



PODAR ORT INTERNATIONAL SCHOOL

IBDP Handbook

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PHILOSOPHY

The school considers itself to be a “boutique school” which is based on the values of learning through inquiry, creating a community based on respect while becoming an active learner with international mindedness. We strive to engage our students in a holistic engagement through personalised learning and strength based education.

SCHOOL MISSION

To provide opportunities through a stimulating, safe and supportive environment for attaining personal mastery and team spirit by collaborative learning. Students develop not only their knowledge, understanding and skills necessary for success in the 21st century, but also develop strong moral values, especially appreciation and respect for different cultures to become proactive and responsible world citizens. We aim to inculcate and display the IB learner profile wholeheartedly to be able to achieve our mission. The entire school community will be working together and supporting each other at all times to create this enriching learning environment.


SCHOOL VISION

Achieving excellence by creating globally competent, ethical, high performing international – minded citizens through a world class education.

IBO Mission Statement

The International Baccalaureate Organization 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 IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The IB learner profile



The graphic features two silhouettes of heads facing each other. The left silhouette is filled with a word cloud of IB attributes. The right silhouette is empty. A circular logo with the text 'THE IB LEARNER PROFILE' and a smaller version of the silhouettes is positioned to the right of the word cloud.


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:

<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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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.

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Fundamental Principles of the Diploma Program

¹The development of the Diploma Program is based on three fundamental principles:

- The need for a broad general education, establishment of the basic knowledge and critical thinking skills necessary for lifelong learning
- The need of developing global understanding and citizenship for a more peaceful, productive future
- The importance of flexibility of choice among the subjects to be studied, in a balanced framework, so that the students' interests and capacities are taken care of.

In an attempt to put the aims of the program in a single sentence, Peterson suggested that they were

“to develop to their fullest potential the powers of each individual to understand, to modify and to enjoy his or her environment, both inner and outer, in its physical, social, moral, aesthetic, and spiritual aspects” (1987). He emphasized the importance of the concept of general education as *process* rather than *content*. Peterson further stated that “the aim of general education was not the acquisition of general knowledge, but the development of the general powers of the mind to operate in a variety of ways of thinking”. This principle continues to have a profound effect on the planning of curriculum and methods of assessment for the Diploma Program.

Since its inception, one of the strengths of the IB Diploma Program has been the willingness of the teachers to experiment with their ideas and practices. Innovative and committed teachers and examiners from many diverse cultures and systems of education have played an important role in the development of the program and today their participation is as central as ever.

Nature of the IB Diploma Program at PORTIS

²The International Baccalaureate Diploma Program (IBDP) is an academically challenging two year pre- university course, designed to facilitate the mobility of students and to promote international understanding. It leads to either the IB Diploma or IB Certificates in separate subjects. The full Diploma Program (DP) is rigorous, comprehensive and designed to provide students with a balanced holistic education in preparation for tertiary study in colleges and universities around the world. Examination

papers are set by international experts and marked externally.³ Students learn more than a body of knowledge. The Diploma Programme prepares students for university and encourages them to:

- ask challenging questions
- learn how to learn
- develop a strong sense of their own identity and culture
- develop the ability to communicate with and understand people from other countries and cultures.

¹http://net.kis.in/kis_departments/ib-diploma-program/IB%20New%20pdfs/DP-Handbook-2014-15.pdf

²http://net.kis.in/kis_departments/ib-diploma-program/IB%20New%20pdfs/DP-Handbook-2014-15.pdf

³<http://docplayer.net/40582582-Ib-diploma-programme.html>

Podar International School offers a comprehensive programme consisting of two levels – the first level leading to the International General Certificate of Secondary Education (IGCSE), and the second level of two years for the International Baccalaureate Diploma Programme (IBDP). IGCSE is offered to all the students from grade 8 to 10 at PORTIS, which leads to the IB Diploma Program in grade 11 and 12.

The curriculum contains six subject groups together with a core made up of three separate parts. ⁴Candidates for the diploma study six subjects selected from the subject groups. Normally three subjects are studied at higher level (courses representing 240 teaching hours), and the remaining three subjects are studied at standard level (courses representing 150 teaching hours) over the period of two years. All three parts of the core—extended essay, theory of knowledge and creativity, action, service—are compulsory and are central to the philosophy of the Diploma Programme. This is illustrated by a hexagon with the three parts of the core at its centre.



⁴<https://link.springer.com/article/10.1007%2Fs10671-004-3932-y>

Subjects offered at PORTIS

Group 1 (Language A1)	English A1 Language & Literature HL/SL
Group 2 (Second Language)	Hindi B SL /HL, French SL / HL and French ab initio SL
Group 3 (Individuals & Societies)	Economics SL / HL, Business Management SL / HL,
Group 4 (Experimental Sciences)	Biology SL / HL, Chemistry SL / HL, Physics SL / HL, Sports and Health Science HL/SL, Computer Sciences SL/HL, Environmental Sciences SL
Group 5 (Mathematics)	Mathematics: Application and Interpretation SL / HL, Mathematics: Application and Approaches HL /SL
Group 6 (Arts)	Visual Arts

⁵Every subject has an internal assessment component, which is done by the student in the two academic years and marked by the teacher. The work is sent to external IB examiners for moderation to ensure the marking standards are maintained. The weightage for the internal assessment varies between 20 to 30%.

The PORTIS webpage has all the general documents related to the academic program in PORTIS. The detailed subject specific information is found on department web pages and the IBDP web page on our intranet PORTISNET have all the required IBO documents and information necessary for the students.

PORTIS student is expected to put in every effort to ensure that the work submitted is of high quality and meets the criteria stipulated by the IBO. In order to help students to submit quality work on time the IBDP Coordinator prepares key milestones of IBDP deadlines and the extended essay planner each year. (Appendices 1 and 2).

All IB teachers are encouraged to use past papers, mark schemes, subject reports, feedback from the IBO, teacher support materials and other materials and publications in their teaching. Report Cards will be issued periodically to report student performance. The grading for tests and semester examinations are based on letter grades and the IB grading scale. Details of the assessment system are explained in the PORTIS Diploma handbook.

Malpractice and plagiarism are serious offences by IB regulations, students are therefore strongly advised to acknowledge and reference all sources including the internet. At PORTIS there is a school wide written policy (Appendix 3) on academic honesty which is discussed at a session with the IBDP Coordinator. In addition PORTIS has a Turnitin license, software offering a plagiarism prevention service. Students and teachers are issued a user name and password for use of this service.

School mock examinations are scheduled in April of grade 12 (year 2) to enable students to familiarize themselves with the exam rubrics and format and to permit both teachers

⁵ Adapted from KIS handbook

and students to identify strengths and weaknesses. This permits students time to rectify weaknesses prior to the IB final examinations.

The final written examinations are scheduled in May of the second year of study (grade 12). The IB DP Coordinator conducts a session to explain and discuss the IB examination rules and regulations and the services available to students for each examination session (Appendix 4). Personalized examination schedules are handed over to each student at this session.

Results are available to students on the internet on the 6 July for which students are issued a unique user name and personal identification number (PIN). A request to re-examine the results may be made after the school receives the confirmation and copies of the full results and the component results by around the third week of July. Requests need to be made to the IBDP Coordinator and payments made accordingly to the Finance office. An official hard copy of the results are received by end August and are then sent on to the students by registered post. Students are assisted for College admission by the Careers and College Advisors Students seeking admission into Indian universities need to be familiar with the recognition of the IBDP in India (Appendix 5)

IB Diploma course description

Group 1 –Language A

English A1 (First examination in 2021)

At PORTIS Language A: language and literature is offered.

Course	Available SL	Available HL
Language A: language and literature	X	X

Group A: English Language and Literature – HL and SL

Content

Readers, writers and texts	This area of exploration looks at the ways in which texts are produced, read, interpreted, responded to and performed, and explores the role of language and literature. In it, students will be developing the skills and approaches required to engage with how meaning is created in texts. Students will be attentive to the words on the page, the literal meaning of words, the type of text being read, the themes, characters, setting, word choice and stylistic features.	At least one work and a number of non-literary texts. The time spent studying non-literary texts should be equal to the time spent studying the work.
Time and space	This area of exploration asks considers how a text interacts with the context in which it is produced and received. In it, students will be developing skills and approaches required to explore how texts are affected by a wide variety of factors such as the life of the author, the times the author lived in, and the way the context of reception and the text impact each other. Students will look at how the texts they are reading represent, reflect and become part of life and culture.	At least one work and a number of non-literary texts. The time spent studying non-literary texts should be equal to the time spent studying the work

Intertextuality: connecting texts	This area of exploration focuses on the connections between and among diverse texts, traditions, creators and ideas. In it, students will develop skills and approaches required to compare and contrast texts in order to gain a deeper understanding of the unique characteristics of texts and the interesting connections between them. Students will look at how texts affect each other, and at the wide range of ways texts can be connected and grouped.	At least one work and a number of non-literary texts. The time spent studying non-literary texts should be equal to the time spent studying the work
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Four works, of which:

- a minimum of one must be written originally in the language studied, by an author on the *Prescribed reading list*
- a minimum of one must be a work in translation written by an author on the *Prescribed reading list*
- Two can be chosen freely— from the *Prescribed reading list* or elsewhere—and may be in translation.

Works must be selected to cover two major literary forms, two periods and two places covering at least two continents.

A number of non-literary texts from a range of different text types.

Assessment

Assessment component	Weighting	External/ Internal	Type of text
<p>Paper 1: guided textual analysis (1 hours 15 minutes)</p> <p>The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students will be asked to choose one of the passages and write an analysis of it focusing on the technical or formal aspect the question proposes, or another similar aspect of the student’s choice. (20 marks)</p>	35%	External	Unseen, two different non-literary text types.
<p>Paper 2: Comparative essay (1 hour 45 minutes)</p> <p>The paper consists of four general questions. In response to one of those questions, students will be asked to write a comparative essay based on two works studied in the course. (30 marks)</p>	35%	External	Any two works studied (with the exception of the work used for the individual oral assessment).
<p>Individual oral (15 minutes)</p> <p>This component consists of a prepared individual oral. Students will be asked to discuss a non-literary text and a work studied in relation to a global issue present in both of them. The delivery of the oral must not take more than 10 minutes, and it will be followed by 5 minutes of questions by the teacher. (40 marks)</p>	30%	Internal	A non-literary text and a work studied.

Group 2 - Language B

Hindi B SL /HL, French SL / HL (First examination in 2021)

Language B is a language acquisition course designed for students with some previous experience of the target language. It can be studied at either SL or HL. The main focus of the course is on language acquisition and development of language skills. Students develop into successful, effective communicators by considering the conceptual understandings of context, audience, purpose, meaning and variation. Communication is evidenced through receptive, productive and interactive skills.

The assessment of this course is summarized below:

Higher level and Standard level				
Assessments				
External (75%)	Paper 1		Paper 2	
	Productive Skills	25%	Receptive Skills	50%
	One writing task from a choice of three Writing – 30 Marks		Listening Marks - 25	25%
			Reading Marks – 40	25%
Internal (25%)	Individual oral assessment	Marks -30	25%	

LANGUAGE AB INITIO (FIRST EXAMINATION IN 2021)

French ab Initio

This course, available only at standard level, is designed for beginners who have no previous learning. The language ab initio course is organized into three themes.

- Individual and society
- Leisure and work
- Urban and rural environment

Each theme has a list of topics that provide the students with opportunities to practice and explore the language as well as to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students should be

able to respond and interact appropriately in a defined range of everyday situations.

The assessment of this course is summarized below:

French Ab initio SL				
Assessments				
External (75%)	Paper 1		Paper 2	
	Productive Skills	25%	Receptive Skills	50%
	Two writing tasks from a choice of three Writing – 30 Marks		Listening Marks - 25	25%
			Reading Marks – 40	25%
Internal (25%)	Individual oral assessment		Marks -30	25%

GROUP 3 INDIVIDUALS AND SOCIETIES

ECONOMICS SL / HL (FIRST EXAMINATION IN 2013)

The IB Diploma Programme economics course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. These economic theories are not to be studied in a vacuum—rather; they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability. The economics course encourages students to develop international perspectives, fosters a concern for global issues, and raises students’ awareness of their own responsibilities at a local, national and international level. SL and HL students of economics have a common syllabus, but HL have an extension in some topics.

The topics are:

- Section 1: Microeconomics
- Section 2: Macroeconomics
- Section 3: International economics
- Section 4: Development economics

The assessment of this course is summarized below:

Assessments	Higher Level			Standard Level	
External (80%)	Paper 1 An extended response paper (30%)	Paper 2 A data response paper (30%)	Paper 3 HL extension paper (20%)	Paper 1 An extended response paper (40%)	Paper 2 A data response paper (40%)
Internal (20%)	A portfolio of three commentaries (20%)			A portfolio of three commentaries (20%)	

Business Management SL / HL (First examination in 2016)

The design of this course is to develop an understanding of business theory, as well as an ability to apply business principles, practices and skills. The application of tools and techniques of analysis facilitates an appreciation of complex business activities. The course explores the diverse range of business organizations and activities and the cultural and economic context in which business operates. More focus is placed on strategic decision-making and day-to-day business functions of marketing, production, human resource management and finance. Links between the topics are central to the course, and this intention promotes a holistic overview of business activity. This course aims to help students understand the implications of business activity in a global market. It is meant to give students a global perspective of business and to promote their appreciation of cultural diversity through the study of topics like international marketing, human resource management, growth and business strategy.

The curriculum model for DP business and management is a core curriculum for higher level (HL) and standard level (SL) consisting of five topics with common content and learning

outcomes. In addition to the core, HL students are expected to complete extension areas of study, in all five topics, adding both depth and breadth to the course. HL students also study one extension topic listed below as topic 6, business strategy.

HL and SL core

- Topic 1: Business organization and environment
- Topic 2: Human resources
- Topic 3: Accounts and finance
- Topic 4: Marketing
- Topic 5: Operations management

HL only

- Topic 6: Business strategy

The assessment of this course is summarized below:

Assessments	Higher Level		Standard Level	
External (75%)	Paper 1 Case Study (40%)	Paper 2 Structured Questions (35%)	Paper 1 Case Study (35%)	Paper 2 Structured Questions (40%)
Internal (25%)	Research Project (25%)		Written commentary (25%)	

Group 4 Experimental Sciences

Diploma Programme group 4 subjects have a common curriculum model: Biology, Chemistry, Physics, SEHS and Computer science. Students at both SL and HL study a core syllabus, and this is supplemented by the study of options. Students at HL study additional higher level (AHL) material. Students at both SL and HL study two options. Students at SL are required to spend 40 hours, and students at HL 60 hours, on practical/investigative work. This includes 10 hours for the group 4 project.

The Group 4 project is an interdisciplinary compulsory activity to all diploma students.⁶ A topic or problem is chosen by the science department and is investigated through each of the four science disciplines with emphasis on collaborative exercise and process rather than product.

The curriculum model for Biology, Chemistry, Physics, SEHS and Computer science is outlined below:

⁶ Adopted from IKS handbook

		Higher Level (hours)	Standard Level (hours)
Total teaching hours		240	150
Theory	Core	80	80
	Two options	45	30
	AHL	55	
Internal Assessment	Practical activities	20	40
	Investigations-IA	10	10
	Group 4 project	10	10

The assessment for the Biology, Chemistry and Physics is summarized below:

Assessments	Higher Level			Standard Level		
	Paper 1	Paper 2	Paper 3	Paper 1	Paper 2	Paper 3
External (76%)	Multiple choice questions (20%)	Data based questions (36%)	Short answers and extended response (24%)	Multiple choice questions (20%)	Data based questions (40%)	Short answers and extended response (20%)
Internal (24%)	Investigations and group 4 interdisciplinary project (20%)			Investigations and group 4 interdisciplinary project (20%)		

Biology SL/HL (First examination in 2016)

Biology is studied through the following concepts:

- Structure and function
- Universality versus diversity
- Equilibrium within systems
- Evolution

Core topics: statistical analysis, cells, the chemistry of life, genetics, ecology and evolution and human health and physiology.

AHL topics: nucleic acids and proteins, cell respiration and photosynthesis, plant science, genetics, human health and physiology.

Options: HL study two options chosen from the following: evolution, Neurobiology and behavior, microbes and biotechnology, ecology and conservation and further human physiology.

SL study two options chosen from the following: human nutrition and health, physiology of exercise, cells and energy, evolution, neurobiology and behavior, ecology and conservation.

Chemistry SL/HL (first examinations 2016)⁷

The chemistry course provides a balance between academic study and practical and investigation skills. An overview of the IB chemistry course:

Core topics include the following subject areas: quantitative chemistry, atomic structure, periodicity, bonding, energetic, kinetics, equilibrium, acids and bases, oxidation and reduction, organic chemistry and measurement and data processing.

AHL topics include the following subject areas: atomic structure, periodicity, bonding, energetic, kinetics, equilibrium, acids and bases, oxidation and reduction and organic chemistry.

Options: HL and SL study two options chosen from the following: Modern analytical chemistry, human biochemistry, chemistry in industry and technology, medicines and drugs, environmental chemistry, food chemistry and further organic chemistry.

Physics SL/HL (First examinations in 2016)⁸

Overview of the Physics course:

Core topics lay in the following subject areas: physics and physical measurement, mechanics, thermal physics, oscillations and waves, electric currents, fields and forces, atomic and nuclear physics and energy, power and climate change.

AHL should have six topics in the following subject areas: motion in fields, thermal physics, wave phenomena, electromagnetic induction, quantum physics and nuclear physics and digital technology.

Options: HL study two options from the following five options: astrophysics, communication, electromagnetic waves, relativity, medical physics and particle physics.

SL study **two** options from the following eight options: sight and wave phenomena, quantum physics and nuclear physics, digital technology, relativity and particle physics, astrophysics, communications and electromagnetic waves.

Environmental Systems and Societies – SL (first examination 2017)⁹

As a trans-disciplinary subject, environmental systems and societies is designed to blend the techniques and knowledge associated with group 4 (the experimental sciences) with those in group 3 (individuals and societies). Students studying ESS are able to satisfy the requirements for both groups 3 and 4 of the hexagon, thus allowing them to choose another subject from any hexagon group (including another group 3 or 4 subject). ES&S as a subject therefore introduces more flexibility into the IB Diploma Program. At PORTIS, environmental systems and societies is being run by the Science department and is offered at SL only.

Curriculum topics:

- Topic 1: Foundations of environmental systems and societies
- Topic 2: Ecosystems and ecology
- Topic 3: Biodiversity and conservation
- Topic 4: Water and aquatic food production systems and societies
- Topic 5: Soil systems and terrestrial food production systems and societies
- Topic 6: Atmospheric systems and societies
- Topic 7: Climate change and energy production
- Topic 8: Human systems and resource use

⁷ Adopted from KIS handbook

⁸ Adopted from KIS Handbook

⁹ Adopted from KIS handbook

The assessment of this course is summarized below:

Assessments	Standard Level	
External (75%)	Paper 1 Case Study (25%)	Paper 2 Short-answer and data-based questions (50%)
Internal (25%)	Investigations (25%)	

Computer Science SL/HL (First examination in 2014)¹⁰

Computer science focus is on solving problems using computers. A full understanding of logical problem solving is therefore required as well as a detailed knowledge of how computers operate.

The computer science standard level (SL) course focuses on software development, fundamentals of computer systems and the relationship between computing systems and society. The higher level (HL) course emphasizes all these elements but is extended to include: computer mathematics and logic; advanced data structures and algorithms; further system fundamentals; and file organization.

Both standard level (SL) and higher level (HL) must study a **common core** (CC) of material and must demonstrate problem-solving skills and mastery of various aspects of computer science by completing a **program dossier** (PD). In addition, HL must study **additional higher level material** (AHL) that fulfills two functions: it extends some topics in the CC, to give greater depth, and at the same time, introduces new topics to provide greater breadth.

Syllabus content:

Common core (HL and SL students)

- Topic 1—System fundamentals
- Topic 2—Computer organization
- Topic 3—Networks
- Topic 4—Computational thinking, problem-solving and programming

HL extension

- Topic 5—Abstract data structures
- Topic 6—Resource management
- Topic 7—Control

Case study

Additional subject content introduced by the yearly issued case study

Option

SL/HL core

HL extension

Study one of the following options:

Option A: Databases

Option B: Modelling and simulation

Option C: Web science

¹⁰ Adopted from KIS handbook

Summary of the assessment of this course:

Assessments	Higher Level			Standard Level	
External (65%)	Paper 1 short answer questions and structured (40%)	Paper 2 Core and Options (20%)	Paper 3 structured questions	Paper 1 Short-answer questions and structured questions (45%)	Paper 2 extended response and case study (25%)
Internal (35%)	Solution Practical application of skills through the development of a product and associated documentation			Solution Practical application of skills through the development of a product and associated documentation	

SPORTS, EXERCISE AND HEALTH SCIENCE

Sports, exercise and health science (SEHS) is an experimental science that combines academic study with the acquisition of practical and investigative skills. SEHS is a good preparation for courses in higher or further education related to sports fitness and health, and serves as useful preparation for employment in sports and leisure industries. The attainment of excellence in sports is the result of innate ability or skill and the dedicated pursuit of a programme of physical and mental training accompanied by appropriate nutrition. Training programme design should not be left to chance. Rather, it should be designed thoughtfully and analytically after careful consideration of the physiological, biomechanical and psychological demands of the activity. The Diploma Programme course in sports, exercise and health science involves the study of the science that underpins physical performance and provides the opportunity to apply these principles.

The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sports, exercise and health. Students will cover a range of core and option topics, and carry out practical (experimental) investigations in both laboratory and field settings. This will provide an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyse human performance. Where relevant, the course will address issues of international dimension and ethics by considering sports, exercise and health relative to the individual and in a global context. The Diploma Programme SEHS course allows students to develop practical skills and techniques, and to increase facility in the use of mathematics, which is the language of science. It also allows students to develop interpersonal skills and digital technology skills, which are essential in 21st-century scientific endeavour and are important life enhancing, transferable skills in their own right.

S. no.	Syllabus component Core There are six compulsory topics in the core.
1	Anatomy
2	Exercise physiology
3	Energy systems
4	Movement analysis
5	Skill in sports
6	Measurement and evaluation of human performance
	Additional higher level There are seven additional topics for higher level.
7	Further anatomy
8	The Endocrine system
9	Fatigue
10	Friction and Drag
11	Skill acquisition and Analysis
12	Genetics and Athletic performance
13	Exercise and Immunity
	Options There are four options. Students are required to study any two options.
A	Optimizing physiological performance
B	Psychology of sports
C	Physical activity and health
D	Nutrition for sports, exercise and health
Practical work	

SL

Component	Overall weighting (%)	Approximate weighting of objectives (%)		Duration	Format and syllabus coverage
		1-2	3		
Paper 1	20	20	0	45 minutes	30 multiple-choice questions on the core syllabus
Paper 2	35	17.5	17.5	1 hour 15 minutes	Section A: one data-based question and several short-answer questions on the core (all compulsory) Section B: one extended-response question on the core (from a choice of three)
Paper 3	25	12.5	12.5	1 hour	Several short-answer questions (all compulsory) in each of the two options studied
Internal assessment	20	Covers objectives 1, 2, 3 and 4		10 hours	Individual investigation

Component	Overall weighting (%)	Approximate weighting of objectives (%)		Duration	Format and syllabus coverage
		1-2	3		
Paper 1	20	20	0	1 hour	40 multiple-choice questions (\pm 15 common to SL plus about 5 more on the core and about 20 more on the AHL)
Paper 2	35	17.5	17.5	2 hours 15 minutes	Section A: one data-based question and several short-answer questions on the core and AHL topics (all compulsory) Section B: two extended-response questions on the core and AHL (from a choice of four)
Paper 3	25	12.5	12.5	1 hour 15 minutes	Several short-answer and extended-response questions (all compulsory) in each of the two options studied
Internal Assessment	20	Covers objectives 1, 2, 3 and 4		10 hours	Individual investigation

GROUP 4 PROJECT

The subjects involved in the project are Biology, Chemistry, Physics, SEHS and Computer Science. Students at the end of the year 11 will be introduced to the group 4 project. They will be divided into small groups, each group having students from the five subjects. They are given a week's time to brainstorm and decide on the topic and investigations. They complete the investigations in a maximum duration of 10 hours under the supervision of the subject teachers and with the help of computer science skills they will analyze the data collected and make a presentation of the same in front of the whole class.

Group 5 Mathematics

MATHEMATICS: APPLICATIONS AND INTERPRETATION

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.

MATHEMATICS: APPLICATIONS AND INTERPRETATION: DISTINCTION BETWEEN SL AND HL

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.

CORE SYLLABUS

TOPIC 1 – NUMBER AND ALGEBRA (SL = 16 HRS, HL 29 HRS)

TOPIC 2 – FUNCTIONS (SL = 31 HRS, HL 42 HRS)

TOPIC 3 – GEOMETRY AND TRIGONOMETRY (SL = 18 HRS, HL 46 HRS)

TOPIC 4 – STATISTICS AND PROBABILITY (SL = 36 HRS, HL 52 HRS)

TOPIC 5 – CALCULUS (SL = 19 HRS, HL 41 HRS)

THE TOOLKIT AND MATHEMATICAL EXPLORATION (SL = 30 HRS, HL 30 HRS)

TEACHING HOURS (SL = 150 HRS, HL 240 HRS)

ASSESSMENTS	STANDARD LEVEL	
EXTERNAL ASSESSMENT (80%) (3 HOURS)	PAPER 1 80 MARKS 90 MINUTES GDC ALLOWED WEIGHTAGE - 40%	PAPER 2 80 MARKS 90 MINUTES GDC ALLOWED WEIGHTAGE - 40%
INTERNAL ASSESSMENT (20%)	<p>Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Mathematical exploration Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)</p>	

ASSESSMENTS	HIGHER LEVEL		
EXTERNAL ASSESSMENT (80%) (5 HOURS)	PAPER 1 110 MARKS 120 MINUTES GDC ALLOWED WEIGHTAGE - 30%	PAPER 2 110 MARKS 120 MINUTES GDC ALLOWED WEIGHTAGE - 30%	PAPER 3 55 MARKS 60 MINUTES GDC ALLOWED WEIGHTAGE - 20%
INTERNAL ASSESSMENT (20%)	<p>Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Mathematical exploration Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)</p>		

MATHEMATICS: ANALYSIS AND APPROACHES

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.

Mathematics: analysis and approaches: Distinction between SL and HL

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.

CORE SYLLABUS

TOPIC 1 – NUMBER AND ALGEBRA (SL = 16 HRS, HL 29 HRS)

TOPIC 2 – FUNCTIONS (SL = 31 HRS, HL 42 HRS)

TOPIC 3 – GEOMETRY AND TRIGONOMETRY (SL = 18 HRS, HL 46 HRS)

TOPIC 4 – STATISTICS AND PROBABILITY (SL = 36 HRS, HL 52 HRS)

TOPIC 5 – CALCULUS (SL = 19 HRS, HL 41 HRS)

THE TOOLKIT AND MATHEMATICAL EXPLORATION (SL = 30 HRS, HL 30 HRS)

TOTAL TEACHING HOURS (SL = 150 HRS, HL 240 HRS)

ASSESSMENTS	STANDARD LEVEL	
EXTERNAL ASSESSMENT (80%) (3 HOURS)	PAPER 1 80 MARKS 90 MINUTES GDC ALLOWED WEIGHTAGE - 40%	PAPER 2 80 MARKS 90 MINUTES GDC ALLOWED WEIGHTAGE - 40%
INTERNAL ASSESSMENT (20%)	Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Mathematical exploration Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)	

ASSESSMENTS	HIGHER LEVEL		
EXTERNAL ASSESSMENT (80%) (5 HOURS)	PAPER 1 110 MARKS 120 MINUTES GDC ALLOWED WEIGHTAGE - 30%	PAPER 2 110 MARKS 120 MINUTES GDC ALLOWED WEIGHTAGE - 30%	PAPER 3 55 MARKS 60 MINUTES GDC ALLOWED WEIGHTAGE - 20%
INTERNAL ASSESSMENT (20%)	<p>Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Mathematical exploration Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)</p>		

Group 6: The Arts

Visual Arts SL/HL (First examination in 2017)

The visual arts course facilitates students to engage in both practical exploration and artistic production, and in independent contextual, visual and critical investigation, with option A students focusing more on the former and option B students on the latter. The course is designed for study of visual arts in higher education and also enables those students who seek life enrichment through visual arts.

The aims and assessment objectives are the same for visual arts at both HL and SL.

Through a variety of teaching approaches, students are inspired to develop their creative and critical skills and to enhance their knowledge, appreciation and enjoyment of visual arts.

The HL and SL may be similar, however, due to the different amount of time available to cover each, students at HL have the opportunity to develop ideas and skills, to produce a larger body of work and work of greater breadth and depth. In order to reflect this, the assessment criteria are differentiated according to option and level.

Assessment outline—SL

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

Assessment tasks	Weighting
<p>Internal assessment</p> <p>This task is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Part 3: Exhibition</p> <p>Students at SL submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication.</p> <ul style="list-style-type: none"> • SL students submit a curatorial rationale that does not exceed 400 words. • SL students submit 4–7 artworks. • SL students submit exhibition text (stating the title, medium, size and intention) for each selected artwork. • SL students must submit two photographs of their overall exhibition. These exhibition photographs provide an understanding of the context of the exhibition and the size and scope of the works. While the photographs will not be used to assess individual artworks, they also give the moderator insight into how a candidate has considered the overall experience of the viewer in their exhibition. 	<p>40%</p>

Assessment outline—HL

Assessment tasks	Weighting
<p>External assessment</p> <p>Part 1: Comparative study</p> <p>Students at HL analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artefacts from differing cultural contexts.</p> <ul style="list-style-type: none"> • HL students submit 10–15 screens which examine and compare at least three artworks, at least two of which need to be by different artists. The works selected for comparison and should come from contrasting contexts (local, national, international and/or intercultural). • HL students submit 3–5 additional screens which analyses the extent to which their work and practices have been influenced by the art and artists examined • HL students submit a list of sources used. 	<p>20%</p>

<p>Part 2: Process portfolio</p> <p>Students at HL submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course.</p> <ul style="list-style-type: none"> • HL students submit 13–25 screens which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities. For HL students the submitted work must have been created in at least three art-making forms, selected from a minimum of two columns of the art-making forms table. 	<p>40%</p>
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Assessment tasks	Weighting
<p>Internal assessment</p> <p>This task is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Part 3: Exhibition</p> <p>Students at HL submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication.</p> <ul style="list-style-type: none"> • HL students submit a curatorial rationale that does not exceed 700 words. • HL students submit 8–11 artworks. • HL students submit exhibition text (stating the title, medium, size and intention) for each selected artwork. HL students must submit two photographs of their overall exhibition. These exhibition photographs provide an understanding of the context of the exhibition and the size and scope of the works. While the photographs will not be used to assess individual artworks, they also give the moderator insight into how a candidate has considered the overall experience of the viewer in their exhibition. 	<p>40%</p>

THE EXTENDED ESSAY (FIRST EXAMINATION IN 2018)

The extended essay at a glance

The extended essay is an in-depth study of a focused topic chosen from the list of available Diploma Programme subjects for the session in question. This is normally one of the student's six chosen subjects for those taking the IB diploma, or a subject that a course student has a background in. It is intended to promote academic research and writing skills, providing students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (an appropriately qualified member of staff within the school). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen. It is mandatory that all students undertake three reflection sessions with their supervisor, which includes a short, concluding interview, or *viva voce*, with their supervisor following the completion of the extended essay. An assessment of this reflection process is made under [criterion E \(Engagement\)](#) using the [Reflections on planning and progress form](#).

The extended essay is assessed against common criteria, interpreted in ways appropriate to each subject.

Key features of the extended essay

- The extended essay is compulsory for all students taking the Diploma Programme and is an option for course students.
- A student must achieve a D grade or higher to be awarded the Diploma.
- The extended essay is externally assessed and, in combination with the grade for theory of knowledge, contributes up to three points to the total score for the IB Diploma.
- The extended essay process helps prepare students for success at university and in other pathways beyond the Diploma Programme.
- When choosing a subject for the extended essay, students must consult the list of available Diploma Programme subjects published in the [Handbook of procedures for the Diploma Programme](#) for the session in question.
- The extended essay is a piece of independent research on a topic chosen by the student in consultation with a supervisor in the school.
- It is presented as a formal piece of sustained academic writing containing no more than 4,000 words accompanied by a reflection form of no more than 500 words.
- It is the result of approximately 40 hours of work by the student.
- Students are supported by a supervision process recommended to be 3–5 hours, which includes three mandatory reflection sessions.
- The third and final mandatory reflection session is the *viva voce*, which is a concluding interview with the supervising teacher.

Assessment of the extended essay

Assessment of the extended essay is a combination of formative assessment (the [Reflections on planning and progress form](#)) and summative assessment (the extended essay itself). Generic assessment criteria are used with subject-specific interpretations.

Unpacking the criteria

The following is intended to help you understand each criterion in terms of what should be included in the extended essay to achieve the highest level.

Each criterion is organized at three levels of information. Firstly, the **mark band**, which relates to the mark range available; secondly, **the strand**, which relates to what is being assessed; and, thirdly, **the indicators**, which are the demonstration of the strands within a mark band.

For example:

<p>Mark band 1–2</p>	<p>(Strand) The topic is communicated unclearly and incompletely. (Indicators of the strand)</p> <ul style="list-style-type: none"> ● Identification and explanation of the topic is limited; the purpose and focus of the research is unclear, or does not lend itself to a systematic investigation in the subject for which it is registered. <p>(Strand) The research question is stated but not clearly expressed or too broad. (Indicators of the strand)</p> <ul style="list-style-type: none"> ● The research question is too broad in scope to be treated effectively within the word limit and requirements of the task, or does not lend itself to a systematic investigation in the subject for which it is registered. ● The intent of the research question is understood but has not been clearly expressed and/or the discussion of the essay is not focused on the research question. <p>(Strand) Methodology of the research is limited. (Indicators of the strand)</p> <ul style="list-style-type: none"> ● The source(s) and/or method(s) to be used are limited in range given the topic and research question. ● There is limited evidence that their selection was informed.
<p>Criterion</p>	<p>Unpacking the criterion</p>
<p>A: Focus and method</p>	<p>This criterion focuses on the topic, the research question and the methodology. It assesses the explanation of the focus of the research (this includes the topic and the research question), how the research will be undertaken, and how the focus is maintained throughout the essay.</p> <ol style="list-style-type: none"> 1. The topic chosen is identified and explained to readers in terms of contextualizing and justifying its worthiness. <ul style="list-style-type: none"> ○ How well does the research paper identify and communicate the chosen topic? 2. The purpose and focus of the research to be addressed is within the scope of a 4,000-word extended essay, is outlined in the introduction and specified as a research question. <ul style="list-style-type: none"> ○ Is the research question appropriate given the scope of the task? For example, is the topic sufficiently focused to be adequately addressed within the requirements of the task? ○ Is the research question clearly stated, focused and based on/situated against background knowledge and understanding of the chosen subject/topic area? ○ Is the focus of the research question maintained throughout the essay?

	<p>3. The research is planned and appropriate methods of data collection (methodology) are chosen and identified in order to address the research question.</p> <p style="padding-left: 40px;">Is there evidence of effective and informed source/method selection with regard to the choice of appropriate sources and/or method(s) used to gather information, including narrowing of scope the range of sources/methods, in order to address the research question within the constraints of the word limit?</p> <p>4. Sources/methods are considered relevant/appropriate or sufficient in so far as the academic standards for the discipline are concerned. For example, for an economics essay, it would not be sufficient to only use textbooks but rather include reports and data. There is no consideration of the research question as such.</p>
<p>B: Knowledge and understanding</p>	<p>This criterion assesses the extent to which the research relates to the subject area/discipline used to explore the research question, or in the case of the world studies extended essay, the issue addressed and the two disciplinary perspectives applied, and additionally the way in which this knowledge and understanding is demonstrated through the use of appropriate terminology and concepts.</p> <ol style="list-style-type: none"> 1. The research question being investigated is put into the context of the subject/discipline/issue. <p style="padding-left: 40px;">Demonstration of the appropriate and relevant selection and application of the sources is identified.</p> 2. Knowledge and understanding of the topic chosen and the research question posed is demonstrated with appropriate subject-specific terminology. <p style="padding-left: 40px;">The use of subject-specific terminology and/or concepts is an indicator of knowledge and understanding of the discipline(s)/issue discussed.</p> 3. Sources/methods are assessed here in terms of their appropriateness to the research question.
<p>C: Critical thinking</p>	<p>This criterion assesses the extent to which critical thinking skills have been used to analyze and evaluate the research undertaken.</p> <ol style="list-style-type: none"> 1. The selection and application of the research presented is relevant and appropriate to the research question. 2. The appropriateness of sources/methods in terms of how they have been used in the development of the argument presented. 3. The analysis of the research is effective and focused on the research question. 4. The discussion of the research develops a clear and coherent reasoned argument in relation to the research question. 5. There is a critical evaluation of the arguments presented in the essay. 6. Unlikely or unexpected outcomes can also demonstrate critical thinking.

<p>D: Presentati on</p>	<p>This criterion assesses the extent to which the presentation follows the standard format expected for academic writing and the extent to which this aids effective communication.</p> <ol style="list-style-type: none"> 1. Structure: the structure of the essay is compatible with the expected conventions of a research paper in the subject for which the essay has been submitted. (Examiners, supervisors and students are advised to check the guidance given in the <i>Extended essay guide</i> for the relevant subject.) 2. Layout: title page, table of contents, page numbers, section headings (where appropriate), effective inclusion of illustrative materials (tables, graphs, illustrations, appropriately labelled) and quotations, bibliography and referencing. <ul style="list-style-type: none"> ○ The referencing system should be correctly and consistently applied and should contain the minimum information as detailed in the <i>Extended essay guide</i>.* ○ The extended essay has not exceeded the maximum word limit.** <p>* If referencing does not meet this minimum standard work should be considered as a case of possible academic misconduct.</p> <p>** If the essay exceeds 4,000 words, examiners should not read or assess beyond the maximum 4,000-word limit. Students who exceed the word limit will compromise the assessment of their extended essay across all criteria. For example, in criterion B, any knowledge and understanding demonstrated beyond the 4,000-word limit will be treated as if it were not present; in criterion C, any analysis, discussion or evaluation made beyond the 4,000-word limit will be treated as if the point had not been made. Given the holistic nature of the assessment criteria, students who write in excess of the word limit will self-penalize across all criteria.</p>
<p>E: Engagem ent</p>	<p>This criterion assesses the student’s engagement with their research focus and the research process. It will be applied by the examiner at the end of the assessment of the essay, after considering the student’s <i>Reflections on planning and progress form</i>.</p> <ol style="list-style-type: none"> 1. Engagement with the process: the student has engaged in discussions with their supervisor in the planning and progress of their research; the student is able to reflect on and refine the research process, and react to insights gained through the exploration of their research question; the student is able to evaluate decisions made throughout the research process and suggest improvements for their own working practices. 2. Engagement with their research focus: an insight into the student’s thinking, intellectual initiative and creative approach through reflections on the thought and research process; the extent to which the student voice is present rather than that of the supervisor and academics; is the student’s engagement reflected?

All extended essays are externally assessed by examiners appointed by the IB, and are marked on a scale from 0 to 34. The supervisor submits a predicted grade to the IBO.

The marks obtained are converted to a letter grade using the following mark bands:

Grade	Band descriptors	Mark range
A	Work of an excellent standard	29 - 34
B	Work of a good standard	22 - 28
C	Work of a satisfactory standard	15 - 21
D	Work of a mediocre standard	8 - 14
E	Work of an elementary standard	0 - 7

At PORTIS the DP Coordinator introduces the students to the EE in the second semester of the first year of the program. In order to help students complete this challenging task a planner is discussed and presented to students (Appendix 3). Students are expected to find a suitable topic and supervisor within a reasonable time window and to confirm this choice. At the introductory session students are required to sign a declaration confirming that they are familiar with the requirements of the EE (Form 5). Progress in the EE is monitored by the supervisor and the IB Coordinator until submission of the essay

Theory of knowledge (First examination in 2015)

The Theory of Knowledge (TOK) course is one of the core components of the DP and encourages students to think critically about knowledge itself. What makes TOK unique, and distinctively different from standard academic disciplines, is its process. At the centre of the course is the student as **knower**.

TOK activities and discussions aim to help students discover and express their views on knowledge issues. The course encourages students to share ideas with others and to listen to and learn from what others think. In this process students' thinking and their understanding of knowledge as a human construction are shaped, enriched and deepened.

The TOK program is often summarized as in the diagram below:



At the centre of the course is the student as a knower, surrounded by the ways of knowing and the areas of knowledge.

Assessment outline

The assessment model in theory of knowledge (TOK) has two components, both of which should be completed within the 100 hours designated for the course.

Both the essay and the presentation are assessed using global impression marking. The essay contributes **67%** of the final mark and the presentation contributes **33%** of the final mark.

Assessment component	Marks available
<p>Part 1 Essay on a prescribed title One essay on a title chosen from a list of six titles prescribed by the IB for each examination session. The prescribed titles will be issued on the OCC in the September prior to submission for May session schools, and in the March prior to submission for November session schools. The maximum length for the essay is 1,600 words. All essays are externally assessed by the IB.</p>	10
<p>Part 2 The presentation One presentation to the class by an individual or a group (a maximum of three persons in a group). Approximately 10 minutes per student is allowed for the presentation. One written presentation planning document (TK/PPD) for each student. The teacher must use the assessment descriptors published in this guide to arrive at a mark for the presentation based on the student's presentation plan (on the TK/PPD) and his/her observation of the presentation itself. The teacher must record his/her observations of the presentation on the TK/PPD. A sample of TK/PPDs is selected and moderated by the IB.</p>	10

The TOK course has two assessment tasks:

Part 1 - Externally assessed – 10 points essay (1200 – 1600 words) on one of the 6 prescribed titles (67% weightage)

Part 2 - Internally assessed – 10

points comprising a presentation (individual or group). A written presentation planning document and marking form are to be submitted. (33% weightage)

The prescribed titles are sent by the IBO each year. Both tasks are assessed using identified criteria. There are four assessment criteria for each of the tasks. The TOK teachers are expected to predict a grade (A to E) at the end of the course. A student may be awarded three bonus points in conjunction with the extended essay as explained below.

THE EXTENDED ESSAY AND THEORY OF KNOWLEDGE MATRIX

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

A student who fails to submit an Extended Essay will be awarded N for EE, will score no points, and will not be awarded an IB Diploma. Performance in both Theory of Knowledge and the Extended Essay of an elementary standard (i.e. E) is a failing condition for the award of the Diploma.

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

IBDP MILESTONES 2020 - 2022

IBDP Milestones-2020-2022				
Month	Date	Day	Yr.11 Component (July 2020- June 2021)	Yr.12 Component(July 2021-May 2022)
Jul-20	27	Wed	IB Induction	NA
Jul-20	31	Fri		B&M Final Research Proposal 500 words
Aug-20	5	Wed		Global Politics Mock Presentation
Aug-20	17	Mon		English HL/SL Type1 WT 2: 1st Draft
Aug-20	24	Mon		Global Politics/EA Identification of Issue
Aug-20	28	Mon		History Outline
Aug-20	28	Fri		Psychology Research Proposal
Aug-20	31	Mon		Music 2nd Draft Creation 1&2
Aug-20	31	Thu		Science IA Methodology
Sep-20	7	Mon		Global Politics Presentation 1
Sep-20	14	Mon		English HL/SL Type1 WT 2: -Final
Sep-20	15	Tue		Math HL/SL/St.-IA-Introduction
Sep-20	18	Fri		History-1st Draft/Geography -Introduction, Method & Raw Tables
Sep-20	21	Mon		Music 1st Draft Creation 3
Sep-20	22	Tue		EE Data collection completed
Sep-20	22	Tue	1st interview with CAS Coordinator/Advisor	Music - MLI-1st Draft
Sep-20				
Sep-20	25	Fri		PG1 issued, TOK 2nd Oral Presentation
Sep-20	29	Tue		Global Politics - EA 1st Draft Submission, EE 2nd Reflection session
Oct-20	2	Fri	English WT1-HL/SL-1st Draft	Eco Commentary 3- 1st Draft
Oct-20	9	Fri		B&M HL/SL-1st Draft
Oct-20	12	Mon		TOK Essay 1st Interaction Ends
Oct-20	12	Mon		History/Geography 2nd Draft
Oct-20	13	Tue	CAS Diwali Mela	
Oct-20	23	Fri		TOK Essay Sketch Submission
Oct-20	26	Mon		Film/IS -1st Draft
Oct-20	27	Tue		Comp. Science completion of Criterion C
Oct-20	29	Thu		Music MLI 2nd Draft
Oct-20	30	Fri		EE 1st Draft (2000 words)
Oct-20	30	Fri		Global Pol. / EA submission of Final EA

Month	Date	Day	Yr.11 Component	Yr.12 Component
Nov-20	2	Mon		English HL/SL Type1 WT 3 1st Draft
Nov-20	6	Fri	English HL/SL WT1 Final Submission	
Nov-20	9	Mon		Geography IA Final Submission
Nov-20	10	Tue		Music 2nd Draft Creation 3

Nov-20	11	Wed		Psychology Completion of Experiment
Nov-20	11	Wed		Hindi/French/Spanish B-Oral
Nov-20	12	Thu		Hindi/French/Spanish B-Oral
Nov-20	13	Fri		TOK Essay 2nd Interaction Ends
Nov-20	16	Mon		Eco Commentary 3- Final
Nov-20	17	Tue		Comp. Science completion of Criterion D
Nov-20	19	Thu		Math HL/SL/St.-IA 1st Draft
Nov-20	23	Mon	English HL/SL FOA2	Music Final Submission Creation 1,2 &3
Nov-20	24	Tue		Comp. Science Completion of Criterion E
Nov-20	25	Wed		PG2 issued
Nov-20	27	Fri		English HL/SL Type1 WT3 Final Submission
Nov-20	30	Mon		Music Solo Performance Recital 2
Nov-20	30	Mon		Data collection Ends Science IA
Dec-20	16	Wed	IAYP begins, Film Shoot Begins	Film Shoot Begins, Finalization of PG2
Dec-20	18	Fri	IAYP Ends	
Jan-21	11	Mon	Eco Commentary	TOK Essay 1st Draft Submission
Jan-21	12	Tue		English HL Type 2 WT 4 1st Draft
Jan-21	13	Wed		B&M IA 2nd Draft Submission
Jan-21	15	Fri	English HL/SL FOA2	History IA Final Submission, Music MLI-Final Submission
Jan-21	18	Mon		Hindi/French/Spanish B/Ab -WA 1st Draft, Eco Commentary 4 1st Draft
Jan-21	19	Tue		Psychology IA 1st Draft
Jan-21	20	Wed		TOK Essay 3rd interaction with teachers ends
Jan-21	22	Fri		EE Final Submission
Jan-21	25	Mon		1st Draft IA Bio/Physics
Jan-21	28	Thu		Final Reflection Vivo Voce

Month	Date	Day	Yr.11 Component	Yr.12 Component
Jan-21	29	Fri		B&M Final IA Submission
Jan-21	29	Fri	Comp. Science Completion of Criterion A	Completion of CAS Reflection, Math HL, SL, St. IA Submission
Feb-21	1	Mon		Eco Commentary 4 Final
Feb-21	2	Tue	Eco Commentary 1 Final	1st Draft IA ESS/Chemistry
Feb-21	5	Fri	English HL/SL WT2 Draft 1	English HL Type 2 WT 4 Final, Spanish/French Ab Oral
Feb-21	8	Mon		Global Pol. Presentation 2
Feb-21	9	Tue		Hindi/French/Span B/Ab WA Final, Visual Art HL/SL Completion of comparative Essay
Feb-21	15	Mon	Film IS Topic Identification	
Feb-21	16	Tue		Film Movie Clip and Trailer
Feb-21	17	Wed		CAS 3rd Interview with CAS Coordinator/Advisor
Feb-21	18	Thu		English FOA2, Psychology IA Final Submission
Feb-21	22	Mon	Intro to EE	TOK Essay Final Submission
Feb-21	23	Tue		Visual Art HL/SL Completion of Process Portfolio Studies work and candidate statement
Feb-21	25	Thu		Biology/Physics IA Final Submission
Feb-21	26	Fri		Film Production Portfolio Submission & Film Release
Feb-21	26	Fri	Film IS Film Identification	Final Eco Portfolio Submission
Mar-21	1	Mon	Film Preview	Film Preview, Chm/ESS/Comp Science IA Final Submission
Mar-21	4	Thu	English HL/SL WT2 Final Submission	

Mar-21	8	Mon	EE Topic Identification	Mock
Mar-21	9	Tue	English HL/SL WT 1 Final Submission	Mock
Mar-21	10	Wed		Mock
Mar-21	11	Thu		Mock
Mar-21	12	Fri	Film IS Data Collection	Mock
Mar-21	15	Mon	English HL/SL Mock IOC	Mock
Mar-21	16	Tue		Mock
Mar-21	17	Wed		Mock
Mar-21	18	Thu		Mock
Mar-21	19	Fri		Visual Art Exhibition
Month	Date	Day	Yr.11 Component	Yr.12 Component
Mar-21	22	Mon	CAS 2nd Interview with CAS Coordinator/Advisor	
Mar-21	23	Tue	Music HL/SL Recital 1	
Mar-21	27	Sat		IA Moderation for all subjects
Mar-21	29	Mon		IB Mock Examination Begins
Mar-21	30	Mon		IB Film Oral Exam
Mar-21	30	Tue	Comp. Science Completion of Criterion B	
Mar-21	31	Wed	R.Q for Science IA	
Apr-21	2	Fri	TOK 1st Presentation	
Apr-21	6	Tue	EE RQ Identification and 1st reflection	
Apr-21	9	Fri	Eco Commentary 2nd Draft Submission	
Apr-21	12	Mon		IB Mock Review
Apr-21	13	Tue		IB Mock Review
Apr-21	13	Tue	English HL/SL Final IOC	
Apr-21	14	Wed	English HL/SL Final IOC	
Apr-21	26	Mon	Group 4 Project Data Collection	
Apr-21	27	Tue		IB Final Exam Begin
May-21	4	Tue	Music Recital 1	
May-21	7	Fri	Eco Commentary 2 Final	
May-21	10	Mon	GP Mock Presentation	
May-21	11	Tue	EE Data Collection Plan Finalize	
May-21	14	Fri	History /Geography Research Proposal, Psycho Topic Finalization	
May-21	17	Mon	Music Creation 1 & 2 - 1st Draft	
May-21	18	Tue	Global Pol./EA Identification of Issue	
May-21	18	Fri		IB Final Exam ends
May-21	19	Wed		Graduation Day
May-21	22	Sat		
May-21	27	Thu	Semester II Exam Begins, Group 2 Orals	
Jun-21	5	Fri	Summer Vacation	
Jun-21				

Diploma award¹¹

A student that excels in all subjects will achieve 42 points. Since 3 additional bonus points may be earned from the combined performance on the TOK and extended essay, the maximum total points that a student can aspire for is a perfect 45 points. The minimum number required to be awarded the diploma is 24 points, provided the results do not contain one of the following failing conditions:

- A grade 2 in any HL subject
- A grade 3 in an HL subject not compensated by a grade 5 or above in another HL subject
- A grade 1 in any SL subject
- Two grades of 2 or below in any SL subject

- Four grades 3 or below
- Two grades of 3 or below with a grade 2 or below at SL
- An elementary grade for both Theory of Knowledge and the extended essay

Students that fail to satisfy the requirements of the Diploma are awarded a certificate in each of the relevant subjects for which they obtain a pass level.

¹¹ Adopted from KIS handbook

APPENDIX 4 - IB SERVICES – EXAMINATION SESSION MAY¹²

Services	Cost	Date/Deadline								
<p>Exclusive copyright Unless a request for exclusive copyright is submitted to IBCA, the IBO is entitled to reproduce a candidate's work for any reasonable purpose, for example, in publications for training examiners and teachers. This license becomes effective from the 1 June following the May examinations.</p>	Nil	1 June (deadline)								
<p>Issue of results to universities and colleges Results can be sent directly from the IBO to universities and colleges on request. If the results cannot be sent electronically, a transcript of the results will be sent. A certain number (possibly up to six) free transcripts are permitted, with a fee for Each additional transcript applies until the end of the examination session, which is 15 September for a May session. After the close of the session a fee will be levied for each transcript that is sent regardless of whether any transcripts were sent before the close of the session.</p> <p>Form B2 Requests for this service must be submitted according to the deadlines given below:</p> <table border="1"> <thead> <tr> <th>Universities</th> <th>Last arrival date</th> </tr> </thead> <tbody> <tr> <td>Australia and New Zealand</td> <td>15 October</td> </tr> <tr> <td>Canada and the US</td> <td>1 July</td> </tr> <tr> <td>All other countries</td> <td>1 May</td> </tr> </tbody> </table>	Universities	Last arrival date	Australia and New Zealand	15 October	Canada and the US	1 July	All other countries	1 May	GBP 6	
Universities	Last arrival date									
Australia and New Zealand	15 October									
Canada and the US	1 July									
All other countries	1 May									
<p>Legalization of results Universities in certain countries require the IBO diploma results document to be legalized by the appropriate authority in Geneva. To ensure a timely processing of legalization requests you are asked to submit such requests at the earliest opportunity. Legalized diploma results should arrive in September or October for a May session.</p>	Depends on the country	15 June (deadline)								
<p>Results available on the internet Results may be obtained through the internet with a user name and password provided to each candidate. The IBO does not issue results directly to candidates. The IB Coordinator is the intermediary for all communications.</p>	Nil	6 July								
<p>Register 6 month retake candidates Diploma students are permitted to register in the retake category for the November session. A retake candidate may choose either to submit new work for language A1 World Literature or carry forward their mark(s) from a previous session, provided that the program and assessment requirements have not changed. A retake candidate may choose either to repeat an internally assessed component or to carry forward the mark from a previous session. If there have been changes to the requirements for internal assessment, a retake candidate must normally comply with the new requirements. To resubmit work for internal assessment candidates must attend classes in school.</p>	Per capita fee GBP 49 Registration GBP 66 Per subject fee GBP 41 EE GBP 27	29 July (deadline)								
<p>Diploma & certificates Students must leave an address with the IB Coordinator so their diplomas or certificates may be sent on to them.</p>										
<p>Replacement diplomas, diploma results and certificates Replacement documents can be requested from the IBCA by a candidate. On receipt of a request he / she will send a replacement documentation form to the candidate for completion. The form should then be returned to the IBCA with payment. The replacement documents will not be issued until payment is received from the candidate.</p>	GBP 32									
<p>Request enquiries upon results Remark per candidate / subject / level (does not include Paper 1 of the sciences and Internal assessment component) No fee is charged if the enquiry results in a change of grade</p>	GBP 49	15 September (deadline)								

Costs are subject to change. This list is updated each year and sent to parents.

¹² Adopted from KIS handbook

Appendix 5 – Need Transcript?¹³

For US and Canadian universities

For the most recent examination session (May or November) International Baccalaureate North America will send transcripts free of charge to one US university or two Canadian universities when request are made before 15 September (May session) or 15 March (November session). Please forward your request including the information described below to:

Transcript Officer

International Baccalaureate, North America

475 Riverside Drive, 16th Floor

New York, NY 10115

USA

Email: transcripts.ibna@ibo.org

Phone: (1) 212 696 4464

Fax: (1) 212 889 9242

For students of all previous examination sessions or any additional transcripts, there is a fee of US\$ 11.00 or CA\$ 13.00 per transcript. These requests must be made by mail, including a cheque or money order made payable to International Baccalaureate North America at the address above.

For universities in countries others than the US and Canada

For the most recent examination session (May or November) we will send up to three transcripts free of charge when request are made before 15 September (May session) or 15 March (November session). Please forward your request including the information described below to:

Transcript Officer

International Baccalaureate

Organization Peterson

House, Malthouse Avenue

Cardiff Gate, Cardiff, CF23

8GL

Wales, United Kingdom

Email: transcripts.ukaus@ibo.org (For universities in the UK and Australia) Phone: (44) 29 2054 7777

Fax: (44) 29 2054 7778

¹³ Adopted from KIS handbook

For all universities

The law of most countries requires that all requests from graduates include a signature. A parent must sign requests from students under the legal age of majority in your country / state / province. Parents cannot submit a request for students over the legal age of majority. Please provide the following information, **in written format including signature**:

Your full name as it appears on your IB diploma or certificate

- Month and year of your examination sessions
- Your candidate number (seven digits) if available
- Your date of birth
- Name of your high school
- Full name of the university or college requesting a transcript
- Contact person or office at the university
- Full address, phone number and contact email of university or college
- Your email address or phone number

Please note that

- Your IB candidate code can be found on the upper left hand corner of your official diploma/certificate
- Your diploma / certificate is your official record of grades awarded
- Due to the high volume of requests the IB office is unable to confirm the forwarding of each transcript. Please check with the university representatives after a few weeks to verify that transcripts have arrived.
- Transcripts are processed in order of receipt.

APPENDIX 6 - INDIAN GOVERNMENT POLICY REGARDING THE IB

At a meeting in New Delhi in April 1994, attended by the secretary general of the Association of Indian Universities (AIU), a recognition and acceptance agreement for the IB diploma was approved as an entry qualification to all universities in India. The following agreement was revised in January 1999 and revisited in March 2005. From the May 2005 examination session, where requested, the IBO will produce and issue for universities a document detailing percentage equivalency and a transcript of results will be enclosed with the equivalency document. To request this service, students must notify their IB Diploma Program (IB) Coordinator of their intention to gain entrance into an Indian university. The Coordinator will then submit the request using the form B2 on IBIS. Students particularly those applying for entrance to professional courses can either apply to the AIU upon release of their results, specifying what professional courses they are applying for, or apply directly to the eligibility department of the university they wish to attend.

¹⁴The IBO sub regional office in Mumbai will send migration certificates of the students to the respective schools. For a number of courses in India, an equivalence certificate will not preclude the requirement for students to sit the entrance examination, for example, Common Entrance Tests (CET). Prior to commencing the DP, students and DP coordinator must be familiar with the required subject combinations and levels for the student's future career path; this should ensure students' eligibility for particular professional courses.

¹⁴ Adopted from KIS handbook

Requirements for professional courses admission

Medical courses: Higher Level passes in physics, chemistry and biology with Standard Level passes in English A or B. The medical degree courses include MBBS, BDS, B Pharm, nursing and BPT **Engineering courses:** Higher Level passes in physics, chemistry and mathematics with Standard Level passes in English A or B. Engineering courses include B Eng in all streams – civil, mechanical, electrical, electronics, instrumentation, computer, aeronautical engineering and so on. The sub regional office in Mumbai outlines separately the admission requirements for professional courses for students who are citizens of a country other than India who may wish to study in India. Students of Indian nationality with the IB diploma may compete with other students for the State Level / All India Entrance Examination. Payment seats in professional courses (engineering and medicine) are also offered on a restricted basis to any student on payment of an economic fee (commonly called the capitalization fee in India) Additional information and further assistance can be obtained by writing to the joint secretary of the AIU or to the IB Asia Pacific South Asia regional representative:

Addresses: Priyamvada Taneja

University Liaison Officer Asia Pacific
Regional Office,

15 Hoe Chiang Road, #11-04/06 Tower Fifteen, Singapore 089316

Tel: +65 6776 0249, Fax: +65 6776 4369, Web: www.ibo.org

Appendix 7 - PORTIS – IBDP teacher resources and tips

Checklist of materials for teaching the IB program

- Academic Hub for all school and IB related documents including IBDP, CAS & EE handbooks
- Teacher support material including IA guidelines and Subject Guides
- Question paper, mark scheme and subject report
- Get the previous teacher's semester plans and unit plan & modify if need be.
- Forms to be submitted to IB from my IB.
- Formula tables / data booklets (Math and Sciences), case study (B&M, Computer Science)
- Student and teacher deadlines for submission of work
- IB learner profile and grade descriptors
- Extended essay guidelines
- School policy on academic honesty
- Textbooks used in school
- Turnit tin, Managebac, Questia, myIB passwords
- Check for publications made by IB in conjunction with OUP in your subject area to get a feel of especially how your subject area can be linked with the IB learner profile and TOK
- The IBO CD Rom for question bank in your subject area. The school also has subscriptions for e-notes and In Thinking

Where to get the materials:¹⁵

- MyIB– IB password protected website
- PORTISNET – IB Resource web page
- IBDP Coordinator’s office
- PORTISNET – Department web pages
- The resources on Academic Hub, PORTIS Library, textbook room and department Library and former teachers resources in the department

Some tips:

- Explain the IB subject curriculum including the options you intend doing with the students
- Explain the weightage of the IA in your subject & the difference between HL and SL
- Give details about the type of IA along with the copy of the assessment criteria and show the samples
- Reinforce your deadlines for submission of IA pieces of work (must not be different to the calendar)
- Use IB questions for class tests and show the students how to improve on grades by using the mark scheme & subject report only after going through the necessary ‘scaffolding processes’ with regards to IB criterion
- The thumb rule is there should be at least three different types of assessments
- The class median should generally be at least 5
- Provide feedback on IA pieces of work within a week
- Closely monitor IA so as to detect copying and plagiarism
- Keep reminding students about the written / external examination – weightage, duration & type of papers
- Retain copies of the drafts of major pieces of work e.g. IA, TOK & EE
- Collect & mark the assignments on a regular basis e.g. science labs reports & give prompt feedback

- Read the soft copies of Subject Reports (May and November) Diploma Program Coordinator notes on the occ.
- Give your semester plan to the students; upload it onto the subject web pages. Ensure that in grade
12 the course is over by semester 2 quarter 1. Use semester 2 quarter
2 for revision
- Within a few weeks of your arrival at PORTIS you are required to give your comments in FA 1 on especially new students so please ensure that you have completed sufficient assessments to do this
- By the end of year 2 semester 1 (October and November) IB orals are conducted
- The extended essay process begins at the end of year 1 of the IB Diploma Program
- Mock examinations is scheduled in March so plan the course accordingly. After mocks there is a weeks of revision before they go for study leave
- Go through your HOD if you wish to purchase any teacher resources and specify whether the department or Library budget is to be debited

¹⁵ Adopted from KIS handbook

- New computer software needs to be approved by the HOD, DP Coordinator and Principal
- All classroom discipline issues should be referred to the DP Coordinator

Appendix 8 - IBDP Students Resources and Assistance

- Textbooks can be secured from the school store.
- The school library has reference books in all subject area, exemplary extended essays, TOK essays, IB World Magazine and In Thinking subscription at the student personal level can be done.
- Samples can be secured from the subject teachers or from the Academic Hub.
- Department pages on PORTISNet have IB subject specific documents, semester plans, resources, learning activities and guidance.
- The IB page on PORTISNet has centralized all IB information which is general and subject specific.
- Check PORTISNet for all the announcements related to IB Diploma program.
- The scheduling issues are handled by the IBDP Coordinator's office.
- The mock examinations are held in the year 2 of the IB program in the month of March - April.
- Familiarize yourself with the IB Learner profile, IB academic honesty policy and the DP general rules and regulations related to students and parents, all of which are on the IB webpage on SISNet.
- The IB Diploma registration with the IBO is done by the IBDP Coordinator in the second year of the Diploma program.
- The college application process begins in the month of October of the second year of the Diploma program.
- The IBDP Coordinator's office can be contacted concerning matters pertaining to the IB.
- The extended essay process begins at the end of year 1 of the IB Diploma program.
- During summer vacation in June, at the end of first year of diploma program, you should be doing the ground work for your extended essay, TOK and IAs.
- The second year Christmas vacation in December is spent on general spade work for internal assessments.

Appendix 9 – Reporting System at PORTIS on Managebac

How does continuous assessment work at PORTIS?

PORTIS academic year is divided into 2 terms and is conducted as per the given matrix

No	Types of Assessments	Weightage
1	Formative Assessment Periods 2 per semester (F.A.)	50
2.	Summative Assessments (Semester Examination one per semester)	50

FORMATIVE ASSESSMENT TESTS (F.A.) – 50 Weightage per semester

Types of Formative assessment could be:

Tests	Note Taking Skills
Quizzes	Research papers
Presentations	Class participation
Group discussion	Experiments
Assignments	Open Book Assignments
Debates	Project Work

What is continuous assessment?

Continuous assessment is a classroom strategy implemented by teachers to ascertain the knowledge, understanding, and skills attained by pupils. Teachers administer assessments in a variety of ways over time to allow them to observe multiple tasks and to collect information about what pupils know, understand, and can do. These assessments are curriculum-based tasks previously taught in class. Continuous assessment occurs frequently during the school year and is part of regular teacher-pupil interactions. Pupils receive feedback from teachers based on their performance that allows them to focus on topics they have not yet mastered. Teachers learn which students need review and remediation and which pupils are ready to move on to more complex work. Thus, the results of the assessments help to ensure that all pupils make learning progress throughout the school cycle thereby increasing their academic achievement.

What are the benefits of continuous assessment?

The continuous assessment process is much more than an examination of pupil achievement.

Continuous Assessment is also a powerful diagnostic tool that enables pupils to understand the areas in which they are having difficulty and to concentrate their efforts in those areas.

Continuous assessment also allows teachers to monitor the impact of their lessons on pupil understanding. Teachers can modify their pedagogical strategies to include the construction of remediation activities for pupils who are not working at the expected grade level and the creation of enrichment activities for pupils who are working at or above the expected grade level. Hence, the continuous assessment process supports a cycle of self-evaluation and pupil specific activities by both pupils and teachers.

Frequent interactions between pupils and teachers means that teachers know the strengths and

Weaknesses of their learners. These exchanges foster a pupil-teacher relationship based on individual interactions. Pupils learn that the teacher values their achievements and that their assessment outcomes have an impact on the instruction that they receive. One-to-one communication between the teacher and the pupil can motivate pupils to continue attending school and to work hard to achieve higher levels of mastery.

In continuous assessment, teachers assess the curriculum as implemented in the classroom. It also allows

Teachers to evaluate the effectiveness of their teaching strategies relative to the curriculum, and to change those strategies as dictated by the needs of their pupils. In addition, continuous assessments provide information on achievement of particular levels of skills, understanding, and knowledge rather than achievement of certain marks or scores. Thus, continuous assessment enables pupils to monitor their achievement of grade level goals and to visualize their progress towards those goals before it is too late to achieve them.

What is criterion-based assessment?

- Individual student work is not compared to other students' work but it is compared to set standards
(The assessment criteria).
- Task specific rubrics are prepared in accordance with the grade descriptors given in each subject area
- Regular school assessment and reporting play a major role:
 - In the students' and parents' understanding of the objectives and assessment criteria
 - in the students' preparation for final assessment
 - in the development of the curriculum according to the principles of the programme.

Appendix 10 - Grade descriptors in subject areas¹⁶

Group 1 - Language A1 grade descriptors (HL)

Grade 7 Excellent performance

Demonstrates: excellent knowledge and understanding of works and tasks; very strong and detailed appreciation of the effects of technique and style; very strong evidence of independent and/or original perspectives on the works studied, where appropriate; consistently focused, carefully developed and persuasive presentation of ideas or argument; use of language that is varied, clear, concise, precise and convincingly adapted to tasks.

Grade 6 Very good performance

Demonstrates: very good knowledge and understanding of works and tasks; strong and detailed appreciation of the effects of technique and style; strong evidence of a personal engagement with the works studied, where appropriate; clearly focused, well-developed and purposeful presentation of ideas or argument; use of language that is varied, clear, concise and effectively adapted to tasks.

Grade 5 Good performance

Demonstrates: sound knowledge and understanding of works and tasks; good appreciation of the effects of technique and style; good evidence of a relevant personal response to the works studied, where appropriate; clearly focused and effective presentation of ideas or argument; use of language that is clear, concise and appropriately adapted to tasks.

Grade 4 Satisfactory performance

Demonstrates: adequate knowledge and understanding of works and tasks; adequate awareness of the effects of technique and style; adequate evidence of a relevant personal response to the works studied, where appropriate; generally focused and satisfactory development/presentation of ideas or argument; use of language that is generally clear, accurate, fluent and appropriate to tasks.

Grade 3 Mediocre performance

Demonstrates: some knowledge but superficial understanding of works and tasks; some awareness of the effects of technique and style; some evidence of a relevant personal response to the works studied, where appropriate; some evidence of a focus but ideas are neither appropriately developed nor presented; use of language that is limited in clarity, accuracy, fluency and appropriateness to tasks.

Grade 2 Poor performance

Demonstrates: basic knowledge and/or understanding of works and tasks; basic awareness of the elements of technique and style; basic structure to the presentation of ideas; use of language that is lacking in clarity, accuracy and coherence.

Grade 1 Very poor performance

Demonstrates: rudimentary knowledge and/or understanding of works and tasks; presentation without clarity or relevance; use of language that is barely intelligible.

¹⁶ <http://www.ibo.org/contentassets/0b0b7a097ca2498ea50a9e41d9e1d1cf/dp-grade-descriptors-en.pdf>

Group 1 - Language A1 grade descriptors (SL)¹⁷

Grade 7 Excellent performance

Demonstrates: excellent knowledge and understanding of works and tasks; sound appreciation of the effects of technique and style; very strong evidence of independent and/or original perspectives on the works studied, where appropriate; consistently focused, carefully developed and persuasive presentation of ideas or argument; use of language that is varied, clear, concise, precise and convincingly adapted to tasks.

Grade 6 Very good performance

Demonstrates: very good knowledge and understanding of works and tasks; adequate appreciation of the effects of technique and style; strong evidence of a personal engagement with the works studied, where appropriate; clearly focused, well-developed and purposeful presentation of ideas or argument; use of language that is varied, clear, concise and effectively adapted to tasks.

Grade 5 Good performance

Demonstrates: sound knowledge and understanding of works and tasks; some appreciation of the effects of technique and style; good evidence of a relevant personal response to the works studied, where appropriate; clearly focused and effective presentation of ideas or argument; use of language that is clear, concise and appropriately adapted to tasks.

Grade 4 Satisfactory performance

Demonstrates: adequate knowledge and understanding of works and tasks; adequate awareness of the elements of technique and style; adequate evidence of a relevant personal response to the works studied, where appropriate; generally focused and satisfactory development/presentation of ideas or argument; use of language that is generally clear, accurate, fluent and appropriate to tasks.

Grade 3 Mediocre performance

Demonstrates: some knowledge but superficial understanding of works and tasks; some awareness of the elements of technique and style; some evidence of a relevant personal response to the works studied, where appropriate; some evidence of a focus but ideas are neither appropriately developed nor presented; use of language that is limited in clarity, accuracy, fluency and appropriateness to tasks.

Grade 2 Poor performance

Demonstrates: basic knowledge and/or understanding of works and tasks; basic awareness of the elements of technique and style; basic structure to the presentation of ideas; use of language that is lacking in clarity, accuracy and coherence.

Grade 1 Very poor performance

Demonstrates: rudimentary knowledge and/or understanding of works and tasks; presentation without clarity or relevance; use of language that is barely intelligible.

¹⁷ <http://www.ibo.org/contentassets/0b0b7a097ca2498ea50a9e41d9e1d1cf/dp-grade-descriptors-en.pdf>

Group 2 - Language B grade descriptors (HL)¹⁸

Grade 7 Excellent performance

Demonstrates understanding of most of the subtleties in speech and writing. Communicates with sophistication, with very few errors and using a range of advanced language.

Grade 6 Very good performance

Demonstrates understanding of some of the subtleties in speech and writing. Communicates with ease and fluency, with few errors and using some advanced language.

Grade 5 Good performance

Demonstrates competent understanding of all essential meaning in speech and writing. Consistently communicates coherently, with some errors and some range.

Grade 4 Satisfactory performance

Demonstrates competent understanding of basic meaning in speech and writing. Generally communicates coherently but with regular errors and little range.

Grade 3 Mediocre performance

Demonstrates some understanding of speech and writing. Communicates effectively at times.

Grade 2 Poor performance

Demonstrates limited understanding of speech and writing. Shows limited ability to communicate.

Grade 1 Very poor performance

Demonstrates very limited understanding of speech and writing. Shows very limited ability to communicate.

¹⁸ <http://www.ibo.org/contentassets/0b0b7a097ca2498ea50a9e41d9e1d1cf/dp-grade-descriptors-en.pdf>

Group 2 - Language B grade descriptors (SL)¹⁹

Grade 7 Excellent performance

Demonstrates understanding of some of the subtleties in speech and writing. Communicates with ease and fluency, with few errors and using some advanced language.

Grade 6 Very good performance

Demonstrates competent understanding of all essential meaning in speech and writing. Consistently communicates coherently, with some errors and some range.

Grade 5 Good performance

Demonstrates competent understanding of basic meaning in speech and writing. Generally communicates coherently but with regular errors and little range.

Grade 4 Satisfactory performance

Demonstrates some understanding of speech and writing. Communicates effectively at times.

Grade 3 Mediocre performance

Demonstrates limited understanding of speech and writing. Shows limited ability to communicate.

Grade 2 Poor performance

Demonstrates very limited understanding of speech and writing. Shows very limited ability to communicate.

Grade 1 Very poor performance

Demonstrates no competence in understanding or communicating in the language.

¹⁹ <http://www.ibo.org/contentassets/0b0b7a097ca2498ea50a9e41d9e1d1cf/dp-grade-descriptors-en.pdf>

Group 3 - Individuals and Societies grade descriptors²⁰

Grade 7 Excellent performance

Demonstrates: conceptual awareness, insight, and knowledge and understanding which are evident in the skills of critical thinking; a high level of ability to provide answers which are fully developed, structured in a logical and coherent manner and illustrated with appropriate examples; a precise use of terminology which is specific to the subject; familiarity with the literature of the subject; the ability to analyze and evaluate evidence and to synthesize knowledge and concepts; awareness of alternative points of view and subjective and ideological biases, and the ability to come to reasonable, albeit tentative, conclusions; consistent evidence of critical reflective thinking; a high level of proficiency in analyzing and evaluating data or problem solving.

Grade 6 Very good performance

Demonstrates: detailed knowledge and understanding; answers which are coherent, logically structured and well developed; consistent use of appropriate terminology; an ability to analyze, evaluate and synthesize knowledge and concepts; knowledge of relevant research, theories and issues, and awareness of different perspectives and contexts from which these have been developed; consistent evidence of critical thinking; an ability to analyze and evaluate data or to solve problems competently.

Grade 5 Good performance

Demonstrates: a sound knowledge and understanding of the subject using subject-specific terminology; answers which are logically structured and coherent but not fully developed; an ability to provide competent answers with some attempt to integrate knowledge and concepts; a tendency to be more descriptive than evaluative although some ability is demonstrated to present and develop contrasting points of view; some evidence of critical thinking; an ability to analyze and evaluate data or to solve problems.

Grade 4 Satisfactory performance

Demonstrates: a secure knowledge and understanding of the subject going beyond the mere citing of isolated, fragmentary, irrelevant or 'common sense' points; some ability to structure answers but with insufficient clarity and possibly some repetition; an ability to express knowledge and understanding in terminology specific to the subject; some understanding of the way facts or ideas may be related and embodied in principles and concepts; some ability to develop ideas and substantiate assertions; use of knowledge and understanding which is more descriptive than analytical; some ability to compensate for gaps in knowledge and understanding through rudimentary application or evaluation of that knowledge; an ability to interpret data or to solve problems and some ability to engage in analysis and evaluation.

Grade 3 Mediocre performance

²⁰ <http://www.ibo.org/contentassets/0b0b7a097ca2498ea50a9e41d9e1d1cf/dp-grade-descriptors-en.pdf>

Demonstrates: some knowledge and understanding of the subject; a basic sense of structure that is not sustained throughout the answers; a basic use of terminology appropriate to the subject; some ability to establish links between facts or ideas; some ability to comprehend data or to solve problems.

Grade 2 Poor performance

Demonstrates: a limited knowledge and understanding of the subject; some sense of structure in the answers; a limited use of terminology appropriate to the subject; a limited ability to establish links between facts or ideas; a basic ability to comprehend data or to solve problems.

Grade 1 Very poor performance

Demonstrates: very limited knowledge and understanding of the subject; almost no organizational structure in the answers; inappropriate or inadequate use of terminology; a limited ability to comprehend data or to solve problems.

Group 4 - Experimental Sciences grade Descriptors²¹

Grade 7 Excellent performance

Displays comprehensive knowledge of factual information in the syllabus and a thorough command of concepts and principles. Selects and applies relevant information, concepts and principles in a wide variety of contexts. Analyses and evaluates quantitative and/or qualitative data thoroughly. Constructs detailed explanations of complex phenomena and makes appropriate predictions. Solves most quantitative and/or qualitative problems proficiently. Communicates logically and concisely using appropriate terminology and conventions. Shows insight or originality. Demonstrates personal skills, perseverance and responsibility in a wide variety of investigative activities in a very consistent manner. Works very well within a team and approaches investigations in an ethical manner, paying full attention to environmental impact. Displays competence in a wide range of investigative techniques, paying considerable attention to safety, and is fully capable of working independently.

Grade 6 Very good performance

Displays very broad knowledge of factual information in the syllabus and a thorough understanding of concepts and principles. Selects and applies relevant information, concepts and principles in most contexts. Analyses and evaluates quantitative and/or qualitative data with a high level of competence. Constructs explanations of complex phenomena and makes appropriate predictions. Solves basic or familiar problems and most new or difficult quantitative and/or qualitative problems. Communicates effectively using appropriate terminology and conventions. Shows occasional insight or originality.

Demonstrates personal skills, perseverance and responsibility in a wide variety of investigative activities in a very consistent manner. Works well within a team and approaches investigations in an ethical manner, paying due attention to environmental impact. Displays competence in a wide range of investigative techniques, paying due attention to safety, and is generally capable of working independently.

²¹ <http://www.ibo.org/contentassets/0b0b7a097ca2498ea50a9e41d9e1d1cf/dp-grade-descriptors-en.pdf>

Grade 5 Good performance

Displays broad knowledge of factual information in the syllabus. Shows sound understanding of most concepts and principles and applies them in some contexts. Analyses and evaluates quantitative and/or qualitative data competently. Constructs explanations of simple phenomena. Solves most basic or familiar problems and some new or difficult quantitative and/or qualitative problems. Communicates clearly with little or no irrelevant material. Demonstrates personal skills, perseverance and responsibility in a variety of investigative activities in a fairly consistent manner. Generally works well within a team and approaches investigations in an ethical manner, paying attention to environmental impact. Displays competence in a range of investigative techniques, paying attention to safety, and is sometimes capable of working independently.

Grade 4 Satisfactory performance

Displays reasonable knowledge of factual information in the syllabus, though possibly with some gaps. Shows adequate comprehension of most basic concepts and principles but with limited ability to apply them. Demonstrates some analysis or evaluation of quantitative or qualitative data. Solves some basic or routine problems but shows limited ability to deal with new or difficult situations. Communicates adequately although responses may lack clarity and include some repetitive or irrelevant material. Demonstrates personal skills, perseverance and responsibility in a variety of investigative activities, although displays some inconsistency. Works within a team and generally approaches investigations in an ethical manner, with some attention to environmental impact. Displays competence in a range of investigative techniques, paying some attention to safety, although requiring some close supervision.

Grade 3 Mediocre performance

Displays limited knowledge of factual information in the syllabus. Shows a partial comprehension of basic concepts and principles and weak ability to apply them. Shows some ability to manipulate data and solve basic or routine problems. Communicates with a possible lack of clarity and some repetitive or irrelevant material. Demonstrates personal skills, perseverance and responsibility in some investigative activities in an inconsistent manner. Works within a team and sometimes approaches investigations in an ethical manner, with some attention to environmental impact. Displays competence in some investigative techniques, occasionally paying attention to safety, and requires close supervision.

Grade 2 Poor performance

Displays little recall of factual information in the syllabus. Shows weak comprehension of basic concepts and principles and little evidence of application. Exhibits minimal ability to manipulate data and little or no ability to solve problems. Offers responses which are often incomplete or irrelevant. Rarely demonstrates personal skills, perseverance or responsibility in investigative activities. Works within a team occasionally but makes little or no contribution. Occasionally approaches investigations in an ethical manner, but shows very little awareness of the environmental impact. Displays competence in a very limited range of investigative techniques, showing little awareness of safety factors and needing continual and close supervision.

Grade 1 Very poor performance

Recalls fragments of factual information in the syllabus and shows very little understanding of any concepts or principles. Rarely demonstrates personal skills, perseverance or responsibility in investigative activities. Does not work within a team. Rarely approaches investigations in an ethical manner, or shows an awareness of the environmental impact. Displays very little competence in investigative techniques, generally pays no attention to safety, and requires constant supervision.

Group 4- Computer Science Grade Descriptors ²²

Note: statements in *italics* refer to the program dossier component. **Grade 7 Excellent performance**

Near perfect recall of technical knowledge with few gaps. Excellent comprehension, application and analysis. Able to synthesize topics, and discuss and select data structures as appropriate. Able to interpret and construct fairly complex algorithms, and produce workable and mostly efficient solutions. *Able to analyze a problem; plan, implement and test a solution effectively. Able to thoroughly evaluate a solution.*

Grade 6 Very good performance

Very good recall of technical knowledge with some gaps. Good comprehension, application and analysis. Able to select data structures and describe their suitability for a given task. Able to interpret and construct fairly complex algorithms with few errors and produce workable, partly efficient solutions. *Able to fully describe a problem. Good evidence of ability to plan, test and evaluate a solution to a problem.*

Grade 5 Good performance

Good recall of technical knowledge without broad gaps. Good comprehension, application and analysis. Able to comment on alternative data structures suitable for a given task. Able to interpret and construct fairly complex algorithms and produce partially workable solutions. *Able to describe a problem well. Shows some evidence of ability to plan, test **and** evaluate a solution to a problem.*

Grade 4 Satisfactory performance

Reasonable recall of technical knowledge with some broad gaps. Able to produce evidence of comprehension, application and analysis. Able to list data structures that may be suitable for a given task. Able to interpret **and** construct simple algorithms. *Able to describe a problem. Able to plan **or** test **or** evaluate a solution.*

Grade 3 Mediocre performance

Some recall of technical knowledge but with evident broad gaps. A little analysis and application. Some general knowledge of data structures. Able to interpret **or** construct simple algorithms. *Able to outline a problem and produce a partly workable solution. Some evidence of ability to plan or test or evaluate a solution.*

Grade 2 Poor performance

Very limited recall of technical knowledge. Weak knowledge of application and analysis. Limited knowledge of data types and structures. Some evidence of being able to interpret **or** construct simple algorithms. *Able to construct simple solutions that work at least partially. Limited ability to plan, test or evaluate solutions.*

Grade 1 Very poor performance

²² <http://www.ibo.org/contentassets/0b0b7a097ca2498ea50a9e41d9e1d1cf/dp-grade-descriptors-en.pdf>

Little or no recall of technical knowledge. Application and analysis are absent. Little or no ability at algorithm construction and interpretation. *Largely unable to construct solutions to problems. Little or no ability to plan, test or evaluate solutions.*

Group 5 - Mathematics grade descriptors²³

Grade 7 Excellent performance

Demonstrates a thorough knowledge and understanding of the syllabus; successfully applies mathematical principles at a sophisticated level in a wide variety of contexts; successfully uses problem-solving techniques in challenging situations; recognizes patterns and structures, makes generalizations and justifies conclusions; understands and explains the significance and reasonableness of results, and draws full and relevant conclusions; communicates mathematics in a clear, effective and concise manner, using correct techniques, notation and terminology; demonstrates the ability to integrate knowledge, understanding and skills from different areas of the course; uses technology proficiently.

Grade 6 Very good performance

Demonstrates a broad knowledge and understanding of the syllabus; successfully applies mathematical principles in a variety of contexts; uses problem-solving techniques in challenging situations; recognizes patterns and structures, and makes some generalizations; understands and explains the significance and reasonableness of results, and draws relevant conclusions; communicates mathematics in a clear and effective manner, using correct techniques, notation and terminology; demonstrates some ability to integrate knowledge, understanding and skills from different areas of the course; uses technology proficiently.

Grade 5 Good performance

Demonstrates a good knowledge and understanding of the syllabus; successfully applies mathematical principles in performing routine tasks; successfully carries out mathematical processes in a variety of contexts, and recognizes patterns and structures; understands the significance of results and draws some conclusions; successfully uses problem-solving techniques in routine situations; communicates mathematics effectively, using suitable notation and terminology; demonstrates an awareness of the links between different areas of the course; uses technology appropriately.

Grade 4 Satisfactory performance

Demonstrates a satisfactory knowledge of the syllabus; applies mathematical principles in performing some routine tasks; successfully carries out mathematical processes in straightforward contexts; shows some ability to recognize patterns and structures; uses problem-solving techniques in routine situations; has limited understanding of the significance of results and attempts to draw some conclusions;

²³ <http://www.ibo.org/contentassets/0b0b7a097ca2498ea50a9e41d9e1d1cf/dp-grade-descriptors-en.pdf>

communicates mathematics adequately, using some appropriate techniques, notation and terminology;
uses technology satisfactorily.

Grade 3 Mediocre performance

Demonstrates partial knowledge of the syllabus and limited understanding of mathematical principles in performing some routine tasks; attempts to carry out mathematical processes in straightforward contexts; communicates some mathematics, using appropriate techniques, notation or terminology; uses technology to a limited extent.

Grade 2 Poor performance

Demonstrates limited knowledge of the syllabus; attempts to carry out mathematical processes at a basic level; communicates some mathematics, but often uses inappropriate techniques, notation or terminology; uses technology inadequately.

Grade 1 Very poor performance

Demonstrates minimal knowledge of the syllabus; demonstrates little or no ability to use mathematical processes, even when attempting routine tasks; is unable to make effective use of technology.

Group 6 – The Arts grade descriptors²⁴

Grade 7 Excellent

Demonstrates: in-depth and comprehensive knowledge and understanding of the media used, with precise use of terminology to communicate this understanding. Highly effective use of research, investigation and technical skills. In-depth understanding of artistic intention and engagement with the artistic process demonstrated in consistent development of ideas, creativity and critical reflection.

Grade 6 Very good

Demonstrates: detailed knowledge and understanding of the media used, with appropriate and consistent use of terminology to communicate this understanding. Effective use of research, investigation and technical skills. Understanding of artistic intention and engagement with the artistic process demonstrated in development of ideas, creativity and critical reflection.

²⁴ <http://www.ibo.org/contentassets/0b0b7a097ca2498ea50a9e41d9e1d1cf/dp-grade-descriptors-en.pdf>

Grade 5 Good

Demonstrates: sound knowledge and understanding of the media used, with appropriate use of terminology to communicate this understanding. Research, investigation and technical skills are evident and sometimes well developed. Evidence of understanding of artistic intention and the artistic process and development of ideas, creativity and critical reflection.

Grade 4 Satisfactory

Demonstrates: secure knowledge and understanding of the media used, with appropriate use of to communicate this understanding. Research and/or investigation skills are evident but not well developed. Some understanding of artistic intention and the artistic process, that is, understanding of the work of others, the student's own work and the connections between these. Some evidence, through the student's own work, of understanding of the artistic process. Technical skills are evident but not necessarily well developed. There is some evidence of development of ideas and some evidence of creativity and critical reflection.

Grade 3 Mediocre

Demonstrates: basic knowledge and understanding of the media used, with some use of terminology to communicate this understanding. There is evidence of research and/or investigation but this remains undeveloped. Partial understanding of artistic intention, that is, understanding of the work of others and the student's own work. Evidence in the student's own work of limited artistic process and technical skills. Creativity and critical reflection emerge occasionally in the work.

Grade 2 Poor

Demonstrates: little knowledge and understanding of the media used, with limited use of terminology. There is evidence of superficial research and/or investigation. The student's own work demonstrates very limited artistic process, technical skills, creativity and critical reflection.

Grade 1 Very poor

Demonstrates: very little knowledge and understanding of the media used, with inadequate use of terminology. Irrelevant research and/or investigation. The student's own work demonstrates almost no artistic process, technical skills, creativity or critical reflection.

Appendix 11

Form 1 - IB Diploma Program

General regulations

Name of student:

Name of Parent / Guardian:

This is to acknowledge that we have completed the following:

1. Received, read, understood and accepted the IB Diploma Program general regulations document.
2. Noted and understood the rules on copyright relating to students materials submitted to the
International Baccalaureate Organization as provided under article 3 of the general regulations.

Signature of student: _____

Signature of parent / guardian:

Date: _____

Date:

Form 2 - IB Extended Essay

Student's declaration

1. I am aware that failure to respect the deadlines may place a student's standing as an IB Diploma candidate at risk.
2. I am aware that there is a policy on academic honesty and I am familiar with the contents.
3. I have attended a session presented by the IB Coordinator on the requirements of the extended essay.
4. I have received a copy of the assessment criteria.

Name of student: _____

Signature: _____

Date: _____

BIBLIOGRAPHY

1. **Handbook of Procedure for the Diploma Programme**
http://occ.ibo.org/ibis/occ/Utils/getFile2.cfm?source=/ibis/occ/spec/coord.cfm&filename=dSpace%2Fen%2Fd_0_dpyyy_vmx_1608_4_e%2Epdf
2. **Grade Descriptors**
http://occ.ibo.org/ibis/occ/Utils/getFile2.cfm?source=/ibis/occ/spec/coord.cfm&filename=dSpace%2Fen%2Fd_0_dpyyy_grd_1407_3_e%2Epdf
3. <http://www.ibo.org/about-the-ib/mission>
4. **Diploma Programme assessment -Principles and practice**
<http://www.ibo.org/contentassets/1cdf850e366447e99b5a862aab622883/dpassessmentprinciplespractice2004en.pdf>
5. The IB Diploma Programme Economics course forms part of group 3 - individuals and societies.
<http://www.ibo.org/programmes/diploma-programme/curriculum/individuals-and-societies/economics/>
6. <http://www.ibo.org/contentassets/8093a6433860448498edc35f140fb726/dp-update-toronto-arc-2016.pdf>
7. [file:///D:/Downloads/Extended%20essay%20guide%20\(first%20exams%202018\).pdf](file:///D:/Downloads/Extended%20essay%20guide%20(first%20exams%202018).pdf)
8. http://occ.ibo.org/ibis/occ/Utils/getFile2.cfm?source=/ibis/occ/home/subjectHome.cfm&filename=dSpace%2Fen%2Fd_0_tokxx_gui_1304_3_e%2Epdf
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