



Qatar Academy

INTERNATIONAL BACCALAUREATE
DIPLOMA PROGRAMME

QATAR ACADEMY

International Baccalaureate Diploma Programme

This booklet aims to help prepare parents and students for the enrolment process into the IB Diploma Programme at Qatar Academy.

It contains general information about the philosophy of the International Baccalaureate Organisation, and an outline of the IB Diploma Programme at the school.

It is hoped that this information will assist with the subject selection best suited to your interests, abilities and future plans.

I look forward to working with you with.

Sarah McGinley

IB Diploma Programme Coordinator
Senior School Assistant Principal, Gr. 11-12



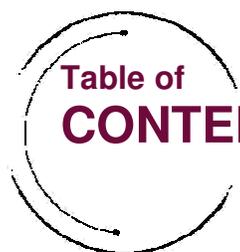


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ACRONYMS USED

CAS	Creativity, Action, Service
FAQ	Frequently asked questions
HL	Higher Level
IB	International Baccalaureate
IBO	International Baccalaureate Organization
IBD	International Baccalaureate Diploma
IT	Information Technology
ITGS	Information Technology in a Global Society
SL	Standard Level
SLC	Standard Level Composition
SLG	Standard Level Group (Performance)
SLS	Standard Level Solo (Performance)
TOK	Theory of Knowledge

THE MISSION STATEMENT OF THE INTERNATIONAL BACCALAUREATE

The educational philosophy of the International Baccalaureate Organisation can be found in its Mission Statement:

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

To this end the organization works with schools, governments and international organizations to develop challenging 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 INTERNATIONAL BACCALAUREATE PROGRAMME

The International Baccalaureate (IB) Programme is a comprehensive and rigorous two-year curriculum, leading to examinations for students aged between sixteen and nineteen. Based on the pattern of no single country, it is a deliberate compromise between the specialization required in some national systems and the breadth preferred in others. The general objectives of the IB are to provide students with a balanced education; to facilitate geographical and cultural mobility; and to promote international understanding through a shared academic experience.

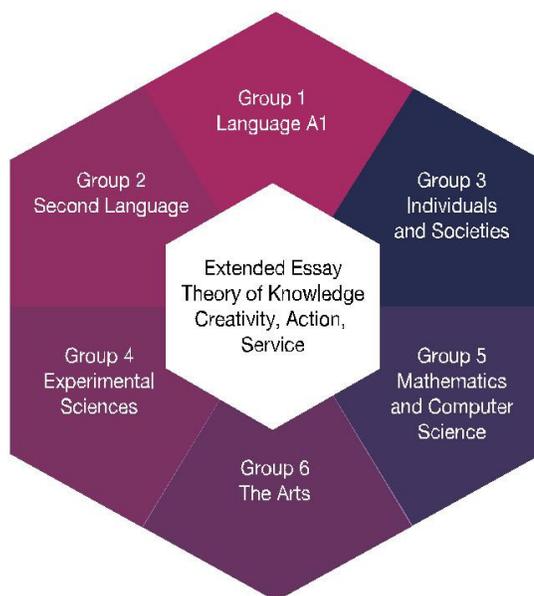
In the thirty plus years since its founding, the IB Diploma has become a symbol of academic integrity and intellectual promise. The student who satisfies its demands demonstrates a strong commitment to learning, both in terms of the mastery of the subject content and in the development of the skills and discipline necessary for success in future education and in an increasingly competitive world. In an increasingly mobile world the IB is the foremost international certification to universities around the world. Since individual institutions have their own admission procedures and requirements, accurate information and guidance is essential for successful admission.

Qatar Academy offers an appropriate selection of IB subjects, taught by experienced teachers, many of whom are IB examiners. Our first cohort of IB students sat their examinations in 2004. These students are now pursuing their studies in universities and colleges both here in Qatar (Carnegie Mellon, Texas A&M, Northwestern, Virginia Commonwealth, Weill Cornell and Georgetown) and around the world, including other Gulf States, the UK, North America and Australia.

At Qatar Academy, the two years of the IB Diploma are taken in Grades 11 and 12. Each student is required to take six academic subjects, and in addition must follow a two-year course in Theory of Knowledge, write an Extended Essay and participate in the CAS (Creativity, Action, Service) programme.

THE CURRICULUM MODEL

IB students must choose their two-year programme of study from each of the subject groups represented in the hexagon model, in a combination of at least three and no more than four higher levels and the others at standard level.



Group 1	LANGUAGE A (first or best language) English or Arabic
Group 2	LANGUAGE B (second/foreign language) Arabic or French or Spanish LANGUAGE Ab Initio (beginners' language) French or Spanish
Group 3	INDIVIDUALS and SOCIETY Business & Management or Economics or Geography or History or ITGS
Group 4	EXPERIMENTAL SCIENCES Biology or Chemistry or Physics or Environmental Systems and Society
Group 5	MATHEMATICS Mathematics HL or Mathematics SL or Mathematical Studies (SL)
Group 6	ARTS and ELECTIVES Visual Arts or Music or Computer Science or Film or Theatre Arts or Design Technology or Sports Exercise and Health Science

GROUP ONE

LANGUAGE A

Literature and Language (English or Arabic) Literature (English or Arabic)

GROUP ONE

LITERATURE AND LANGUAGE (ENGLISH OR ARABIC)

Offered at Standard and Higher Level

The aims of Language A: Language and Literature at SL and HL:

- introduce students to a range of texts from different periods, styles and genres
- develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections
- develop the students' powers of expression, both in oral and written communication
- encourage students to recognize the importance of the contexts in which texts are written and received
- encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning
- encourage students to appreciate the formal, stylistic and aesthetic qualities of texts
- promote in students an enjoyment of, and lifelong interest in, language and literature
- develop in students an understanding of how language, culture and context determine the ways in which meaning is constructed in texts
- encourage students to think critically about the different interactions between text, audience and purpose

ASSESSMENT

Standard and Higher Level

Internal	.....	30%
Individual Oral Commentary	.....	15%
Further Oral Activity	.....	15%
External	.....	70%
Written Examination	.....
Paper 1: Textual Analysis	.....	25%
Paper 2: Essay	.....	25%
Written Task	.....	20%



Group One

LITERATURE (ENGLISH OR ARABIC)

Offered at Standard and Higher Level

The aims of language A: literature at SL and HL:

- introduce students to a range of texts from different periods, styles and genres
- develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections
- develop the students' powers of expression, both in oral and written communication
- encourage students to recognize the importance of the contexts in which texts are written and received
- encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning
- encourage students to appreciate the formal, stylistic and aesthetic qualities of texts
- promote in students an enjoyment of, and lifelong interest in, language and literature
- develop in students an understanding of how language, culture and context determine the ways in which meaning is constructed in texts
- encourage students to think critically about the different interactions between text, audience and purpose

ASSESSMENT

Standard Level

Internal	.....	30%
Individual Oral Commentary	.....	15%
Individual Oral Presentation	.....	15%
External	.....	70%
Written Examination	.....
Paper 1: Guided Literary Analysis	.....	20%
Paper 2: Essay	.....	25%
Written Assignment	.....	25%

ASSESSMENT

Higher Level

Internal	.....	30%
Individual Oral Commentary and Discussion	.....	15%
Individual Oral Presentation	.....	15%
External	.....	70%
Written Examination	.....
Paper 1: Literary Commentary	.....	20%
Paper 2: Essay	.....	25%
Written Assignment	.....	25%

GROUP TWO

LANGUAGE B

- Arabic B
- French B
- Spanish B
- French Ab Initio
- Spanish Ab Initio

The acquisition of a second language carries great importance in the Diploma Programme. Students learn to understand and use the language, and gain insights into the cultures of the countries where the language is spoken. This subject group includes courses for beginners (ab initio); and second-language learners with previous experience with the language (Language B).

GROUP TWO

ARABIC B OR FRENCH B OR SPANISH B

Offered at Standard and Higher Level

Recommended pre-requisites: three or four years of study of the language.

This course aims to develop the ability to communicate accurately and effectively in speech and writing within a range of contexts; to develop the ability to understand and respond to the language demands of transactional and social contacts; to provide students with a sound linguistic base for further study, work and leisure; to offer insights into the culture of the countries where the language is spoken; and to provide the opportunity for enjoyment, creativity and intellectual stimulation.

ASSESSMENT

Standard Level

Internal	.....	30%
Individual oral (8–10 minutes)	.....	20%
Interactive oral activity	.....	10%
External	.....	70%
Written Examination		
Paper 1: Text-handling exercises on four written texts	.....	25%
Paper 2: Written productive skills	.....	25%
Written assignment: Receptive and written productive skills	.....	20%

ASSESSMENT

Higher Level

Internal	.....	30%
Individual oral (8–10 minutes)	.....	20%
Interactive oral activity	.....	10%
External	.....	70%
Paper 1: Receptive skills	.....	25%
Paper 2: Written productive skills	.....	25%
Written assignment: Receptive and written productive skills	.....	20%

GROUP TWO

FRENCH AB INITIO OR SPANISH AB INITIO

Offered at Standard Level

Required pre-requisite: students should have little or no previous experience of the language.

The overall objective of this course is for students to achieve communicative competence in a variety of everyday situations. At the end of the course the students will be expected to communicate information and some basic ideas clearly and effectively, in a limited range of situations; understand and use accurately the essential spoken and written forms of the language in a limited range of situations; understand and use a limited range of vocabulary in common usage; use a register that is generally appropriate to the situation; and show an awareness of some elements of the culture/s related to the language studied.

ASSESSMENT

Standard Level

Internal	.....	25%
Individual oral	.....	25%
External	.....	75%
Written Examination	.....
Paper 1: Receptive skills	.....	30%
Paper 2: Written productive skills	.....	25%
Written assignment	.....	20%

GROUP THREE

INDIVIDUALS and SOCIETY

Business and Management Economics Geography History Information Technology in a Global Society

By studying human experience and behavior, as well as economic and social environments and institutions, students gain an appreciation of the diverse perspectives and values. They learn to analyze concepts and theories, and to use quantitative and qualitative methods of data collection and analysis.

GROUP THREE

BUSINESS AND MANAGEMENT

Offered at Standard and Higher Level

Business and Management is the rigorous and critical study of the ways in which individuals and groups interact in a dynamic business environment. It is an academic discipline that examines how business decisions are made and how these decisions make an impact on internal and external environments. The ideals of international cooperation and responsible citizenship are at the heart of business and management.

The programme is designed to give students an understanding of business principles, practices and skills. Emphasis is also placed on understanding technical innovation and day-to-day business functions of marketing, human resource managements and finance. However, a fundamental feature of the programme is the concept of synergy (an organization should seek an overall return greater than the sum of its parts).

ASSESSMENT

Standard Level

Internal	25%
Written Assignment (max. 1500 words), externally moderated	25%
External	75%
Examination	
Paper 1: Case-study questions	35%
Paper 2: Questions based on the five modules of the syllabus	40%

ASSESSMENT

Higher Level

Internal	25%
Research Project (max. 2000 words), externally moderated	25%
External	75%
Examination	
Part 1: Case study questions	40%
Part 2: Questions based on the six modules of the syllabus	35%

GROUP THREE

ECONOMICS

Offered at Standard and Higher Level

Economics is a dynamic social science, the study of which is essentially about the concept of scarcity and the problem of resource allocation. Although it involves the formulation of theory, it is not a purely theoretical subject: economic theories can be applied to real-world examples. Neither is economics a discrete subject, since economics incorporates elements of history, geography, psychology, sociology, political studies and many other related fields of study. It also considers how economic theory is to be applied in an international context.

The scientific approach characterizes the standard methodology of economics, i.e. the progression from problem identification, through hypothesis formulation and testing, arriving finally at a conclusion.

Alongside the empirical observations of positive economics, students are asked to formulate normative questions. Encouraging students to explore such questions is the central focus of the economics course.

ASSESSMENT

Standard Level

Internal	20%
Portfolio of three commentaries	
External	80%
Written Examination	
Paper 1: Extended response questions based on microeconomic and macroeconomic sections only	40%
Paper 2: Data-response questions based on international economics and development economics sections only	40%

ASSESSMENT

Higher Level

Internal	20%
Portfolio of three commentaries	
External	80%
Written Examination	
Paper 1: Extended response questions based on microeconomic and macroeconomic sections only	30%
Paper 2: Short-answer questions based on international economics and development economics sections only	30%
Paper 3: HL extension paper based on entire syllabus	20%

GROUP THREE

GEOGRAPHY

Offered at Standard and Higher Level

Geography is a dynamic subject that is firmly grounded in the real world and focuses on the interactions between individuals, societies and the physical environment in both time and space. It seeks to identify trends and patterns in these interactions and examines the processes behind them. It also investigates the way that people adapt and respond to change and evaluates management strategies associated with such change. Geography describes and helps to explain the similarities and differences between spaces and places. These may be defined on a variety of scales and from a range of perspectives.

Within group 3 subjects, Geography is distinctive in that it occupies the middle ground between social sciences and natural sciences. The Diploma Programme Geography course integrates both physical and human geography, and ensures that students acquire elements of both scientific and socio-economic methodologies. Geography takes advantage of its position between both these groups of subjects to examine relevant concepts and ideas from a wide variety of disciplines. This helps students develop an appreciation of, and a respect for, alternative approaches, viewpoints and ideas.

ASSESSMENT

Standard Level

Internal	.....	25%
Fieldwork		
External	.....	75%
Written Examination		
Paper 1: Questions based on the Core Theme (1.5 hours)	.....	40%
Paper 2: Questions based on two Optional Themes (1.33 hours)	.....	35%

ASSESSMENT

Higher Level

Internal	.....	20%
Fieldwork		
External	.....	80%
Written Examination		
Paper 1: Questions based on the Core Theme (1.5 hours)	.....	25%
Paper 2: Questions based on three Optional Themes (2.0 hours)	.....	35%
Paper 3: Questions based on the Higher Level Extension (1.0 hour)	.....	20%

GROUP THREE

HISTORY

Offered at Standard and Higher Level

The aim of the IB History course is to explain trends and developments, continuity, and change through time and individual events. History is a field that has not only cognitive interest but also practical value, because it can enrich our understanding of the contemporary world. Today's world grew out of preceding civilizations; the past helps us to experience the present more profoundly. But perhaps the chief practical significance of history is that it teaches us to think more flexibly and broadly. History makes clear that different conditions, just like our culture, had their virtues and shortcomings.

This course aims to show us how to avoid narrow, partisan judgments of ways of life and ideas unlike our own. We will examine multiple historical interpretations on every historical issue discussed in class. The course is concerned with individuals and societies in the widest context: political, social, economics, religious, technological and cultural. The course focuses on the events of the 20th Century with a special emphasis on the Middle East region. It is a skill-oriented course with an emphasis on source evaluation, research techniques and the construction of logical oral and written arguments.

ASSESSMENT

Standard Level

Internal	25%
Historical Investigation	
External	75%
Written Examination	
Paper 1: Document-based paper set on prescribed subjects drawn from the 20th century and world history topics	30%
Paper 2: Essay paper based on the 20th century world history topics	45%

ASSESSMENT

Higher Level

Internal	20%
Historical Investigation	
External	80%
Written Examination	
Paper 1: Document-based paper set on prescribed subjects drawn from the 20th century and world history topics	20%
Paper 2: Essay paper based on the 20th century world history topics	25%
Paper 3: Essay papers based on one of the regional options	35%

GROUP THREE

INFORMATION TECHNOLOGY IN A GLOBAL SOCIETY (ITGS)

Offered at Higher Level

The course involves the study and evaluation of the impact of information technology (IT) on individuals and society. It explores the advantages and disadvantages of the use of digitalized information at the local and global level. ITGS provides a framework for students to make informed judgments and decisions about the use of IT within social contexts.

The main focus of the ITGS program is to consider how two aspects, the social significance of IT and the ethical considerations arising from IT, influence individuals, communities (including nations), institutions and organizations.

ASSESSMENT

Higher Level

Internal	.....	20%
Portfolio		
External	.....	80%

GROUP FOUR

EXPERIMENTAL SCIENCES

Biology

Chemistry

Physics

Environmental Systems and Society

The subjects offered all promote an understanding of the concepts, principles and applications of the respective disciplines together with an appreciation of the methodology of the experimental sciences in general. Practical laboratory skills are developed and collaborative learning is encouraged by means of an interdisciplinary group project.

A common curriculum model applies to all in Group 4. This model offers a parallel structure at both the higher and standard levels whereby a core of material is studied by all candidates. This is further supplemented by the study of options. An awareness of moral and ethical issues is fostered and social responsibility promoted through the examination of local and global examples.

GROUP FOUR

BIOLOGY

Offered at Standard and Higher Level

This is a stimulating and challenging course, which will look at the role and affects of Biology in a global environment.

The course will aim to promote a greater understanding of the role of current scientific issues, which can range from genetic engineering to gene therapy and from obesity problems to biotechnology, in our current and future.

The course will strive to encourage and develop critical thinking and problem solving via teacher-lead and individual/group based activities that can also link to the multi-discipline group 4 project.

The course aims to provide students with a view and in-depth knowledge of the current attitudes to Biology using varied perspective to show the multifaceted sides of Biology. Discussion and study of theory will be supported by considerable practical investigations and the use of data loggers where appropriate. Individual reading and research is vital. Participation in the Group 4 project will promote an appreciation of the environmental, social and ethical implications of science in general.

The Higher-level course is designed for students who wish to develop an in-depth knowledge of Biology and therefore at least a 5 grade in MYP science is advised.

The course consists of the following topics:

Core Topics	Higher Level Only Topics
Cell Biology	Nucleic Acids
Molecular Biology	Metabolism, Cellular respiration and Photosynthesis
Genetics	Plant Biology
Ecology	Genetics and Evolution
Evolution and Biodiversity	Animal Physiology
Human Physiology	

PLUS

One topic from the following:

Neurobiology and behaviour
Biotechnology and bioinformatics
Ecology and conservation
Human Physiology

ASSESSMENT

Internal	.....	20%
The Group 4 Project + Practical Lab work		
External	.....	80%

Standard and Higher Level students have different length examinations but the same format is followed.

Written Examination

Paper 1: multiple-choice questions

Paper 2: data-based question, short-answer questions and extended questions

Paper 3: short-answer questions on experimental skills and short & extended questions on option studied

GROUP FOUR

CHEMISTRY

Offered at Standard and Higher Level

Chemistry combines academic study with the acquisition of practical and investigational skills. It is called the central science as chemical principles underpin both the physical environment in which we live and all biological systems.

The course includes the essential principles of the subject, but also a selection of options.

The Higher-level course is designed for students who wish to develop an in-depth knowledge of Chemistry and therefore at least a 5 grade in MYP science is advised. The course consists of the following topics:

Standard and Higher Level Topics

Stoichiometric Relationships

Atomic Structure

Periodicity

Chemical Bonding and Structure

Energetics/thermochemistry

Chemical kinetics

Equilibrium

Acids and Bases

Redox process

Organic Chemistry

Measurement and analysis

PLUS

One topic from the following:

Materials or Biochemistry or Energy or Medicinal Chemistry

ASSESSMENT

Internal	20%
The Group 4 Project + Practical Lab work		

External	80%
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Standard and Higher Level students have different length examinations but the same format is followed.

Written Examination

Paper 1: multiple-choice questions

Paper 2: data-based question, short-answer questions and extended questions

Paper 3: short-answer questions on experimental skills and short & extended questions on option studied

GROUP FOUR

PHYSICS

Offered at Standard and Higher Level

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself from the very smallest particles—currently accepted as quarks, which may be truly fundamental—to the vast distances between galaxies.

Both theory and experiments are undertaken by all students to allow them to develop traditional practical skills and techniques and also increase facility in the use of mathematics, which is the language of physics. The course also allows students to develop interpersonal skills, and information and communication technology skills, which are essential in modern scientific endeavor.

The Higher-level course is designed for students who wish to develop an in-depth knowledge of Physics and therefore at least a 5 grade in MYP science is advised. The course consists of the following topics:

Core Topics	Higher Level Only Topics
Measurement and Uncertainties	Wave Phenomena
Mechanics	Fields
Thermal Physics	Electromagnetic Induction
Waves	Quantum and Nuclear Physics
Electricity and Magnetism	
Circular Motion and Gravitation	
Atomic, Particle and Nuclear Physics	

PLUS

One topic from the following:

Relativity or Engineering Physics or Imaging or Astrophysics

ASSESSMENT

Standard Level

Internal	20%
The Group 4 Project + Practical Lab work	
External	80%

Standard and Higher Level students have different length examinations but the same format is followed.

Written Examination

Paper 1: multiple-choice questions

Paper 2: data-based question, short-answer questions and extended questions

Paper 3: short-answer questions on experimental skills and short & extended questions on option studied

ASSESSMENT

Higher Level

Internal	24%
The Group 4 Project + Practical Lab work	
External	76%

Written Examination

Paper 1: multiple-choice questions on the core

Paper 2: data-based question, short-answer questions and extended question on the core

Paper 3: short-answer questions in each of the two topic options studied

GROUP FOUR

ENVIRONMENTAL SYSTEMS AND SOCIETY

Offered at Standard Level

The prime intent of this course is to provide students with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issue that they will inevitably come to face.

Candidates for this course, whilst not requiring specific previous knowledge of science or geography, should have a grounding in the scientific method and should have an awareness and interest in local and global environmental concerns. Students can expect a teaching approach which involves the rigorous evaluation of the scientific, ethical and socio-political aspects of issues.

As a transdisciplinary subject, environmental systems and societies is designed to combine the techniques and knowledge associated with the Group 4 Experimental Sciences with those associated with Group 3 Individuals and Societies. This subject is offered at SL only.

ASSESSMENT

Internal	20%
30 hours total, 42 marks	
External Assessment	80%
Paper 1 (1 hour)	30%
Paper 2 (2 hours)	50%

GROUP FIVE

MATHEMATICS

Mathematics HL Mathematics SL Mathematical Studies (SL)

All Diploma candidates are required to complete a mathematics course. Choices are available to cater for differing degrees of ability and student interest. Each course aims to develop a student's understanding of mathematics as a discipline and to promote confidence and facility in the use of mathematical language.

GROUP FIVE

MATHEMATICS HL

Offered at Higher Level

This course caters for students with a good background in mathematics who are competent in a range of analytical and technical skills. The majority of these students will be expecting to include mathematics as a major component of their university studies, either as a subject in its own right or within courses such as physics, engineering and technology. Others may take this subject because they have a strong interest in mathematics and enjoy meeting its challenges and engaging with its problems (Mathematics HL Guide, 2011).

Students should not underestimate the demands of this course; it includes some skills normally studied in first year undergraduate programmes.

While students accepted onto the Diploma programme are at liberty to opt for the higher level courses of their choice, Qatar Academy will only recommend students for Mathematics HL who achieve the grades below.

Recommended Minimal Achievement

For students who took Extended Mathematics in grade 10 at Qatar Academy.

- An average mathematics semester grade of at least 5.0
- Average criterion A semester grade of at least 5.0
- An end of year exam grade of at least 5

For students who took (standard) Mathematics in grade 10 at Qatar Academy

- An average mathematics semester grade of at least 6.0
- Average criterion A semester grade of at least 6.0
- An end of year exam grade of at least 6

Note that these are recommended *minimal* achievements and students who only just meet these standards are unlikely to achieve the higher grades at Higher Level. Students who do not meet the recommended minimum achievement are *strongly* advised to opt for a Standard Level mathematics course.

Assessment

Internal	20%
A written, individual exploration that involves investigating an area of mathematics.	
External	80%
Written Examinations	
Paper 1: A mixture of short-response and extended-response questions from the core syllabus.	
The use of calculators is prohibited	30%
Paper 2: A mixture of short-response and extended-response questions from the core syllabus.	
Graphic display calculators are required.	30%
Paper 3: Extended-response questions based mainly on the syllabus options.	
Graphic display calculators are required	20%

GROUP FIVE

MATHEMATICS SL

Offered at Standard Level

This course caters for students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology and business administration (Mathematics SL Guide, 2011).

It is a demanding course containing a variety of mathematical topics and is intended to provide a sound mathematical basis for those students planning to pursue further studies in fields with a significant mathematical content. Some universities admit students from this course onto engineering. Students considering enrolling on Mathematics SL who intend to study a mathematics-related subject at university are strongly advised to ensure that the universities to which they may wish to apply will accept students from this course.

ASSESSMENT

Standard Level

Internal	20%
A written, individual exploration that involves investigating an area of mathematics.	
External	80%
Written Examinations	
Paper 1: A mixture of short-response and extended-response questions based on the whole syllabus.	
The use of calculators is prohibited	40%
Paper 2: A mixture of short-response and extended-response questions based on the whole syllabus.	
Graphic display calculators are required.....	40%

GROUP FIVE

MATHEMATICAL STUDIES (SL)

Offered at Standard Level

This course is ... equivalent in status to mathematics SL, but addresses different needs. It has an emphasis on applications of mathematics, and the largest section is on statistical techniques. It is designed for students with varied mathematical backgrounds and abilities. It offers students opportunities to learn important concepts and techniques and to gain an understanding of a wide variety of mathematical topics. It prepares students to be able to solve problems in a variety of settings, to develop more sophisticated mathematical reasoning and to enhance their critical thinking...Students taking this course are well prepared for a career in social sciences, humanities, languages or arts. These students may need to utilize the statistics and logical reasoning that they have learned as part of the mathematical studies SL course in their future studies. (Mathematical Studies SL Guide, 2011).

It is important to realize that Mathematical Studies is not a lesser course than Mathematics SL. However, it is true that the algebraic demands of Mathematical Studies are not as great, so students who struggle to manipulate expressions or solve equations should take this course.

ASSESSMENT

Standard Level

Internal	20%
Individual project involving the collection, analysis and evaluation of data.	
External	80%
Written Examinations	
Paper 1: Short-response questions requiring a small number of steps from all parts of the syllabus	40%
Paper 2: Extended-response questions involving sustained reasoning from all parts of the syllabus	40%

GROUP SIX

ARTS AND ELECTIVES

Visual Arts

Music

Computer Science

Film

Theatre Arts

Design Technology

Sport, Exercise and Health Science

GROUP SIX

VISUAL ARTS

Offered at Standard and Higher Level

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

Syllabus Activities

Theoretical practice

Students will:

- Examine and compare the work of artists from different cultural contexts. Consider the contexts influencing their own work and the work of others.
- Look at different techniques for making art. Investigate and compare how and why different techniques have evolved and the processes involved.
- Explore ways of communicating through visual and written means.
- Make artistic choices about how to most effectively communicate knowledge and understanding.

Art-making practice

Students will:

- Make art through a process of investigation, thinking critically and experimenting with techniques.
- Apply identified techniques to their own developing work. Experiment with diverse media and explore techniques for making art.
- Develop concepts through processes that are informed by skills, techniques and media.
- Produce a body of artwork through a process of reflection and evaluation, showing a synthesis of skill, media and concept.

Curatorial practice

Students will:

- Develop an informed response to work and exhibitions they have seen and experienced.
- Begin to formulate personal intentions for creating and displaying their own artworks.
- Evaluate how their ongoing work communicates meaning and purpose.
- Consider the nature of “exhibition” and think about the process of selection and the potential impact of their work on different audiences.
- Select and present resolved works for exhibition.
- Explain the ways in which the works are connected.
- Discuss how artistic judgments impact the overall presentation.

ASSESSMENT

External assessment tasks

Task 1: Comparative study 20%

- Students analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts.

SL: Compare at least 3 different artworks, by at least 2 different artists, with commentary over 10-15 pages.

HL: As SL plus a reflection on the extent to which their work and practices have been influenced by any of the art/artists examined (3-5 pages).

Task 2: Process portfolio 40%

- Students submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course.

SL: 9-18 pages. The submitted work should be in at least two different art-making forms.

HL: 13-25 pages. The submitted work should be in at least three different art-making forms.

Internal assessment task

Task 3: Exhibition 40%

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

SL: 4-7 pieces with exhibition text for each. A curatorial rationale (400 words maximum).

HL: 8-11 pieces with exhibition text for each. A curatorial rationale (700 words maximum).

GROUP SIX

MUSIC

Offered at Standard and Higher Level

The IBO Music syllabus provides a framework for teachers to choose content and activities appropriate to the experiences and interest of the cohort. This setup allows for students in either Music Production or Instrumental Music to take what they have learned from Grades 9 and 10, and to smoothly incorporate that knowledge into the various areas of the Diploma Music course.

All students will be required to study various genres and time periods of world music in the Musical Perception component of the course, as well as write a musical investigation that links the music of two cultures, genres or time periods.

Students taking the Diploma Music course are asked to be open-minded to multiple musical cultures, learning more about both traditional and technology-based streams of music, and above all have an appreciation and enjoyment of music that will transcend the rigors of study and practice.

Components of Standard Level Music (2 options). Three (3) hours per week

SL Option A: Solo Performance

Option A consists of:

Music Theory and Analysis (30%): music listening, analysis and theory.

Performance (50%): a 20-minute portfolio featuring the student as a solo artist. You may choose a traditional instrument (Instrumental Music) or the computer (Music Production) as your main instrument.

Musical Links Investigation (20%): an independent study where the student researches links between two musical cultures, genres or time periods.

SL Option B: Composition

Option B consists of:

Music Theory and Analysis (30%): music listening, analysis and theory.

Composition (50%): a portfolio of compositions that may be composed either traditionally (Instrumental Music) or electronically (Music Production).

Musical Links Investigation (20%): an independent study where the student researches links between two musical cultures, genres or time periods.

Components of High Level Music (2 options). Four (4) hours per week

HL: Solo performance and composition

Option A consists of:

Musical Theory and Analysis (30%): music listening, analysis and theory.

Composition (25%): a portfolio of compositions that may be composed either traditionally (Instrumental Music) or electronically (Music Production).

Performance (25%): a 20-minute portfolio featuring the student as a solo artist. You may choose a traditional instrument (Instrumental Music) or the computer (Music Production) as your main instrument.

Musical Links Investigation (20%): an independent study where the student researches links between two musical cultures, genres or time periods

What's the difference between SL and HL?

The main difference between the two is that HL students are expected to complete both a composition and performance portfolio, whilst SL students only need to complete one of these. Students in both SL and HL will be required to take the Musical Perception and Analysis and Musical Links Investigation components of the course.

GROUP SIX

COMPUTER SCIENCE

Offered at Standard Level

This is a Group 5 subject, but is offered as an elective in Group 6 at QA.

Computer science deals with the solving of problems using computers. Therefore a full understanding of logical problem-solving is required as well as a detailed knowledge of how computers operate. Successful computerized systems result from: a clear understanding of the problem to be solved; appropriate use of hardware based on a detailed knowledge of its capabilities and limitations; efficient use of algorithms and data structures; thorough and logical design; careful testing and integration of all these components.

Students of IB computer science will be guided by problem-solving strategies that will be continually reinforced in their coursework.

ASSESSMENT

Standard Level

Internal	.....	35%
Program dossier (50 marks)		
External	.....	65%
Paper 1:	.....	32.5%
Paper 2:	.....	32.5%

GROUP SIX

FILM

Offered at Standard and Higher Level

Film is both a powerful communication medium and an art form. The DP film course aims to develop students' skills so they become adept in both interpreting and making film texts.

The three strands of this cinema arts course involve students

- Studying film history
- Understanding and interpreting the "language of film"
- Planning and creating short films

Through the study and analysis of film texts and exercises in filmmaking the DP film course explores film history, theory and socio-economic background. The course will develop students' critical abilities, enabling them to appreciate the multiplicity of cultural and historical perspectives in film. To achieve an international understanding within the world of film, students will be taught to consider film texts, theories and ideas from the points of view of different individuals, nations and cultures.

The IB film course emphasizes the importance of working individually and as members of a group. Students are encouraged to develop the professional and technical skills (including organizational skills) needed to express themselves creatively in film. A challenge for students following this course is to become aware of their own perspectives and biases and learn to respect those of others. This requires willingness to attempt to understand alternative views, to respect and appreciate cultural diversity, and to have an open and critical mind. Thus the IB film course can become a way for the student to celebrate the international and intercultural dynamic that inspires and sustains a type of contemporary film, while appreciating specifically local origins that have given rise to cinematic production in many parts of the world.

At the core of IB film lies a concern with clarity of understanding, critical thinking, reflective analysis, effective involvement and imaginative synthesis achieved through practical engagement in the art and craft of film.

ASSESSMENT

Standard/Higher Level

Internal	.....	50%
Production portfolio		
External	.....	50%
Independent study	.....	25%
Presentation	.....	25%

GROUP SIX

THEATRE ARTS

Offered at Standard and Higher Level

The theatre syllabus at SL and HL consists of three equal, interrelated parts. Students are required to understand the relationship between these areas and how each area informs and impacts upon their work in theatre. Students are required to approach these areas from the perspective of creator, designer, director and performer.

Presenting Theatre: this aspect is to do with staging and presenting theatre as well as presenting ideas, research and discoveries through diverse modes of presentation. Applying practical theatre skills and understanding the impact theatre can have on the spectator is also part of this component.

Theatre in Context: this teaches students that theatre does not occur in a vacuum. Understanding how context informs and inspires their own work and the work of others is integral to this component. Appreciating the wider world of theatre and varied cultural contexts of theatre is an important part of this component also.

Theatre Processes: this idea addresses the students' exploration of the skills, techniques and processes involved in theatre making. This aspect teaches students about non-active parts of theatre and encourages students to reflect upon processes and skills required to create theatre.

EXTERNAL ASSESSMENT

Director's notebook: Students choose a published play text they have not previously studied and develop ideas regarding how it could be staged for an audience. Each student submits for assessment:

- a director's notebook (20 pages maximum), which includes the student's presentation of his or her final directorial intentions and the intended impact of these on an audience
- a list of all sources cited.

SL 35%; HL 20%

Research presentation: Students plan and deliver an individual presentation (15 minutes maximum) to their peers in which they outline and physically demonstrate their research into a convention of a theatre tradition they have not previously studied. Each student submits for assessment:

- a continuous, unedited video recording of the live presentation (15 minutes maximum)
- a list of all sources cited and any additional resources used by the student during the presentation that are not clearly seen within the video recording.

SL 30%; HL 20%

HL only 35%

Solo theatre piece: Students research a theatre theorist they have not previously studied, identify an aspect(s) of their theory and create and present a solo theatre piece (4-8 minutes) based on this aspect(s) of theory. Each student submits for assessment:

- a report (3,000 words maximum)
- a continuous, unedited video recording of the whole solo theatre piece (4-8 minutes)
- a list of all primary and secondary sources cited.

INTERNAL ASSESSMENT

Collaborative project: Students collaboratively create and present an original piece of theatre (lasting 13-15 minutes) for and to a specified target audience, created from a starting point of their choice. Each student submits for assessment:

- a process portfolio (15 pages maximum)
- a video recording (4 minutes maximum) evidencing the student's contribution to the presentation of the collaboratively created piece. The selected footage must be chosen by the student and must demonstrate specific theatre-maker choices made by the student
- a list of sources cited.

SL 35%; HL 25%

GROUP 6

DESIGN TECHNOLOGY

Offered at Standard Level and Higher Level

Design Technology aims to develop critical-thinking and design skills, which students can apply in a practical context. Design Technology studies a range of design concepts as well as developing knowledge of materials. Design Technology also studies how products are developed and manufactured. Additional higher-level topics examine in detail methods of manufacturing, practical functioning and designing for a green future.

ASSESSMENT

Standard Level

Internal	36%
The Group 4 Project + Investigations	18%
Design project	18%

External	64%
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Written Examination

Paper 1: 30 multiple-choice questions on the core

Paper 2: 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: several short-answer and extended response questions in the option studied

ASSESSMENT

Higher Level

Internal	36%
The Group 4 Project + Investigations	18%
Design project	18%

External	64%
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Written Examination

Paper 1: 40 multiple-choice questions on the core and additional HL material

Paper 2: Section A: one data-based question and several short-answer questions on the core and additional HL material (all compulsory)

Section B: one extended-response question on the core and additional HL material (from a choice of three)

Paper 3: several short-answer and extended response questions in the option studied

GROUP 6

SPORTS, EXERCISE AND HEALTH SCIENCE

Offered at Standard Level only

The Diploma programme course in Sports, Exercise and Health Science (SEHS) involves the study of science that underpins physical performance and provides the opportunity to apply these principles. 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.

Sports, Exercise and Health Science covers six compulsory topics in the core syllabus. They are:

1. Anatomy
2. Exercise Physiology
3. Energy Systems
4. Movement Analysis
5. Skill in Sport
6. Measurement and Evaluation of Human Performance

There are also four options of which we will study two. They are:

- Optimizing Physiological Performance
- Psychology of Sport
- Physical Activity and Health
- Nutrition for Sport, Exercise and Health

ASSESSMENT

Internal **24%**

This includes the Group 4 project and
Practical Lab Work

External **76%**

Written Examinations

Paper 1: Multiple choice questions on the core syllabus

Paper 2: One data based question, short answer questions and an extended response question on the core syllabus

Paper 3: Short answer questions in each of the two options studied

THEORY OF KNOWLEDGE

Theory of Knowledge (TOK), an interdisciplinary requirement intended to stimulate critical reflection on knowledge and experience gained inside and outside the classroom, is a course of study unique to IB and is mandatory for every IB Diploma student.

TOK challenges students to question the basis of knowledge – to reflect critically on how they know what they believe to be facts or the truth. It consists almost entirely of exploring questions of different sources of knowledge (perception, language, emotion, reason) and different kinds of knowledge (scientific, artistic, mathematical, historical).

ASSESSMENT

Internal **33%**

Oral Presentation - Each student makes a 10-minute presentation to the class and writes a self-evaluation report that includes a concise description of the presentation and answers to questions provided by the IBO.

External **66%**

Essay (1200 – 1600 words), the topic for which is selected from a list of ten titles prescribed by the IBO for each examination session.

The grade for TOK contributes to the overall diploma core through the award of points in conjunction with the Extended Essay. A maximum of three points are awarded according to the candidates' combined performance in both the Theory of Knowledge and the Extended Essay.

THE EXTENDED ESSAY

IB Diploma Programme students are required to undertake original research and write an extended essay of 4,000 words (maximum). This essay offers the student the opportunity to investigate a topic of special interest and to become acquainted with the kind of independent research and writing skills expected at the university level.

A student may choose to write on a topic in one of the 22 subjects of the IB Diploma. It is recommended that the student devote a total of about 40 hours of private study and writing time to the essay.

The student works with a teacher who acts as supervisor during the time taken. The extended essay is mandatory to be awarded an IB Diploma

ASSESSMENT

External	100%
Research Essay of 4,000 words or less	

The grade for the Extended Essay contributes to the overall diploma score through the award of points in conjunction with Theory of Knowledge (TOK). A maximum of three points are awarded according to the candidate's combined performance in both TOK and the Extended Essay.

CREATIVITY, ACTION, SERVICE

Creativity: arts, and other experiences that involve creative thinking.

Action: physical exertion contributing to a healthy lifestyle.

Service: an unpaid and voluntary exchange that has a learning benefit for the student.

CAS should involve:

- real, purposeful activities, with significant outcomes
- personal challenge—tasks must extend the student and be achievable in scope
- thoughtful consideration, such as planning, reviewing progress, reporting
- reflection on outcomes and personal learning.

All proposed CAS activities need to meet these four criteria. It is also essential that they do not replicate other parts of the student's Diploma work. CAS activities should continue on a regular basis for at least 18 months. **Successful completion of CAS is a requirement for the award of the IB diploma and QA graduation.** Students need to document their activities and provide evidence that they have achieved eight key learning outcomes.

Learning outcomes

The completion decision for the school in relation to each student is, simply, "Have these outcomes been achieved?" As a result of their CAS experience as a whole, including their reflections, there should be evidence that students have:

1. increased their awareness of their own strengths and areas for growth
2. undertaken new challenges
3. planned and initiated activities
4. worked collaboratively with others
5. shown perseverance and commitment in their activities
6. engaged with issues of global importance
7. considered the ethical implications of their actions
8. developed new skills

All eight outcomes must be present for a student to complete the CAS requirement. Completion requires only that there is some evidence for every outcome. This focus on learning outcomes emphasizes that it is the quality of a CAS activity (its contribution to the student's development) that is of most importance. The guideline for the minimum amount of CAS activity is approximately 150 hours in total. "Hour counting", however, is not encouraged.

Responsibilities of the student

Students are required to:

- self-review at the beginning of their CAS experience and set personal goals for what they hope to achieve through their CAS programme
- plan, do and reflect (plan activities, carry them out and reflect on what they have learned)
- undertake at least one interim review and a final review with their CAS adviser
- take part in a range of activities, including at least one project, some of which they have initiated themselves
- keep records of their activities and achievements, including a list of the principal activities undertaken
- show evidence of achievement of the eight CAS learning outcomes

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 create a better, more peaceful world.

IB Learners strive to be:

- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

PARENT CONCERNS AND FREQUENTLY ASKED QUESTIONS

Are Deadlines or Due Dates firm?

In each subject, teachers set out deadlines for assignments for students which need to be respected at all times. Work that is turned in late could put the awarding of the Diploma in jeopardy. (Examples: Lab work or case studies, Essays, Oral presentations, World Literature assignments, etc.)

Who do I speak to for university advice?

QA's Counselor will assist you with any university requirements necessary.

When do we and the universities get the grades/results?

Grades are made available by the IBO in July. Some universities offer early "conditional acceptance" to students, however, final acceptance is sometimes given based on the receipt and approval of the final grades in July.

Will my son/daughter be accepted to university?

It is necessary to review entrance requirements with a student's desired university as soon as possible. Please contact our school counselor for assistance if required. Many universities worldwide do accept the diploma however, some may not, therefore, please check with the intended university. Some universities also require a TOEFL and SAT scores. Please check with our counselor for further information.

How do we get recommendation letters from teachers?

Students may request university recommendation letters from teachers via the counselor's office.

Can a student change his subjects or levels from HL to SL or vice versa?

NO changes are allowed after the end of September in Grade 11, otherwise a student would be disadvantaged. The only exception to this is those students who opt to do Certificate and therefore drop one of their Higher Level subjects to Standard Level at the start of the second year of the Diploma.

How many points will they need?

Students will pass with 24 out of 45 points subject to "Article 13: Award of the IB Diploma". Please read this section carefully. Special conditions apply if a student scores from 24 to 27 and also for those who score 28 or above.

What happens during the summer break between Grade 11 & 12?

Students will have to keep in mind that a fair amount of review is necessary during their summer months so that concepts stay fresh in their minds. It is important to remember that exams in May of Grade 12 are based on TWO years of study and NOT only ONE. They should also be doing further research on their Extended Essays as the first draft is due immediately school resumes and completing any course work required by individual subjects.

GENERAL REGULATIONS – DIPLOMA PROGRAMME

For students and their legal guardians

Published March 2011

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I General

Article 1: Scope

- 1.1 The International Baccalaureate Organization (hereinafter “the IB Organization”) is a foundation that has developed and offers three programmes of international education entitled the “Primary Years Programme” (PYP), the “Middle Years Programme” (MYP) and the “Diploma Programme” (DP). It authorizes schools to offer one or more of these programmes to their students.
- 1.2 An IB World School (hereinafter “school”) is a school that has been authorized by the IB Organization to offer one or more of its programmes.
- 1.3 This document describes the regulations that apply to the Diploma Programme and is intended for schools, students and their legal guardians.
- 1.4 When used herein the term “legal guardians” encompasses parents and individuals with guardianship of any IB student enrolled in the Diploma Programme. If a student (hereinafter “candidate(s)”) is of legal age, the school’s duties towards legal guardians specified herein also apply to the candidate.

Article 2: Role and responsibilities of schools

- 2.1 In addition to articles in these General regulations: Diploma Programme (hereinafter “general regulations”), schools must comply with the Rules for IB World Schools: Diploma Programme, which are detailed in a separate document, and with the administrative requirements detailed in the Handbook of procedures for the Diploma Programme (hereinafter “handbook”), which is the handbook for Diploma Programme coordinators and teachers and is supplied to schools by the IB Organization.
- 2.2 The IB Organization has developed the Diploma Programme as a pre-college/ university programme aimed at candidates in the 16-19 age range. The Diploma Programme is designed to lead to the International Baccalaureate Diploma (hereinafter “IB diploma”) or a certificate of results (hereinafter “certificate”) for subjects forming part of the Diploma Programme.
- 2.3 The IB Organization sets the curriculum and assessment requirements leading to the award of the IB diploma or a certificate and is the sole organization entitled to award IB diplomas and certificates. The IB diploma or a certificate is awarded to candidates who have satisfied the assessment requirements in accordance with these general regulations and the administrative requirements detailed in the handbook. Schools must comply with the details, deadlines and procedures stated in the handbook for the relevant examination session.
- 2.4 To qualify for the award of the IB diploma a candidate must follow the course of study and assessment for the Diploma Programme. To qualify for a certificate the candidate must follow the course of study and assessment for the subject(s) selected. In addition to subject requirements, the IB diploma has further requirements (collectively known as the “core”) of an extended essay and theory of knowledge (hereinafter “TOK”), as well as activities known as creativity, action, service (hereinafter “CAS”) that are not assessed. Subjects that comprise the Diploma Programme include both internal and external assessment.

- 2.5 Because the IB Organization is not a teaching institution and does not provide teaching services to candidates, the Diploma Programme is implemented and taught by IB World Schools. The schools are entirely independent from the IB Organization and are solely responsible for the implementation and quality of teaching of the Diploma Programme, whether courses are provided solely in the classroom or by means of a combination of classroom-based and online courses, provided that such online courses are offered through the engagement of an IB-approved online course provider.
- 2.6 Schools are responsible for informing candidates and legal guardians regarding the general characteristics of the Diploma Programme and how the school implements it. Additionally, schools must inform candidates and legal guardians of the services offered by the IB Organization and any restrictions or prohibitions that apply to the Diploma Programme.
- 2.7 Schools are responsible for appointing a Diploma Programme coordinator to manage the implementation of the programme in the school and for identifying an appropriate contact person who will be available when results are issued to ensure that all candidates receive their results, request the enquiry upon results service on their behalf and/or register them for the forthcoming examination session, if the coordinator is not available for that purpose. Before submitting an enquiry upon results that may result in a change of grade for a candidate, the school must first obtain the consent of the candidate or his/her legal guardian.
- 2.8 Schools are responsible for ensuring that candidates comply with all assessment requirements for the Diploma Programme. Non-compliance with these requirements can lead to the disqualification of candidates registered by the school.
- 2.9 The IB Organization cannot guarantee that a school will remain capable and willing to implement the Diploma Programme. Consequently, schools bear sole responsibility towards candidates and legal guardians if, for any reason, a school's authorization to implement the Diploma Programme is withdrawn by the IB Organization or a school decides to terminate its authorization.

Article 3: Candidates and their legal guardian(s)

- 3.1 Except where provided otherwise in these general regulations or the handbook, candidates and their legal guardian(s) must use the school's Diploma Programme coordinator as the intermediary for any communication with the IB Organization. If either a candidate or his/her legal guardian(s) has a question about the general characteristics of the Diploma Programme or how the school implements it, they must raise the matter with the school's Diploma Programme coordinator.
- 3.2 Candidates, whether for the diploma or for certificate(s), must complete all requirements for the Diploma Programme within the two-year period of the programme.
- 3.3 Candidates are required to act in a responsible and ethical manner throughout their participation in the Diploma Programme and must be in good standing at the school at the time of the examinations.

- 3.4 The IB Organization is entitled to refuse to mark or moderate assessment material if a candidate has acted in an irresponsible or unethical manner in connection with that part of assessment for the Diploma Programme, for example if a candidate includes offensive or obscene material that is unrelated to the content of the assessment. In such cases the final award committee is entitled to award a mark of zero for the component or part(s) of the component that are not marked or moderated due to such irresponsible or unethical behaviour.

Article 4: Equal opportunities statement

It is the policy of the IB Organization to make its curriculum and assessment available to all candidates from IB World Schools who have fulfilled the school's academic requirements to be registered for an IB examination session. No candidate will be excluded by the IB Organization on the grounds of nationality, ethnicity, culture, gender, sexual orientation, religious affiliation or disability. The IB Organization will make all reasonable efforts to enable candidates to participate in its assessments.

Article 5: Recognition of the IB diploma

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

Article 6: Property and copyright in materials produced by candidates

- 6.1 Candidates produce materials in a variety of forms that are submitted to the IB Organization as part of the assessment requirements. These assessment materials (hereinafter "materials") include all forms of written work, audio and visual materials, computer programs and data and, in certain cases, may contain images of the candidates.
- 6.2 Candidates retain copyright in all materials submitted for assessment purposes, but by submitting those materials, subject to article 6.4, candidates thereby grant the IB Organization a non-exclusive, charge-free, worldwide licence, for the duration of the statutory copyright protection, to reproduce submitted materials in any medium for assessment, educational, training and/or promotional purposes relating to the IB Organization's activities, or to those related activities of which it approves. Such licence shall become effective from 1 June following the May examinations and 1 December following the November examinations.

- 6.3 Where the IB Organization uses these materials for purposes other than assessment, it may modify, translate or otherwise change them to meet particular needs and will anonymize them before publication in print or in electronic form. If the purpose of the publication is to focus on work of a particularly high standard the candidate and school may be identified and the school informed beforehand.
- 6.4 Under exceptional circumstances a candidate may withdraw the licence referred to in article 6.2 for a specific piece of work. In such case the IB Organization must be notified in accordance with the procedure described in the relevant handbook. The candidate must submit a written notification to the school's Diploma Programme coordinator, who has the duty to inform the IB Organization by the due date. In these cases the IB Organization will use the material only for assessment purposes.
- 6.5 For assessment purposes, the IB Organization may electronically scan or reproduce submitted materials in different media, such as photographing works of art. It may also copy materials in the same medium, such as printing or photocopying examination scripts and essays. These materials are either internally assessed by teachers in the schools (whose marks are moderated) or externally assessed by IB examiners. Wherever the materials are held during their assessment, for example by the school or a third party, they are always held on behalf of the IB Organization.
- 6.6 All materials submitted to the IB Organization for assessment, whether in the hands of a school, an examiner or a third party acting on behalf of the IB Organization, become the property of the IB Organization, which, once the assessment is complete, is entitled to retain the materials for recordkeeping purposes or to destroy them according to its needs. Candidates are entitled to request the return of their externally assessed work, including a copy of their examination scripts, provided such application is made for a May session by 15 September in the same year and for a November session by 15 March of the following year. In all cases, to be valid, the application must be submitted to the IB Organization by the school's Diploma Programme coordinator according to the procedures stated in the handbook.

Article 7: Use of student data

The IB may use data in ways relevant to carrying out its legitimate purposes and functions, such as research on IB students' success in colleges and universities, and will take due care in the use, collection and storage of data and do its utmost to keep all data accurate, timely and secure.

II The Diploma Programme

Article 8: Content of the Diploma Programme

- 8.1 Candidates for the IB diploma must satisfy assessment requirements in six subjects and the core. All higher level subjects, the core and at least one standard level subject must be taught over the two years of the programme. Up to two standard level subjects may be taught, should circumstances require, during the first year and assessed at the end of that first year as anticipated subjects. It is also permissible, should circumstances require, to teach one standard level subject during the first year and one standard level during the second year, with assessment requirements met at the end of each corresponding year. Languages ab initio and pilot subjects must be taught over the two years of the programme.
- 8.2 The six subjects must be selected from six groups as described in the relevant handbook for the examination session, at least three and not more than four subjects being offered at higher level and the others at standard level. Recommended teaching time is 240 hours to complete higher level courses and 150 hours to complete standard level courses.
- 8.3 In addition to the six subjects, candidates must complete the following core requirements:
- Take a course in, and complete the required assessment in, TOK, for which the IB Organization recommends at least 100 hours of teaching over the two-year period of the Diploma Programme.
 - Complete the programme of CAS activities, for which the IB recommends at least 150 hours for the combination of activities.
 - Complete and submit for assessment an extended essay in a subject available for this purpose. Work on the essay, which is expected to occupy approximately 40 hours, must be done under the direct supervision of a teacher at the school who has appropriate qualifications and/or experience in the subject chosen by the candidate and is familiar with the Diploma Programme.
- 8.4 The IB Organization may develop new subjects on a pilot basis, which a limited number of schools may offer on the understanding that the syllabus content and assessment methods may change during the lifetime of the syllabus. A pilot subject must be taught over the two years of the programme and therefore cannot be taken as an anticipated subject.
- 8.5 A transdisciplinary subject meets the requirements of two groups through a single subject. A further subject must then be chosen to meet the requirement of six subjects for the diploma. The additional subject may be chosen from any group, including one already covered by the transdisciplinary subject.

- 8.6 A school-based syllabus (hereinafter “SBS”) may be designed by a school according to its own needs and teaching resources and is developed in consultation with and approved by the IB Organization. A SBS may only be offered at standard level. Only schools that have already entered candidates for two Diploma Programme examination sessions may offer a SBS. The syllabuses are subject to periodic review and have to be approved by the IB Organization before teaching can commence. Subject to the appropriate group criteria being satisfied, a SBS may be authorized as an alternative to a subject in groups 2, 3, 4 or 6. In such circumstances an individual candidate may use the subject to fulfill the requirements of either group, but not both. No candidate may be registered for more than one SBS, or for a SBS and a pilot subject for the IB diploma. A SBS cannot contribute to a bilingual diploma.
- 8.7 If the special conditions of entry into an institution of higher/further education require an IB diploma candidate to offer a choice of subjects different from that specified in the current handbook, a candidate may be allowed to make a reasonable substitution on presentation of appropriate university documentary evidence to the IB Organization. This is referred to as a “non-regular” diploma and the combination of subjects must be authorized by the IB Organization.

Article 9: Extended essays

- 9.1 Only candidates registered under the diploma or retake categories may submit an extended essay. Retake candidates wishing to improve the grade for their extended essay may submit either a revised or new extended essay. A new extended essay can be registered in the same or in a different diploma subject. However, if a retake candidate is submitting a new or revised extended essay in the session six months after the session in which an extended essay was submitted, it must be registered in the same diploma subject.
- 9.2 It is the school’s responsibility to ensure that each candidate submitting an extended essay is supervised by a teacher at the school with appropriate qualifications and/or experience in the diploma subject chosen by the candidate. Neither a relative of the candidate nor a person who is not a teacher at the school may undertake the role of the supervisor.
- 9.3 An extended essay must be registered for one of the Diploma Programme subjects listed in the handbook as available for the relevant examination session. A candidate need not submit an extended essay in a subject that has been selected as one of that candidate’s six diploma subjects, subject to the approval of the school.
- 9.4 A candidate who is studying a language A literature SL as a school-supported, self-taught subject is not permitted to register for an extended essay in that subject.
- 9.5 Extended essays in group 2 are intended for language acquisition learners. Candidates are not permitted to submit a group 2 extended essay in their group 1 language(s).

Article 10: Response languages

- 10.1 Candidates must write their examinations and other forms of assessment in subjects in groups 3, 4, 5 and 6 of the Diploma Programme in English, French or Spanish as the response language. Assessed work in TOK and the extended essay must also be presented in English, French or Spanish, except that an extended essay in a group 1 or group 2 subject must be written in the language of the subject chosen. However, an extended essay in Latin or classical Greek (group 2) must be written in English, French or Spanish.
- 10.2 The same response language must be used for all components of a subject.
- 10.3 For certain IB projects offering alternative response language, candidates may be permitted to write their examinations and other forms of assessment in languages other than English, French or Spanish, in groups 3 and 4, TOK and the extended essay. If the conditions detailed in article 14 are met, this will lead to the award of a bilingual diploma.

III Assessment

Article 11: Candidate registration

- 11.1 A candidate for the IB diploma or certificate must be registered by a school for each intended examination session and must take the requisite courses and assessments at that school. The school must complete the registration requirements on behalf of the candidate and pay the related fees by the relevant deadlines. It is the responsibility of the school to ensure that candidates are registered correctly for an examination session.
- 11.2 A school may accept an external candidate from another IB school if the school that the candidate normally attends does not offer a particular IB subject. However, all academic and administrative responsibility for that candidate will remain with the school that has registered or will register that candidate for an IB Diploma Programme examination session. The candidate must not be registered by both schools, unless advised to do so by the IB Organization. Similarly, in the case of a retake candidate, the school at which he or she is registered must accept all academic and administrative responsibility for that candidate and cannot delegate it elsewhere. In this case the course need not be taught or followed at the registering school. Candidates taking online courses are subject to the conditions specified in the current handbook.

11.3 The following categories of registration are available.

- a. Anticipated: for candidates intending to complete the requirements for one or two standard level subjects (excluding languages ab initio and pilot subjects) at the end of their first year of the Diploma Programme.
- b. Diploma: for candidates intending to complete the requirements for the award of an IB diploma.
- c. Certificate: for candidates taking one or more subjects who are not seeking the award of the IB diploma.
- d. Retake: for previous IB diploma candidates who are seeking to improve on their results. The highest grade for a subject will contribute towards the IB diploma.

11.4 A subject or subjects taken by a candidate in addition to the six subjects for the IB diploma cannot contribute to the award of an IB diploma. Similarly, a certificate subject that was not taken as a subject in addition to the six subjects for the IB diploma cannot subsequently contribute to the award of an IB diploma.

11.5 At the discretion of the school, a certificate candidate may pursue the course in TOK, undertake an extended essay and/or engage in CAS, but the IB Organization will not accept the registration of certificate candidates for these IB diploma requirements.

Article 12: Grades

Performance in each subject is graded on a scale of 1 point (minimum) to 7 points (maximum). For the IB diploma, a maximum of 3 points is awarded for combined performance in TOK and the extended essay. The maximum total Diploma Programme points score is 45.

Article 13: Award of the IB diploma

13.1 All assessment components for each of the six subjects and the additional IB diploma requirements must be completed in order to qualify for the award of the IB diploma, except under the conditions stipulated in articles 23 and 24 of these regulations.

13.2 If a diploma candidate is awarded a grade E for TOK or a grade E for the extended essay, the candidate must achieve 28 points or more to be eligible for the diploma. However, if a candidate is awarded an E for both TOK and the extended essay requirement, the candidate will not qualify for the diploma regardless of the total number of points achieved.

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

- a. Numeric grades have been awarded in all six subjects registered for the IB diploma.
- b. All CAS requirements have been met.
- c. At least a grade D has been awarded for both TOK and the extended essay.
- d. There is no grade 1 in any subject.
- e. There is no grade 2 at higher level.
- f. There is no more than one grade 2 at standard level.
- g. Overall, there are no more than three grades 3 or below.
- h. At least 12 points have been gained in higher level subjects (candidates who register for four higher level subjects must gain at least 16 points at higher level).
- i. At least 9 points have been gained on standard level subjects (candidates who register for two standard level subjects must gain at least 6 points at standard level).
- j. The candidate has not been found guilty of malpractice by the IB Organization.

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

- a. Numeric grades have been awarded in all six subjects registered for the IB diploma.
- b. All CAS requirements have been met.
- c. Grades A (highest) to E (lowest) have been awarded for both TOK and an extended essay, with a grade of at least D in one of them.
- d. There is no grade 1 in any subject.
- e. There is no more than one grade 2 at higher level.
- f. There are no more than three grades 2 at standard level.
- g. Overall, there are no more than three grades 3 or below.
- h. At least 11 points have been gained on higher level subjects (candidates who register for four higher level subjects must gain at least 14 points at higher level).
- i. At least 8 points have been gained on standard level subjects (candidates who register for two standard level subjects must gain at least 5 points at standard level).
- j. The candidate has not been found guilty of malpractice by the IB Organization.

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

Article 14: Form of the IB diploma

- 14.1 Successful IB diploma candidates will receive an IB diploma and a document (diploma results) listing the total IB diploma points score, the subject grades, the completion of all CAS requirements and any points awarded and individual grades for the combination of TOK and the extended essay.
- 14.2 A bilingual diploma will be awarded to a successful candidate who fulfills one or more of the following criteria.
- a. Completion of two languages selected from group 1, with the award of a grade 3 or higher in both.
 - b. Completion of one of the subjects from group 3 or group 4 in a language that is not the same as the candidate's group 1 language. The candidate must attain a grade 3 or higher in both the group 1 language and the subject from group 3 or 4.
- 14.3 Pilot subjects in groups 1, 2, 3 or 4, and transdisciplinary subjects, can contribute to the award of a bilingual diploma. A SBS cannot contribute to a bilingual diploma.
- 14.4 A subject or subjects taken by a candidate in addition to the six subjects for the diploma cannot contribute to the award of a bilingual diploma.

Article 15: Form of a certificate

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

Article 16: Assessment by examiners

Examiners appointed by the IB Organization mark candidates' work in Diploma Programme examinations and other forms of external assessment using common markschemes or assessment criteria. This external assessment is complemented by the internal assessment, which is other required work marked by teachers and moderated by examiners.

Article 17: Enquiry upon results

- 17.1 A candidate's assessment material may be re-marked and/or returned to the school (in electronic format or as a photocopy) as part of the enquiry upon results service, the details and fees for which are specified in the relevant handbook. The categories and conditions of this service are subject to change and therefore are in accordance with the details given in the handbook for the examination session concerned.
- 17.2 Re-marking a candidate's assessment material may lead to a higher or a lower grade for the subject. Therefore, before submitting a request for an enquiry upon results service that may result in a change of grade, the school must obtain the consent of the candidate(s) or his/her legal guardian(s).
- 17.3 If a candidate believes the process leading to the grade upon re-marking did not respect the procedures defined in these general regulations and/or the handbook, the school's Diploma Programme coordinator may request on behalf of the candidate a review by the assessment director, or his/her nominee, of the assessment. A fee is payable to the IB Organization by 31 December following a May session and 30 June following a November session. Before requesting a review, the school must obtain the consent of the candidate(s) or his/her legal guardian(s).
- 17.4 Beyond the re-marking and review process defined in article 17, the candidate is not entitled to request a reconsideration of the assessment. However, the candidate is entitled to submit an appeal under the conditions defined in article 30.

Article 18: IB final award committee

- 18.1 The IB final award committee is the body that formally awards the IB diplomas and certificates on the basis of the grades determined by grade award procedures.
- 18.2 The final award committee consists of representatives of the IB Board of Governors, of the examining board and of senior IB staff, and is chaired by the chair of the examining board.
- 18.3 The final award committee may delegate decisions on alleged breaches of regulations to a subcommittee, but the final award committee is the body that has authority to make the final decision in all special cases with respect to the award of IB diplomas and certificates.

IV Special cases

A: Special circumstances

Article 19: Candidates with special needs

A special need is any permanent or temporary diagnosed need that could put a candidate at a disadvantage and prevent him or her from being able to demonstrate their skills and knowledge adequately.

Article 20: Applicable procedure for candidates with special needs

- 20.1 Although the IB Organization is able to offer guidance on special needs, the school is responsible for carefully considering the options available to candidates and must be aware of any barriers that may deny access to any part of the Diploma Programme.
- 20.2 Special needs must be reported by the candidate or his/her legal guardian to the school's Diploma Programme coordinator before the candidate starts the programme, with appropriate professional documentation. Temporary special needs resulting from illness or accident must be reported to the Diploma Programme coordinator as soon as possible after they arise, together with supporting professional documentation and other relevant information.
- 20.3 If a candidate with a special need requires special assessment arrangements, the Diploma Programme coordinator must make such necessary arrangements and, where appropriate, request authorization for special arrangements from the IB Organization according to procedures stated in the handbook.

Article 21: Candidates affected by adverse circumstances

Adverse circumstances are defined as those beyond the control of the candidate that might be detrimental to his or her performance, including severe stress, exceptionally difficult family circumstances, bereavement, disruption during examinations or events that may threaten the health or safety of candidates. The same circumstances may affect a group of candidates or all candidates within a school. Adverse circumstances do not include shortcomings on the part of the school at which the candidate is registered.

Article 22: Applicable procedure for candidates affected by adverse circumstances

- 22.1 Any application for special consideration in cases of adverse circumstances must be submitted to the IB Organization by the school's Diploma Programme coordinator on behalf of the candidate(s). The application must be received within ten days of the completion of the final assessment component of the subject concerned and must be supported by a statement written by the Diploma Programme coordinator as well as by appropriate evidence.
- 22.2 If the final award committee accepts that the performance of a candidate(s) has been affected by adverse circumstances, the committee may give special consideration to the case, provided that this would not give an advantage in comparison with other candidates.

Article 23: Candidates with incomplete assessment

Incomplete assessment exists when a candidate has not submitted one or more components of the assessment requirements in the subject.

Article 24: Applicable procedure for candidates with incomplete assessment

- 24.1 Any application for special consideration in cases of incomplete assessment must be submitted to the IB Organization by the school's Diploma Programme coordinator on behalf of the candidate. The application must be received within ten days of the completion of the final assessment component of the subject concerned and must be supported by a statement written by the Diploma Programme coordinator as well as by appropriate evidence.
- 24.2 In cases of incomplete assessment in a subject, the final award committee may, at its discretion, award a grade for the subject if both of the following circumstances are established.
- a. An acceptable reason is provided by the school for the incomplete assessment being beyond the candidate's control, such as illness or injury, the death or funeral of a close relative, or unavoidable attendance at a hospital or law court.
 - b. The candidate has submitted sufficient work, leading to at least 50% of the total marks available in that subject and including an externally assessed component.
- 24.3 If the foregoing conditions are fulfilled, marks for the missing component(s) will be calculated using a procedure based on the candidate's marks for completed components and on the distribution of marks of other candidates in the same subject.
- 24.4 The grounds for incomplete assessment, such as forced school closure during the written examinations in May or November, may affect a group of candidates or all candidates in the school. In a case where more than one candidate is affected the final award committee will give the same consideration to all candidates.

B: Academic infringements

Article 25: Definition of an academic infringement

There can be instances where work submitted by a candidate for assessment contravenes the standard academic practice of clearly acknowledging all ideas and words of other persons without the candidate having made a deliberate attempt to gain an unfair advantage, for example where a candidate has not used some means of indicating a quotation, but has cited the source of the text in the bibliography or in a footnote. The final award committee may designate a case of this type as an academic infringement and not as malpractice.

Article 26: Applicable procedure for academic infringements

If the final award committee decides that an academic infringement has been established, no marks will be awarded for the component or part(s) of the component. The candidate will still be eligible for a grade in the subject or IB diploma requirement concerned. The head of school will be notified that this action has been taken. The case will not be recorded as malpractice.

C: Malpractice

Article 27: Definition of malpractice

The IB Organization defines malpractice as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components. Malpractice includes the following.

- a. Plagiarism: this is defined as the representation of the ideas or work of another person as the candidate's own.
- b. Collusion: this is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another.
- c. Duplication of work: this is defined as the presentation of the same work for different assessment components and/or IB diploma requirements.
- d. Any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example taking unauthorized material into an examination, misconduct during an examination, falsifying a CAS record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination).

Article 28: Applicable procedure for malpractice

- 28.1 The school's Diploma Programme coordinator must inform the IB Organization if he or she identifies any malpractice (for example, plagiarism) in relation to a candidate's work after the candidate has signed the cover sheet to the effect that it is his or her own work and constitutes the final version of that work. In such cases, or when an examiner or the IB Organization suspects malpractice, the school will be required to conduct an investigation and provide the IB Organization with relevant documentation concerning the case. If questions arise about the authenticity of a candidate's work before the cover sheet has been signed, that is, before the work has reached its final stage, the situation must be resolved within the school.
- 28.2 Candidates suspected of malpractice will be invited, through the school's Diploma Programme coordinator, to present a written explanation or defence.
- 28.3 Cases of suspected of malpractice will be presented to the final award committee, or a sub-committee of the final award committee. After reviewing all evidence collected during the investigation, the committee will decide whether to dismiss the allegation, uphold it or ask for further investigations to be made.
- 28.4 If the final award committee deems evidence of malpractice insufficient, the allegation will be dismissed and a grade will be awarded in the normal way.

- 28.5 If the final award committee decides that a case of malpractice has been established, no grade will be awarded in the subject(s) concerned. No IB diploma will be awarded to the candidate, but a certificate will be awarded for other subject(s) in which no malpractice has occurred. The candidate will normally be permitted to register for future examination sessions, which may include the session that follows six months later if the relevant registration deadlines are met.
- 28.6 If a case of malpractice is very serious, the final award committee is entitled to decide that the candidate will not be permitted to register for any future examination session.
- 28.7 If the candidate has already been found guilty of malpractice in a previous session, this will normally lead to disqualification from participation in any future examination session.
- 28.8 An IB diploma, or a certificate, may be withdrawn from a candidate at any time if malpractice is subsequently established.

VII Decisions of the final award committee

Article 29: Reconsideration

- 29.1 The reconsideration of final award committee decisions does not include the review of the assessment of candidates' work, such process being regulated by the enquiry upon results procedure defined in article 17.
- 29.2 Final award committee decisions are only open to reconsideration if the candidate establishes the existence of facts that were unknown to the final award committee when making its original decision. To be admissible the request for reconsideration must:
- be filed by the candidate or his/her representative via the school's Diploma Programme coordinator, who must inform the head of school.
 - be received by the IB Organization from the school within three months of the date of the original decision by the final award committee.
 - contain a full description of the new facts invoked and reasons for which a reconsideration is being requested.
 - contain the name and address of the candidate or his/her representative to whom the IB Organization may send all communications and decisions concerning the request.
- 29.3 All requests for reconsideration will be examined and decided by a sub-committee of the final award committee. The sub-committee will comprise at least the chair of the final award committee, a member of the examining board and the assessment director, assessment operations director or academic director, all of whom must have served on the final award committee for the examination session to which the reconsideration relates.
- 29.4 The sub-committee is entitled to refuse to reconsider the matter if it deems that the request is not based on new facts. If the sub-committee refuses to reconsider the matter it will inform the candidate or his/her representative at the address indicated in the request, with a copy to the Diploma Programme coordinator.

- 29.5 If the sub-committee accepts to reconsider the matter it may ask the candidate and/or the school for whatever additional explanations and evidence it deems useful but will not be obliged to accept further written submissions by the candidate and will not hear the candidate orally. The subcommittee will render its decision upon reconsideration, in principle, within one month of the date that the IB Organization receives the request for reconsideration.
- 29.6 The sub-committee's decision upon reconsideration will contain summary reasons and will be notified by the IB Organization to the candidate or his/her representative at the address in the request, with a copy to the Diploma Programme coordinator.

Article 30: Appeals

- 30.1 In cases where a request for reconsideration is possible, as defined under article 29, the reconsideration must precede any appeal.
- 30.2 Subject to article 30.1, appeals are possible against any decision of the final award committee and against any decisions upon review of the re-marking of a candidate's assessment material, as defined under article 17.3, but only on the grounds that the procedures defined in these general regulations and/or the handbook, and which led to the decision of the final award committee being appealed, were not respected.
- 30.3 The appeals panel is formed of three members: one member independent from the IB Organization, the chair or vice-chair of the examining board and a chief examiner who was not on the final award committee, or sub-committee of the final award committee, that made the decision being appealed. The head of assessment operations, or his/her nominee, will act as the secretary of the appeals panel, without being involved in making any decision.
- 30.4 The independent member is appointed on an annual basis and will not have been a Diploma Programme teacher or examiner, or an employee of the IB Organization at any time during the past five years.
- 30.5 The panel makes its decisions based on the views of the majority of the three members. The independent member will act as chairperson of the panel and will make the decision alone if a majority decision cannot be reached.
- 30.6 The appeal must be lodged using a form of recorded delivery and be addressed to the head of assessment operations at the IB Organization. It must be lodged within one month from the date the candidate received the decision being appealed.
- 30.7 The appeal must contain, in English:
- a. the name, postal address, telephone number and email address of the appellant
 - b. a statement of all the facts and the reasons for the appeal
 - c. the appellant's request for relief
 - d. a copy of the decision being appealed
 - e. all written evidence on which the appellant intends to rely
 - f. any request for the holding of a hearing and for the examination of (a) witness(es).

- 30.8 Upon receiving the appeal, the IB Organization will request a non-reimbursable handling fee that must be paid before the appeal procedure begins.
- 30.9 The appeals panel will begin by issuing directions regarding how the procedure will be run. Subject to the panel respecting due process and to it holding a hearing if so requested by the appellant, the panel will be free to determine how the procedure is to be run. The panel may ask both the appellant and the final award committee to submit clarifications and information. Any hearing that takes place shall be held on the premises of an IB Organization office, the location of which will be determined by the IB Organization, and will be held on a date fixed by the panel after consultation with the appellant.
- 30.10 The procedure is in English. The appellant may, at his/her own expense, be represented by legal counsel.
- 30.11 In making its determinations on issues in dispute, the appeals panel will base its decision on what it deems most probable in light of the evidence (balance of probabilities) and it will make its decision on the basis of these general regulations and principles of fairness, without applying any rules of law.
- 30.12 The panel will issue a written, dated and signed final decision with summary reasons, in principle, within three months of the date that the IB Organization received the appeal. The IB Organization will notify the final decision to the appellant, with a copy to the head of school.

VII Final provisions

Article 31: Governing law

Swiss law governs these general regulations and all other procedures relating to the assessment requirements.

Article 32: Arbitration

Any dispute arising from or in connection with these general regulations and/or handbook that has not been finally resolved by means of the reconsideration or appeal procedures defined in articles 29 and 30 of these general regulations, or which is not subject to those procedures, shall be finally settled by arbitration, taking place in and in accordance with the rules applicable in Geneva, Switzerland. The proceedings shall be confidential and the language of the arbitration shall be English.

Article 33: Entry into force and transitory rules

This version of General regulations: Diploma Programme shall enter into force on 1 September 2011 for May session schools, for candidates starting the programme in August/September 2011, or 1 January 2012 for November session schools, for candidates starting the programme in January/February 2012, with the exception of “anticipated” candidates being registered for May 2012 or November 2012 for whom the extant general regulations apply. The IB Organization may amend these general regulations from time to time. Each amended version applies to candidates starting the Diploma Programme after the date of entry into force of the amended version.