is critical they do not fall-behind in their academic work. It is important that students and parents understand the following:

- All assignments are due on the date of the ISP submission dates set by the IBDP Coordinator. It is the student's responsibility to ensure they makes note of the due date for both written work and oral presentations and submit the work on time.
- IBO deadlines and interim submission dates are placed on *ManageBac* and communicated to the students and parents through e-mail. The school will not accept that a student has not been informed of coursework deadlines.
- Students who anticipate having difficulty meeting a future deadline must see the teacher well before the due date to discuss strategies to allow them to meet their academic commitments.
- Students with an absence for the day that an assignment was due must hand in the assignment by email or on their return with the instructor's prior permission.
- It is expected that parents are supportive and sympathetic to these expectations and families avoid taking the student from the school for multiple days when the school is open.
- Failure to consistently meet coursework deadlines may be reflected in the reference letter(s) submitted to the university as a part of the admissions process.

5.6 Homework

Homework is an extension of the regular daily schoolwork and is given in all six subjects. The purpose of homework is to help students prepare for class instruction, develop organizational skills, independent responsibility, and self-discipline.

Assignments take careful planning and organization on the part of the student. Parents are encouraged to assist in monitoring student progress toward the completion of the assignments, but should not do the students' work for them. Parents can be most helpful by providing a routine and place that is conducive to undisturbed study. The homework will vary, yet students will be consistently required to be reading texts in preparation for their courses. Meeting deadlines requires careful planning, organization, determination, and self-discipline. These qualities are not only academic skills sets, they are also life skills. The Pierce IBDP homework policy is:

1. All assignments are due by the deadline set by the teacher. It is the teacher's responsibility to ensure that the due date for written work and oral presentations is clearly understood by all students in the class. IBO mandated deadlines are placed in the Pierce IBDP Assessment Timeline and made available to the parents and students.
2. Students who anticipate having difficulty meeting a deadline must see the teacher well before the due date to discuss a possible extension. An extension may be granted if the teacher accepts it is an acceptable and legitimate reason.

5.7 Progress Reports

Parents are informed of the students' progress by grade reports sent after the end of each term and through parent-teacher meetings in two afternoon meetings during the year and the weekly morning meetings. A copy of the yearly calendar detailing all the major yearly deadlines is given to parents so they may monitor the child's compliance to the deadlines and overall progress.

5.8 Final IBDP Results

Final IB Diploma results are made available to schools in early July of the students' graduating year through the IBO. The school releases copies of results to students on the same day. In addition, students receive a personal pin code which they can use to access their results electronically. The IBO authorizes schools to withdraw a candidate's results in cases where there are outstanding tuition fees to the school.

5.9 Enquiry upon Results – Request for Remark

IBO regulations allow parents and students to request the re-examination of the externally assessed component for any of the six subjects. The request, called enquiry upon results, can only be made through the school. The family is responsible for all additional fees set by the IBO. The remark may result in no change of grade, a higher grade, or a lower grade.

5.10 Re-sitting for the IB Diploma

Should a student fail to be awarded the Diploma as a result of low grades in a certain subject(s) the student has the right to improve the grade by either re-attending classes in the subject, or by re-sitting the exam. Choosing to re-attend classes provides the student the opportunity to also improve their grade in the internally assessed component.

The family is responsible for all additional fees set by the IBO for repeating a subject or subjects. The fees will vary depending on the total number of hours the student is required to attend in order to re-sit for the IB Diploma. A student is allowed to sit a maximum of three examination sessions (regardless of number of subjects examined) in order to satisfy the IBO requirements for the award of the IB Diploma.

5.11 Inclusive Assessment Arrangements – Special Educational Needs

The Pierce IBDP provides an educational program with equal opportunities in an inclusive environment. The program welcomes individuals with special educational needs, provided that the nature and severity of their difficulties can be accommodated within the school and allows the student to complete the Diploma Program requirements. Please refer to the school document "Special Educational Needs Policy" for details on related policies and procedures, including assessment inclusion arrangements.

5.12 Participation in School Trips and Delegations

The Pierce IBDP does not endorse the customary five-day school trips taking place in the senior year as this may hinder the students' preparation for the final exams. The IBDP Coordinator may not grant permission for any student to join school trips or school delegations if the student has consistently demonstrated poor academic performance or poor disciplinary behavior.

5.13 Graduation Ceremony

Students participate in the graduation ceremony together with the rest of the graduating senior class. The Pierce graduation ceremony takes place before the official IBO results are released in July after the 12th grade year ends. The IB Faculty approves two academic excellence awards after review of the grade averages of the IB students throughout their two years in the program. The student awarded first place is recognized as the class Valedictorian. The student in the second place is recognized as the class Salutatorian. In the event of a tie, the first place is decided on the basis of decimal points. Only students who have been at Pierce for both years of the IBDP are eligible for the awards.

5.14 University Counseling - Predicted Grades - Applications to Universities

The Pierce International University Counseling office provides guidance and advice in choosing universities, courses, and fields of study. Most universities admit candidates on the basis of five standards:

1. Grade reports from the last three years in school;
2. The student's personal statement or essay samples;
3. Predicted grades provided by the school;
4. Reference letters provided by the IB Coordinator and/or by IB teachers-advisors;
5. The student's performance in tasks required by certain courses of study or universities such as tests, interviews, portfolios, etc.

Candidates must know and accept the following regarding predicted grades and the procedure of applying to universities:

- Predicted grades are based on the overall progress of the students, their reliability and their commitment to the IBDP. This means they are largely based on the average achieved in the first year of the program. If a student does not achieve satisfactory results in the first year, they should not expect high-predicted grades, even if there are signs of improvement in the beginning of the second year.
- Predicted grades are sent with student applications to universities between September and January of IB2. Please note that if a student's performance deteriorates in the period between the two sets of predicted grades, this could have an impact upon their university placement.
- Securing a place in a university does not depend solely on predicted grades. Great importance is placed on the Personal Statement or a sample of a written essay listed by many universities as a part of the package that supports the candidate's application form. If a student's response to those requirements is not of a high standard - even if predicted grades are high – they are not likely to get an offer from a top-tier university.
- Disciplinary problems recorded by the school must be reported when universities request this information.

The IBDP is recognized and valued by many leading universities and colleges throughout the world, however it alone is not a guarantee for university acceptance. University admissions are based upon the student's overall academic performance during the two-year program, active participation in clubs, activities, and sports as well as performance on international exams such SAT/ACT/IELTS as required by individual institutions. Recognition of the Diploma will differ from institution to institution, country to country, based upon the competitiveness and selectiveness of the academic institution. All students and parents must meet with the IBDP Coordinator and International University Counseling Office to discuss possible course options and how they align with potential admission to universities of interest to them.

APPENDICES

General regulations: Diploma Programme

Diploma Programme
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The International Baccalaureate Organization (known as the IB) offers four high-quality and challenging educational programmes for a worldwide community of schools, aiming to create a better, more peaceful world. This publication is one of a range of materials produced to support these programmes.

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I. General

Article 1: Scope

- 1.1 The International Baccalaureate Organization (hereinafter, together with its affiliated entities, the “IB”) is a foundation that has developed and offers four programmes of international education: the Primary Years Programme (“PYP”), the Middle Years Programme (“MYP”), the Diploma Programme (“DP”) and the International Baccalaureate Career-related Programme (“CP”). It authorizes schools (known as IB World Schools and hereinafter “schools”) to offer one or more of these programmes to their students (hereinafter “candidates”).
- 1.2 This document describes the regulations that apply to those schools that have been authorized as IB World Schools to offer the DP and is intended for schools, candidates and their legal guardians. When used herein the term “legal guardians” encompasses parents and individuals with legal guardianship of any candidate enrolled in the DP. If a candidate is of legal age, the school’s duties towards legal guardians specified herein also apply towards the candidate.
- 1.3 The IB has developed the DP as a pre-college/pre-university programme aimed at candidates in the 16–19 age range. It is implemented in the last two years of secondary education. The DP is designed to lead to “The Diploma of the International Baccalaureate” (hereinafter “IB Diploma”) or “Diploma Programme Course Results” (hereinafter “DP Course Results”) for subjects/elements forming part of the DP.
- 1.4 These regulations are intended as guidance for schools about their roles and responsibilities, and as information for candidates and legal guardians about the IB and the DP.

Article 2: Role and responsibilities of schools

- 2.1 In addition to articles in these *General regulations: Diploma Programme* (hereinafter “general regulations”) schools must comply with the *Rules for IB World Schools: Diploma Programme*, available in a separate document, as well as with the administrative requirements detailed in the *Handbook of procedures for the Diploma Programme* (hereinafter “handbook”), which is the handbook for DP coordinators and teachers and is supplied to schools by the IB.
- 2.2 Because the IB is not a teaching institution and does not provide teaching services to candidates, the DP is implemented and taught by IB World Schools. The schools are entirely independent from the IB and are responsible for the implementation and quality of teaching of the DP, whether courses are provided solely in the classroom or by means of a combination of classroom-based and online courses offered by an IB-approved online course provider.
- 2.3 Schools are responsible for informing candidates and legal guardians about the general characteristics of the DP and how the school implements it. Additionally, schools must inform candidates and legal guardians of the assessment services offered by the IB and any restrictions or prohibitions that apply to the DP.
- 2.4 The IB cannot guarantee that a school will remain capable and willing to implement the DP. Consequently, schools bear sole responsibility towards candidates and legal guardians if, for any reason, a school’s authorization to implement the DP is withdrawn by the IB or a school decides to terminate its authorization.
- 2.5 The IB sets the curriculum and assessment requirements leading to the award of the IB Diploma or DP Course Results and is the sole organization entitled to award them. The IB Diploma or DP Course Results is awarded to candidates who have satisfied the assessment requirements in accordance with these general regulations and the administrative requirements detailed in the handbook. Schools must comply with the details, deadlines and procedures stated in the handbook for the relevant examination session.

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- 2.6 Schools are responsible for ensuring that candidates comply with all assessment requirements for the DP. If candidates do not comply with these requirements, then no grade will be awarded in the subject(s)/element(s) concerned.
 - 2.7 To qualify for the award of the IB Diploma a candidate must follow the course of study and undertake assessment for the DP at a school authorized to offer the DP or via an IB-approved online course provider. In addition to subject requirements, the IB Diploma has three further requirements (collectively known as the “core”): an extended essay and theory of knowledge, which are both assessed, as well as creativity, activity, service (hereinafter “CAS”), a programme of activities that must be successfully completed.
 - 2.8 A candidate will be awarded DP Course Results if they follow the course of study and assessment for the selected subject(s) and/or one or more core elements. Subjects of the DP normally include both internal and external assessment.
 - 2.9 Schools are responsible for appointing a DP coordinator to manage the implementation of the DP in the school. This person will be available during the written examinations in May/November and when results are issued to ensure that all candidates receive their results. Additionally, schools must ensure that an appropriate contact person, who may or may not be the coordinator, is available after results have been issued to candidates to request the enquiry upon results service on their behalf and/or register them for the forthcoming examination session, if appropriate.
 - 2.10 Schools are responsible for the secure storage of IB examination stationery and examination papers for a forthcoming examination session and for the conduct of the examinations according to the procedures described in *The conduct of IB Diploma Programme examinations*. The school must immediately notify the IB via IB Answers of any breach in the procedure for the secure storage of such material. The school must provide the IB with statements and other relevant information concerning the breach and reasonably cooperate with the IB in investigating and addressing such a breach.

Article 3: Candidates and their legal guardian(s)

- 3.1 Except where provided otherwise in these general regulations or the handbook, candidates and their legal guardian(s) must use the school’s DP coordinator as the intermediary for any communication with the IB. If either a candidate or his or her legal guardian(s) has a question about the general characteristics of the DP, its administration or how the school implements it, they must raise the matter with the school’s DP coordinator.
- 3.2 Candidates, whether studying for the IB Diploma or DP Course Results, must complete all requirements within the two-year period of the programme or within an extended period of study if a candidate retakes one or more subjects.
- 3.3 Candidates are required to act in a responsible and ethical manner throughout their participation in the DP, as determined by the IB at its sole discretion, which includes not engaging in academic misconduct (as defined in article 20), and must be in good standing at the school at the time of the examinations.
- 3.4 The IB is entitled to refuse to mark or moderate assessment submissions if a candidate has acted in an irresponsible or unethical manner in connection with that part of assessment for the DP, or if a candidate submits inappropriate material that is unrelated to the content of the assessment. In such cases the Final Award Committee (defined in article 16) is entitled to take action.

Article 4: Equal opportunities statement

- 4.1 It is the practice of the IB to make its programmes available to all students from IB World Schools. No student will be excluded by the IB on the grounds of race, nationality or national origin, ethnicity, culture, gender, age, sexual orientation, religious affiliation, political beliefs, disability or any other personal characteristic as prohibited by law. Schools must implement their duties under these rules in a manner that enables this practice to be upheld.
- 4.2 It is the practice of the IB to make its assessment available to all candidates from IB World Schools who have fulfilled the school's and the IB's academic requirements and paid the required fees to register for an IB examination session. No candidate will be excluded by the IB on the grounds of race, nationality or national origin, ethnicity, culture, gender, age, sexual orientation, religious affiliation, political beliefs, disability or any other personal characteristic as prohibited by law. Schools must implement their duties under these rules in a manner that enables this practice to be upheld. The IB will make all reasonable efforts and/or accommodations, or as may otherwise be required by law, to enable candidates to participate in its assessments.

Article 5: Recognition of the IB Diploma

The IB actively promotes wide recognition and acceptance of the IB Diploma as a basis for the exit of secondary/high school education and/or entry to courses at universities and other institutions of higher/further education, but the requirements of individual institutions and the relevant authorities of a country are beyond the IB's control and subject to change. The IB, therefore, does not guarantee recognition of the IB Diploma or DP Course Results, and does not accept responsibility for the consequences of any change in recognition practice by a university or other institution or relevant authorities in a country. Consequently, candidates and legal guardians bear the sole responsibility for verifying the entry requirements of the universities and other institutions of higher/further education to which they are interested in applying.

Article 6: Property and copyright in materials produced by candidates

- 6.1 Candidates produce materials in a variety of forms that are submitted to the IB as part of the assessment requirements. These assessment materials (hereinafter "materials") include all forms of written work, audio and visual materials, computer programs and data and, in certain cases, may contain images or voices of the candidates.
- 6.2 Candidates retain copyright in all materials submitted for assessment purposes, but by submitting those materials, subject to article 6.4, candidates and their legal guardians thereby grant the IB a non-exclusive, charge-free, worldwide licence, for the duration of the applicable jurisdiction's copyright protection, to reproduce submitted materials, to use the image and voice of the candidate where they appear on audio or video materials and to reproduce any musical performances in any medium for assessment, educational, training, commercial and/or promotional purposes relating to the IB's activities, or to related activities of which it approves. Such licences become effective from the date of submission to the IB.
- 6.3 Where the IB uses these materials for purposes other than assessment, it may modify, translate or otherwise change them to meet particular needs and will, in most cases, anonymize them before publication in print or in electronic form. If the purpose of the publication is to focus on work of a particularly high standard, then the candidate and school may be identified. In such cases, the IB will inform the school beforehand and the school will inform the candidate.
- 6.4 Under exceptional circumstances a candidate and/or a candidate's legal guardian may withdraw the aspects of the licence relating to use of a candidate's work outside an assessment context as referred to in article 6.2 for a specific piece of work. In such cases, the IB must be notified in accordance with the procedure described in the handbook. The candidate must submit a written notification to the school's DP coordinator who has the duty to inform the IB by the due date set forth in the handbook. In these cases, the IB will use the material only for assessment purposes as defined in article 6.5.

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- 6.5 Under the licence granted upon submission for assessment purposes, the IB can electronically scan, store or reproduce submitted materials in any medium in order to allow the materials to be communicated to examiners, moderators and any other persons involved in the assessment process or any subsequent appeals (including third-party vendors and/or services providers). The materials may also be used in the training of examiners. Materials for which a candidate has withdrawn the aspects of the licence relating to use of candidate work outside an assessment context will not be placed in any IB publications or used for any commercial or promotional purposes.
 - 6.6 Materials submitted for assessment, or reproductions of them, are either internally assessed by teachers in the schools (whose marks are moderated) or externally assessed by IB examiners. Wherever the materials or reproductions are held during their assessment, for example, by the school or a third party, they are always held on behalf of the IB and in a manner that is compliant with applicable privacy regulations.
 - 6.7 All materials submitted to the IB for assessment, and reproductions of such materials, become the property of the IB. Once the materials have been assessed, the IB is entitled to retain the materials for record-keeping purposes or to eventually destroy them according to its needs and legal obligations.
 - 6.8 Candidates are entitled to request the return of a copy of their externally assessed work, provided such application is made for a May session by 15 September in the same year and for a November session by 15 March of the following year. In all cases, to be valid the application must be submitted to the IB by the school's DP coordinator according to the procedures stated in the handbook.

Article 7: Use of candidate data

- 7.1 "Candidate data" under these general regulations is any information or data relating to a candidate that can identify the candidate or make the candidate identifiable, whether by itself or in combination with other information, such as name, address, email address(es), date of birth, phone number(s), financial information, assessment results, materials, image, voice, and/or mental and physical health information.
- 7.2 The IB operates globally and is subject to a variety of legal requirements about personal data, personal information and privacy; therefore, it manages protecting candidate data on a global basis. Schools are based all over the world and are subject to data protection and privacy laws and regulations regarding candidate data in their respective countries. Each school hereby represents and warrants to the IB that it complies with the applicable data protection and privacy laws in its respective country with regard to candidate data, and will fully cooperate with the IB in complying with any such laws.
- 7.3 The IB shall not be responsible for schools' compliance with any data protection or privacy law applicable to them, and schools undertake to hold the IB harmless with regard to any legal action taken by candidates, their legal guardians or other third parties with respect to any data protection or privacy law.
- 7.4 Each school hereby represents and warrants to the IB that any collection, processing and/or sharing of candidate data with the IB is done in accordance with all data protection and privacy laws that may be applicable to them. To the extent required under data protection or privacy law applicable to them, each school undertakes to seek express consent from candidates and/or their legal guardians for processing of candidate data for the purposes listed in article 7.6.
- 7.5 Each school hereby undertakes, to the extent required under the applicable law of its respective country, to only use or process the candidate data as necessary for the purpose for which it was collected as defined in article 7.6. Each school further hereby undertakes that, to the extent required under applicable law, they have implemented appropriate technical and organizational measures to protect candidate data against unauthorized or unlawful processing and against accidental loss, destruction, damage, alteration or disclosure, and that they have taken reasonable measures to ensure the reliability of, and compliance by, any employees who have access to candidate data.

7.6 Candidate data may be used:

- a. to register candidates in the DP and administer the DP and its requirements for the candidate and school, including sensitive personal data if making determinations about assessment accommodations
- b. to provide DP support and services for the candidate and school, including website services and online forums, assessment services and accommodations, delivery of courses online to the candidate and assisting candidates and their school with providing information to institutions of higher education (such as universities and colleges or governmental authorities related to admission to institutions of higher education)
- c. for use in research and statistical analysis related to the IB's mission, including research on assessments and results and the effectiveness of the DP
- d. for advertising and promotional purposes for the IB (such as student and/or alumni networks and social media platforms)
- e. for educational, training, commercial and other compatible purposes
- f. to engage in and process transactions with the candidate or school
- g. to fulfill statutory, regulatory, reporting and/or legal obligations.

7.7 To the extent required under data protection or privacy law applicable to them, schools undertake to fully and duly inform, and obtain the consent of, each candidate and/or their legal guardian, that the schools and/or the IB may transfer candidate data outside the country in which it was initially collected and to a country that may not have sufficient and adequate or comparable levels of data protection, in some cases to third parties, for the purposes discussed above. To the extent required under applicable law, the schools shall inform candidates about third parties to whom their candidate data may be transferred. With regard to the IB, such third parties include schools, approved online course providers, institutions of higher education (such as colleges and universities or governmental authorities related to admission to institutions of higher education), ministries and departments of education, assessment service providers (such as examiners, moderators, third-party vendors, and other persons involved in the assessment process or any subsequent appeals), and other contractors of the IB. Each school shall ensure that any transfers are done in compliance with requirements governing international and onward data transfers. Each school represents and warrants to the IB that any candidate data transferred to the IB by the school may be further transferred as described above without violating the privacy or data protection rights of any candidates.

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

Each school undertakes that a candidate or his or her legal guardian may direct their requests to the school in accordance with their local legal requirements. Schools may not generally make requests from the IB for candidate data on behalf of a candidate. In the event that the IB receives a request regarding candidate data from a candidate or his or her legal guardian, each school undertakes to provide the IB with full cooperation and assistance.

II. The Diploma Programme

Article 8: Content and requirements of the IB Diploma

- 8.1 Candidates for the IB Diploma must satisfy assessment requirements in six subjects and the core. All higher level subjects, the core and at least one standard level subject must be taught over the two years of the programme. Should circumstances demand it, up to two standard level subjects may be taught during the first year and assessed at the end of that first year as anticipated subjects. It is also permissible, should circumstances require it, to teach one standard level subject during the first year and one standard level subject during the second year, with assessment requirements met at the end of each corresponding year. Language ab initio and pilot subjects must always be taught throughout the two years of the programme.
- 8.2 The six subjects must be selected from six groups as described in the relevant handbook for the examination session, with at least three and not more than four subjects being offered at higher level and the others at standard level. Recommended teaching time is 240 hours for higher level courses and 150 hours for standard level courses.
- 8.3 In addition to the six subjects, candidates for the IB Diploma must complete the core requirements of:
- a course in theory of knowledge including the required assessment, for which the IB recommends at least 100 hours of teaching over the two-year period of the DP
 - CAS activities, for which the IB recommends at least 150 hours for the required combination of experiences
 - an extended essay in a subject available for this purpose to be submitted for assessment, for which the IB recommends approximately 40 hours of work by candidates.
- 8.4 A subject or subjects (or core requirement) taken by a candidate in addition to the six subjects for the IB Diploma cannot contribute to the award of an IB Diploma.
- 8.5 It is the school's responsibility to ensure that each candidate submitting an extended essay is supervised by a teacher at the school with appropriate qualifications and/or experience in the subject chosen by the candidate and is familiar with the DP. The supervisor may not be a relative of the candidate nor a person who is not a teacher at the school.
- 8.6 An IB Diploma candidate must be registered for an extended essay in one of the DP subjects listed in the handbook as available for the relevant examination session. The extended essay does not have to be written in a subject that has been selected as one of that candidate's six diploma subjects, subject to the advice and approval of the school.
- 8.7 Extended essays in group 2 are intended for language acquisition learners. Candidates are not permitted to submit a group 2 extended essay in their group 1 language(s).
- 8.8 Retake candidates (as defined in 11.4) wanting to improve the grade for their extended essay may submit either a revised or a new extended essay. If a higher grade is not obtained, the grade from the original essay will stand. A new extended essay can be registered in the same or in a different DP subject.
- 8.9 The IB may develop new subjects on a pilot basis which a limited number of schools may offer on the understanding that the syllabus content and assessment methods may change during the lifetime of the syllabus. A pilot subject must be taught over the two years of the programme and therefore cannot be taken as an anticipated subject. A pilot subject in groups 1, 2, 3 or 4 can contribute to the award of a Bilingual IB Diploma (defined in article 14.2).

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- 8.10 An interdisciplinary subject meets the requirements of two groups through a single subject. In accordance with article 8.4, a further subject must then be chosen to meet the requirement of six subjects for the IB Diploma. The additional subject may be chosen from any group, including one already covered by the interdisciplinary subject. An interdisciplinary subject can contribute to the award of a Bilingual IB Diploma.
- 8.11 A school-based syllabus (hereinafter “SBS”) may be designed by a school according to its own needs and teaching resources and is developed in consultation with and approved by the IB. An SBS may only be offered at standard level. Only schools that have already entered candidates for two DP examination sessions may offer an SBS. The syllabuses have to be approved by the IB before teaching can commence and are subject to periodic review. Subject to the appropriate group criteria being satisfied, an SBS may be authorized as an alternative to a subject in groups 2, 3 4 or 6. In such circumstances, an individual candidate may use the subject to fulfill the requirements of one group, but not two. No candidate may be registered for more than one SBS, or for an SBS and a pilot subject for the IB Diploma. An SBS cannot contribute to the award of a Bilingual IB Diploma.
- 8.12 If the conditions of entry into an institution of higher/further education require an IB Diploma Candidate to have completed subjects different from that specified in the current handbook, a candidate may be allowed to make a reasonable substitution on presentation of appropriate university admissions documentary evidence to the IB by the DP coordinator at the candidate’s school. This is referred to as a “non-regular” diploma and the combination of subjects must be authorized by the IB.

Article 9: Diploma Programme Course Candidates

- 9.1 Candidates who study and are assessed for subjects, but choose not to take the entire IB Diploma, are referred to as Diploma Programme Course Candidates (“DP Course Candidates”). The subjects chosen are referred to as DP courses and may include the core requirements of theory of knowledge, the extended essay and/or completion of a CAS programme. DP Course Candidates receive DP Course Results. The grades for theory of knowledge and the extended essay will be recorded on the DP Course Results as well as the completion of CAS, if appropriate.
- 9.2 With regard to DP core requirements, a DP Course Candidate may register for more than one extended essay in the same session. An IB Diploma Candidate may register for a second extended essay as a DP Course Candidate, if this is required for exceptional reasons. No candidate, regardless of his or her registration category, is permitted to register for theory of knowledge or the CAS programme more than once in the same session.
- 9.3 Any subject or core requirement taken by a DP Course Candidate cannot subsequently contribute to the award of an IB Diploma.
- 9.4 The regulations and procedures that apply to IB Diploma Candidates in respect of theory of knowledge, the extended essay and CAS also apply to DP Course Candidates.

Article 10: Response languages

- 10.1 In groups 1 and 2 candidates must complete their examinations and other forms of assessment in the target language. For subjects in groups 3 to 6, and theory of knowledge, candidates must use English, French or Spanish as their response language. Other response languages (including Chinese, German and Japanese) are also available for certain subjects, as stated in the handbook. An extended essay in groups 1 and 2 must be written in the language of the subject chosen and for subjects in groups 3 to 6 an extended essay must be presented in English, French or Spanish. Other available response languages for an extended essay, and exceptions to the above, are specified in the handbook.
- 10.2 Candidates may be permitted to write their examinations and other forms of assessment in languages other than English, French or Spanish for certain IB projects in groups 3 and 4, theory of knowledge and the extended essay. If the conditions detailed in article 13 are met, this will lead to the award of a Bilingual IB Diploma. The IB reserves the right to make such languages for such projects mainstream from time to time and therefore available to all candidates as response languages upon notice by the IB.

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- 10.3 The same response language must be used for all components of a subject. However, if a subject is being retaken and the desired response language is not available in the target session for the subject concerned, internal assessment can be carried over from a previous session resulting in more than one response language for the same subject.

III. Assessment

Article 11: Candidate registration

- 11.1 Candidate registration is an application by a candidate to take DP assessments. The registration process is conducted using the IB information system (IBIS), a secure web-based service used by DP coordinators. Registration must be undertaken by the school's DP coordinator. No other method is available to register candidates. Candidates cannot register themselves for an examination session or make amendments to an existing registration. This cannot be done on their behalf by their legal guardian(s) either.
- 11.2 A candidate for the IB Diploma or DP Course Results must be registered by a school for each intended examination session and must take the requisite courses and assessments at that school. The school must complete the registration requirements on behalf of the candidate and pay the related fees by the relevant deadlines. It is the sole responsibility of the school to ensure that candidates are registered correctly for an examination session.
- 11.3 A school may accept an external candidate from another IB World School authorized to offer the DP if the school the candidate normally attends does not offer a particular IB subject. However, all academic and administrative responsibility for that candidate will remain with the school that has registered or will register that candidate for a DP examination session. The candidate must not be registered by both schools, unless advised to do so by the IB. Similarly, in the case of a retake candidate, the school at which he or she is registered must accept all academic and administrative responsibility for that candidate and cannot be delegated elsewhere. Candidates taking online courses with an IB-approved online provider are subject to the conditions specified in the current handbook.
- 11.4 The following categories of registration are available.
- Anticipated: for candidates intending to complete the requirements for one or two standard level subjects (excluding languages ab initio and pilot subjects) at the end of their first year of the DP
 - Diploma: for candidates intending to complete the requirements for the award of an IB Diploma
 - Course: for candidates taking one or more subjects and/or core requirements who are not seeking the award of the IB Diploma
 - Retake: for previous IB Diploma Candidates who are seeking to improve on their results
- 11.5 If an IB Diploma Candidate retakes a subject to improve his or her results, the highest grade for the subject/core requirement will contribute to the award of the IB Diploma. Similarly, if an anticipated candidate retakes a subject in his or her IB Diploma session, the highest grade will normally contribute to the award of the IB Diploma.

Article 12: Grades

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

Article 13: Award of the IB Diploma

- 13.1 All assessment components for each of the six subjects and the additional Diploma requirements must be completed in order to qualify for the award of the IB Diploma, except under the conditions stipulated in articles 18 and 19 of these regulations.
- 13.2 The IB Diploma will be awarded to a candidate provided all the following requirements have been met.
- CAS requirements have been met.
 - The candidate's total points are 24 or more.
 - There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject.
 - There is no grade E awarded for theory of knowledge and/or the extended essay.
 - There is no grade 1 awarded in a subject/level.
 - There are no more than two grade 2s awarded (HL or SL).
 - There are no more than three grade 3s or below awarded (HL or SL).
 - The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
 - The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
 - The candidate has not received a penalty for academic misconduct from the Final Award Committee.
- 13.3 A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB Diploma. The examination sessions need not be consecutive.

Article 14: Form of the results

- 14.1 Successful IB Diploma Candidates will receive an IB Diploma and a document entitled "Diploma Programme (DP) Results" listing the total IB Diploma points score, the subject grades, confirmation of the completion of all CAS requirements and any points awarded and individual grades for the combination of theory of knowledge and the extended essay.
- 14.2 A Bilingual IB Diploma will be awarded to a successful candidate who fulfills one or both of the following criteria.
- Completion of two languages selected from group 1 with the award of a grade 3 or higher in both
 - Completion of one of the subjects from group 3 or group 4 in a language that is not the same as the candidate's group 1 language. The candidate must attain a grade 3 or higher in both the group 1 language and the subject from group 3 or 4.
- 14.3 An IB Diploma Candidate who fails to satisfy the requirements for the award of an IB Diploma will receive DP Course Results indicating the grades obtained in individual subjects, together with results in theory of knowledge and the extended essay, and confirmation of the completion of all CAS requirements, as appropriate.
- 14.4 DP Course Candidates receive DP Course Results indicating the results obtained in individual subjects and the core requirements, as appropriate.

Article 15: Enquiry upon results

- 15.1 A candidate's assessment material may be re-marked, returned to the school (in electronic format or as a photocopy) and/or subject to re-moderation (for internal assessment) as part of the enquiry upon results service, the details and fees for which are specified in the handbook. The categories and conditions of this service are subject to change and therefore are in accordance with the details given in the handbook for the examination session concerned. All enquiries upon results must be submitted by the school on behalf of the candidate.
- 15.2 Re-marking a candidate's assessment material may lead to a higher or a lower grade for the subject. Therefore, before submitting a request for an enquiry upon results service that may result in a change of grade, the school must obtain the written consent of the candidate or his or her legal guardian ensuring that the candidate and/or the legal guardian are aware that the grade may go up or down.
- 15.3 If the school's DP coordinator believes the process leading to the grade upon re-marking or re-moderation did not respect the procedures defined in these general regulations and/or the handbook, the coordinator may request, on behalf of the candidate, a report on the re-mark. Before requesting a report the school must obtain the consent of the candidate(s) or his or her legal guardian(s).
- 15.4 Beyond the enquiry upon results service, the coordinator may not request a subsequent re-marking of work or a further moderation of marks for internal assessment. However, the candidate is entitled to submit an appeal under the conditions defined in article 22.

Article 16: IB DP Final Award Committee

- 16.1 The IB DP Final Award Committee is the body that formally awards the IB Diploma and DP Course Results on the basis of the grades determined by grade award procedures. The award is made by the committee on behalf of the IB Board of Governors.
- 16.2 The Final Award Committee consists of representatives of the IB Board of Governors, of the Examining Board and senior IB assessment staff, and is chaired by the chair of the Examining Board. The IB Board of Governors established the Examining Board, which comprises senior IB examiners, with the principal aim of safeguarding and enhancing the academic standards of the DP.
- 16.3 The Final Award Committee may delegate decisions on cases of alleged academic misconduct to a sub-committee, but the Final Award Committee is the body that has authority to make the final decision in all special cases (as defined in section IV) with respect to the award of the IB Diploma and DP Course Results.

IV. Special cases

Article 17: Candidates with assessment access requirements

- 17.1 A learning support requirement(s) is any permanent or temporary requirement(s) that could put a candidate at a disadvantage and prevent him or her from being able to demonstrate his or her skills and knowledge adequately or as may otherwise be defined by law.
- 17.2 The IB is able to offer minimal guidance on the teaching of candidates with learning support requirements. However, it is the responsibility of the school to identify and meet the individual needs of candidates enrolled in the school.
- 17.3 A learning support requirement(s) often necessitates assessment access arrangements. The IB is able to authorize inclusive assessment arrangements for a candidate with assessment access requirements.

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- 17.4 If a candidate needs inclusive assessment arrangements, the DP coordinator must make such arrangements and, where appropriate, request authorization for inclusive assessment arrangements from the IB according to procedures stated in the handbook.
- 17.5 If the inclusive assessment arrangements authorized by the IB are considered inappropriate for a candidate by a school, a candidate or the candidate's legal guardian(s), the DP coordinator may request a re-evaluation of the candidate's needs to decide whether the authorized arrangements are appropriate. A first re-evaluation of the arrangements will be undertaken by the IB staff who authorized the arrangements. If the first re-evaluation does not then meet with agreement from the school, a second re-evaluation will be undertaken jointly by persons with appropriate qualifications, one who is an IB employee not involved in the original decision and one who is not an employee of the IB. No further re-evaluations are possible after the second re-evaluation. The IB must receive any re-evaluation request from the DP coordinator within one month of the coordinator having received initial confirmation of the authorized inclusive assessment arrangements or the result of the first re-evaluation request, as appropriate.
- 17.6 If a candidate is granted inclusive assessment arrangements, candidates and/or their legal guardian(s) are not entitled to claim that they are affected by adverse circumstances in the event that assessment results following such arrangements are not at levels desired and/or anticipated by candidates. The authorization of inclusive assessment arrangements is the sole accommodation by the IB for candidates with learning support requirements.

Article 18: Candidates affected by adverse circumstances

- 18.1 Adverse circumstances are defined as those beyond the control of the candidate that might be detrimental to his or her assessment performance, including severe stress, exceptionally difficult family circumstances, bereavement or events that may threaten the health or safety of candidates. The same circumstances may affect a group of candidates or all candidates within a school. Adverse circumstances do not include:
- a. shortcomings on the part of the school at which the candidate is registered, including, but not limited to, errors, mistakes, or negligence of a school with respect to registration of candidates, timeliness of requests for inclusive assessment arrangements or consideration of adverse circumstances, implementation of authorized inclusive assessment arrangements, and requests for extensions under article 18.2
 - b. the failure of candidates to improve performance despite receiving authorized inclusive assessment arrangements.
- 18.2 Where a candidate or group of candidates is affected by adverse circumstances prior to the submission of early components (for example, the extended essay, theory of knowledge essay or internal assessment marks/sample work), an extension to the submission deadline may be authorized by the IB upon receipt of the required documentation (available in the handbook) from the school. An extension must be formally authorized by the IB and is the only possible accommodation that can be offered.
- 18.3 Any application for special consideration in cases of adverse circumstances must be submitted to the IB by the school's DP coordinator on behalf of the candidate(s). The application must be received within 10 calendar days of the completion of the final assessment component of the subject concerned and must be supported by a statement written by the DP coordinator as well as by appropriate evidence.
- 18.4 If the IB accepts that the performance of a candidate has been affected by adverse circumstances, the IB may, at its discretion, give special consideration to the case, provided that this would not give an advantage in comparison with other candidates.

Article 19: Candidates with incomplete assessment

- 19.1 “Incomplete assessment” means that a candidate has not submitted one or more components of the assessment requirements in a subject.
- 19.2 Any application for special consideration in cases of incomplete assessment must be submitted to the IB by the school’s DP coordinator on behalf of the candidate. The application must be received within 10 calendar days of the completion of the final assessment component of the subject concerned and must be supported by a statement written by the DP coordinator as well as by appropriate evidence.
- 19.3 In cases of incomplete assessment in a subject, the IB may, at its discretion, award a grade for the subject if both of the following circumstances are established.
- An acceptable reason is provided by the school for the incomplete assessment being beyond the candidate’s control, such as illness or injury, the death or funeral of a close relative, unavoidable attendance at a hospital or court of law.
 - The candidate has submitted sufficient work, leading to at least 50 per cent of the total marks available in that subject and including an externally assessed component.
- 19.4 If both of the foregoing conditions are fulfilled, marks for the missing component will be calculated using an established procedure and based on the candidate’s marks for completed components as well as on the distribution of marks of other candidates in the same subject. If more than one examination is missed, it will be at the discretion of the Final Award Committee whether grades are issued to the candidate in the subjects concerned. The determination of a mark for a missing component by statistical means and “consideration” (as described in article 18.4) will not be applied to the same subject/level being assessed.
- 19.5 The grounds for incomplete assessment, such as forced school closure during the written examinations in May or November, may affect a group of candidates or all candidates in the school. In a case where more than one candidate is affected, the Final Award Committee will give the same consideration to all candidates.

Article 20: Candidates suspected of academic misconduct

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

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

Article 21: Investigating cases of suspected academic misconduct

- 21.1 If questions arise about the authenticity of a candidate's work before submission for assessment, the situation must be resolved within the school. If possible academic misconduct (for example, plagiarism, collusion) is identified after a candidate's work has been submitted to the IB for assessment, the school's DP coordinator must inform the IB as soon as possible.
- 21.2 When a school, an examiner or the IB establishes evidence to suspect academic misconduct by a candidate, the school will be required to conduct an investigation and provide the IB with statements and other relevant documentation concerning the case. If a school fails to support the investigation into possible academic misconduct, no grade will be awarded to the candidate in the subject(s) concerned.
- 21.3 If the IB notifies a school that a candidate is suspected of academic misconduct and that the IB has the intention of initiating an investigation, at the discretion of the head of school it is permissible for the candidate to be withdrawn from the session or from the subject(s) in which academic misconduct may have occurred. However, at the discretion of the IB the investigation into the suspected academic misconduct by the candidate may still proceed and a decision be reached on whether to uphold or dismiss academic misconduct. If a candidate is withdrawn from a subject no mark for that subject may contribute to the award of a grade in a future examination session.
- 21.4 Candidates suspected of academic misconduct must be invited, through the school's DP coordinator, to present a written statement that addresses the suspicion of academic misconduct. If a candidate declines to present a statement, the investigation and decision on whether the candidate is in breach of regulations will still proceed.
- 21.5 The majority of cases of suspected academic misconduct will be presented to a sub-committee of the Final Award Committee. The sub-committee will normally comprise IB staff, school representatives, and chief/deputy chief examiners, but any group or combination of these persons may make decisions on cases subject to the approval of the Final Award Committee. The sub-committee will be chaired by the chair or vice-chair of the Final Award Committee, or a chief examiner nominated by the vice-chair.
- 21.6 Decisions of the sub-committee are made on behalf of and under the supervision of the Final Award Committee. After reviewing all statements and evidence collected during the investigation, the sub-committee will decide whether to dismiss the suspicion of academic misconduct, uphold it, or ask for further investigations to be made. If the sub-committee is unable to reach a decision, then the case will be referred to the Final Award Committee.
- 21.7 If the sub-committee decides that a case of academic misconduct has been established, a penalty will be applied in the subject(s) concerned. The penalty will, in the judgment of the sub-committee, be proportionate with the severity of the misconduct.
- 21.8 If no grade is issued for a subject that contributes to a candidate's IB Diploma, no IB Diploma will be awarded to the candidate. DP Course Results will be awarded for other subjects in which no academic misconduct has occurred. Except in cases of serious or repeated misconduct, the candidate will be permitted to register for future examination sessions, which may include the session that follows six months later, if the relevant registration deadlines are met. In the case of an IB Diploma Candidate, if the session in which the academic misconduct has been established is the candidate's third examination session towards achieving the award of the IB Diploma, no further IB examination sessions will be permitted.
- 21.9 If the candidate has already been found in breach of regulations in any previous session, this will normally lead to disqualification from participation in any future examination session.
- 21.10 If there is substantive evidence, the IB is entitled to conduct an investigation into academic misconduct after a candidate's results have been issued. If academic misconduct is subsequently established by the Final Award Committee, or its sub-committee, the candidate's grade for the subject(s) concerned may be withdrawn from the candidate which will also result in the withdrawal of his or her IB Diploma where applicable.

V. Appeals

Article 22 Admissibility of an appeal

22.1 The IB accepts appeals in relation to five areas of decision-making during an examination session.

Appeals are possible against:

- a. results—when a school has reason to believe that a candidate’s results are inaccurate after all appropriate enquiry upon results procedures have been completed
- b. a decision upholding academic misconduct, but not the penalties imposed for misconduct
- c. a decision in respect of special consideration—following a decision not to give special consideration to a candidate as a consequence of alleged adverse circumstances
- d. a decision in respect of inclusive assessment arrangements
- e. an administrative decision not covered by one or more of the foregoing circumstances that affects the results of one or more candidates.

22.2 All appeals must be conducted according to the provisions of the *Diploma Programme: Assessment appeals procedure*.

Article 26: Governing law

These general regulations and all other procedures relating to the assessment requirements of the IB Diploma shall be governed by and construed in accordance with the laws of Switzerland without reference to its conflict of laws or similar provisions that would mandate or permit application of the substantive law of any other jurisdiction.

Article 27: Arbitration

Any dispute, controversy or claim arising out of, or in relation to, these general regulations, including the interpretation, validity, breach or termination thereof, shall be finally settled by arbitration by the Geneva Chamber of Commerce in accordance with the Swiss Rules of International Arbitration of the Swiss Chambers’ Arbitration Institution (“Rules”) in force on the date when the notice of arbitration is submitted in accordance with such Rules. The number of arbitrators shall be one, the seat of the arbitration shall be Geneva and the arbitral proceedings shall be conducted in English. The parties hereby agree to use information technology systems and electronic communications to the extent permitted in conducting any arbitral proceedings. Notwithstanding the foregoing, the IB may seek injunctive relief with respect to a violation of intellectual property rights or confidentiality obligations in any applicable jurisdiction.

Article 28: Entry into force and transitory rules

The IB may amend these general regulations from time to time. Each amended version applies to candidates registered for DP examinations as of the dates specified. This amended version applies to candidates registered for assessment from the May 2019 session (in May session schools) and to candidates registered for assessment from the November 2019 session (in November session schools).



**Αμερικανικό Κολλέγιο Ελλάδος
Εσωτερικός Κανονισμός Λειτουργίας
Γυμνασίου – Λυκείου – IB**

ΠΙΝΑΚΑΣ ΠΕΡΙΕΧΟΜΕΝΩΝ

Εισαγωγή	σελ. 3
1. Προσέλευση - Αργοπορίες	σελ. 4
2. Άδειες εξόδου	σελ. 4
3. Σχολικά λεωφορεία	σελ. 5
4. Εμφάνιση	σελ. 6
5. Θέατρο	σελ. 6
6. Όμιλοι	σελ. 6
7. Κάπνισμα	σελ. 7
8. Εθνικές εορτές – Έπαρση σημαίας – Πρωινή προσευχή	σελ. 7
9. Εκπαιδευτικές επισκέψεις – Ημερήσιες και πολυήμερες εκδρομές	σελ. 7
10. Συμπεριφορά μαθητών/μαθητριών	σελ. 8
11. Χρήση κινητών τηλεφώνων και ηλεκτρονικών μέσων	σελ. 9
Παράρτημα: Πολιτική Ακαδημαϊκής Εντιμότητας	σελ. 10

ΕΙΣΑΓΩΓΗ

Στόχος κάθε σχολικής κοινότητας είναι να βοηθήσει τους μαθητές να διαμορφώσουν την προσωπικότητά τους και να τους διαπαιδαγωγήσει με τον καλύτερο δυνατό τρόπο. Η εμπέδωση σημαντικών δεξιοτήτων, όπως είναι η αυτοεπίγνωση, ο αυτοέλεγχος, η συναίσθηση ευθύνης, η επίλυση των διαφωνιών και η ομαδική εργασία διαδραματίζουν κυρίαρχο ρόλο στη μαθησιακή διαδικασία. Παράλληλα, η νεανική ηλικία είναι το στάδιο στο οποίο αναπτύσσονται οι συναισθηματικές δεξιότητες της πολιτισμένης συμπεριφοράς και της αλληλεγγύης.

Σε αυτό το σκεπτικό στηρίζεται ο παρών Εσωτερικός Κανονισμός Λειτουργίας, ο οποίος εγκρίθηκε από τους Συλλόγους Διδασκόντων Γυμνασίου (πράξη 2^η/03.09.2018) και Λυκείου (πράξη 2^η/03.09.2018) και το Διευθυντή Δευτεροβάθμιας Εκπαίδευσης Β΄ Αθήνας (11.09.2018) σύμφωνα με το Ν.682/1977, (άρθρο 11, παρ. 1 & 2).

Αναπόσπαστο τμήμα του παρόντος Κανονισμού αποτελεί η ΠΟΛΙΤΙΚΗ ΑΚΑΔΗΜΑΙΚΗΣ ΕΝΤΙΜΟΤΗΤΑΣ η οποία έχει εγκριθεί από τους Συλλόγους Διδασκόντων Γυμνασίου (πράξη 26^η/26.06.2018) και Λυκείου (πράξη 31^η/26.06.2018) και προσαρτάται ως παράρτημα στον Κανονισμό.

Η παραλαβή του παρόντος Εσωτερικού Κανονισμού από τον Κηδεμόνα συνιστά δήλωση ανεπιφύλακτης αποδοχής του.

1. ΠΡΟΣΕΛΕΥΣΗ – ΑΡΓΟΠΟΡΙΕΣ

A. Τα μαθήματα της πρώτης περιόδου αρχίζουν στις 8.30 π.μ. Με την έναρξη του μαθήματος, ο/η απουσιολόγος σημειώνει στο απουσιολόγιο τους απόντες/τις απούσες.

Σε περίπτωση καθυστερημένης προσέλευσης σχολικού λεωφορείου, οι μαθητές/μαθήτριες πηγαίνουν στην τάξη και ο/η απουσιολόγος σημειώνει την ώρα προσέλευσης και τον αριθμό του λεωφορείου. Το Γραφείο Συμβούλου, στη συνέχεια, κάνει τον σχετικό έλεγχο για επιβεβαίωση.

Καθυστερημένη προσέλευση στο Σχολείο, που δεν οφείλεται σε σχολικό λεωφορείο, ελέγχεται από το Γραφείο Συμβούλου (βλ. παρακάτω, περίπτωση **B**).

B. Αργοπορημένη προσέλευση στην τάξη: οι μαθητές/μαθήτριες οφείλουν να βρίσκονται στις αίθουσες διδασκαλίας πριν από την έναρξη κάθε διδακτικής ώρας. Μαθητής/μαθήτρια που καθυστερεί δεν γίνεται δεκτός/δεκτή στην τάξη και οφείλει να παρουσιαστεί στο Γραφείο Συμβούλου. Η απουσία καταχωρίζεται και θεωρείται πειθαρχικό παράπτωμα.

Σε ειδικές περιπτώσεις (π.χ. συνεργασία με Καθηγητή που αποδεικνύεται με ανάλογο δικαιολογητικό σημείωμα), ο μαθητής/η μαθήτρια γίνεται δεκτός/δεκτή στην τάξη.

Η αυθαίρετη απουσία μαθητή/μαθήτριας από κάποιο μάθημα, ενώ έχει προσέλθει στο σχολείο, θεωρείται σοβαρό πειθαρχικό παράπτωμα.

2. ΑΔΕΙΕΣ ΕΞΟΔΟΥ

A. Από το Σχολείο: οι μαθητές/μαθήτριες που προσέρχονται και αποχωρούν από το Σχολείο με δικό τους μέσο, πρέπει να εφοδιαστούν με μόνιμη άδεια για την έξοδό τους από το Σχολείο, κατά τη λήξη των μαθημάτων. Για το σκοπό αυτό πρέπει να προσκομίσουν στο αρμόδιο Γραφείο Συμβούλου ενυπόγραφη δήλωση του/της κηδεμόνα τους, στην αρχή της σχολικής χρονιάς.

Εκτάκτως, για προσωπικούς λόγους, το Γραφείο Συμβούλου εκδίδει άδεια εξόδου από το Σχολείο, εφόσον υπάρχει ενυπόγραφο σημείωμα του κηδεμόνα ή μήνυμα ηλεκτρονικού ταχυδρομείου από τον καταγεγραμμένο λογαριασμό ηλεκτρονικού ταχυδρομείου.

Εάν προκύψει κάποιο σοβαρό πρόβλημα (π.χ. υγείας ή άλλο παρόμοιο), ο μαθητής/η μαθήτρια αποχωρεί από το Σχολείο μόνο με τη συνοδεία του/της κηδεμόνα, ή εξουσιοδοτημένου, από τον/την κηδεμόνα, προσώπου.

Β. Από την τάξη: η έξοδος από την τάξη επιτρέπεται μόνο για πολύ σοβαρό λόγο, κατά την κρίση του διδάσκοντα. Η ώρα εξόδου και η ώρα επιστροφής του μαθητή/της μαθήτριας στην τάξη καταγράφονται στο απουσιολόγιο.

Γ. Από την τάξη, για σχολικές δραστηριότητες: η έξοδος από την τάξη για συμμετοχή σε σχολική δραστηριότητα επιτρέπεται μόνο στην περίπτωση που υπάρχει σημείωμα, εγκεκριμένο από τον Διευθυντή Γυμνασίου ή Λυκείου, αντίστοιχα, με την προϋπόθεση ότι ο μαθητής/η μαθήτρια τον/την οποίο/α αφορά το σχετικό σημείωμα θα πάρει άδεια από τον διδάσκοντα της περιόδου, πριν από την έναρξη του μαθήματος, και θα φροντίσει να ενημερωθεί για όσα έγιναν στην τάξη κατά την απουσία του/της. Οι Διευθύνσεις, προκειμένου να εγκρίνουν τη συμμετοχή μαθητή/μαθήτριας σε σχολική δραστηριότητα, λαμβάνουν υπόψη παιδαγωγικά θέματα, τις ακαδημαϊκές επιδόσεις, τις απουσίες και τη συμμετοχή του μαθητή/της μαθήτριας σε άλλες δραστηριότητες. Οι μαθητές/μαθήτριες που συμμετέχουν σε κάποια δραστηριότητα οφείλουν να προετοιμάζονται καθημερινά για όλες τις ώρες μαθημάτων ώστε να μη δημιουργείται πρόβλημα σε περίπτωση αναβολής ή ματαίωσης της προγραμματισμένης δραστηριότητας. Η απαλλαγή από τα μαθήματα δεν ισχύει σε περίπτωση προγραμματισμένου διαγωνίσματος.

Δ. Από την τάξη για το ιατρείο: οι μαθητές/μαθήτριες, σε περίπτωση ασθένειας, μπορούν να επισκέπτονται το ιατρείο στη διάρκεια του μαθήματος, με άδεια του Καθηγητή. Η Νοσηλεύτρια επιβεβαιώνει την επίσκεψη στο ιατρείο με σημείωμα, το οποίο ο μαθητής/η μαθήτρια παραδίδει στον/στην απουσιολόγο.

Έξοδος μαθητή/μαθήτριας από το Σχολείο ή από την τάξη χωρίς άδεια, αποτελεί σοβαρό πειθαρχικό παράπτωμα.

3. ΣΧΟΛΙΚΑ ΛΕΩΦΟΡΕΙΑ

Το σχολικό λεωφορείο αποτελεί προέκταση του σχολικού περιβάλλοντος και, συνεπώς, ισχύουν οι κανόνες που διέπουν τη λειτουργία του Σχολείου. Οι μαθητές/μαθήτριες οφείλουν να φορούν τη ζώνη ασφαλείας, να συμμορφώνονται

με τις συστάσεις των υπευθύνων, να μην ενοχλούν τον οδηγό και τους συνεπιβαίνοντες μαθητές και να σέβονται το μέσο μεταφοράς που χρησιμοποιούν. Παραπτώματα που συμβαίνουν στο σχολικό λεωφορείο ελέγχονται πειθαρχικά. Η παραπτωματική συμπεριφορά κατά τη χρήση του σχολικού λεωφορείου μπορεί να οδηγήσει σε απαγόρευση χρήσης του σχολικού λεωφορείου ή και οικονομική επιβάρυνση του κηδεμόνα, σε περίπτωση ζημιών.

Από την αρχή της σχολικής χρονιάς, ο/η Κηδεμόνας δηλώνει τον αριθμό δρομολογίου του σχολικού λεωφορείου που θα χρησιμοποιεί ο μαθητής/η μαθήτρια. Δεν επιτρέπεται η χρήση άλλου δρομολογίου, εκτός απ' αυτό που έχει δηλωθεί από τον/την Κηδεμόνα, παρά μόνο σε εξαιρετικές περιπτώσεις και μετά από έγκαιρη ενημέρωση του/της Κηδεμόνα προς το Γραφείο Κίνησης και έγκριση του σχετικού αιτήματος.

4. ΕΜΦΑΝΙΣΗ

Η εμφάνιση των μαθητών/μαθητριών οφείλει να χαρακτηρίζεται από απλότητα και ευπρέπεια. Η αποφυγή επίδειξης, εκζήτησης και πρόκλησης είναι δείκτης κοινωνικής αγωγής και αρμόζει στη μαθητική ιδιότητα.

Οι μαθητές ενημερώνονται προφορικά από τους υπευθύνους, στην αρχή και κατά τη διάρκεια της χρονιάς, και οφείλουν να συμμορφώνονται με τις υποδείξεις τους. Η υποστήριξη των Γονέων στο ευαίσθητο αυτό ζήτημα θεωρείται δεδομένη.

5. ΘΕΑΤΡΟ

Η παρουσία των μαθητών/μαθητριών στις καλλιτεχνικές εκδηλώσεις, τις ενημερωτικές ομιλίες και τα εκπαιδευτικά προγράμματα που πραγματοποιούνται στο Θέατρο του Σχολείου ή άλλους χώρους εκδηλώσεων, ως μέρος της εκπαιδευτικής διαδικασίας, είναι υποχρεωτική για όλους τους μαθητές/μαθήτριες. Οι μαθητές/μαθήτριες με τη συμπεριφορά τους οφείλουν να επιδεικνύουν σεβασμό προς τους συντελεστές της εκδήλωσης και τους θεατές.

6. ΟΜΙΛΟΙ

Οι όμιλοι πολιτιστικού, επιστημονικού, αθλητικού και καλλιτεχνικού περιεχομένου δίνουν τη δυνατότητα στους μαθητές/μαθήτριες να ανακαλύψουν και να καλλιεργήσουν τις ιδιαίτερες κλίσεις και τα ταλέντα τους. Συγχρόνως, οι

μαθητές/μαθήτριες εκφράζουν τη δημιουργικότητα και την ευρηματικότητά τους, αναλαμβάνοντας πρωτοβουλίες, σε ομαδικό πνεύμα. Για την επίτευξη αυτών των στόχων, η παρουσία και η ουσιαστική συμμετοχή όλων των μαθητών/μαθητριών την ώρα των Ομίλων είναι υποχρεωτική.

7. ΚΑΠΝΙΣΜΑ

Σύμφωνα με την εγκύκλιο Γ.Π./Δ2β/οικ.8809/31-01-2018 του Υπουργείου Υγείας με θέμα Απαγόρευση καπνίσματος - εφαρμογή της Αντικαπνιστικής Νομοθεσίας: *"απαγορεύεται το κάπνισμα σε όλα τα σχολεία δευτεροβάθμιας εκπαίδευσης (δημόσια και ιδιωτικά). Η απαγόρευση αφορά τη χρήση προϊόντων καπνού, νέων προϊόντων καπνού, ηλεκτρονικού τσιγάρου και φυτικών προϊόντων για κάπνισμα"*. Οι μαθητές/μαθήτριες που παραβιάζουν τον κανονισμό και καπνίζουν είτε στις εγκαταστάσεις του Σχολείου είτε σε εκπαιδευτικές επισκέψεις και εκδρομές είτε στα σχολικά λεωφορεία, δηλώνουν με τη συμπεριφορά τους αυτή ότι δε σέβονται τους κανόνες που διέπουν το σχολικό χώρο και υπόκεινται σε αυστηρές κυρώσεις.

8. ΕΘΝΙΚΕΣ ΕΟΡΤΕΣ – ΕΠΑΡΣΗ ΣΗΜΑΙΑΣ – ΠΡΩΙΝΗ ΠΡΟΣΕΥΧΗ

Η συμμετοχή των μαθητών μας στις εθνικές εορτές και στις παρελάσεις είναι υποχρεωτική. Οι μαθητές/μαθήτριες εκπροσωπούν το Σχολείο και παρελαύνουν φορώντας την ενδυμασία που καθορίζει το Σχολείο.

Η έπαρση της σημαίας πραγματοποιείται στην αρχή κάθε μήνα του σχολικού έτους.

Η πρωινή προσευχή γίνεται την πρώτη διδακτική περίοδο, στις αίθουσες διδασκαλίας.

9. ΕΚΠΑΙΔΕΥΤΙΚΕΣ ΕΠΙΣΚΕΨΕΙΣ – ΗΜΕΡΗΣΙΕΣ ΚΑΙ ΠΟΛΥΗΜΕΡΕΣ ΕΚΔΡΟΜΕΣ

Οι μαθητές/μαθήτριες που συμμετέχουν σε εκπαιδευτικές επισκέψεις και εκδρομές, εντός ή εκτός Ελλάδος, πρέπει να τηρούν τους κανονισμούς των εκδρομών – μετακινήσεων και τις οδηγίες των υπεύθυνων Καθηγητών, οι οποίες αποβλέπουν στην πραγματοποίηση της εκδρομής με ασφάλεια αλλά και με την ευπρέπεια που αρμόζει στους μαθητές μας. Η παραβίαση των παραπάνω οδηγιών επισύρει ανάλογες κυρώσεις. Κατά τη διάρκεια των μετακινήσεων, οι υπεύθυνοι Καθηγητές δύνανται να προβούν, κατά την κρίση τους, σε όλες τις

προληπτικές ενέργειες που οι ίδιοι κρίνουν απαραίτητες για την ασφάλεια των μαθητών.

Παραπτώματα που συμβαίνουν κατά τη διάρκεια σχολικών εκδρομών μπορεί να έχουν ως συνέπεια τη διακοπή της συμμετοχής του/της μαθητή/τριας στην εκδρομή, καθώς και κυρώσεις, όπως απαγόρευση συμμετοχής σε επόμενες εκδρομές ή αλλαγή σχολικού περιβάλλοντος που, σύμφωνα με την ισχύουσα νομοθεσία, θα αποφασίσει ο Σύλλογος Διδασκόντων.

Η Διεύθυνση του Σχολείου διατηρεί το δικαίωμα, με απόφαση του Συλλόγου Διδασκόντων, να μην επιτρέψει τη συμμετοχή μαθητή/μαθήτριας σε προγραμματιζόμενη εκδρομή, αν τα παραπτώματα στα οποία έχει υποπέσει ο/η μαθητής/μαθήτρια, μέχρι την πραγματοποίηση της μετακίνησης, δημιουργούν αμφιβολίες στους υπεύθυνους Καθηγητές για την τήρηση των κανόνων της μετακίνησης εκ μέρους του/της μαθητή/μαθήτριας ή εκτιμήσουν ότι είναι πιθανόν να τεθεί σε κίνδυνο η ασφάλεια της εκδρομής.

10. ΣΥΜΠΕΡΙΦΟΡΑ ΜΑΘΗΤΩΝ/ΜΑΘΗΤΡΙΩΝ

A. Η συμπεριφορά των μαθητών/μαθητριών πρέπει να είναι εξαιρετική, τόσο απέναντι στους Καθηγητές όσο και σε όλους τους εργαζομένους στο χώρο του Σχολείου (διοικητικό, βοηθητικό προσωπικό, οδηγούς σχολικών λεωφορείων κ.λπ.).

B. Η συμπεριφορά των μαθητών/μαθητριών προς τους συμμαθητές/συμμαθήτριες τους οφείλει να αποπνέει ήθος και το πνεύμα του Κολλεγίου. Κάθε μορφή βίας και εκφοβισμού (π.χ. σωματικού, συναισθηματικού, λεκτικού, κοινωνικού, ηλεκτρονικού) απαγορεύεται αυστηρά και ελέγχεται πειθαρχικά.

Γ. Οι μαθητές/μαθήτριες πρέπει να φροντίζουν να διατηρούν καθαρούς όλους τους χώρους του Σχολείου (τάξεις, θέατρο, εργαστήρια, τραπεζαρία, γυμναστήρια, τουαλέτες, κ.λπ.). Κάθε φθορά ή βανδαλισμός στη σχολική περιουσία αντιμετωπίζεται ως σοβαρό πειθαρχικό παράπτωμα.

Δ. Η μετακίνηση των μαθητών/μαθητριών στους χώρους του Σχολείου κατά τις ώρες του μαθήματος πρέπει να γίνεται αθόρυβα και έγκαιρα. Οι μαθητές/μαθήτριες δεν πρέπει να διέρχονται από χώρους του Σχολείου όπου υπάρχουν απαγορευτικά σήματα. Κατά τη διάρκεια των διαλειμμάτων, απαγορεύεται η μετάβαση των μαθητών/μαθητριών στους χώρους του Δερεε, στην πισίνα και στο

ανοικτό θέατρο και η διέλευση τους από το διάδρομο που οδηγεί στους χώρους αυτούς, χωρίς την άδεια του Γραφείου Συμβούλου και τη συνοδεία υπευθύνου Καθηγητή.

Ε. Το Σχολείο υποχρεούται να ενημερώνει επίσημα τους Γονείς – Κηδεμόνες για τις εκδηλώσεις που διοργανώνονται με ευθύνη των φορέων του Σχολείου. Οι Γονείς – Κηδεμόνες οφείλουν να είναι ιδιαίτερα προσεκτικοί όταν πληροφορούνται σχετικά με την πραγματοποίηση εκδηλώσεων εκτός του σχολικού χώρου (π.χ. μαθητικοί χοροί σε κέντρα διασκέδασης) για τις οποίες δεν έχουν ενημερωθεί επίσημα από το Σχολείο και να αποτρέπουν τα παιδιά τους από τη συμμετοχή σε αυτές. Σε περιπτώσεις παρόμοιων εκδηλώσεων το Σχολείο δεν έχει καμία ευθύνη.

11. ΧΡΗΣΗ ΚΙΝΗΤΩΝ ΤΗΛΕΦΩΝΩΝ ΚΑΙ ΗΛΕΚΤΡΟΝΙΚΩΝ ΜΕΣΩΝ

Α. Σύμφωνα με την εγκύκλιο Φ.25/103373/Δ1/22-06-2018 του Υπουργείου Παιδείας, Έρευνας και Θρησκευμάτων οι μαθητές **δεν επιτρέπεται να έχουν στην κατοχή τους κινητά τηλέφωνα** ούτε οποιαδήποτε άλλη ηλεκτρονική συσκευή ή παιχνίδι που διαθέτει σύστημα επεξεργασίας εικόνας και ήχου, εντός του σχολικού χώρου

Β. Απαγορεύεται, χωρίς την άδεια των Διευθύνσεων, η δημοσιοποίηση σε οποιαδήποτε μορφή, έντυπη ή ηλεκτρονική, εικόνων, βίντεο, ήχων ή κειμένων που αναφέρονται στη σχολική ζωή και ειδικότερα σε Καθηγητές, μαθητές και στο διοικητικό προσωπικό του Σχολείου.

Γ. Απαγορεύεται η δημοσιοποίηση συλλογικών ή ατομικών εργασιών Καθηγητών του Σχολείου σε οποιαδήποτε μορφή έντυπη ή ηλεκτρονική, χωρίς την άδεια των Διευθύνσεων.

Δ. Ειδικότερα για περιπτώσεις παραπτώματων που συνιστούν και αδικήματα του Κοινού Ποινικού Δικαίου, σε ό,τι αφορά τη χρήση του διαδικτύου, ακολουθούνται και οι προβλεπόμενες από το νόμο διαδικασίες από όσους έχουν έννομο συμφέρον.

Η τήρηση του Κανονισμού βοηθά στην εύρυθμη λειτουργία του Σχολείου και τη δημιουργία του κλίματος που απαιτείται για την υλοποίηση των στόχων της εκπαίδευσης και για τη διαπαιδαγώγηση των μαθητών.

ΠΑΡΑΡΤΗΜΑ:
ΠΟΛΙΤΙΚΗ ΑΚΑΔΗΜΑΪΚΗΣ ΕΝΤΙΜΟΤΗΤΑΣ

I. Σκοπός:

Σκοπός του συγκεκριμένου εγγράφου είναι να προωθήσει την Ακαδημαϊκή Εντιμότητα μεταξύ των μαθητών, της Διεύθυνσης, των Εκπαιδευτικών και των Γονέων του Pierce σχετικά με την ορθή χρήση, παραγωγή και διάδοση του ακαδημαϊκού υλικού στη διδασκαλία και την αξιολόγηση. Ειδικότερα, η Πολιτική Ακαδημαϊκής Εντιμότητας στοχεύει στην ελαχιστοποίηση των περιπτώσεων ακαδημαϊκών παρατυπιών, όπως η **λογοκλοπή, η αλληλοεπικάλυψη εργασιών, η παραπλανητική δήλωση** και κάθε είδους **αθέμιτη σύμπραξη**. Η κατανόηση της αναγκαιότητας για Ακαδημαϊκή Εντιμότητα στην ακαδημαϊκή εργασία και η αφομοίωση των ορθών ακαδημαϊκών πρακτικών αποτελούν αναπόσπαστα και θεμελιώδη μέρη της μαθησιακής διαδικασίας.

II. Ακαδημαϊκές Παρατυπίες:

Η ακαδημαϊκή παρατυπία είναι «η συμπεριφορά που έχει ως αποτέλεσμα ή μπορεί να έχει ως αποτέλεσμα ο ίδιος ο μαθητής ή άλλος μαθητής να κερδίζει αθέμιτο πλεονέκτημα σε ένα ή περισσότερα συστατικά στοιχεία αξιολόγησης» (*Academic Honesty in IB DP*). Ως ακαδημαϊκές παρατυπίες ορίζονται τα εξής:

- **Λογοκλοπή:** Η ιδιοποίηση από μαθητή των ιδεών ή της εργασίας άλλου προσώπου και η παρουσίασή του ως πνευματικού έργου του μαθητή. Ενδεικτικά, παραδείγματα λογοκλοπής αφορούν στη χρήση της γλώσσας, της δομής, των ιδεών, του σχήματος της σκέψης, της ακολουθίας ιδεών, του προγραμματισμού ή του κώδικα υπολογιστή άλλου ατόμου ή πηγής και η παρουσίασή του ως πνευματικού έργου του μαθητή, χωρίς να γίνεται σχετική παραπομπή. Η λογοκλοπή δεν αφορά δηλώσεις κοινής γνώσης και πληροφόρησης, όπως "Η Αθήνα είναι η πρωτεύουσα της Ελλάδας". Ως λογοκλοπή δεν ορίζεται η χρήση συχών και κοινά αποδεκτών εκφράσεων, όπως "Μια φορά κι έναν καιρό..."
- **Αθέμιτη Σύμπραξη:** Υιοθέτηση αθέμιτων πρακτικών από μαθητή, όπως η αντιγραφή έργου ή η υποβολή εργασίας από άλλο πρόσωπο.
- **Αλληλοεπικάλυψη εργασιών:** Παρουσίαση της ίδιας εργασίας για διαφορετικά πεδία αξιολόγησης.
- **Παραπλανητική παρουσίαση:** Ψευδής αναφορά αποτελεσμάτων (π.χ. σε επιστημονικά πειράματα, έρευνες κ.λπ.).
- **Άλλο:** Οποιαδήποτε άλλη παραβίαση δεοντολογικού χαρακτήρα, όπως παραβίαση των κανονισμών μιας εξέτασης ή διακοπή της εξέτασης, χρησιμοποιώντας αντιδεοντολογικές πρακτικές.

III. Αποτροπή Ακαδημαϊκών Παρατυπιών - Αρμοδιότητες:

Η Διεύθυνση του Σχολείου διασφαλίζει τη συνεχή ενημέρωση των μαθητών για το θέμα, προωθεί τις ορθές διαδικασίες μάθησης και προσφέρει τα απαραίτητα εργαλεία βιβλιογραφικής παραπομπής, ώστε όλοι οι μαθητές να:

- έχουν πλήρη καθοδήγηση στη διαδικασία μάθησης, την ακαδημαϊκή συγγραφή, τον τρόπο διεξαγωγής έρευνας και τον τρόπο χρήσης των πηγών.
- κατανοούν τι είναι Ακαδημαϊκή Εντιμότητα, αυθεντικό έργο και πνευματική ιδιοκτησία.
- κατανοούν τι συνιστά παρατυπία (ιδιαίτερα λογοκλοπή και αθέμιτη σύμπραξη).

- γνωρίζουν τις συνέπειες, αν τυχόν προβούν σε κάποιου είδους ακαδημαϊκή παρατυπία.

Ο Διευθυντής Λυκείου και ο Συντονιστής του IB DP είναι υπεύθυνοι για τη διατήρηση όλων των αρχείων που αφορούν σε παραβιάσεις Ακαδημαϊκής Εντιμότητας.

(Προσαρμογή από το IB DP Academic Honesty Guide 3.2)

Εκπαιδευτικοί. Οι εκπαιδευτικοί ενθαρρύνονται να ενεργούν ως πρότυπα Ακαδημαϊκής Εντιμότητας για τους μαθητές και να:

- διασφαλίζουν ότι όλες οι εργασίες που υποβάλλονται προς αξιολόγηση είναι αυθεντικό έργο κάθε μαθητή.
- διασφαλίζουν ότι οι βαθμοί όλων των εργασιών που υποβάλλονται σε εσωτερική αξιολόγηση καταχωρούνται στο πληροφοριακό σύστημα του IB (IBIS).
- εφαρμόζουν τα μέτρα πρόληψης για τη διασφάλιση της Ακαδημαϊκής Εντιμότητας, ώστε να εντοπίζονται απόπειρες λογοκλοπής, αθέμιτης σύμπραξης ή αλληλοεπικάλυψης εργασιών. (Προσαρμογή από το *IBDP Academic Honesty Guide 3.3*)

Οι Μαθητές:

- είναι υπεύθυνοι για την εξασφάλιση της αυθεντικότητας των εργασιών που υποβάλλουν για αξιολόγηση, με πλήρη και ορθή παραπομπή στην εργασία και τις ιδέες άλλων.
- τηρούν απαρέγκλιτα όλες τις προθεσμίες που τους τίθενται. (Προσαρμοσμένο από το IB DP Academic Honesty Guide 3.4)
- κατανοούν και αποδέχονται πλήρως την Πολιτική Ακαδημαϊκής Εντιμότητας του Pierce και τις οδηγίες κάθε εκπαιδευτικού.

Οι Γονείς και Κηδεμόνες οφείλουν να:

- ενημερώνονται και να υποστηρίζουν την Πολιτική Ακαδημαϊκής Εντιμότητας του Pierce.
- συμβουλεύουν το μαθητή να συμμορφώνεται με την Πολιτική Ακαδημαϊκής Εντιμότητας του Pierce.
- υποστηρίζουν την επιβολή κυρώσεων, όταν παραβιάζεται η Πολιτική Ακαδημαϊκής Εντιμότητας.

IV. Πρακτικές και Διαδικασίες:

Κατά την έναρξη κάθε σχολικού έτους, η Πολιτική Ακαδημαϊκής Εντιμότητας του Pierce αποστέλλεται στους Γονείς – Κηδεμόνες και οι μαθητές ενημερώνονται σχετικά από τους εκπαιδευτικούς.

Η αυθεντικότητα των εργασιών των μαθητών ελέγχεται από τους εκπαιδευτικούς με τη χρήση λογισμικού ανίχνευσης λογοκλοπής (π.χ. <http://turnitin.com/>), το οποίο επιτρέπει τη σύγκριση των μαθητικών εργασιών με έγγραφα που βρίσκονται σε βάσεις δεδομένων, στο Διαδίκτυο και άλλες πηγές.

Εσωτερική διαδικασία πειθαρχικής δράσης: Οι συνέπειες της παραβίασης της Πολιτικής Ακαδημαϊκής Εντιμότητας διαφοροποιούνται ανάλογα με τη σοβαρότητα, την πρόθεση και την επανάληψη παρόμοιων παραβάσεων. Περιπτώσεις που εμπίπτουν στη διαδικασία εσωτερικού ελέγχου μπορεί να είναι η εργασία για το στίπι, η εργασία ακαδημαϊκού χαρακτήρα, οι γραπτές αξιολογήσεις (διαγωνίσματα), καθώς και τα Internal Assessments και Extended Essay (για τους μαθητές του IB DP). Σε περίπτωση παραβίασης της Πολιτικής Ακαδημαϊκής Εντιμότητας, ακολουθείται η παρακάτω διαδικασία:

- ο υπεύθυνος Καθηγητής παρέχει την κατάλληλη τεκμηρίωση για το περιστατικό στο Συντονιστή του IB, στο Γραφείο Συμβούλου Λυκείου και στο Διευθυντή Λυκείου. Ακολουθεί συνάντηση με τον εμπλεκόμενο μαθητή για την τεκμηρίωση του περιστατικού και λήψη απόφασης για περαιτέρω ενέργειες.
- ο υπεύθυνος Καθηγητής ενημερώνει το Γονέα - Κηδεμόνα. Η εργασία ή το διαγώνισμα του μαθητή βαθμολογείται με μηδέν (0), χωρίς να δίνεται δυνατότητα επανάληψης της εργασίας ή του διαγωνίσματος.

Ανάλογα με τη συχνότητα και τη σοβαρότητα της παραβίασης, είναι δυνατόν να εξεταστούν επιπλέον τα εξής:

- ο μαθητής να αποκλειστεί από την απονομή Βραβείων και Τιμητικών Διακρίσεων.
- ο μαθητής να αποκλειστεί από άλλες δραστηριότητες.
- ο Καθηγητής, στο μάθημα του οποίου έγινε η ακαδημαϊκή παρατυπία, έχει το δικαίωμα να αρνηθεί να συντάξει συστατική επιστολή για το μαθητή.
- η Διεύθυνση του Σχολείου έχει το δικαίωμα να συστήσει την αποχώρηση του μαθητή από το Σχολείο.
- η Διεύθυνση του Σχολείου, σε συνεργασία με το Γραφείο Συμβούλου Πανεπιστημιακών Σπουδών, έχει το δικαίωμα να ελέγξει την αυθεντικότητα των αιτήσεων του υποψηφίου για Πανεπιστήμια του εξωτερικού, καθώς και των συνοδευτικών εγγράφων.
- η Διεύθυνση του Σχολείου και το Γραφείο Συμβούλου Πανεπιστημιακών Σπουδών διατηρούν το δικαίωμα να αποσύρουν την υποστήριξη του Σχολείου στις αιτήσεις του μαθητή για Πανεπιστήμια του εξωτερικού.

Εξωτερική Διαδικασία Πειθαρχικών Ενεργειών (για μαθητές του IB DP): Σε περίπτωση ενδεχόμενης ακαδημαϊκής παρατυπίας ο Συντονιστής του IB DP οφείλει να ενημερώνει τον IBO, ακόμη και αν ο βαθμός έχει ήδη υποβληθεί στον IBO. Σε περίπτωση που εξωτερικός εξεταστής υποπτευθεί ακαδημαϊκή παρατυπία, το Σχολείο υποχρεούται να προβεί σε έρευνα και να καταθέσει στον IBO όλα τα σχετικά έγγραφα. Εάν, σύμφωνα με τα παραπάνω, υπάρχει υποψία για μαθητή ότι έχει υποπέσει σε ακαδημαϊκή παρατυπία, ο μαθητής καλείται από το Σχολείο να υποβάλει γραπτές εξηγήσεις και να υποστηρίξει τη θέση του.

Δικαιώματα των μαθητών: Σε όλες τις περιπτώσεις που αφορούν ενδεχόμενη παραβίαση της Πολιτικής Ακαδημαϊκής Εντιμότητας, ο μαθητής θα έχει τουλάχιστον τα εξής δικαιώματα:

- εχεμύθεια και διακριτική διαχείριση του θέματος από το Σχολείο.
- ακρόαση, ανάπτυξη των επιχειρημάτων του και πιστή εφαρμογή της Πολιτικής Ακαδημαϊκής Εντιμότητας.

Η Πολιτική Ακαδημαϊκής Εντιμότητας αναθεωρείται και ανανεώνεται ετησίως.

Τελευταία ανανέωση: Νοέμβριος 2017.



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΕΡΕΥΝΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ

ΠΕΡΙΦΕΡΕΙΑΚΗ Δ/ΝΣΗ Π. & Δ. ΕΚΠ/ΣΗΣ
ΑΤΤΙΚΗΣ

Δ/ΝΣΗ Δ/ΘΜΙΑΣ ΕΚΠ/ΣΗΣ Β' ΑΘΗΝΑΣ
ΘΕΩΡΗΘΗΚΕ

Αφ. Παρασκευή, ...11-9-2018
... Διευθυντ. Π.Σ.



ΧΡΗΣΤΟΣ ΦΑΚΤΚΑΣ
ΦΥΣΙΚΟΣ
ΡΑΔΙΟΗΛΕΚΤΡΟΛΟΓΟΣ

ΑΜΕΡΙΚΑΝΙΚΟ ΚΟΛΛΕΓΙΟ ΕΛΛΑΔΟΣ

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ACADEMIC HONESTY POLICY

The policy is annually reviewed and revised – current version October 2020

International Baccalaureate Organization (IBO) Mission Statement

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

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“The mission of Pierce is to provide a holistic education to form intellectually independent, morally responsible, socially engaged global citizens. “Non ministrari sed ministrare” (“Not to be served but to serve”) defines our institutional character and our aspiration for our students.”



IB learner profile

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

As IB learners we strive to be:

INQUIRERS

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

KNOWLEDGEABLE

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

THINKERS

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

COMMUNICATORS

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

PRINCIPLED

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

OPEN-MINDED

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

CARING

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

RISK-TAKERS

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

BALANCED

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

REFLECTIVE

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

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

Academic Honesty Policy

I. Purpose and Rationale:

The purpose of this document is to promote an academic honesty *ethos* among Pierce students, administrators, teachers and parents with regard to the use, production and dissemination of academic material in teaching, learning and assessment processes. In particular, the academic honesty policy aims to minimize incidents of academic misconduct and malpractice such as **plagiarism, collusion, duplication of work, and misrepresentation**. Understanding the reasons for academic honesty in scholarly work and assimilating good academic practices are integral and fundamental parts of the learning process.

II. Academic Misconduct:

Academic misconduct is a “behavior that results in, or may result in, the student or any other student gaining an unfair advantage (or a behavior that disadvantages other students) in one or more assessment components” (*Academic Integrity*). The following forms of misconduct are defined:

- **Plagiarism:** The representation of the ideas or work of another person as the candidate’s own. Examples of plagiarism include the using the language, structure, ideas, pattern of thought, sequence of ideas, programming or computer code of another person or source as one’s own without giving credit. Plagiarism does not include statements of common knowledge and information in the public domain such as “Athens is the capital of Greece.” Plagiarism does not include the use of frequently used collocations (commonly found sequences of words) such as “Once upon a time....”
- **Collusion:** supporting malpractice by another candidate, as in allowing one’s work to be copied or submitted for assessment by another.
- **Duplication of work:** the presentation of the same work for different assessment components and/or diploma requirements.
- **Misrepresentation:** false reporting of results (as in scientific experimentation, surveys, etc.).
- **Other:** any other breach of ethical misconduct, such as dishonesty on an exam or the disruption of an exam through misbehavior.

With the aim of preparing Pierce graduates for university, Pierce recognizes that Academic Honesty Policy must be aligned with international university standards, policies, and best practices regarding **plagiarism, collusion, duplication of work, misrepresentation, and other**. The following, including the attachments in the appendix, are examples of international education standards in this area:

Harvard College Writing Program: (last access: 01/10/20)

<http://usingsources.fas.harvard.edu/icb/icb.do?keyword=k70847&pageid=icb.page355322>

University of Oxford: (last access: 01/10/20)

<http://www.ox.ac.uk/students/academic/guidance/skills/plagiarism>

Yale College Writing Center, Addressing Academic Integrity and Plagiarism: (last access: 01/10/20)

<http://ctl.yale.edu/writing/wr-instructor-resources/addressing-academic-integrity-and-plagiarism>

III. How to Avoid Academic Misconduct/Responsibilities/Roles:

Academic misconduct is avoided by making students aware of the problem and by offering the necessary learning procedures and tools of reference and citation.

Responsibilities: The following roles and responsibilities are identified:

School's Directorship: Focusing on processes for managing academic integrity incidents, programme Coordinators must support all the tasks listed in the Responsibilities in the "School leadership team" section and are also responsible for:

- ensuring that all school and IB policies are applied fairly and consistently
- ensuring compliance with secure storage of confidential IB material policy and the conduct of IB examinations
- ensuring that teachers, students and parents and legal guardians have a copy, read and understand the school's academic integrity policy and the programme relevant IB regulations
- reporting suspected instances of student academic misconduct and school maladministration to the school administration and/or the IB
- supervising all activities related to the investigation of student academic misconduct and school maladministration cases according to the school and/or IB policy.

(Adapted from *IBDP Academic Integrity*, pg.11)

The IB Coordinator's office is responsible for maintaining all records and consequences for all IBDP-related academic honesty infractions.

Teachers: Focusing on processes for managing academic integrity incidents, IB teachers must support their school and programme coordinators and are also responsible for:

- ensuring that students have a full understanding of the expectations and guidelines of all subjects
- ensuring that students understand what constitutes academic misconduct and its possible consequences
- planning a manageable workload so students can allocate time effectively to produce work according to IB's expectations
- giving feedback and ensuring students are not provided with multiple rounds of editing, which would be contrary to instructions described in the relevant subject guides
- ensuring that all student work is appropriately labelled and saved to avoid any error when submitting assessment to the IB
- developing a plan to cross-reference work across multiple groups of students when they are preparing to submit final pieces of work for assessment in order to prevent collusion
- responding to student academic misconduct and supporting the school's and IB's investigations
- responding to school maladministration and supporting the school's and IB's investigations.

(Adapted from *IBDP Academic Integrity*, pg.14)

Students: Focusing on processes for managing academic integrity incidents, IB students must support their school, programme coordinators and teachers and are expected to:

- have a full understanding of their school's and the IB's policies
- respond to acts of student academic misconduct and report them to their teachers and/or programme coordinators
- respond to acts of school maladministration and report them to their teachers and/or programme coordinators

- complete all assignments, tasks, examinations and quizzes in an honest manner and to the best of their abilities
- give credit to used sources in all work submitted to the IB for assessment in written and oral materials and/or artistic products
- abstain from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, essay writing or copy-editing services, pre-written essay banks or file sharing websites
- abstain from giving undue assistance to peers in the completion of their work
- show a responsible use of the internet and associated social media platforms.

(Adapted from *IB DP Academic Integrity*, pg.16)

These are for their own benefit and may allow time for revising work that is of doubtful authorship before the submission of the final version.

In the first year, **students** and their parents will sign a statement indicating they have read and understood the Pierce IBDP Academic Honesty Policy.

Parents: Focusing on processes for managing academic integrity incidents, parents and legal guardians of IB students are expected to:

- understand IB policies, procedures and subject guidelines in the completion of coursework or examination papers by their children
- support their children’s understanding of IB policies, procedures and subject guidelines
- understand school internal policies and procedures that safeguard the authenticity of their children’s work
- support their children in planning a manageable workload so they can allocate time effectively
- understand what constitutes student academic misconduct and its consequences
- understand what constitutes school maladministration and its consequences
- report any potential cases of student misconduct or school maladministration to the school’s directorate and/or the IB
- submit only genuine and/or authentic evidence to support a request for inclusive access arrangements or adverse circumstances considerations for their children
- abstain from giving or obtaining assistance in the completion of work to their children

(Adapted from *IB DP Academic Integrity*, pgs.17-18)

In the first year, Pierce IBDP students and their **parents** will sign a statement indicating they have read and understood the Pierce IBDP Academic Honesty Policy.

IV. **Practices and Procedures:**

The Pierce IBDP Academic Honesty Policy is shared and explained to students, parents, and teachers before students begin the program. All assignments are checked by the teachers for originality through plagiarism detection software such as <http://turnitin.com/>. This IBO-recommended service allows for a comparison of student papers to documents in a reference database, the Internet, and other sources.

The Internal Process for Disciplinary Action: Pierce follows all rules and regulations of the Greek Ministry of Education for secondary schools. Examples of infractions which may fall under the internal discipline process may be homework, an Internal Assessment, the Extended Essay or any other academic work, e.g. tests. Students should be aware that consequences for a student’s involvement in an act of academic dishonesty will vary based upon the severity, intent, and repeated dishonesty. The process whereby a student is penalized for an infraction of the Pierce Academic Honesty Policy shall include the following steps:

- The teacher will also provide appropriate documentation of the incident to the Lyceum Director, the IB Coordinator and Lyceum Dean of Students who will then meet with the student, and document the incident/follow-up action.
- The teacher of the class will confer with the student and contact the parent/guardian by phone or e-mail. **The student will receive an automatic zero (failing grade) on the assignment or test; no make-up work will be offered to compensate for the zero.**

If the frequency and severity of the academic dishonesty incidences increase, the school may additionally consider the following:

- The student may be dropped from consideration for Pierce-specific Honors or Awards.
- The student may face suspension from Pierce-specific extra-curricular activities including sports programs and schools excursions.
- The DP subject area teacher has the right to refuse to serve as a reference for the student for the international university application process.
- The administration may recommend a student leave the IBDP for infractions of the Pierce IBDP Academic Honesty Policy.
- If deemed necessary, the school's administration in conjunction with the university counselor will verify the authenticity of all college/university application essays and other application documents.
- The university counselor and the school administration have the obligation to withdraw the school's support for any college/university applicant who has been academically dishonest.

The External Process for Disciplinary Action: The DP Coordinator must inform the IBO if there is suspected malpractice in relation to a candidate's work **after the work or an internal assessment mark has been submitted to the IBO**. When an external examiner suspects malpractice during marking, the school will be required by the IBO to conduct an investigation and provide the IBO with any relevant documentation concerning the case. If Pierce IBDP students are suspected of malpractice or academic misconduct, they will be invited, through the school's IB Coordinator, to present written explanation and/or defense.

Student Rights: In all cases regarding a suspected violation, the student will be accorded, at minimum, the following rights:

- Confidentiality within the school.
- Receive both a fair hearing and fair application of the Pierce IBDP Academic Honesty Policy by teachers and administrators.

References:

Academic Integrity, International Baccalaureate Organization,
(October 2019)

Effective Citing and Referencing, International Baccalaureate Organization,
(August 2014)

Academic Integrity for IA, International Baccalaureate Organization,
(September 2020)

DP Assessment Procedures 2021, International Baccalaureate Organization,
(September 2020)

General Regulations, International Baccalaureate Organization,
(September 2016, updated May 2019)

DP From Principles into Practice, International Baccalaureate Organization,
(August 2015)

The policy is annually reviewed and revised – current version October 2020

Pierce IBDP Academic Honesty Policy

Parent/Guardian and Student Acknowledgement Form:

I have received and reviewed the **Pierce IBDP Academic Honesty Policy** for both my child and myself and understand our roles and responsibilities within the Pierce IBDP.

Name of Pierce IBDP Student

Signature of Pierce IBDP Student Date

Signature of Parent/Guardian Date

Please return the signed page to the IBDP office.



LANGUAGE POLICY

The policy is annually reviewed and revised – current version October 2020

International Baccalaureate Organization (IBO) Mission Statement

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

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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.

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

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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.

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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.

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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.

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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.

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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.

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

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

Language Policy

Pierce-The American College of Greece offers an enriched education based on the best of US educational practice, along with the Greek National Curriculum. The school has also been an official school for the International Baccalaureate Diploma Programme, since September 2016. Language acquisition and development are powerful and crucial parts of each and all of these educational elements.

Rationale:

At PIERCE, the rationale behind our language policy complies with the overall philosophy of our school; our school's mission is *"to provide a holistic education to form intellectually independent, morally responsible, socially engaged global citizens."*

Therefore, all language courses strive to acquaint the learner not only with linguistic elements, but also with the culture that is expressed through that language.

Students receive a bilingual education, namely in Modern Greek and in English. Students who come to PIERCE at age 12 or later already have competence in English and are typically Greek native speakers. The English program now offers four different levels (bands) for each year group. Each band addresses the needs of students of mixed abilities. Typically, by age 16, the student is functionally bilingual. The Greek language courses include both Modern and Ancient Greek in all years, but Ancient Greek is particularly emphasized in the Gymnasium with 12 to 15-year-old students. Classical Greek works of literature are also studied in Modern Greek translations.

Also in Gymnasium, a third language is compulsory. The students typically have a choice among German, Italian, French or Spanish. A third language was recently introduced in the first and second year of Lyceum, as part of the curriculum. The emphasis on languages and works in translation from around the world reflects the international perspective of the school. Profoundly American in its heritage, it is at the same time quintessentially Greek and international, and this reality is reflected in the breadth and depth of its language policy and practices.

In particular, the philosophy behind the English program, where English is taught as a second language, is that a language is more than just a means of practical communication between people; it is most importantly the bearer of the values entertained by the people speaking that language. As a result, learners are encouraged to look beyond the linguistic code and to search for values that are unique to the language they are studying or for values that their culture, too, might share with the culture under study. This way, our mission to *form [...] morally responsible, socially engaged global citizens* materializes as our learners become aware of the variety of perspectives that exist in our world.

Practice:

Apart from the Greek curriculum where learners are also exposed to the ancient Greek language and philosophy, the above aim is achieved through the daily teaching of English as a second language (5 to 7 hours weekly). Furthermore, our learners are also given the opportunity to study a third language of their choice: French, German, Italian, or Spanish (1 to 2 hours weekly).

In the IB Diploma Program, school offers Modern Greek as a “Literature” course, where the focus is directed towards developing an understanding of the techniques involved in literacy criticism and promoting the ability to form independent literacy judgements. In English as a “Language and Literature” course, the focus is directed towards developing and understanding the constructed nature of meanings generated by language and the function of context in the process. Finally, English B, as a “Language Acquisition” course, is designed for students with some previous learning of that language. The main focus of the course is on language acquisition and development of language skills, through the study and use of a range of written and spoken material.

The study of both mother tongue and English entails studying authentic, adapted or translated literature in all classes and levels. Furthermore, in an effort to teach culture experientially, a variety of events are organized by the English department, for instance, where the emphasis is on the cultural products of English-speaking cultures (e.g. Thanksgiving, Halloween, Forensics, etc.). Moreover, trips are organized with a cultural focus (e.g. trip to England with a focus on Shakespeare’s life and his works; trip to France with a focus on French cuisine; trip to Italy with a focus on the arts, etc.), while clubs centering on the third languages and the cultures they communicate are offered as part of the PIERCE curriculum. Finally, an effort is made to collaborate between language departments in such activities, as is, for example, European Languages Day.

The policy is annually reviewed and revised – current version October 2020

The logo for Pierce, featuring a red outline of a house above the word "Pierce" in a bold, red, sans-serif font, with a red horizontal line below it.

SPECIAL EDUCATIONAL NEEDS (SEN) POLICY

The policy is annually reviewed and revised – current version September 2020

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Special Education Needs (SEN) Policy

Pierce is required to comply with the *Greek Law 3699/2008*, as amended by the *Greek Laws 4186/2013*, *4452/2017* and *4547/2018*, for testing students with special educational needs. Pierce also complies with the standards and practices of the International Baccalaureate Organization (IBO) for the IB Diploma Program students as specified in the *Access and Inclusion Policy (IBO 2018)*, in the *Diploma Programme Assessment Procedures (IBO 2020)*, in the *Meeting Student Learning Diversity in the Classroom (IBO 2019)* and in the *Universal Design for Learning (IBO 2016)*. There are no exclusions in the Pierce IBDP admissions policy for students with special needs.

Summary of the requirements of Greek educational law for students in the Pierce non-IB program

A. Oral examination **requirements** for students:

Upon official request, students are entitled to sit an oral examination when it has been determined that a written examination is not sufficient or accurate for them. The right for an oral examination is granted to students that have been evaluated with learning disabilities such as dyslexia, dysgraphia, and/or serious difficulties in math, reading and spelling. In the event a student prefers to answer in writing, the answers are graded and added to the final grade. A medical report granting an oral examination must be issued by one of the *National Centers for Diagnosis and Support of Students with Learning Disabilities (Hellenic K.E.S.Y.)* or by one of the accredited pedagogical medical centers of the Hellenic Ministry of Education. The report must state the specific learning difficulty and the time allotted for the student's next examination.

Students on the autistic spectrum may also be examined orally or through a written exam. A written medical report by the *National Centers for the Diagnosis and Support of Learning Disabilities (Hellenic K.E.S.Y.)* or by the accredited pedagogical medical center of the Hellenic Ministry of Education is required. In the report there must be reference to the learning difficulty of the student, specify the oral or written method of examination, and the time allotted for the student's next examination. The official request for exam modification must be submitted to Pierce accompanied by the official report. All requests and medical reports must be submitted to the Pierce Deputy Director at any day of each academic year.

B. Oral examination **procedures** for students:

Pierce students who have been granted the oral examination for the final exams will be tested on the same topics as other students. This exam is conducted before a faculty committee established for this purpose by the Pierce Director. This faculty committee is presided by the Pierce Director or the Deputy Director and is composed of two faculty members. The faculty members are teachers of the subject being examined or in a similar subject. The two grades the student is awarded by the two examiners are then averaged in order to create a Grade Point Average (GPA) for the course. The exam is held in a different classroom and the duration of the examination may be extended upon the decision of the faculty committee. The written exams are collected with the written exams of the rest of the students and sent to the grade center for grading. During the school term, the teacher of the respective course will orally invigilate any daily quizzes or in-class exams as requested.

The IBDP and its requirements are recognized in Greece through a national statute; this recognition includes the terms and conditions of assessment in the IBDP.

C. IBO regulations for IBDP students:

Pierce provides support for learners with special educational needs in the IBDP as specified in the *Access and Inclusion Policy (IBO 2018)*, in the *Diploma Programme Assessment Procedures (IBO 2020)*, in the *Meeting Student Learning Diversity in the Classroom (IBO 2019)* and in the *Universal Design for Learning (IBO 2016)* documents. The wide range of learning profiles of IBDP students is considered a source of enrichment for the program. In the student-centered classroom environment, faculty will provide individualized learning activities to help each student set high but realistic goals building self-esteem.

Faculty provide a variety of instructional and assessment methods in the classroom to accommodate for students' specific learning needs and styles. Faculty are provided with resources enabling them to differentiate their teaching to optimize the learning experience and well-being of the students. The school psychologist is consulted by faculty to develop differentiated teaching methods for the special needs students and is available to collaborate with teachers and students on developing further resources.

Students are identified as gifted and talented when their abilities, talents, and potential for academic accomplishment are so exceptional or developmentally advanced they require special provisions in the classroom to meet their educational needs. Inclusion is defined as an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. Access arrangements do not change what the student is expected to learn and do not lower expectations, but instead provide the optimal support to address challenges and to enable the student to work around them. At a fundamental level, they address equal access and fairness to learning and teaching and, in addition, validity and meaningfulness to assessment. A candidate with access requirements is one who requires access arrangements in teaching, learning and assessment. The purpose of access arrangements is to remove or reduce barriers that students may face in teaching, learning and assessment. When the school recognizes that a student has access requirements, this policy is used in conjunction with teacher observations to plan the necessary access arrangements for the student. This IB policy is based on the principle of optimal support, which means that the access arrangements must be accurately planned to remove or reduce barriers; they must neither be more nor less than what the student requires. The access arrangements for a student must be used for learning and teaching; this means that they must be used during classroom instruction, classwork and related activities and tests. Access arrangements are also continuously monitored to ensure that they remain the optimal support for that student.

References:

Greek Law 3699/2008 (last access: 28/09/2020)

https://www.kodiko.gr/nomologia/document_navigation/142858/nomos-3699-2008

Greek Law 4186/2013 (last access: 28/09/2020)

https://www.kodiko.gr/nomologia/document_navigation/75831/nomos-4186-2013

Greek Law 4452/2017 (last access: 28/09/2020)

https://www.kodiko.gr/nomologia/document_navigation/253229/nomos-4452-2017

Greek Law 4547/2018 (last access: 28/09/2020)

https://www.kodiko.gr/nomologia/document_navigation/372828/nomos-4547-2018

Access and Inclusion Policy, *International Baccalaureate Organization*, (November 2018).

Diploma Programme Assessment Procedures, *International Baccalaureate Organization*, (September 2020).

Meeting Student Learning Diversity in the Classroom, *International Baccalaureate Organization*, (December 2019).

Universal Design for Learning, *International Baccalaureate Organization*, (December 2016).

The policy is annually reviewed and revised – current version September 2020



ASSESSMENT POLICY

The policy is annually reviewed and revised – current version October 2020

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Assessment Policy

Gymnasio (7th to 9th grade) - Lykeio (10th to 12th grade)

The evaluation of the PIERCE **students** is not only an auditing system of academic performance but a complete pedagogical procedure through which the progress of the student is followed and surveyed, as well as personal qualities and characteristics such as each student's academic efforts, interests, initiatives, creativity, collaboration and respect for self, others and the world. The **teachers**, despite differences in curriculum elements, pedagogical practices and learning objectives, have the responsibility to follow some common criteria of evaluation in order to offer a just and objective evaluation procedure that promotes student motivation for learning and improves teaching methods and pedagogies. The evaluation procedure enables **parents** to be informed objectively and punctually about student performance, offering a holistic picture of each student's progress both in academic and qualitative terms.

Evaluation and Grading

The evaluation of the students occurs each **semester (4 months)** and is based on the following parameters:

		GYMNASIUM			LYCEUM		
		Group A	Group B	Group C	Group A	Group B	Group C
Subjects included		Modern Greek	Geography	Music	All subjects of General Education	Optional subjects	Physical education Computer Science
		Ancient Greek	Chemistry	Visual Arts			
		English	Social and political Education	Physical education			
		History	Religion				
		Maths	2nd foreign language				
		Physics	Technology				
		Biology	Computer Science				
			Oikiaki Oikonomia				
Evaluation parameters	Everyday Oral Examination	Yes	Yes	Yes	Yes	Yes	Yes
	Participation in the didactic procedures	Yes	Yes	Yes	Yes	Yes	Yes
	Classwork and Homework	Yes	Yes	Yes	Yes	Yes	Yes
	Quiz short tests in class	Max 3 per semester	Max 3 per semester	No	Yes - no limit	Yes - no limit	No
	Hourly written tests	1 in 1st semester	1 in each semester	No	1 in 1st semester	1 in 1st semester	No
	End-of-year exam	Yes	No	No	Yes	Yes	No

PIERCE fully complies with the assessment standards of the Greek Ministry of Education. The Ministry of Education has overall responsibility for course development and approval, and also supervises most of these schools. Grades are based on 20-1, with 20 the highest. Any grade below 10 is each is considered a fail, with some exceptions. The evaluation procedures are in accordance to the official

regulations Π.Δ. 60/2006 ΦΕΚ 65 τ.Α' (Lyceum) and Π.Δ. 126/2016 ΦΕΚ Α'211 (Gymnasium) as well as the consensus of the different academic departments of PIERCE Gymnasium and Lyceum.

For the basic organization of the Greek educational system:

https://eacea.ec.europa.eu/national-policies/eurydice/content/greece_en

[last access: 13/10/2020]

International Baccalaureate Diploma Programme at PIERCE

Students

Students should comply with the standards both of PIERCE Lykeio and the IB DP. They should have the opportunity to understand and evaluate their assessment progress. Students are considered as life-long and self-responsible learners. Students understand and follow in the context of academic honesty the requirements of their internal and external assignments as well as the goals and standards of their coursework.

Teachers

Teachers can measure students' performance in different subject groups as required by the official standards of the IB DP program. Teachers are responsible to facilitate students' learning in communicating to both students and the parents the assessment standards and goals of the course. Teachers are responsible to give clear, precise and updated instructions of the assessments standards of their course. Teachers provide progress reports to parents every semester. Teachers explain to students their strengths and weaknesses on the assessment criteria and goals of the course and the program. Teachers provide support to the students throughout the two years DP program.

Coordinator

The coordinator is responsible to explain the philosophy and standards of the IB DP curriculum to teachers, students and parents. The coordinator is responsible to evaluate along with the teachers the students' progress. The coordinator provides all necessary material and tools in order to achieve the goals of the IB DP program.

Assessment and Examination

Student Assessment

The work of the students is assessed against the stated goals of the IB DP courses. The goals and standards of the DP procedures are measured in specific ways such as: analyzing and presenting information; evaluating and constructing arguments; solving problems creatively. The performance of the students is measured both in terms of academic skills such as

- retaining knowledge
- understanding key concepts
- applying standard methods.

International mindedness and intercultural skills are also developed and maintained.

External and Internal Assessment

External assessment: examinations form the basis of the assessment for most courses. They include:

- essays
- structured problems
- short-response questions
- data-response questions
- text-response questions
- case-study questions
- multiple-choice questions – though these are rarely used.

Internal assessment: teacher assessment is also used for most courses. This includes:

- oral work in languages
- laboratory work in the sciences
- investigations in mathematics
- artistic performances.

Information has been taken from *IBO Assessment and Exams* at <http://www.ibo.org/en/programmes/diploma-programme/assessment-and-exams/> [last access: 13/10/2020]

Grading scale

In the DP, students receive grades ranging from 7 to 1, with 7 being highest:

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

Students receive a grade for each DP course attempted. The final score of the student is made up of the combined scores for each subject. The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance including successful completion of the three essential elements of the DP core. Maximum 45 including the DP core.

See Appendix Article 12 (IBO General Regulations).

The DP core

The theory of knowledge (TOK) and extended essay (EE) components are awarded individual grades and, collectively, can contribute up to 3 additional points towards the overall Diploma score. See the following matrix

		Theory of knowledge					
		Excellent A	Good B	Satisfactory C	Mediocre D	Elementary E	Not submitted
Extended essay	Excellent A	3	3	2	2	1 + Failing condition*	N
	Good B	3	2	2	1	Failing condition*	N
	Satisfactory C	2	2	1	0	Failing condition*	N
	Mediocre D	2	1	0	0	Failing condition*	N
	Elementary E	1 + Failing condition*	Failing condition*	Failing condition*	Failing condition*	Failing condition*	N
	Not submitted	N	N	N	N	N	N

Creativity, Action, Service – the remaining element in the DP core – does not contribute to the points total but authenticated participation is a requirement for the award of the diploma.

Subject group courses

Higher level and standard level courses

Most of the IB DP course are offered both in higher level (HL) and standard level (SL) courses. The same number of points are graded for both HL and SL courses. HL and SL differ in scope but are assessed against the same grade descriptors, with HL candidates expected to demonstrate the various elements of the grade descriptors across a greater body of knowledge, understanding and skills.

Awarding the IB Diploma

In order to earn the IB Diploma the student must:

1. scores a minimum of 24 points on 3 Higher Level and 3 Standard Level (or 4 HL and 2 SL) subjects
2. completes both the Theory of Knowledge and the Extended Essay with at least a D grade
3. Fulfils the requirements of the IB CAS programme by meeting all 7 Learning outcomes

See also Appendix Article 13 (IBO General Regulations).

Appendix

IBO General Regulations: Diploma Programme

Article 12: Grades

Performance in each subject is graded on a scale of 7 points (maximum) down to 1 point (minimum).

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

Article 13: Award of the IB Diploma

13.1 All assessment components for each of the six subjects and the additional Diploma requirements must be completed in order to qualify for the award of the IB Diploma, except under the conditions stipulated in articles 18 and 19 of these regulations.

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

- a. CAS requirements have been met.
- b. The candidate's total points are 24 or more.
- c. There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject.
- d. There is no grade E awarded for theory of knowledge and/or the extended essay.
- e. There is no grade 1 awarded in a subject/level.
- f. There are no more than two grade 2s awarded (HL or SL).
- g. There are no more than three grade 3s or below awarded (HL or SL).
- h. The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- i. The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
- j. The candidate has not received a penalty for academic misconduct from the Final Award Committee.

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

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ADMISSIONS POLICY

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Admissions Policy

Admission to the Pierce IB DP is open to all Pierce and non-Pierce Grade 10 students (A Lyceum). Student-applicants must demonstrate a competent international English language proficiency level in order to be successful in the IB DP. The three core components are in English as are the overwhelming majority of IB DP courses. Student-applicants must also have a mathematical background sufficient to successfully undertake one of the following: IB DP Mathematics: Analysis and Approaches (Higher or Standard Level) or Mathematics: Applications and Interpretation (Higher or Standard Level).

A. Admission Procedure for Internal (Pierce) Candidates

1. All student-applicants must complete an application form by the announced deadline.
2. Student-applicants must fulfill the following **academic criteria**:
 - **English Language**: a minimum grade of 14/20, in C' Gymnasium (9th grade) Graduation's Certificate grade report, as well as in the grade report of the 1st semester of A' Lyceum (10th grade).
 - The paper of the exams in English Language of the 1st semester of A' Lyceum, will also be reviewed by the Group 2 (Language Acquisition) Representative.
 - **Mathematics**: a minimum grade of 14/20, in written –graduation- examinations of C' Gymnasium (9th grade), as well as in the grade report of the 1st semester of A' Lyceum (10th grade).
 - The paper of the common exams in Mathematics of the 1st semester of A' Lyceum, will also be reviewed by the Group 5 (Mathematics) Representative.
 - **Graduation Certificate Grade of C' Gymnasium (9th grade)**: a minimum of 17/20.
 - **Grade Point Average of the 1st semester of A' Lyceum (10th grade)**: a minimum of 17/20.
3. **All student-applicants who meet the above academic criteria** will be invited to the next step, **an interview**, with a panel comprised of Pierce IB DP faculty and administrators. *(Please note that the invitation to the interview is not admission into the Pierce IB DP, it is the next step in the admissions process.)*

Based upon the academic criteria, the interview and given that the student-applicants will continue to meet the academic criteria by the end of the current academic year, Pierce IB Admissions Committee will discuss and make a first choice for admission into the Pierce IB DP.

Students accepted into the Pierce IB DP, wishing to claim an academic scholarship, must participate in the following DP-related Scholarship/Entrance Exams:

- A written response on a topic related to the IB DP philosophy (duration: 1/2 hour)
- A Mathematics exam (duration: 1 hour).

The final allocation of scholarships will be based upon the exam results and the interview.

4. **All student-applicants who do not meet the above academic criteria** and wish to be accepted into the Pierce IB DP, must successfully complete and pass the following DP-related Entrance/Scholarship Exams:
 - A written response on a topic related to the IB DP philosophy (duration: 1/2 hour)
 - A Mathematics exam (duration: 1 hour).

After the written exams, all student-applicants will be invited to the next step, **an interview**, with a panel comprised of Pierce IB DP faculty and administrators. *(Please note that the invitation to the interview is not admission into the Pierce IB DP, it is the next step in the admissions process.)*

Based upon the results of all written exams and the interview, Pierce IB Admissions Committee will discuss and make the final choice for admission into the Pierce IB DP.

Students accepted into the Pierce IB DP, may wish to claim an academic scholarship. The final allocation of scholarships will be based upon the exam results and the interview.

B. Admission Procedure for External (non-Pierce) Candidates

1. All student-applicants must complete an application form by the announced deadline.
2. Student-applicants must fulfill the following **academic criteria**:
 - **English Language**: a minimum grade of 16/20, in C' Gymnasium (9th grade) Graduation's Certificate grade report, as well as in the grade report of the 1st semester of A' Lyceum (10th grade).
 - **Mathematics**: a minimum grade of 15/20, in written –graduation- examinations of C' Gymnasium (9th grade), as well as in the grade report of the 1st semester of A' Lyceum (10th grade).
 - **Graduation Certificate Grade of C' Gymnasium (9th grade)**: a minimum of 17/20.
 - **Grade Point Average of the 1st semester of A' Lyceum (10th grade)**: a minimum of 17/20.
3. All external student-applicants must provide both grade reports and relevant certifications.
4. **All student-applicants who meet the above academic criteria** will be invited to the next step, **an interview**, with a panel comprised of Pierce IB DP faculty and administrators. *(Please note that the invitation to the interview is not admission into the Pierce IB DP, it is the next step in the admissions process.)*
Based upon the academic criteria, the interview and given that the student-applicants will continue to meet the academic criteria by the end of the current academic year, Pierce IB Admissions Committee will discuss and make a first choice for admission into the Pierce IB DP.

Students accepted into the Pierce IB DP, wishing to claim an academic scholarship, must participate in the following DP-related Scholarship/Entrance Exams:

- An English language comprehension exam (duration: 1/2 hour)
- A written response on a topic related to the IBDP philosophy (duration: 1/2 hour)
- A Mathematics exam (duration: 1 hour).

The final allocation of scholarships will be based upon the exam results and the interview.

5. **All student-applicants who do not meet the above academic criteria** and wish to be accepted into the Pierce IB DP, must successfully complete and pass the following DP-related Entrance/Scholarship Exams:
- An English language comprehension exam (duration: 1/2 hour)
 - A written response on a topic related to the IBDP philosophy (duration: 1/2 hour)
 - A Mathematics exam (duration: 1 hour)

After the written Exams, all student-applicants will be invited to the next step, **an interview** with a panel comprised of Pierce IB DP faculty and administrators. *(Please note that the invitation to the interview is not admission into the Pierce IB DP, it is the next step in the admissions process.)*

Based upon the results of all written exams and the interview, Pierce IB Admissions Committee will discuss and make the final choice for admission into the Pierce IB DP.

Students accepted into the Pierce IB DP, may wish to claim an academic scholarship. The final allocation of scholarships will be based upon the exam results and the interview.

The policy is annually reviewed and revised – current version October 2020