ACA

أكاديمية الإبداع الأمريكية

American Creativity Academy

ACA IB PROGRAM HANDBOOK

WWW.ACA.EDU.KW

Table of Contents

Description of the Program ……. 4

The Six Subject Groups ……..... 5

The DP Core ……... 20

Getting the Diploma …… 27

Pedagogy ……..……... ……... 29

IB at ACA ……... 32

Assessment ……...……. 39

Policies Organizers ……..…….. 54

Appendix

Table of Deadlines……..... 58

Full Policies …… 62

May Examination Schedule...……..……. 81

IB learner profile

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

As IB learners we strive to be:

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

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

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

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

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

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

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

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

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

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

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

International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

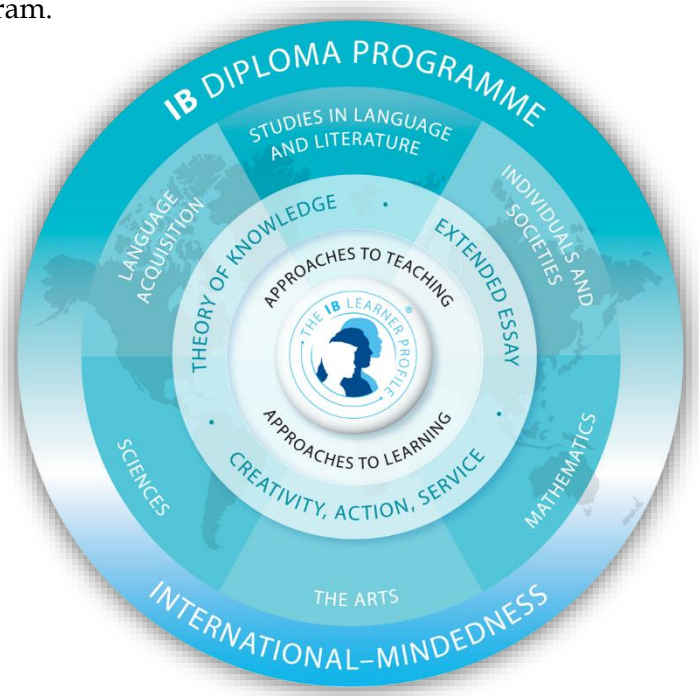
© International Baccalaureate Organization 2013
International Baccalaureate® | Baccalauréat International® | Bachillerato Internacional®

Description of the IB Diploma Program

"The International Baccalaureate® (IB) is more than its educational programmes and certificates. At our heart we are motivated by a mission to create a better world through education." (ibo.org)

The IB Diploma program is internationally recognized for its quality, rigor, and ability to thoroughly prepare high school graduates for the world of higher education. An IB diploma is one of the most distinguished pre-university qualifications a student can achieve, and is recognized, respected and valued by universities around the world.

The IB Diploma curriculum is composed the DP core and six subject groups. These subjects coupled with sound teaching practices as outlined in its Approaches to Teaching and Learning (ATL), and the inculcation of positive character traits known as the 'IB Learner Profile', constitute the IB Diploma Program.



The core subjects are:

- Theory of Knowledge (TOK), which studies knowledge and how we know what we claim to know.
- The extended essay (EE), which is an independent research which culminates into a 4,000 word paper.
- Creativity, acivity and service (CAS), which involves students participating in activities that relate to those concepts.

The six subject groups are:

- Studies in language and literature
- Language acquisition
- Individuals and societies
- Science
- Mathematics
- The Arts

The Six Subject Groups

The Six Subject Groups

Group 1: Studies in Language and Literature

Focus

Students study various literary texts to develop a literary and cultural understanding in addition to building analytical skills. It consists in reading, orally interpreting and writing about works that are chosen from a prescribed list of authors (PLA). Teachers are able to pick from a list of works to design the course.

Structure

Language and Literature consists of four parts:

Part 1: Language in cultural context

Students are given the opportunity to explore how language develops in specific cultural contexts, how it impacts on the world, and how language shapes both individual and group identity. This is done through the study of various texts from different sources, genres and media.

Part 2: Language and Mass Communication

Students study how language is used in the media. Students examine different types of mass media, such as: social networking, film and radio.

Part 3: Literature – texts & contexts

Depending upon the level the student chooses, standard level (SL) or higher level (HL), two or three literary works are studied. One of these works will be a work that has been translated into the language of the course (English or Arabic). This is in order to understand how literature is influence by history, society, and culture.

Part 4: Literature – critical study

Two (SL) or three (HL) literary works are read and analyzed for understanding of the meanings, context and literary analysis techniques.

Assessment

The assessment is in two parts, an internal assessment (graded by the teacher and externally moderated) and an external assessment (externally graded).

Internal Assessment (30% total):

1. Individual oral commentary (15%): Students are required to engage in a critical examination of a particular extract drawn from a work that has been studied in part 4 of the course.
2. Two further oral activities (15%): Students are required to engage in at least two further oral activities, one based on part 1 and one on part 2 of the course. The mark of the best activity is submitted for final assessment; the marks of the other activities must be recorded and kept by the school.

External Assessment (70% total):

Paper 1 (25%): The paper consists of two unseen texts. Students write an analysis of one of these texts.

Paper 2 (25%): In response to one of six questions students write an essay based on both the literary texts studied in part 3. The questions are the same at HL but the assessment criteria are different.

Written task (20%): Students produce at least three written tasks based on material studied in the course. Students submit one (SL) or two (HL) written task(s) for external assessment. This task must be 800–1,000 words in length plus a rationale of 200–300 words.

Group 2: Language Acquisition (Ab Initio)

Focus

This is a basic introductory language course. It is designed for students with no prior study of the subject language. It is only offered on the SL level. The goal of the course is to build basic level communication skills with the target language in addition to providing cultural exposure.

Structure

The Areas of Study are three:

Language

• Receptive skills: the ability to comprehend straightforward written and spoken language.

• Productive skills: the ability to write and speak the target language effectively.

• Interactive skills: the ability to understand and respond effectively to written and spoken language.

Themes

• Individuals and society – Daily routines; education; food and drink; personal details; appearance and character physical health; relationships; shopping.

• Leisure and work – Employment; entertainment; holidays; media; sport; technology; transport • Urban and rural environment – Environmental concerns; global issues; neighborhood; physical geography; town and services; weather.

Texts

During the course, students are taught to understand and produce a variety of spoken, written and visual texts. Use of authentic texts is encouraged. Examples of texts to be studied include articles, letters, maps, timetables and web pages.

Assessment

The course consists of oral work in the form of an internal assessment (25%) and an external written assessment (75%)

Internal Assessment

Individual oral: Interactive skills

1. Presentation of a visual stimulus (from a choice of two) by the student.

2. Follow-up questions on the visual stimulus.

3. General conversation including at least two questions on the written assignment.

External Assessment

Paper 1: Receptive skills: Understanding of four written texts. Text-handling exercises.

Paper 2: Productive skills: Two compulsory writing exercises.

Section A: One question to be answered from a choice of two.

Section B: One question to be answered from a choice of three.

Written assignment (done during the course): Receptive and productive skills. A piece of writing, 200–300 words, in the target language carried out under teacher guidance.

Group 3: Individuals and Societies

Economics

Focus

The purpose of this course is to give an understanding of basic micro and macroeconomics as well as international and developmental economics. It focuses on the application of these principals in everyday business and international governments.

Structure

The Areas of Study are four:

- **Microeconomics**
- **Macroeconomics**
- **International Economics**
- **Developmental Economics**

Assessment

The course consists of written work in the form of an internal assessment (20%) and an external written assessment (80%)

Internal Assessment

Students are to make three commentaries on different economic subjects. It is based on different sections of the course as well as published extracts from the news and media.

External Assessment

Paper 1

Section A: An extended response paper on microeconomics.

Section B: Students answer one question from a choice of two about macroeconomics.

Paper 2

Section A: A data response paper about international economics. Students answer one question from a choice of two.

Section B: Students answer one question from a choice of two about development economics.

Paper 3 (HL only)

Students answer two questions from a choice of three about additional HL content covered in the syllabus.

History

Focus

The purpose of this course is to examine the interactions between individuals and societies in a historical context. Students are exposed to primary historical texts and the evaluations of historians while expanding their knowledge and appreciation of the topics studied.

Structure

The DP history course offers teachers a great deal of flexibility over the topics they select to teach, allowing teachers to adapt the course to best meet the particular needs and interests of their students.

The exact material covered depends on whether or not one is an SL or HL student.

SL Students

- The study of one prescribed subject from a choice of five
- The study of two world history topics from a choice of twelve
- A historical investigation

HL Students

- The study of one prescribed subject from a choice of five
- The study of two world history topics from a choice of twelve
- The study of three sections from one HL regional option
- A historical investigation

There are many pathways that can be taken. Below are examples:

Example pathway A: An HL course with an emphasis on medieval Islamic history			
Prescribed subject	**World history topics**	**HL option**	**Internal assessment**
Military leaders	Society and economy (750–1400) Dynasties and rulers (750–1500)	History of Africa and the Middle East: • The 'Abbasid dynasty (750–1258) • The Fatimids (909–1171) • The Crusades (1095–1291)	Student chooses any historical topic to investigate, for example, economic change under the Umayyad Caliphate.

Example pathway B: An HL course with an emphasis on Early Modern European history			
Prescribed subject	**World history topics**	**HL option**	**Internal assessment**
Conquest and its impact	Societies in transition (1400–1700) Causes and effects of Early Modern wars (1500–1750)	History of Europe: • The Age of Exploration and its impact (1400–1550) • The Reformation (1517–1572) • Absolutism and Enlightenment (1650–1800)	Student chooses any historical topic to investigate, for example, the significance of the spread of the printing press in 15th-century Europe.

Assessment

The course consists of written work in the form of an internal assessment (20%) and an external written assessment (80%)

Internal Assessment (25% - SL / 20% - HL)

The internal assessment requirements at SL and at HL for history are the same. All students complete a historical investigation into a historical topic of their choice. The internal assessment allows flexibility for students to select a topic of personal interest. The topic need not be related to the syllabus and students should be encouraged to use their own initiative when deciding on a topic.

External Assessment (75% - SL / 80 % - HL)

Paper 1

Source-based paper based on the five prescribed subjects. Choose one prescribed subject from a choice of five. Answer four structured questions.

Paper 2

Essay paper based on the 12 world history topics. Answer two essay questions on two different topics.

Paper 3 (HL only)

Separate papers for each of the four regional options. For the selected region, answer three essay questions.

Global Politics

Focus

Global Politics explores fundamental political concepts such as power, equality, sustainability and peace in a range of contexts. It allows students to develop an understanding of the local, national, international and global dimensions of political activity and processes, as well as to explore political issues affecting their own lives. The course helps students to understand abstract political concepts by grounding them in real-world examples and case studies.

Structure

Students of global politics at SL and HL are presented with a syllabus that has a common core. This common core consists of four compulsory units under the central unifying theme of "people, power and politics. All SL and HL students are also required to undertake an engagement activity. In addition, HL students are also required, through a case studies approach, to explore two HL extension topics (global political challenges).

In summary:

- SL and HL students study the four core units and undertake an engagement activity through a case studies approach.

- HL students also examine and evaluate two global political challenges, which by their nature are complex, contestable and interlinked; this provides further depth at HL.

Assessment

Internal Assessment (25% - SL / 40% - HL)

- Engagement activity.
    - A written report (2,000-word maximum) on a political issue explored through engagement and research.
- HL extension: global political challenges.
    - Two video recorded oral presentations of two case studies chosen from two different HL extension topics.

External Assessment (75% - SL / 60 % - HL)

Paper 1

Stimulus-based paper on a topic from one of the four core units. Four compulsory short-answer/structured questions

Paper 2

Extended response paper based on the four core units Students must write two (SL) or three (HL) essays from a choice of eight, each selected from a different core unit.

Psychology

Focus

IB Psychology focuses on teaching concepts and skills of basic psychology. It focuses on critical thinking and has components related to experimental investigation.

Structure

The course is comprised of four sections. HL students study all four sections whereas SL students study only three.

Syllabus component
Part 1: Core (SL/HL) • The biological level of analysis • The cognitive level of analysis • The sociocultural level of analysis
Part 2: Options (SL/HL) • Abnormal psychology • Developmental psychology • Health psychology • Psychology of human relationships • Sport psychology
Part 3: Qualitative research methodology (HL only) • Qualitative research in psychology
Part 4: Simple experimental study (SL/HL) • Introduction to experimental research methodology
Total teaching hours

Assessment

Internal Assessment (25% - SL / 20% - HL)

- Experimental study
    - Also has a written report.

External Assessment (50% - SL / 35 % - HL)

Paper 1

Related to the first part of the course and has two sections:

Section A: Three questions.

Section B: One essay question from a choice of three.

Paper 2 (25%)

Paper 2 is related to the second part of the course. HL students answer two essay questions from a choice of 15 and SL students answer one essay question from a choice of 15.

Paper 3 (HL only) – 20%

Paper 3 is related to the third part of the course. HL students answer three questions based on a text that they have not seen before.

Group 4: Sciences (Biology, Chemistry, Physics, and Computer Science)

Focus

The courses in the sciences group 4 focus not only on teaching essential concepts related to each field, but also the scientific method and the international repercussions of scientific knowledge.

Structure

The group 4 subjects consist of several parts:

Part 1

Core material: This consists of core topics specific to each discipline, with HL students covering several units in more detail.

Part 2

Option: This is one topic selected from a list of optional topics. It can be chosen according to student interest, performance, etc.

Part 3

Practical work: In addition to learning scientific concepts, students will learn and apply the scientific method by performing varied lab experiments that span the entire curriculum. An average of a lab per week should be performed. Each subject has 10 prescribed practical investigations that must be performed throughout the two years of the program. The other investigations, while aligned to the curriculum, are at the discretion of the teacher. *Computer Science students also do practical work, but it is not as formalized as the other sciences. Additionally, they must also complete a case study.*

Part 4

Group 4 Project: This is an interdisciplinary investigation performed by students taking the group 4 sciences. Essentially, students in different sciences develop and carry out an investigation on a broad topic through their respective science. For example, their project could be about "milk." A physics student could perform an investigation determining and comparing the specific heat capacities of milks with different fat contents. A chemistry student could determine the effectiveness of different surfactants in the break-down of milk content. Lastly, a biology student could examine whether or not tryptophan levels in milk do actually induce sleep.

Computer science students also do a group 4 project, but it can be examined independently from the other subjections.

Assessment

Internal Assessment (20% total):

The internal assessment task will be one scientific investigation taking about 10 hours and the write-up should be about 6 to 12 pages long. Some of the possible tasks include:

- a hands-on laboratory investigation.
- using a spreadsheet for analysis and modelling.
- extracting data from a database and analyzing it graphically.
- producing a hybrid of spreadsheet/database work with a traditional hands-on investigation.
- using a simulation, provided it is interactive and open-ended.

Some tasks may consist of relevant and appropriate qualitative work combined with quantitative work.

Computer Science students develop a computational solution (30%)

Students must produce:

- *A cover page that follows the prescribed format*
- *A product*
- *Supporting documentation (word limit 2,000 words).*

External Assessment (80% total)

Paper 1

• Multiple-choice questions on core and advanced higher level, (AHL), for HL students.

Paper 2

•Short-answer and extended-response questions on core material and AHL, for HL students.

Paper 3

•This paper will have questions on core, AHL (for HL students) and option material.

- Section A: one data-based question and several short-answer questions on experimental work.
- Section B: short-answer and extended-response questions from one option.

Computer Science (70%):

Paper 1

Examination paper consisting of two compulsory sections.

Section A consists of several compulsory short answer questions.

Section B) consists of three compulsory structured questions.

Paper 2

An examination paper linked to the option studied. The paper consists of between two and five compulsory questions

Group 5: Mathematics

Focus

SL

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.

HL

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

Structure

SL

Students study six topics ranging from Algebra to Calculus. In addition to the topics covered, students are to complete a math exploration.

HL

Students study six topics ranging from Algebra to Calculus and one additional option. The option is a more in depth study of one of the six core topics. Students also have to complete a math exploration.

Assessment

Internal Assessment (20% total):

The internal assessment is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. It enables students to demonstrate the application of their skills and knowledge, and to pursue their personal interests, without the time limitations and other constraints that are associated with written examinations. The exploration should not normally exceed 12 pages, including diagrams and graphs, but excluding the bibliography. However, it is the quality of the mathematical writing that is important, not the length.

Students can choose from a wide variety of activities, for example, modelling, investigations and applications of mathematics.

External Assessment (80% total):

Paper 1

- Section A: Compulsory short-response questions based on the whole syllabus.
- Section B: Compulsory extended-response questions based on the whole syllabus.

Paper 2

- Section A Compulsory short-response questions based on the whole syllabus.
- Section B Compulsory extended-response questions based on the whole syllabus.

Paper 3 (HL only)

- Compulsory extended-response questions based mainly on the syllabus options.

Group 6: Visual Arts

Focus

IB Visual Arts 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.

Structure

Students are required to investigate the core syllabus areas through exploration of the following practices:

- theoretical practice
- art-making practice

- curatorial practice

	Visual arts in context	Visual arts methods	Communicating visual arts
Theoretical practice	Students examine and compare the work of artists from different cultural contexts. Students consider the contexts influencing their own work and the work of others.	Students look at different techniques for making art. Students investigate and compare how and why different techniques have evolved and the processes involved.	Students explore ways of communicating through visual and written means. Students make artistic choices about how to most effectively communicate knowledge and understanding.
Art-making practice	Students make art through a process of investigation, thinking critically and experimenting with techniques. Students apply identified techniques to their own developing work.	Students experiment with diverse media and explore techniques for making art. Students develop concepts through processes that are informed by skills, techniques and media.	Students produce a body of artwork through a process of reflection and evaluation, showing a synthesis of skill, media and concept.

	Visual arts in context	Visual arts methods	Communicating visual arts
Curatorial practice	Students develop an informed response to work and exhibitions they have seen and experienced. Students begin to formulate personal intentions for creating and displaying their own artworks.	Students evaluate how their ongoing work communicates meaning and purpose. Students consider the nature of "exhibition" and think about the process of selection and the potential impact of their work on different audiences.	Students select and present resolved works for exhibition. Students explain the ways in which the works are connected. Students discuss how artistic judgments impact the overall presentation.

Throughout the course students at both SL and HL are required to maintain a visual arts journal. This is their own record of the two years of study and should be used to document techniques they have learned, feedback received, experimentation with various forms of media, and many other recorded examples of their progress during the two years.

Assessment

Internal Assessment (40% total):

Exhibition

- Students submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication.
- Students submit a curatorial rationale that does not exceed 400 (SL) / 700 (HL) words.
- Students submit 4-7 (SL) / 8–11 (HL) artworks.
- Students submit exhibition text (stating the title, medium, size and intention) for each selected artwork.
- Students must submit two photographs of their overall exhibition. These exhibition photographs provide an understanding of the context of the exhibition and the size and scope of the works. While the photographs will not be used to assess individual artworks, they also give the moderator insight into how a candidate has considered the overall experience of the viewer in their exhibition.

External Assessment (60% total):

Part 1

Comparative study

- Students analyze and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artefacts from differing cultural contexts.
- Students submit 10–15 screens which examine and compare at least three artworks, at least two of which need to be by different artists. The works selected for comparison and analysis should come from contrasting contexts (local, national, international and/or intercultural).
- HL students submit 3–5 additional screens which analyze the extent to which their work and practices have been influenced by the art and artists examined.
- Students submit a list of sources used.

Part 2

Process portfolio

- Students submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course.
- Students submit 9-18 (SL) / 13–25 (HL) screens which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities.
- The submitted work must have been created in at least two (SL) /three (HL) art-making forms, selected from a minimum of two columns of the art-making forms table.

The DP Core

The DP Core

TOK

Focus

TOK focuses on the process of knowing by examining "how we know what we claim to know." Much of the coursework concerns discussion and investigation of what is actually 'knowing.'

Structure

-TOK identifies eight 'ways of knowing' (WOK):

- Language
- Sense perception
- Emotion
- Reason
- Faith
- Intuition
- Memory

-These ways of knowing are then applied to the 'areas of knowledge' (AOK)

- Mathematics
- Natural sciences
- Human Sciences
- The Arts
- History
- Ethics
- Religious Knowledge Systems
- Indigenous Knowledge Systems

For example, we use language and reason as a way of knowing in Mathematics. We use sense perception as a way of knowing in the natural sciences, etc.

Finally, students are asked questions that relate to their everyday acquisition of knowledge, these are called knowledge questions. For example:

- *How does language shape knowledge?*
- *What is a fact in history?*
- *Does the importance of language in an area of knowledge ground it in a particular culture?*

In this way, the course pushes students to examine the learning process on a deeper level and thus reexamine their whole learning process throughout the program.

Assessments

Internal Assessment

Presentation

- One presentation to the class by an individual or a group (a maximum of three persons in a group).
- The teacher must use the assessment descriptors published in this guide to arrive at a mark for the presentation based on the student's presentation plan (on the TK/PPD) and his/her observation of the presentation itself.

External Assessment

Essay on a prescribed title.

- One essay on a title chosen from a list of six titles prescribed by the IB for each examination session.
- The maximum length for the essay is 1,600 words.
- All essays are externally assessed by the IB.

CAS

Focus

CAS stands for Creativity, Activity and Service. The CAS program is essentially time which is spent outside of the classroom doing rather than thinking. The program is an important core component of the IB diploma.

In keeping with the IB ethos of a worldly and rounded academic program, CAS forces students to expand beyond academics and provides a counterbalance to the academic rigors of the IB program.

CAS is founded on the principle of "Think globally, act locally" as well as the concept that in order for learning, speaking and writing to be effective, there must be action taken from what is learned. Thus, it is encouraged that students develop CAS activities from what they learn in class.

Completing CAS successfully is absolutely necessary in order to receive an IB diploma.

Structure

During the two years, students must average approximately 150 hours-worth of CAS experiences. Although the number is not written in stone, it is expected that students will average approximately 3-4 hours per week doing CAS.

There are three CAS categories:

- Creativity: Time spent doing something creative.
- Activity: Any activity involving physical movement.
- Service: Time spent helping others in a voluntary or unpaid position.

CAS experiences are those activities that have been done that fulfills one or more of the categories. Examples include:

- Producing audiobooks for the blind (Service)
- Write a movie and produce it. (Creativity / Activity)
- Promoting physical participation in "walk to school" groups. (Activity)

Further, students undertake a CAS project of at least one month's duration that challenges students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making. A CAS project is a collaborative, well-considered series of sequential CAS experiences, engaging students in one or more of the CAS strands of creativity, activity, and service.

CAS experiences cannot be requirements of other classes and cannot cause social division (e.g. political activity and religious proselytizing).

There are three formal documented interviews students must have with their CAS coordinator/adviser. The first interview is at the beginning of the CAS program, the second at the end of the first year, and the third interview is at the end of the CAS program.

Assessments

Although CAS is not formally assessed, all CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and for student reflections.

There is no singular preferred method for the CAS portfolio. Students may have preferences that allow for differentiation, for example, a scrapbook, video log, blog, files, or school-organized website.

Completion of CAS is based on student achievement of the seven CAS learning outcomes. Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome.

The CAS coordinator will monitor student progress through the duration of the program, and after having conducted his/her interviews and having reviewed each student's CAS portfolio, will have the final say as to whether or not the student has met the CAS requirements.

Seven Learning Outcomes

LO 1	Identify own strengths and develop areas for growth
Descriptor	Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.
LO 2	Demonstrate that challenges have been undertaken, developing new skills in the process
Descriptor	A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area.
LO 3	Demonstrate how to initiate and plan a CAS experience
Descriptor	Students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process.
LO 4	Show commitment to and perseverance in CAS experiences
Descriptor	Students demonstrate regular involvement and active engagement in CAS.
LO 5	Demonstrate the skills and recognize the benefits of working collaboratively
Descriptor	Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.

LO 6	Demonstrate engagement with issues of global significance
Descriptor	Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally.
LO 7	Recognize and consider the ethics of choices and actions
Descriptor	Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

Extended Essay

The Extended Essay (EE) is an integral and unique part of the IB program. It is a task that all candidates must complete successfully in order to receive an IB diploma.

Focus

The Extended Essay is a formal research paper that is devised, conducted, and written by the student. It has an upper limit of 4,000 words. During the course of an Extended Essay, candidates conduct extensive research and study into the topic of their choosing from one of the six IB subject groups.

Structure

Students are expected to invest approximately 40 hours of their time to complete the Extended Essay. To properly navigate the Extended Essay, candidates must have a supervisor. The supervisor must be a teacher within the school and should have some relationship to the topic being studied.

Students are to have at least three formal reflection sessions with their supervisor, although several informal reflection sessions are advised to ensure success. The first is to give direction and advice regarding the topic of choice and what information the student has gathered thus far. The second meeting occurs once the student has developed a complete draft of the Extended Essay. During this reflection session, the supervisor gives general, non-specific advice that the student can reflect upon, and use improve his or her paper. The following questions are examples:

- I'm not sure I follow your argument here.
- What did you mean—perhaps you can express this section more clearly?
- Are you sure all your findings/data are accurate?
- Are there some adjustments/changes that you might make to improve this essay?

The third formal session is called the *viva voce*. The *viva voce* is a short interview between the student and the supervisor. It should last between 10 and 15minutes. The *viva voce* serves the following purposes:

- A check on plagiarism and malpractice in general
- An opportunity to reflect on successes and difficulties in the research process
- An opportunity to reflect on what has been learned

Questions that can be asked during this time could be:

- "I am not clear what you mean on page XXX. You quote Y: could you explain a little more about what this tells us?"
- "On page *** you cite Z. I couldn't find this reference (for example, website). Could you tell me more about it?"
- "What have been the high and low points of the research and writing processes?"
- "What were the most interesting aspects of the process? Did you discover anything that surprised you?"
- "What have you learned through writing this essay? Is there any advice you would want to pass on to someone just starting out on an extended essay?"

At the conclusion of each mandatory reflection session, both the student and the supervisor are to fill out information regarding the reflection process on the RPPF form (found in the appendix).

Assessment

The Extended Essay is externally assessed according to five criteria, A-E. They are:

- Criterion A: Focus and method
  - This criterion focuses on the topic, the research question and the methodology. It assesses the explanation of the focus of the research (this includes the topic and the research question), how the research will be undertaken, and how the focus is maintained throughout the essay.
- Criterion B: Knowledge and understanding
  - This criterion assesses the extent to which the research relates to the subject area/discipline used to explore the research question, or in the case of the world studies extended essay, the issue addressed and the two disciplinary perspectives applied, and additionally the way in which this knowledge and understanding is demonstrated through the use of appropriate terminology and concepts.
- Criterion C: Critical thinking
  - This criterion assesses the extent to which critical-thinking skills have been used to analyze and evaluate the research undertaken.
- Criterion D: Presentation
  - This criterion assesses the extent to which the presentation follows the standard format expected for academic writing and the extent to which this aids effective communication.
- Criterion E: Engagement
  - This criterion assesses the student's engagement with their research focus and the research process. It will be applied by the examiner at the end of the assessment of the essay, and is based solely on the candidate's reflections as detailed on the RPPF, with the supervisory comments and extended essay itself as context.

It is graded on a scale of A-E; E being "elementary."

Getting the Diploma

Candidates opting for the full diploma must meet the following requirements for successful completion:

The Six Subject Groups

- **The candidate's total points are 24 or more.**
- The candidate must take at least 3 HL and no more than 3 SL classes.
- There is no "N" awarded (this occurs when a student did not submit the internal assessment or write the external exam).
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2's awarded (HL or SL).
- There are no more than three grade 3's awarded (HL or SL).
- The candidate has gained 12 points or more on HL subjects (if taking 4 HL subjects, the highest three grades count).
- The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

The DP Core

- CAS requirements must be met.
- There is no "N" awarded for TOK or EE (this occurs when the Extended Essay or TOK assessments are not submitted).
- There is no grade "E" awarded for TOK and/or the EE.

Joint performance on TOK and Extended Essay can affect your overall diploma score and whether or not you actually receive the diploma. Performing well on both can result in up to 3 bonus points added to a candidate's overall score, while failing either of them will cost him or her the diploma.

The diploma points matrix

May 2015 onwards

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

Pedagogy

Approaches to Teaching and Learning

What are IB's Approaches to Teaching and Learning (ATL)?

In an IB classroom how students learn is just as important as what they learn. IB teachers teach students certain skills that will help them with their learning process. The way these skills are taught and the skills learned in an IB classroom are called Approaches to Teaching and Learning (ATL).

Approaches to Teaching

In an IB classroom, teaching looks a certain way. It is:

- Based on Inquiry
- Focused on Conceptual Understanding
- Developed in Local and Global Contexts
- Focused on Effective Teamwork and Collaboration
- Differentiated to Meet the Needs of all learners.
- Informed by Assessment

Approaches to Learning

In an IB classroom, students learn certain skills:

- Thinking Skills
- Communication Skills
- Social Skills
- Self-Management Skills
- Research Skills

ACA strives to have its IB teachers implement the ATL through a combination of reflection and observation, known as the "ATL Audit." Each month, teachers reflect upon and resolve to focus on one Approach to Teaching and one Approach to Learning. Coordinators then circulate about the schools observing these two pedagogical practices. The cumulative observation results are shared, points of strengths and weaknesses identified, and professional development and collaborative planning is organized accordingly.

The Learner Profile

The Learner Profile Examined

Aim

"…[T]o develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help create a better and more peaceful world"

This is the ultimate goal of the IB program.

Attributes

Inquirers	Knowledgeable
Thinkers	Communicators
Principled	Open-Minded
Caring	Risk-Takers
Balanced	Reflective

These are the 10 attributes the IB program is designed to cultivate in the student

IB @ ACA

IB at ACA

American Creativity Academy offers a range of courses in many of the six subject groups. Students may take the full diploma, thus taking all IB classes, or opt to take one or more subjects as two year IB courses.

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
English A: Language and Literature	Spanish ab initio	Economics	Biology	Mathematics	Visual Arts
Arabic A: Language and Literature	**French ab initio**	Global Politics (BC)	Chemistry		
		History (BC)	Physics		
		Psychology	Computer Science		

Note: At least one subject from Groups 1, 2, 4, and 5 are all required for an IB diploma. Groups 3 and 6 can be changed to suit the academic needs of the students. Additionally, Chemistry is required by IB or ACA.

The following are sample course loads for diploma students (based upon field of study)

Medical School (Bilingual Diploma)	Architecture (Non-Bilingual Diploma)	International Law (Non-Bilingual Diploma) Scientific Diploma	Engineering (Bilingual Diploma)	Interior Design (Bilingual Diploma) Literature Diploma
English A: Language and Literature	English A: Language and Literature	English A: Language and Literature	English A: Language and Literature	English A: Language and Literature
Arabic A: Language and Literature	French ab initio	Spanish ab initio	Arabic A: Language and Literature	Arabic A: Language and Literature
Biology	Chemistry	Global Politics	Economics	History
Chemistry	Physics	Chemistry	Chemistry	Chemistry
Physics	Mathematics	Physics	Physics	Mathematics
Mathematics	Visual Arts	Mathematics	Mathematics	Visual Arts

GPA Boost

All IB courses carry a GPA boost of +0.5, which is added to the students' GPA at the end of each quarter. Below are examples of IB classes before and after the GPA boost.

	1 Subject	2 Subjects	3 Subjects	Full Diploma
Grade	90% 89% 85% 95% 92% 75% 90% 89%	90% 89% 85% 95% 92% 75% 90% 89%	90% 89% 85% 95% 92% 75% 90% 89%	90% 89% 85% 95% 92% 75% 90% 89%
GPA Before	3.38	3.38	3.38	3.38
GPA After	3.45	3.52	3.6	3.74

The Assessment Calendar

Each IB subject has a corresponding assessment that must be submitted to the IB organization during towards the end of the second year of the program. In an effort to decrease and organize the workload of the students, all assessments have spread and mapped out over a two year period.

All internal and external IB assessment submission dates for the year are compiled on ACA's IB assessment calendar. It is used for both year 1 and year 2 students. It can be found in the Appendix section of this handbook.

Mock Exams

All second year IB students will take a mock exam during the week after Spring break. The mock exam session simulates actual IB testing conditions. During this time, students take actual IB past papers (IB exams from previous testing sessions) under the same time requirements, rules and regulations. The results from the exams are used by teachers to make final judgements regarding curriculum understanding and direction of the course in the remaining weeks.

IB Exams

IB examinations take place during the month of May. Based upon the number and type of courses students take, the testing session could last anywhere from two days to a few weeks.

Course and elective students are exempt from attending classes the day(s) of their exam(s). Diploma students are exempt from classes during the entire month of May.

Assessment

ACA grades for an IB subject and grades issued by IB are distinctly different. ACA grades are based upon homework, classwork, projects, PPRR, tests and quizzes. An ACA grade is calculated based upon the weighted performance of the student throughout the year.

Grades issued by the IB, on the other hand, are based solely upon the internal and external assessments. These grades are made available July 6th, after the student has graduated from ACA.

Students will have a special identification number that allows them to access their IB grade. IB Diplomas/Certificates are printed and made available to ACA around September. Students can pick them up from the school after this time. Additionally, students can request to have their IB grades sent to their universities for free provided the request is made before July 5th. After this, it can be sent for a small fee.

Professional Development

All teachers at ACA must be trained to teach IB. First year teachers will have a portion (160 KD) of their yearly 250 KD professional development allowance allocated toward an online IB course. Subsequent training is at the teacher's discretion and in accordance with the PD allocation. Teachers that show significant promise and dedication may apply for fully-paid, face-to-face training at one of IB's worldwide locations, subject to conditions.

IB TIPS

for Teachers

IB TIPS

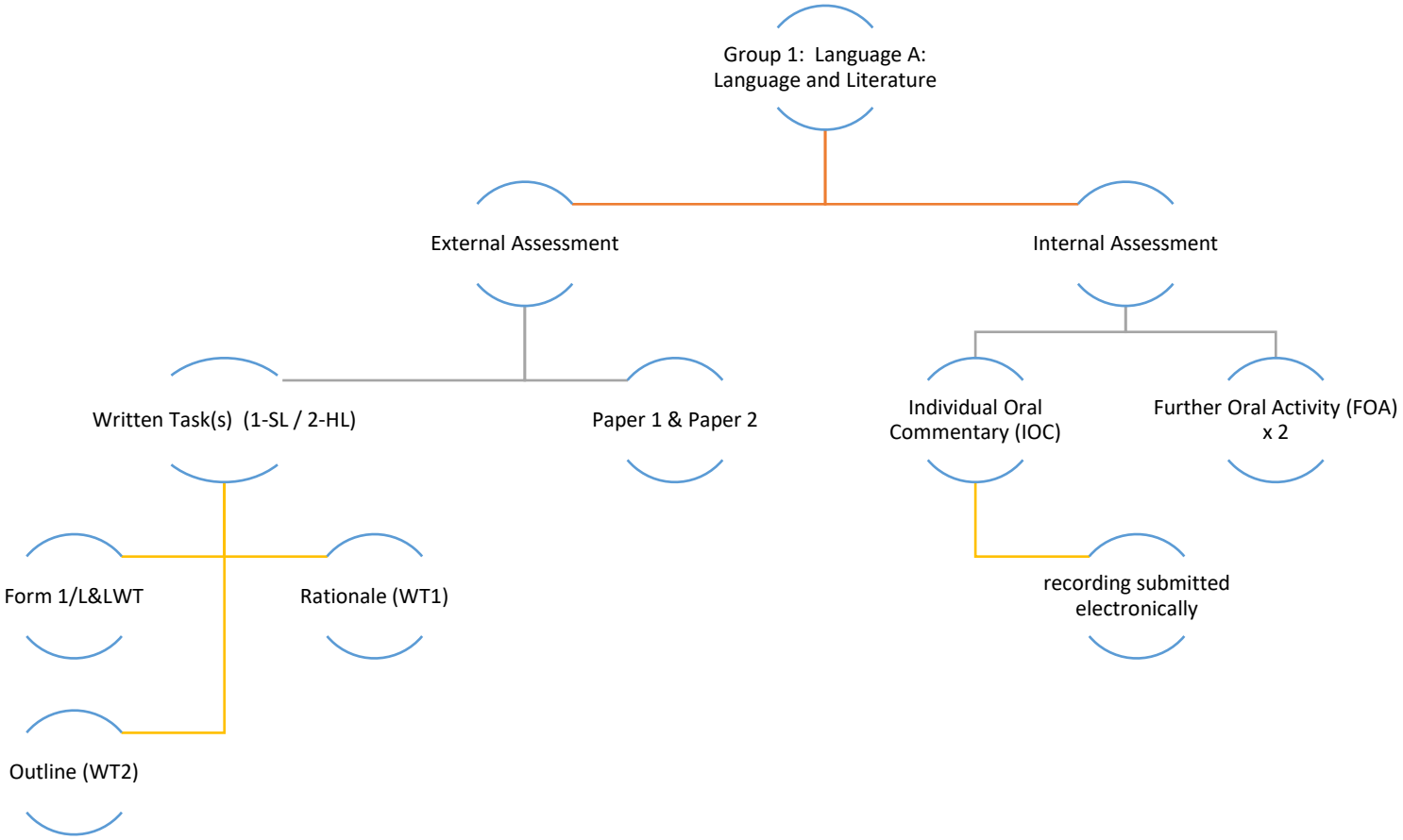
for Teachers

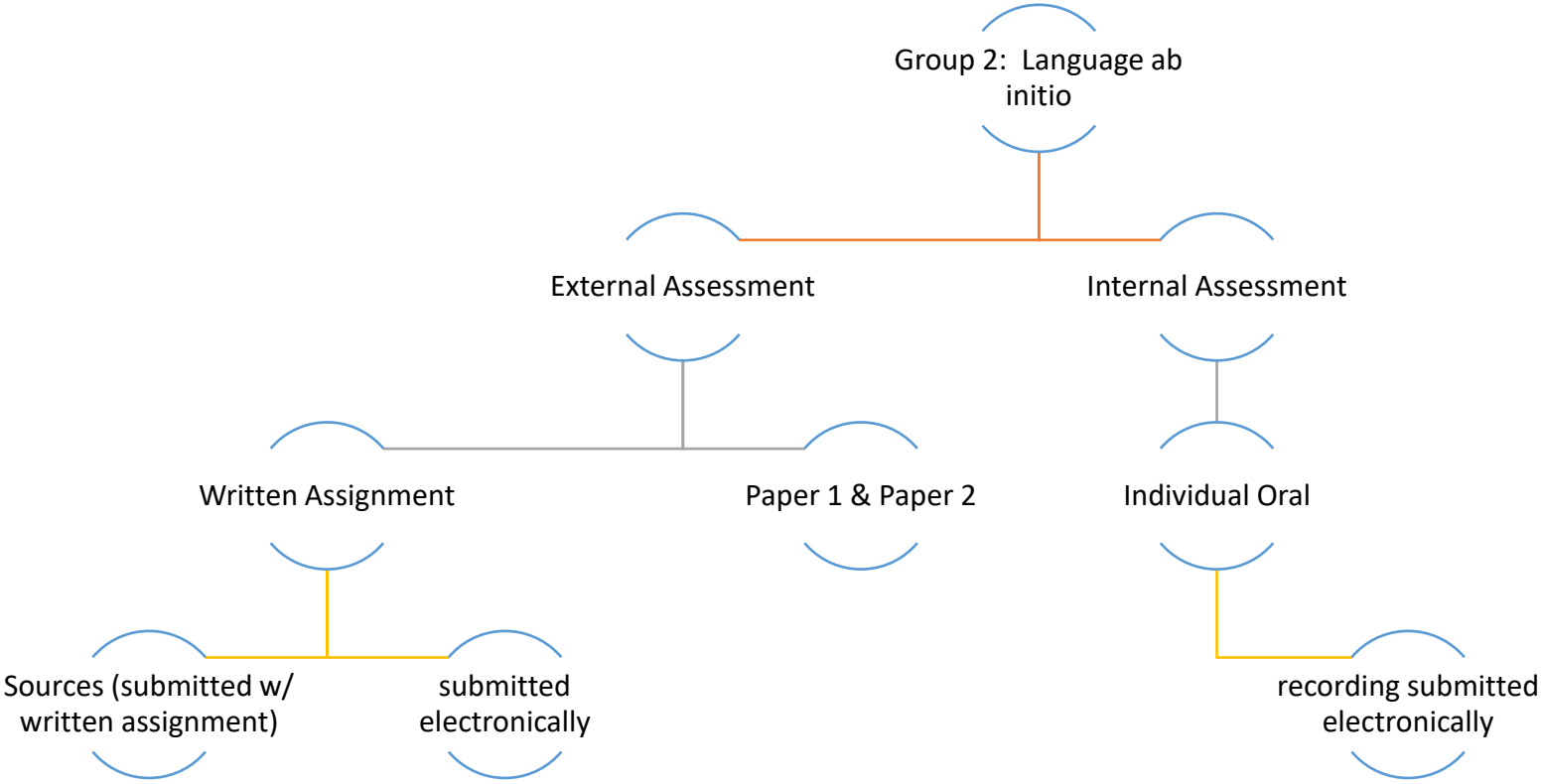
IB TIPS

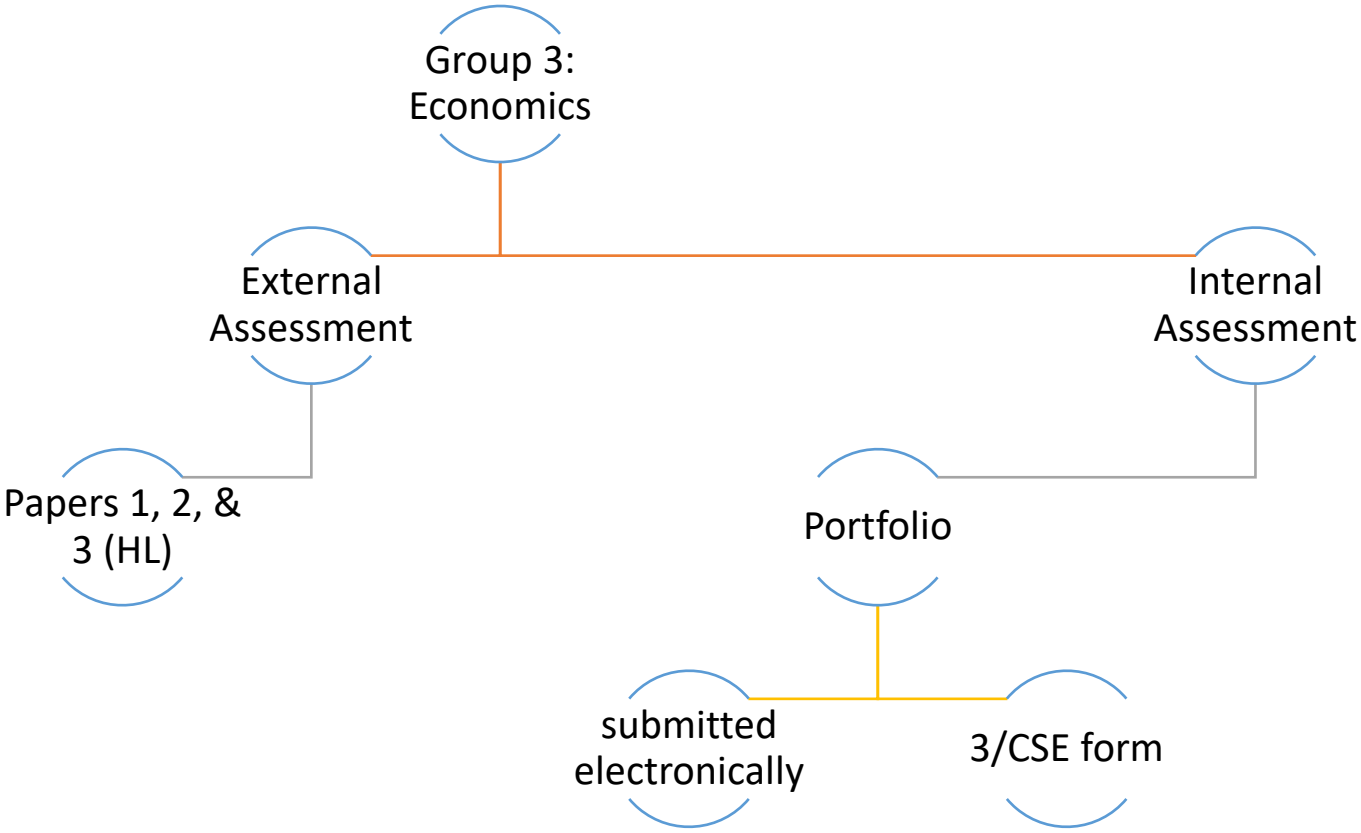
For Students

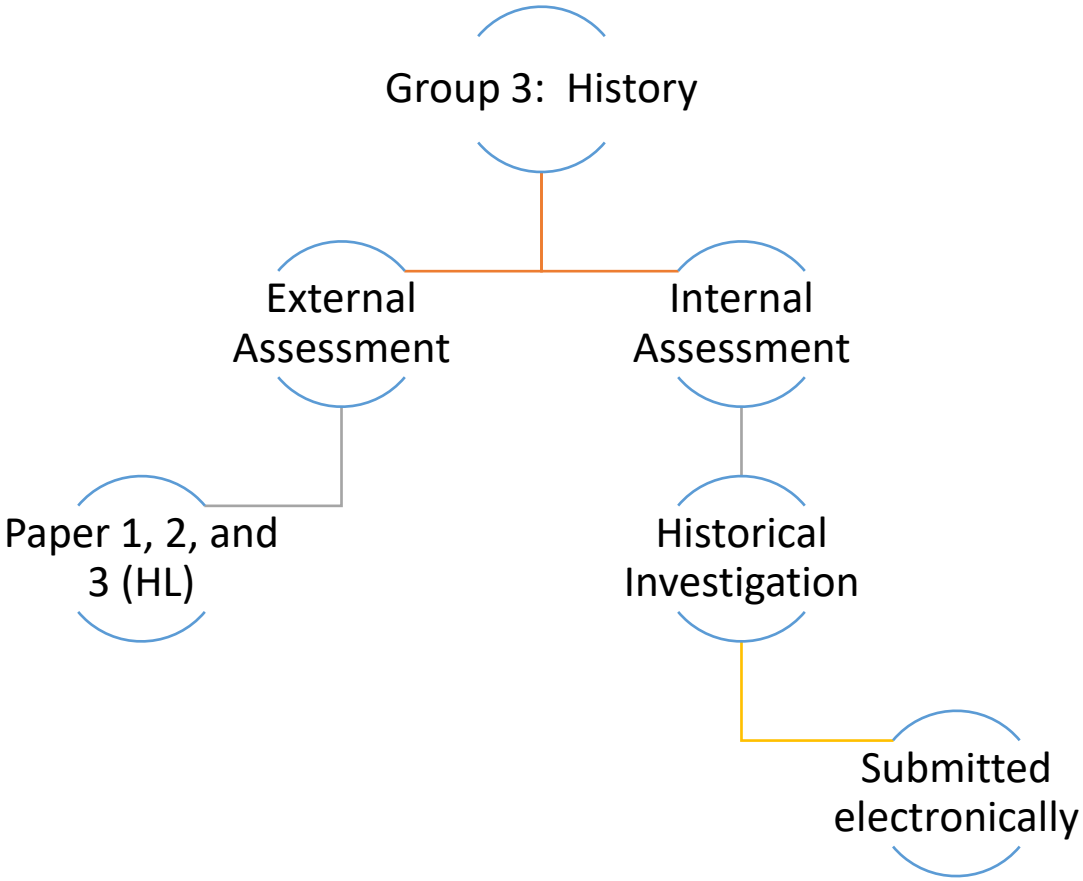
Assessment

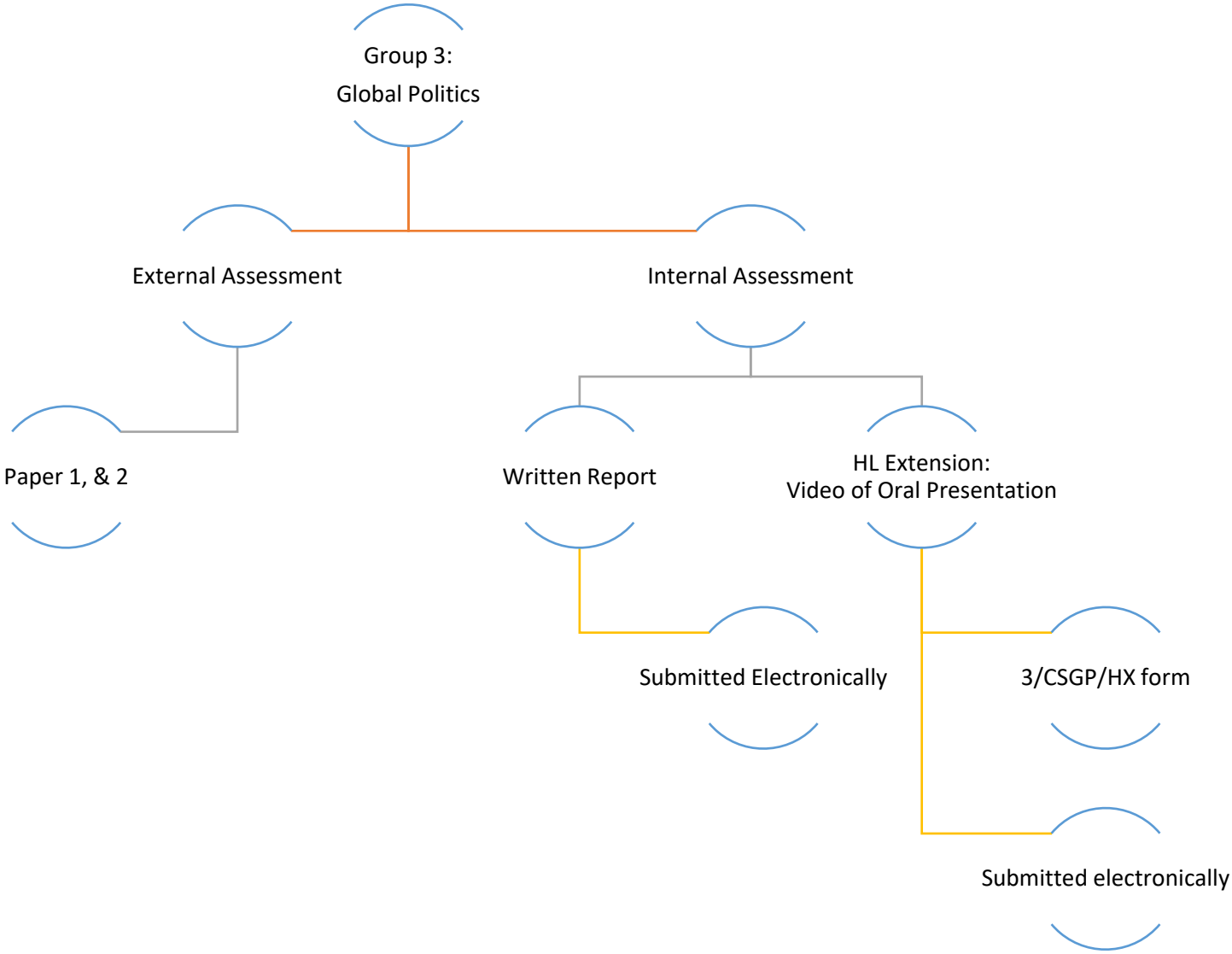
Course Maps

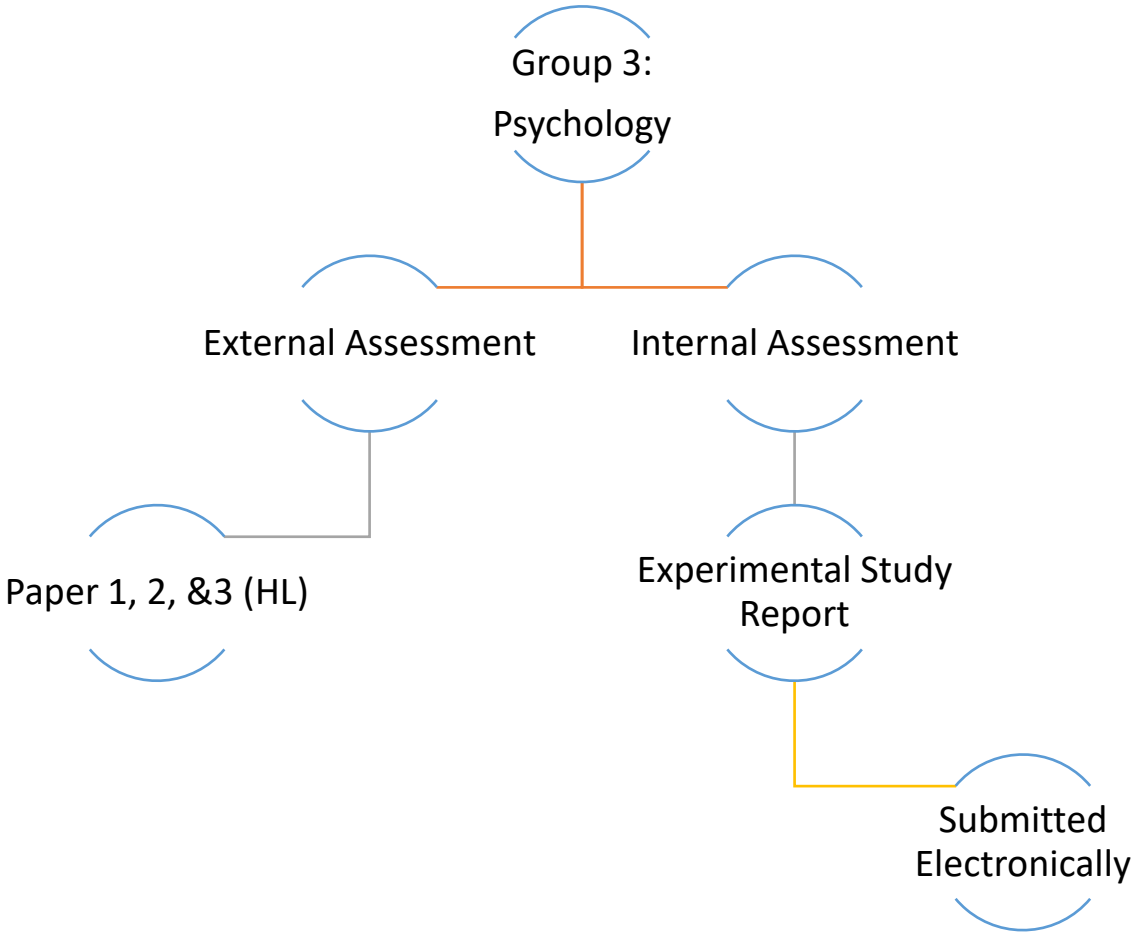

Group 1: Language A: Language and Literature
External Assessment
Internal Assessment
Written Task(s) (1-SL / 2-HL)
Paper 1 & Paper 2
Individual Oral Commentary (IOC)
Further Oral Activity (FOA) x 2
Form 1/L&LWT
Rationale (WT1)
recording submitted electronically
Outline (WT2)

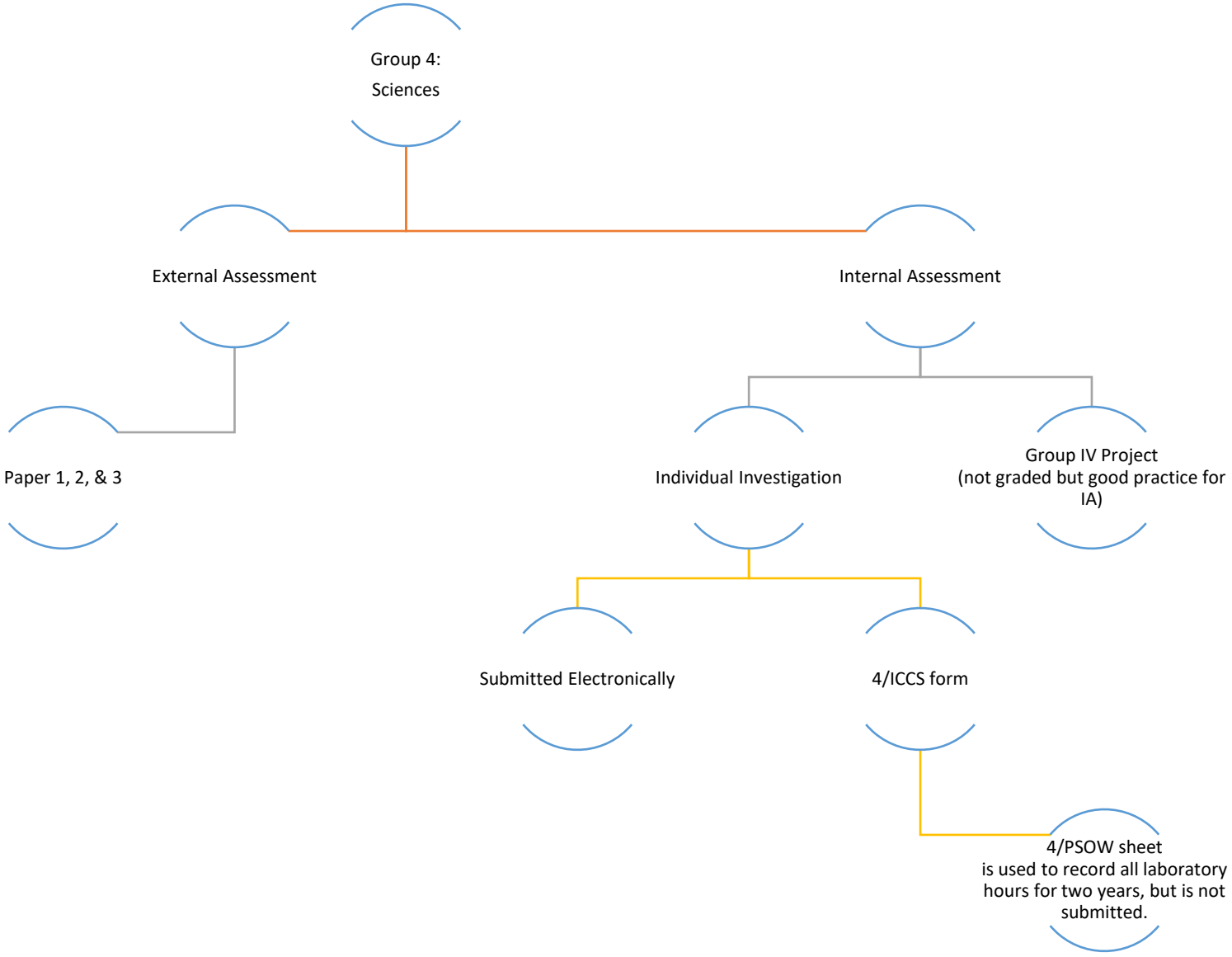

Group 2: Language ab initio
External Assessment
Internal Assessment
Written Assignment
Paper 1 & Paper 2
Individual Oral
Sources (submitted w/ written assignment)
submitted electronically
recording submitted electronically

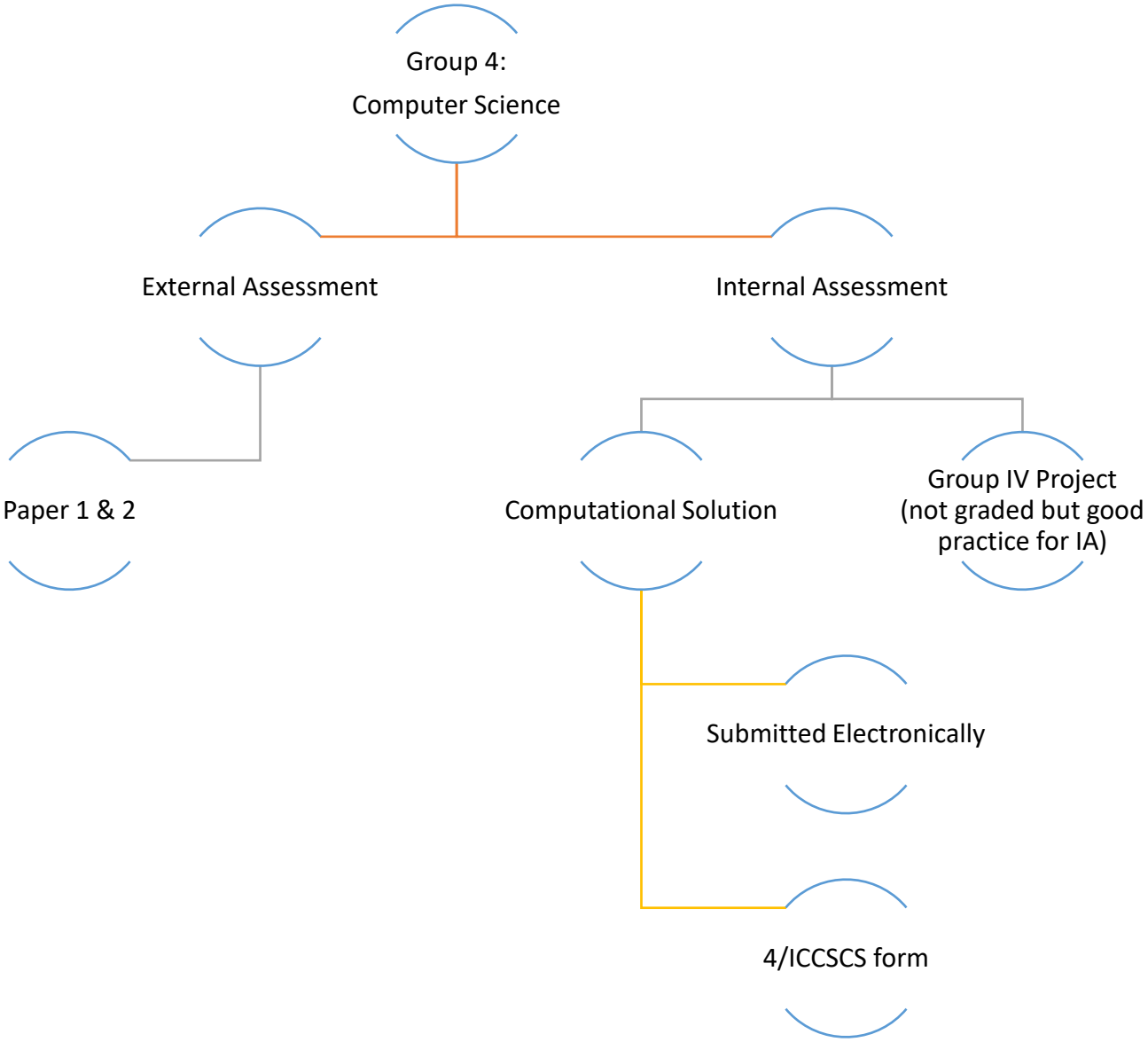

Group 3: Economics
External Assessment
Internal Assessment
Papers 1, 2, & 3 (HL)
Portfolio
submitted electronically
3/CSE form

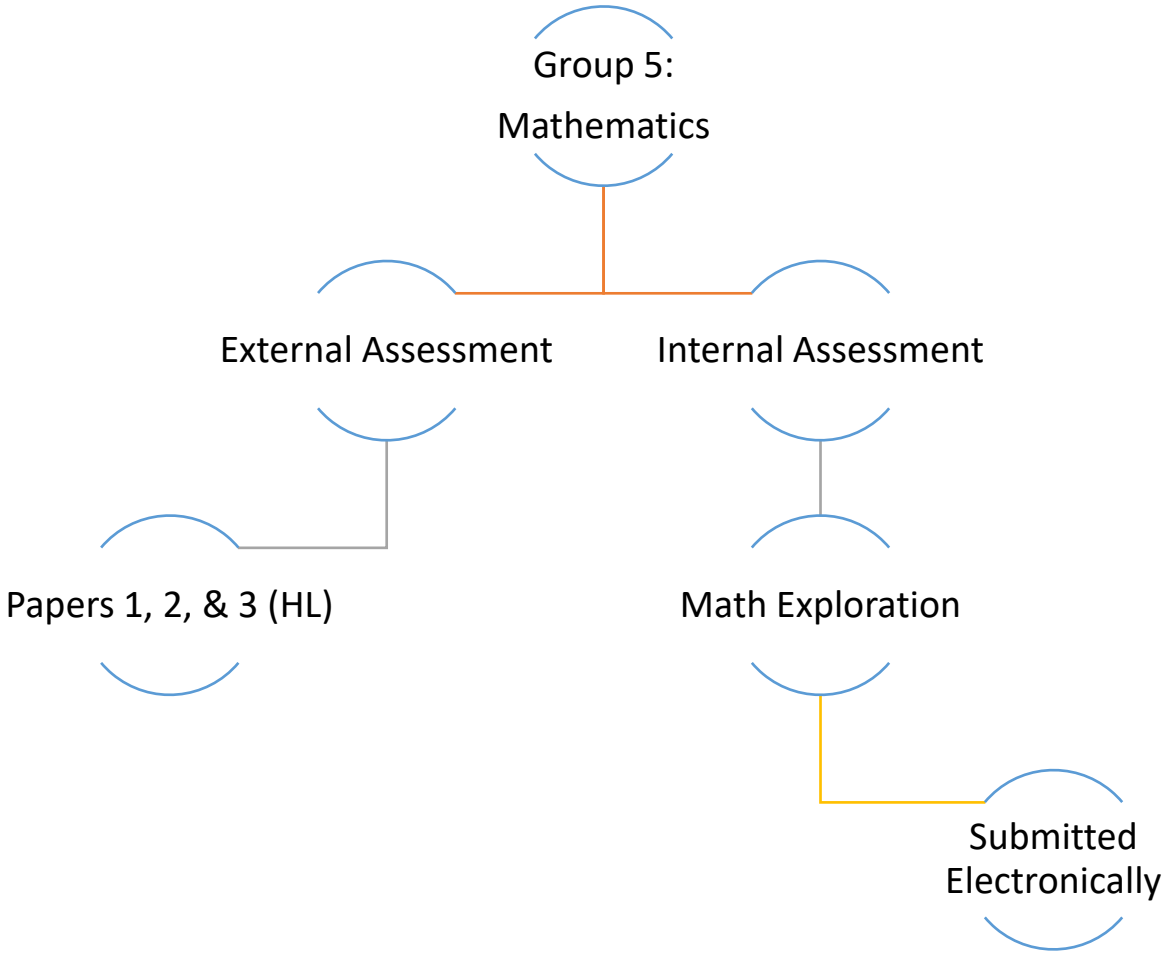

Group 3: History
External Assessment
Internal Assessment
Paper 1, 2, and 3 (HL)
Historical Investigation
Submitted electronically

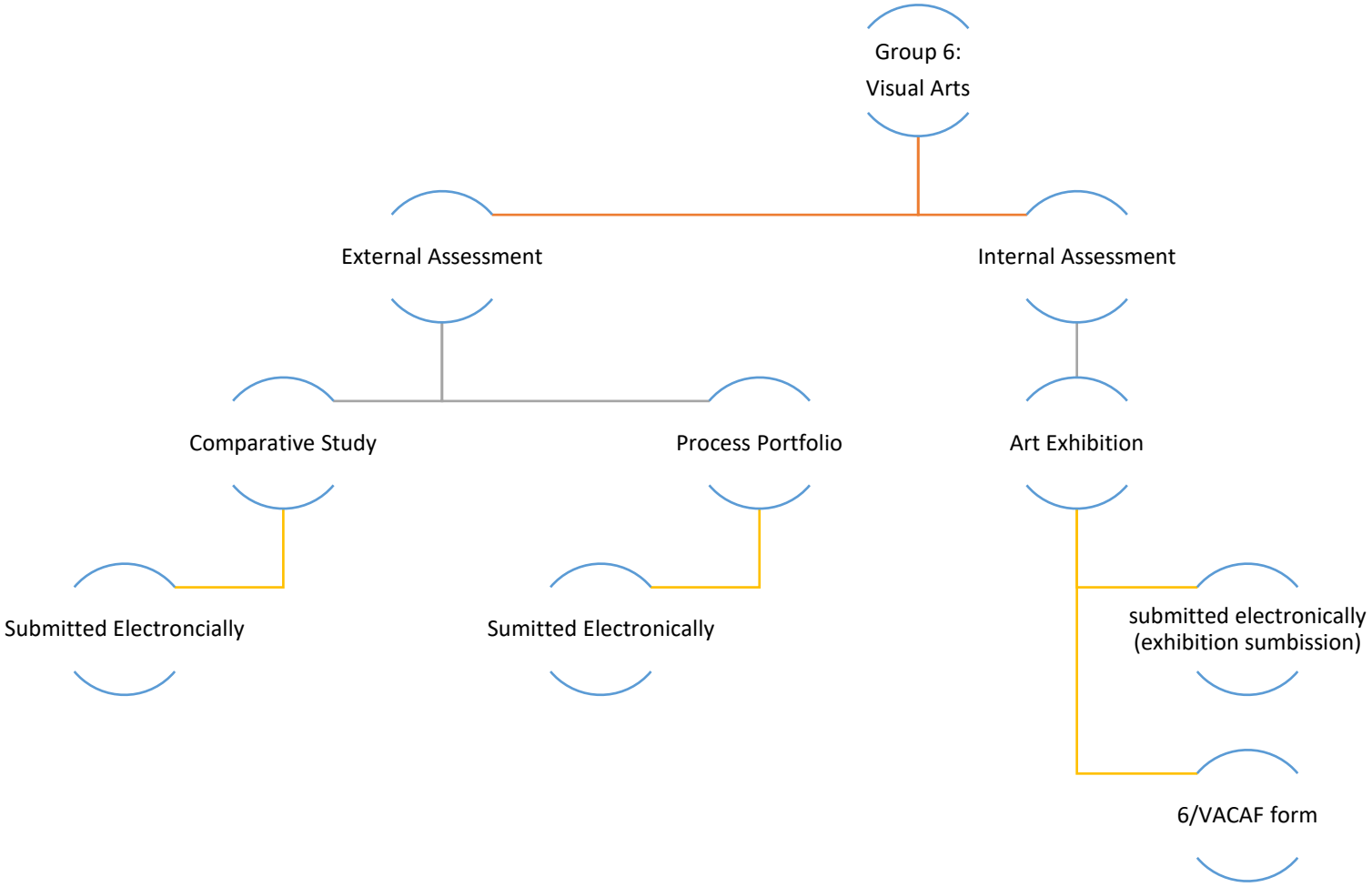

Group 3:
Global Politics
External Assessment
Internal Assessment
Paper 1, & 2
Written Report
HL Extension:
Video of Oral Presentation
Submitted Electronically
3/CSGP/HX form
Submitted electronically

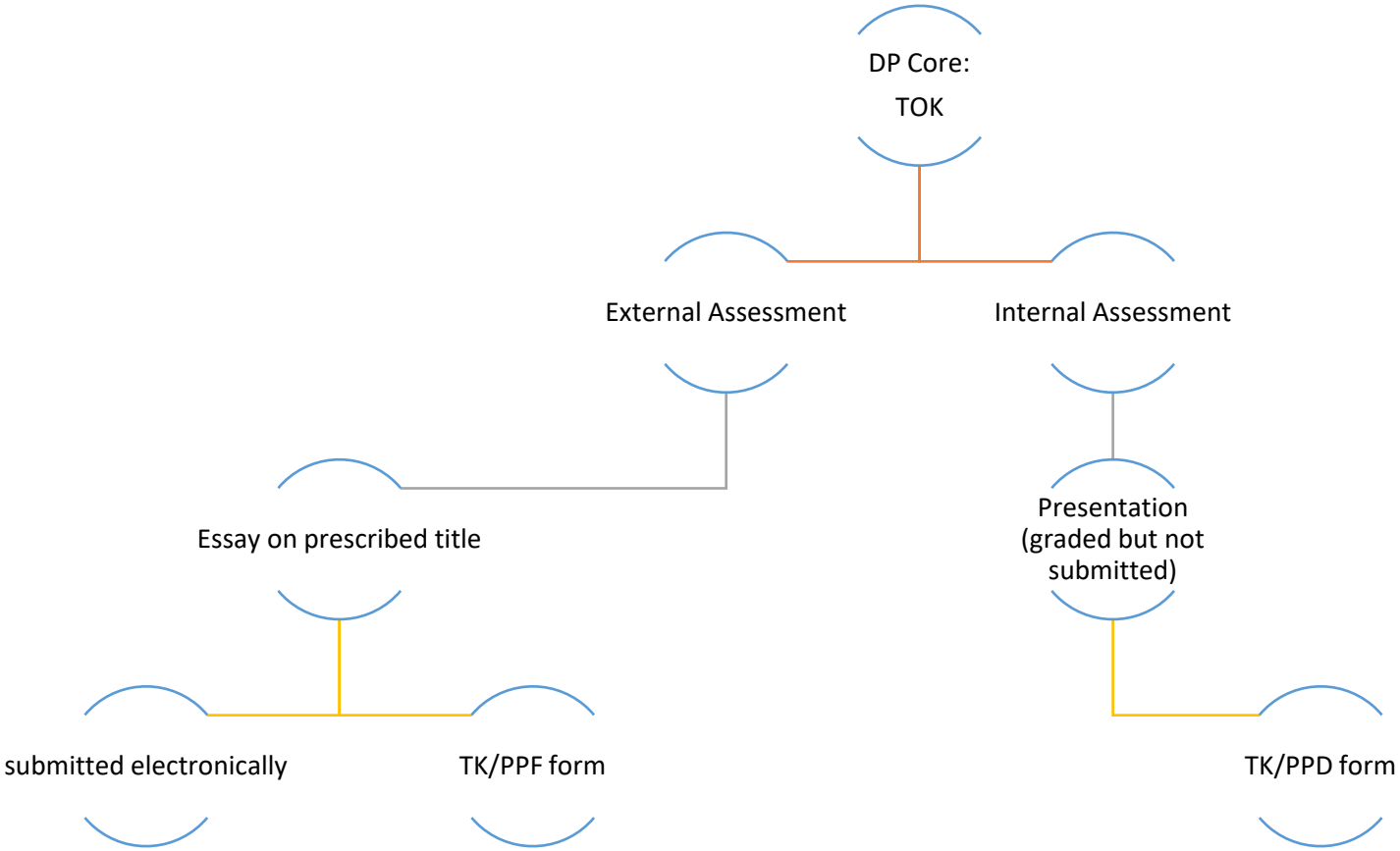

Group 3:
Psychology
External Assessment
Internal Assessment
Paper 1, 2, &3 (HL)
Experimental Study
Report
Submitted
Electronically

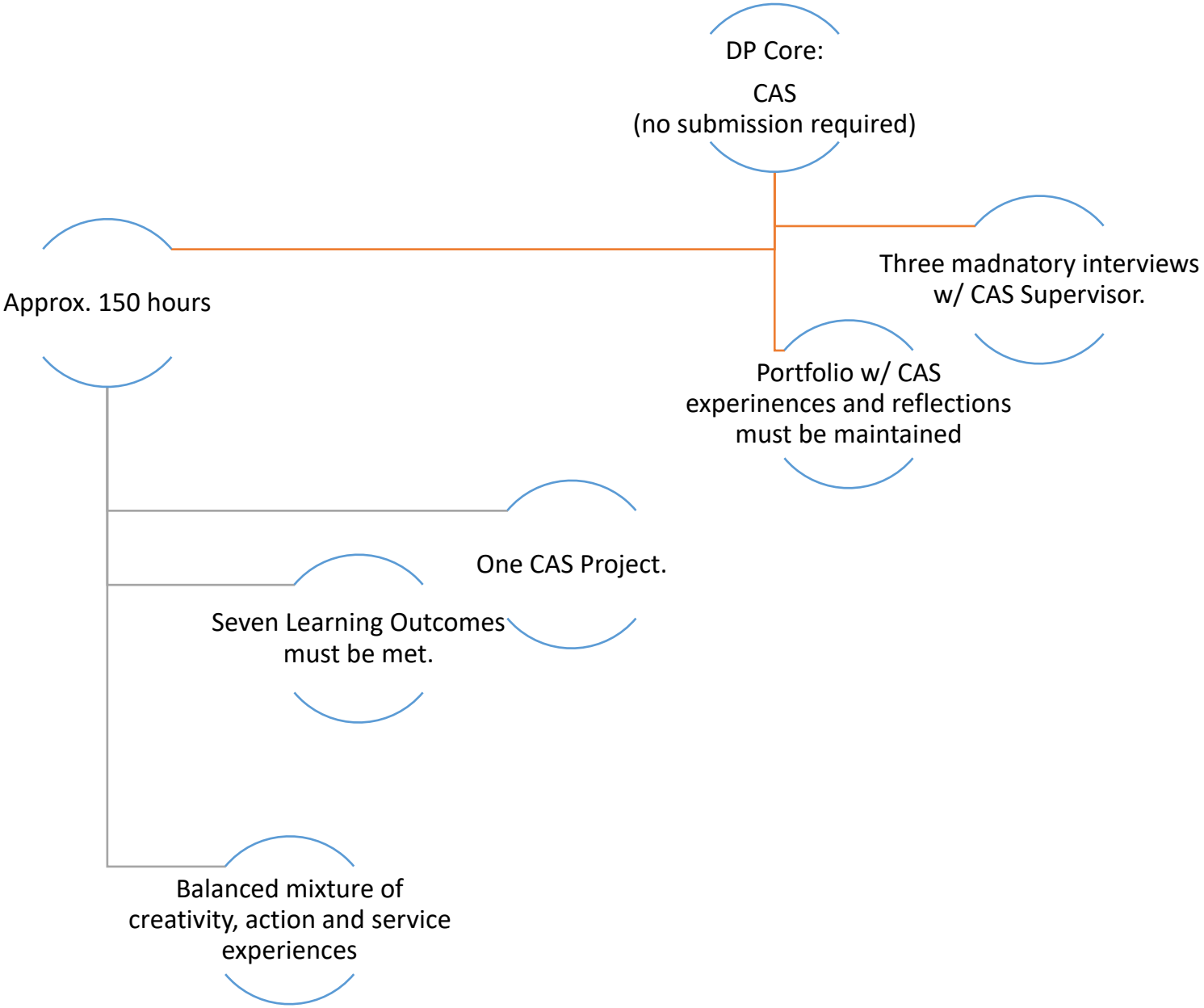

Group 4:
Sciences
External Assessment
Internal Assessment
Paper 1, 2, & 3
Individual Investigation
Group IV Project
(not graded but good practice for IA)
Submitted Electronically
4/ICCS form
4/PSOW sheet
is used to record all laboratory hours for two years, but is not submitted.

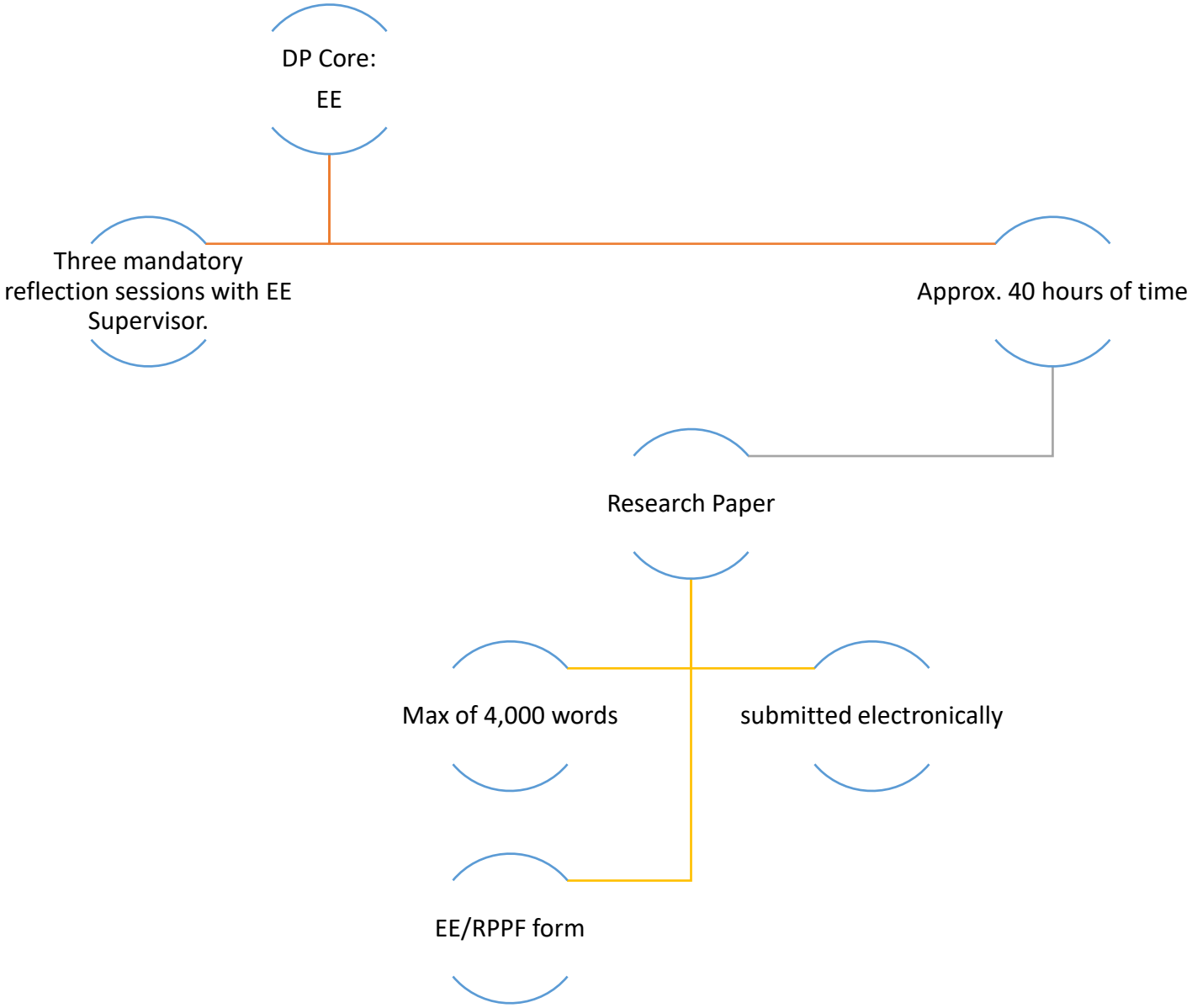

Group 4:
Computer Science
External Assessment
Internal Assessment
Paper 1 & 2
Computational Solution
Group IV Project
(not graded but good
practice for IA)
Submitted Electronically
4/ICCSCS form


Group 5:
Mathematics
External Assessment
Internal Assessment
Papers 1, 2, & 3 (HL)
Math Exploration
Submitted
Electronically


Group 6:
Visual Arts
External Assessment
Internal Assessment
Comparative Study
Process Portfolio
Art Exhibition
Submitted Electroncially
Sumitted Electronically
submitted electronically
(exhibition sumbission)
6/VACAF form


DP Core:
TOK
External Assessment
Internal Assessment
Essay on prescribed title
Presentation
(graded but not
submitted)
submitted electronically
TK/PPF form
TK/PPD form


DP Core:
CAS
(no submission required)
Approx. 150 hours
Three madnatory interviews w/ CAS Supervisor.
Portfolio w/ CAS experinences and reflections must be maintained
One CAS Project.
Seven Learning Outcomes must be met.
Balanced mixture of creativity, action and service experiences


DP Core:
EE
Three mandatory reflection sessions with EE Supervisor.
Approx. 40 hours of time
Research Paper
Max of 4,000 words
submitted electronically
EE/RPPF form

Forms and Coversheets

The IB forms and coversheets listed in the above course matrices can be assessed on the following link ***after logging on to My Ib***:

https://resources.ibo.org/dp/ap/dp-2018/forms/?lang=en

Policy Organizers

IB Policies

- Use mother tongue if appropriate.
- Differentiate tasks.
- Consider time and strategies when planning a unit.
- Make visual aids, graphic organizers, demonstrations, etc.
- Value diversity.
- Liase with parents.

Language Policy

Delivery of curriculum and level of English must be appropriate for second language learners.

Academic Honesty

Authentic work is based on the candidate's own ideas. Others' ideas are fully acknowledged.

All IA / EA submissions must be through turnitin.com

Level 1 → verbal warning / 80% max rewrite

not citing sources / unauthorized group work

Level 2 → zero; call parents

cheating / cheat on test / submit others' work

Level 3 → Possible F and zero.

cheat on IA

Level 4 → Zero and/or suspension.

cheat on EA / breaching exam security

Assessment Policy

Ongoing assessment improves instruction and student performance.

Formative Assessments & Criterion Based Assessments

- Use results to MONITOR STUDENT LEARNING
- Give oral and written feedback to students.
- Use results to adjust teaching strategies.
- Done during teaching process.

Summative Assessments

- Use results to EVALUATE STUDENT LEARNING
- Done at the end of a unit / semester / year

Inclusion Policy

Some students require different strategies to meet their learning needs.

WHO?

- ESL Students
- Students who need counseling
- Enrichment or honors students

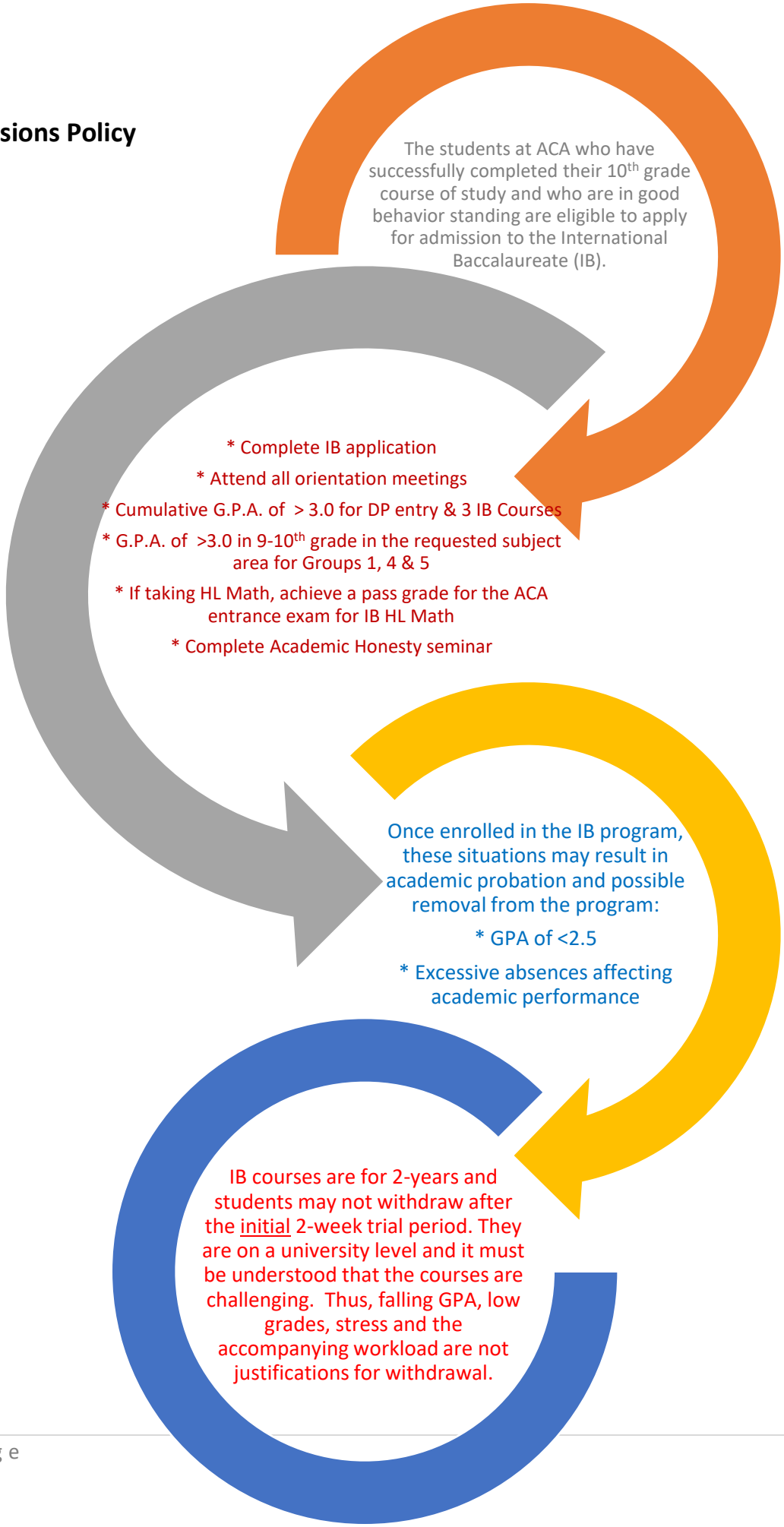
HOW?

- Differentiated Instruction

Why?

- Everyone needs equal access to the curriculum.

Admissions Policy



APPENDIX

Table of Dates

2018-2019

	Grade 11	Grade 12
September	Art – Comparative Study Part 1 (September 13th) Art – Process Portfolio Part 1 (September 18th)	Extended Essay -- First formal reflection w/ supervisor (Sep. 6th) Extended Essay: Development and discussion of parts of the essay – meet w/ Coordinator (Sep. 9th) TOK – Presentation Rough Draft / Peer Feedback (Sep. 20th) Comp. Sci. – Planning (Sep. 14th – 18th) Art – Comparative Study Part 6 (September 13th) Art – Process Portfolio Part 6 (September 18th) History – Proposal – Thesis + 3 Sources (Sep. 30th) Math – Introduction of Exploration (Sep. 25th – 27th) Physics IA Topic (Sep. 16th) Extended Essay—Check in Session 3 w/ supervisor (Sep. 23rd) Economics IA #2 (Sep. 23 Micro) Math – Start to choose topic and make initial plan (Sep. 30th) Physics – IA Part I (Sep. 30th)
October	Art – Comparative Study Part 2 (October 1st) Art – Process Portfolio Part 2 (October 19th) Art – Comparative Study Part 3 (October 23rd) Arabic—Written task #2 first draft (Oct. 23rd) Arabic – Written Task #2 final draft (Oct. 30th)	Comp. Sci. – Design (Sep. 23rd – Oct. 7th) Art – Comparative Study Part 7 (October 1st) TOK – 2nd draft of presentation (Oct. 4th) Math – Submit choice of topic and initial plan (Oct. 11th) Art – Process Portfolio Part 7 (October 19th) Art – Comparative Study Part 8 (October 23rd) Math—Meetings (Oct. 14th – 24th)

		Arabic -- Written Task #3 first draft (Oct. 23rd) Physics IA Parts II and III (Oct. 28th) History – Annotated bibliography + OPVLC 2 sources Arabic – Written Task #3 final draft (Oct. 30th) TOK – TOK Essay Draft 1 (Oct. 31)
November	Art – Process Portfolio Part 3 (November 9th) Art – Comparative Study Part 4 (November 26th)	Economics Article 3 (Nov. 4th) Micro/Marcro Extended Essay-- Second formal reflection w/ Supervisor (submit complete 1st draft) (Nov. 4th) Biology IA Introduction (Nov. 5th) Comp. Sci. – Video (Nov. 5th – 8th) Art – Process Portfolio Part 8 (November 9th) Physics IA Final Draft Submitted into Turnitin.com (Nov. 11th) Comp. Sci. – Evaluation (Nov. 11th-13th) Math – First Draft of Exploration (Nov. 25th) Art – Comparative Study Part 9 (November 26th) Biology IA Part 1 (Nov. 28th) History – Investigation Section draft (Nov. 30th)
December	Arabic FOA #1 (Dec. 11th) Art – Process Portfolio Part 4 (December 11th) Art – Comparative Study Part 5 (December 16th) English – FOA (Dec. 9th) Dec 5 Econ I-Micro-First Draft	TOK Presentations (Nov. 5th) English -- Written Task Draft (Dec. 9th) Art – Process Portfolio Part 9 (December 11th) Arabic – IOC (Dec. 11th) TOK – Essay Second Draft (Dec. 13th) History – Reflection Section draft (Dec. 15th)

		Art – Comparative Study Part 10 (December 16th) English -- Written Task final draft (Dec. 16th)
January	English – Written Task draft (Jan 6th) English – Written Task final (Jan. 13th) Extended Essay -- Stage 1: Subject and Topic Selection. (Jan. 6th) – Meet w/ EE Coordinator Extended Essay: Check in Session 1 w/ EE Supervisor (Jan. 20th)	Spanish / French ab initio -- 300 Word Essay (Dec. 13th – 17th) Extended Essay: Final draft of EE submitted (Jan. 6th) Extended Essay: Viva Voce/final reflection (January 13th) Chemistry – IA starts (Jan 6th) TOK Essay – Final Draft (Jan 10th) Math – Exploration First draft (Jan 7th) Biology IA Due (Jan. 17th) Math – Meetings (Jan 13th-24th)
February	Psychology – Experimental Study Report 1st Draft (Feb.14th) Art – Process Portfolio Part 5 (February 15th) History – Proposal Thesis (Feb. 17th) Extended Essay – Check in Session 2 w/ supervisor (February 17th) Economics IA #1 (Feb. 28th)	Economics IA #3 (Feb. 4th) Intro/Macro Arabic – Written Task # 4 first draft (Feb. 14th) Math – Final Draft (Feb. 17th) Arabic – Written Task #4 final draft (Feb. 21st) History – Final Submission (Feb. 28th) Chemistry Rough Draft #1 (Feb. 10th) Spanish / French Orals (Feb. 10th – 14th) Global Politics – PEA 1st draft (Feb. 14th)
March	Group 4 Project starts (Mar. 10th) Arabic – Written Task #1 first draft (Mar. 12th) Extended Essay: First formal reflection w/ Supervisor (Mar. 17th)	English -- Written Task draft (Mar. 3rd) Chemistry – Final Draft (Mar. 10th) English - Written Task final (Mar. 10th)

	Arabic – Written Task #1 final draft (Mar. 19th) Extended Essay: Development and discussion of parts of the essay – meet w/ Coordinator (Mar. 21st) Psychology – Experimental Study Report 2nd Draft (Mar. 21st)	Art – Completed Process Portfolio and Comparative Study (Mar. 20th) Global Politics: 2nd Draft PEA (Mar. 21st) English -- FOA starts(Mar. 24th) ART EXHIBITION
April	History – Annotated source list + POVLC – 2 Sources (April 21st) Biology – Investigation Question (Apr. 18th) English -- IOC (April 14th-24th) Psychology – Experimental Study Report (Apr. 30th)	MOCK EXAMS April 7th – 11th
May	English – Written Task draft (May 5th) Biology – Conduct Practicals (May 5th) English – Written Task final (May 12th) History – Investigation Outline (12th) Arabic – FOA #2 (May 14th) Biology – Part 1 (May 14th) Extended Essay -- Check-in session 3 w/ supervisor (May 16th) Economics –IA Final Micro Summer-IA 2 Micro	IB EXAMS May 6th – May 24th

Academic Honesty

1- Understanding Academic Honesty and Malpractice

A. Academic Honesty

Academic honesty must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment.

All Diploma Programme candidates must understand the basic meaning and significance of concepts that relate to academic honesty, especially authenticity and intellectual property.

The concept of intellectual property is potentially a difficult one for candidates to understand because there are many different forms of intellectual property rights, such as patents, registered designs, trademarks, moral rights and copyright.

An authentic piece of work is one that is based on the candidate's individual and original ideas with the ideas and work of others fully acknowledged.

B. Malpractice

The Regulations define malpractice as behavior that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment component.

Malpractice includes:

• Plagiarism
• Collusion:
• Duplication of work:
• Any other behavior that gains an unfair advantage for a candidate or that affects the results of another candidate.

2- Maintaining Academic Honesty

Roles and responsibilities

i. The role of the IBO

- Provide regulations and instructions
- Offer guidance to schools.
- Investigate cases of alleged malpractice.
- Review all available evidence collected during an investigation.
- Make a final decision on cases of suspected malpractice.

During each examination session the IBO takes a random sample of candidates' work and submits it to a web-based plagiarism prevention system. However, the fact that the IBO is doing this does not allow schools to abrogate their responsibility for ensuring that work submitted is authentic.

ii. The role of the Head of School

The head of the school must ensure that all candidates:

a. Understand what constitutes academic honesty
   (Giving students a copy of Academic Honesty IBO manual)
b. Understand what constitutes malpractice
c. Receive guidance on the skills of academic writing and acknowledging sources
d. Know the consequences of being found guilty of malpractice.

iii. The role of the Teacher

It is the responsibility of each **teacher** to confirm that, to the best of his or her knowledge, all candidates' work accepted or submitted for assessment is the authentic work of each candidate.

iv. The role of the Candidate

The **candidate** is ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged.

v. The role of the Examiner

The principal responsibility of an **examiner** is to mark (or moderate) the work of candidates against prescribed assessment criteria.

vi. The role of the Parent

- Understand that they should not do their sons' or daughters' homework.
- Understand why there are rules for Academic Honesty.
- Reinforce the same rules and regulations, policies, that ACA has on campus.

3- Offences and Consequences:

	Offence	**Consequence**
Level 1	• Copying homework • Looking at someone else's homework • Allowing another student to look at homework • Not properly quoting information • Not citing sources of information/research	A verbal warning and / or an opportunity for rewrite, with a maximum mark of 80%.

	• Working as a group on assignments that should be completed individually •	
Level 2	• **Continual repetition of level 1 offences in the same academic year** • **Obtaining exam papers from the internet from unauthorized sites (intellectual property theft)** • **Taking notes into an end-of-year exam** • **Distributing papers taken from the internet** • Submitting computer work completed by somebody else. • Using unauthorized aids on a test.	A student will be given a zero for the assignment or test in question and parents will be notified.
Level 3	• Plagiarizing on an assignment to be submitted to the IB.	The exact penalty of such an action will be determine by a tribunal, with consequences ranging from a rewrite and diminished ACA grade to an IB grade of "F" and a zero for the ACA grade.
Level 4	• Cheating on an IB exam • Stealing examination papers, set in school or IB papers • Altering grades on the school system	In the case of IB exams, the IBO will be informed, and in all cases, the student will receive a zero with the possibility of suspension.

IB Assessment Policy

Mission Statement of ACA:

The American Creativity Academy is a private school that delivers a standards based American curriculum within an environment in which Islamic values are respected and practiced. The school is dedicated to preparing students for university success.

Purposes of Assessment

The assessment at ACA evaluates:

1- The general level of learning within the school.
2- The progress of individual students.

Philosophy of Assessment

The assessment of student achievement should be regarded an integral part of the overall program of educational planning in the Academy. Its relationship to educational goals, to the curriculum, to the professional development of staff, and to the reporting of student progress to parents must be integrated into a well-designed and documented process. The overall goals of that process are the improvement of instruction, and positive reinforcement for every student.

Principles of Assessment

The implementation of student assessment policies should follow these principles and guidelines.

1. The assessment of student achievement is essential to improvement of learning.
2. All assessment should be directed toward meeting the Academy educational goals of academic excellence.
3. A program of assessment should encourage and lead to self-evaluation and improvement.
4. Teachers and Administrators should be consulted in decisions regarding student assessment programs and benchmarking.
5. The evaluation of individual student achievement should be made in the Academy and not be based on external assessment.
6. The results of Academy wide assessments of overall student achievements should be publicly reported only on a broad basis. Individual student results are not publicly available.
7. The methods and content of assessment devices should be compatible with the methods and content of instructions and are not limited to pencil and paper test. Oral, practical projects, performance, and on-going assessment will be taken into account.
8. Prior to implementation of an assessment program, the persons concerned should be informed about the reasons for assessment, what is to be measured, how assessment is to be administered, scored, and interpreted, and what reporting and feedback procedures will be followed.
9. Assessment results are to be interpreted and reported in a matter most suitable to the decisions for which they are intended.

10. Academy and external assessments should be coordinated to avoid redundancy and over testing.
11. School level and individual student assessment practices will be reviewed annually.

Assessment Practices

The most effective planning uses formative assessment of analysis, evaluation and creation during instruction, with plenty of written and oral feedback. Focus what time and energy you have for giving feedback on this formative phase of the instructional unit. The goal is to help students adjust their thinking so that they can "show what they know" on the summative assessment. At the culmination of the unit, it makes most sense to grade the summative assessment with very few comments.

Assessment methods: (Not limited to)

- Performance: Authentic Task
- Performance: Dramatization
- Performance: Lab Assignment
- Performance: Skill Demonstration
- Performance: Recital
- Written: Essay
- Written: Informative
- Written: Journal/ Diary
- Written: Narrative
- Written: Persuasive Essay
- Written: Report
- Oral: Debate
- Oral: Discussion
- Oral: Oral Report
- Oral: Presentation
- Oral: Speech
- Other: Peer Assessment
- Other: Quiz
- Other: Student Portfolio
- Other: Teacher Observation
- Project: Technology
- Project: Visual Arts
- Project: Personal
- Test: Common
- Test: Standardized
- Test: Written

Assessment Types:

- **Formative**: Formative assessments help students identify their strengths and weaknesses and target areas that need work. Also, it helps the staff recognize where students are struggling and address problems immediately. The goal of formative assessment is to MONITOR STUDENT LEARNING, to provide ongoing feedback that can be used by staff to improve their teaching and by students to improve their learning.

- **Summative**: the goal of summative assessment is to EVALUATE STUDENT LEARNING at the end of an instructional unit by comparing it against the standards and benchmarks.

- Criterion Based: Rubrics are used to assess student performance. The criteria from IB descriptors are also used in the evaluation of student performance.

Assessment procedures:

Mock exams in grade 12

- Grade 12 students have the opportunity to experience the IB exam through the mock exams.
- The format of the mock exams is the same as the external IB exams.
- The mock exams happen directly after Spring break.

Procedures for Mid-Term Exams

- Mid-Term exams are based upon all material covered from the beginning of the course to the current term. Grade 12 will write a mid-term exam.

Procedures for grade 11Final Exam

- All students in grade 11 IB write the school final exams by the end of the school year.

Procedures for grade 12 Final Exam / External Assessment (IB)

- By October 31, a list is sent to the respective teachers and the principals about the students who will write the IB external exam (MAY) and the ones who will write the school final exam.
- The students who will write the school exam, based on senior procedure, will receive a final exam grade on the ACA gradebook.
- The students who write the IB external exam will receive ** on the ACA gradebook with a comment: “The student is exempted from the final exams because of IB exams.”
- The students who will write the IB external exams in May and do not show up to the exams, even if they have paid, will write the final exam in school.

Grading/Marking

Letter Grade	Percentage	GPA	IB Courses
A+	98 – 100	4.0	4.5
A	93 – 97	4.0	4.5
A-	90 – 92	3.7	4.2
B+	87 – 89	3.3	3.8
B	83 – 86	3.0	3.5
B-	80 – 82	2.7	3.2
C+	77 – 79	2.3	2.8
C	73 – 76	2.0	2.5
C-	70 – 72	1.7	2.2
D+	67 – 69	1.3	1.8
D	63 – 66	1.0	
D-	60 – 62	0.7	
F	Below 60	0.0	0.0
I	Incomplete		
W	Withdrawn		

Informing students/parents upcoming major assessments:

The students and parents are informed 1 week prior to the major assessment the date of the assessment. The information goes out electronically over Edline and also on whiteboards specific for every grade level put in the hallway. Students could have a maximum of 3 major assessments during the week. Teachers collaborate to assign the assessments so that students are not overloaded with more than 3 major assessments per week.

Recording and Reporting Grades

Teacher grades are recorded in Gradequick and Edine, which provides online, daily access to students and parents. Parents and students are provided their personal code. Grades are updated biweekly on Edline. Teachers are also encouraged to maintain a hard copy of their classroom grades. Teachers use written and verbal feedback to encourage student progress, identify their needs, determine achievement, and assist in maintaining accountability.

Students can calculate their GPA using a website www.aca-gpa.com[1]

Marking Periods

There are four marking periods identified as quarters (8 to 9 weeks). Progress reports are uploaded every 5 weeks. Report cards are issued at the end of each quarter.

Parent/teacher conferences are scheduled twice a year: in November and April. Individual parent and/or students conferences are held on an as needed basis.

[1] The website was created by an IB student: Abdulaziz Sabri

Mark bands / curving

Teachers create mark bands for major assessments when necessary based on the class average and the number of students taking the test. The method used by IB is always taken into consideration when creating mark bands. Subject reports are used when using questions from previous exams.

Graduation requirements

Required Courses	Required Credits
English	4
Math	3
Science	2
Social Studies	3
Religion	2
World Language(Arabic is required for Arabs)	4
Physical education	1
Information Technology	1
Art	1
Electives	4

Homework

Homework provides students the opportunity to practice what they have learned in class. It is a means to review subject matter as well as to reinforce learning.

1. Homework should relate to the ability level for the student.
2. Teachers should assign homework that is meaningful.
3. A maximum of 2 hours of homework for student s in grades 7-11.
4. This time does not include time needed for daily review and study.
5. Full credit will not be given for work submitted late unless the teacher receives a valid excuse for late work.
6. Credit may be deducted for work submitted past due date.
7. An assignment is late if it is submitted past the due date and/or when the teacher collects it.

Additional time maybe required for those students who are not in solid grade level.

References

This Assessment policy should be considered along with the Academic Honesty policy, Language policy and the admissions policy of ACA.

Turnitin.com

Students should submit all assignments through the turnitin.com website. Teachers may request a hard copy of the assignment. Students above 20% similarity in their assignments will be penalized following the Academic Honesty policy.

Collaborative IB / CCC meetings

Assessments are always subject to collaboration. Assessment tools and strategies should be discussed in every collaboration meeting or Cross Campus Collaboration meetings.

Assessment Policy Implementation

The Assessment policy should be implemented by teachers, students, administrators, counselors and parents. All stakeholders should be aware of it and use it as appropriate.

Evaluation and Review

This policy will be evaluated and reviewed during the IB self-study cycles or on the request of the Superintendent. The review will be done by a group of teachers, administrators, students and the IB coordinator.

Admissions Policy

The students at ACA who have successfully completed their 10th grade course of study and who are in good behavior standing in the school are eligible to apply for admission to the International Baccalaureate (IB) Program for their final two years. Student who wish to transfer to ACA from other Kuwaiti high schools or foreign schools, must first gain admission to ACA and then complete all admissions criteria as stated below.

- Admission to the program is based primarily on the student's need to acquire the advanced and rigorous education that IBDP has to offer for their future university or career goals.
- Students seeking admission to the program should be prepared to complete work at this advanced and rigorous level.

Prior to admissions in the program, students and parents will be offered information and advice to help with the decision to enter the program and select appropriate courses. In this orientation period, information will be provided on:

- The challenging nature of the course(s)
- Details on the two programs ACA offers:
    - Diploma Candidate
    - Course Candidate
- Subjects offered at ACA
- Core requirements of Diploma including EE, TOK and CAS
- Course expectations, syllabus, and assessment criteria
- Expectations on Academic Honesty
- Personal interview in which students will work with their DP coordinator to select course(s) that best prepare them for university and career goals, and for which their prior knowledge and skill level has prepared them to be successful.
- Parent information session

As students are completing the orientation period, they will be required to fulfill the following criteria:

- Complete IB application
- Attend all orientation meetings:

    - With subject teacher(s)
    - With DP coordinator
- Complete teacher recommendation form
- Cumulative G.P.A. of > 3.0 for DP entry & 3 IB Courses
- G.P.A. of >3.0 in 9-10th grade in the requested subject area for Groups 1, 4 & 5
- Achieve a pass grade for the ACA entrance exam for IB HL Math
- Complete Academic Honesty seminar in IB or non IB English course

Once enrolled in the IB program, these situations may result in academic probation and possible removal from the program:

- GPA of <2.5
- Excessive absences affecting academic performance

*IB courses are for 2-years and students may not withdraw after the initial 2-week trial period. They are on a university level and it must be understood that the courses are challenging. Thus, falling GPA, low grades, stress and the accompanying workload are not justifications for withdrawal.

Language Policy

Purpose of the Language Policy

The purpose of the Language policy is to be the working document to which all teachers, students, administrators and parents refer to when working on the development of the language needs of the learner. The language policy identifies the language needs of the ACA students, highlights teaching and learning practices, connects the policy to other policies in the school, lists resources, recognizes the mother-tongue language of the learners and encourages opportunities for learning new languages.

Language needs for the learners

Following the policy that the basic language of instruction is mainly English, and being aware that ACA has a predominant population of English as a second language students, ACA has designed its curriculum to address English language learners. Most of ACA students do not use English as their first language, therefore the delivery of the curriculum and the level of English language used at each grade level must be appropriate for second language learners. All teachers are responsible for addressing the English language needs of their students to access the curriculum most effectively.

Language needs of the community

The language need of the community is mainly the Arabic language. The Arabic language is mandated by the Ministry of Education. The curriculum and the implementation techniques are also provided by the Ministry. All students of Arab origin have to learn the Arabic language based on the Ministry regulations.

Arabic as a Foreign Language (AFL)

The school supports also the Arabic language for foreign students. These students study a special curriculum also provided by the Ministry of Education.

Language teaching and learning

Beliefs

The school believes that teaching and learning language is the responsibility of everyone: teachers, administrators, students and parents. The school also believes that language is developed in three aspects: learning language, learning through language, and learning about language.

Practices

Teachers should activate prior understanding and built background knowledge, scaffold meaning, extend language and affirm identity[i]. These four dimensions for

learning language can be achieved by the below practices performed by teachers. Teachers should:

- Activate learners' prior understanding using the mother tongue if appropriate.
- Differentiate tasks and activities that build up the further background knowledge necessary for new learning to occur.
- Record information that will support planning for future differentiation.
- Consider the time and strategies when planning a unit.
- Materializing scaffolding strategies such as, but not limited to, visual aids, graphic organizers, demonstrations, dramatization, structured collaborative groups…
- Promote a class and school environment that welcomes and embraces the diversity of cultures and perspectives.
- Value and use the diversity of cultures and perspectives, as much as possible, to enhance learning.
- Liaise with parents to establish understanding of how best to collaborate to achieve shared goals.

References to other polices

This Language policy should be considered along with the Academic Honesty policy, Assessment policy and the admissions policy of ACA.

Resources

The school has libraries with books available for teachers and students to help assist in language development. The libraries are equipped with electronic books and huge databases for research about language and its development.

The school has also the Professional Development Center, primarily for teachers. The center has many books related to the professional development of the teacher in many fields including language.

The school is a member of ECIS, European Council of International Schools, and hosts International Teaching Certificate (ITC) Institutes annually. One standard of the ITC is also related to language and its development.

Developing the mother-tongue language

The school has developed a standards-based Arabic curriculum to be delivered to all the students. The standards-based curriculum includes the requirements of the Ministry of Education and hence does not contradict with it. The standards-based Arabic curriculum goes through annual reviews.

The school has also developed supporting textbooks for students from grade one to five to encourage learning and practicing the mother-tongue language of the majority of the students.

Language profile of each learner

The school uses the MAP (Measures of Academic Progress) assessment to measure the language level of the students and use the results to create a profile for individual students to help the language development of the student. The MAP tests are done for students from grades one to ten.

The school started implementing MAP assessments in the academic year 2013 – 2014.

Grade eleven students complete the PSAT assessment; the teachers have a reference to the students' files and scores which are kept with the counselors.

Language continuum scope and sequence

The school is dedicated to reviewing the Language Arts curriculum from K to 12. A group of teachers representing each grade level meets four times annually to review the standards. The objective of this group is to review the scope and sequence of the Language development of the students from K to 12.

Opportunities for learning ab. initio languages

The school encourages new languages to be introduced to the students. The IB ab. Initio languages that have been provided to the students are French ab. Initio and Spanish ab. Initio. The school encourages other languages in group 2 through interviews with grade ten students as they plan to start their IB journey.

Language Policy Implementation

The Language policy should be implemented by teachers, students, administrators, counselors and parents. All stakeholders should be aware of it and use it as appropriate.

Evaluation and Review

This policy will be evaluated and reviewed during the Language Arts review cycle that happens annually or on the request of the Superintendent. The review will be done by a group of teachers, administrators, students and the IB coordinator.

Inclusion / Special Education Needs Policy

Purpose, mission, and beliefs

A. Purpose of the inclusion / special education needs policy
The Inclusion/Special Education Needs policy is a dynamic document developed by a committee of teachers, coordinators and administrators. This document is consistent with the IBDP standards providing a common understanding of inclusion/special education needs of our students and at the same time providing equal opportunities for students to have access to the IBDP program.

B. Mission of the American Creativity Academy
The American Creativity Academy is a private school that delivers a standards-based American curriculum within an environment in which Islamic values are respected and practiced. The school is dedicated to preparing students for university success.

C. Mission of the International Baccalaureate

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

D. Core Beliefs
We believe:
- Practicing Islamic values develops a character with honesty, integrity and responsible behavior.
- Education requires a partnership among parents, students and staff.
- Students learn and thrive in a healthy, safe and caring environment.
- In challenging students to think critically and creatively.
- In developing the whole child – intellectually, spiritually, socially and physically.
- In preparing students to contribute constructively to a global society.

- Effective communication is essential for cohesive school community and a positive school climate.
- Learning is a life-long process.
- In inspiring excellence.

Candidates with learning support requirements (LSR) at ACA

Candidates with learning support requirements at ACA are students who need different strategies or adaptations of the curriculum in order to meet their learning needs. These candidates could be:

- English Language Learners
- Students who need counseling
- Enrichment or honors students

IB inclusion program goals

The goals of our inclusion program are:

- To share the responsibility of the growth of students in all aspects.
- To create a positive environment to enhance the learning of the students.
- To provide access to all students to the curriculum through inclusion and differentiation.
- To measure growth of students through formative and summative assessments to give constructive feedback to students.

Learning diversity in the IB programme

a. Inclusion

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. Inclusion is the learner profile in action, an outcome of dynamic learning communities (IBO, 2010).

Inclusion is implemented in different ways in ACA depending on the student and his/her need. In some cases, inclusion is implemented by giving extra time to students to complete their work or extra support provided to the student. The common goal is to have all students have access to the same curriculum.

b. Differentiation

Differentiation is seen as a process of identifying, with each learner, the most effective strategies for achieving agreed goals (IBO, 2010). Differentiation is a

group of strategies and techniques teachers use with students to reach to their learning potential.
Teachers focus on the process of learning that makes the difference in the students' learning along with the different resources used to help reach their learning potential.

c. Four principles of good practice

The goal of having four principles is to promote equal access to curriculum for all learners across the curriculum (IBO, 2010).

1. Affirming identity and building self-esteem

Affirming the identity of a learner encourages the qualities, attitudes and characteristics identified in the IB learner profile, promoting responsible citizenship and international-mindedness (IBO, 2010).

At ACA, the learner profile is a working document that teachers address in their everyday teaching. The learner profile becomes the set of characteristics we want to see in our students.

2. Valuing prior knowledge

As a common understanding from IB, teachers and students know that new learning and understanding is constructed on previous experiences and conceptual understandings in a developmental continuum (IBO, 2010).

The students who come into IBDP have covered non-IB courses that prepare them to the IBDP. Teachers are expected to know the prior knowledge of the students and accordingly plan for the new learning.

3. Scaffolding

Scaffolding is a temporary strategy that enables learners to accomplish a task that would otherwise be impossible or much more difficult to accomplish (IBO, 2010). Through scaffolding, students are given the opportunity to be independent and hence increase their self-confidence.

Small changes in the instructions and the methods used with certain students can change the students' way of understanding the concept.

4. Extended learning

Teaching and learning does not only happen in the classroom. At ACA, teachers encourage the students to extend their learning outside of the classroom. Students are encouraged to read and write sophisticated texts and hence extend their learning

experience. Teachers always set higher expectations and support the students to achieve these expectations.

The process of identification of LSR candidates

ACA has Child Study Team (CST) procedures that enable the identification of the candidates that have learning support requirements. The Child Study Team consists of the guidance counselor, college counselor, teachers and the IB coordinator.

Communication of the policy to the community

The SEN Policy is available to teachers and parents. The policy is shared with the teachers at the beginning of every academic year. Parents of LSR candidates also have access to the SEN policy.

Policy creation

The SEN policy is created by the efforts of teachers, the IB coordinator, IB assistant coordinators and administrators.

Review process

The SEN will be reviewed every five years, during the evaluation process of IBDP.

References

The SEN policy should be used along with the Learner Profile, Assessment policy, Language policy and the Academic Honesty policy.

Bibliography

IBO, 2010. *Learning Diversity in the International Baccalaureate programmes.* Cardiff: IBO.

IBO, 2010. *Special Educational needs within the International Baccalaureate Programmes.* United Kingdom: IBO.

Bibliography

1. Taber, Nathan. *Survive the IB!* International Baccalaureate Organization, 2011.
2. International Baccalaureate. *Creativity, Activity, Service Guide.* International Baccalaureate, 2015.
3. International Baccalaureate. *Global Politics Guide.* International Baccalaureate, 2015.
4. International Baccalaureate. *History Guide.* International Baccalaureate, 2015.
5. International Baccalaureate. *Language ab initio Guide.* International Baccalaureate, 2011.
6. International Baccalaureate. *Language A: Language and Literature Guide.* International Baccalaureate, 2013.
7. International Baccalaureate. *Psychology Guide.* International Baccalaureate, 2009.
8. International Baccalaureate. *Theory of Knowledge Guide.* International Baccalaureate, 2017.
9. International Baccalaureate. *Visual Arts Guide.* International Baccalaureate, 2014.

Week 1

Monday 6 May

Morning session		Afternoon session	
Business management HL paper 2	2h 15m	**Excluding English, French & Spanish:**	
Business management SL paper 2	1h 45m		
		Language A Literature HL paper 1	2h
		Language A Literature SL paper 1	1h 30m
		Language A Language & Literature HL paper 1	2h
		Language A Language & Literature SL paper 1	1h 30m

Tuesday 7 May

Morning session		Afternoon session	
Excluding English, French & Spanish:		History HL/SL paper 1	1h
		History HL/SL paper 2	1h 30m
Language A Literature HL paper 2	2h		
Language A Literature SL paper 2	1h 30m		
Language A Language & Literature HL paper 2	2h		
Language A Language & Literature SL paper 2	1h 30m		
Music HL paper 1	2h 30m		
Music SL paper 1	2h		

Wednesday 8 May

Morning session		Afternoon session	
History HL paper 3	2h 30m	Geography HL paper 1	2h 15m
		Geography SL paper 1	1h 30m
		Global politics HL/SL paper 1	1h 15m
		Philosophy HL paper 1	2h 30m
		Philosophy SL paper 1	1h 45m
		Social & cultural anthropology HL paper 1	2h
		Social & cultural anthropology SL paper 1	1h 30m

Thursday 9 May

Morning session		Afternoon session	
Geography HL/SL paper 2	1h 15m	Biology HL paper 1	1h
Geography HL paper 3	1h	Biology HL paper 2	2h 15m
		Biology SL paper 1	45m
Global politics HL paper 2	2h 45m	Biology SL paper 2	1h 15m
Global politics SL paper 2	1h 45m		
		Nature of science SL paper 1	1h 30m
Philosophy HL/SL paper 2	1h		
Philosophy HL paper 3	1h 15m		
Social & cultural anthropology HL paper 2	2h 30m		
Social & cultural anthropology SL paper 2	1h 30m		

Friday 10 May

Morning session		Afternoon session	
Biology HL paper 3	1h 15m	Psychology HL paper 1	2h
Biology SL paper 3	1h	Psychology SL paper 1	2h
Nature of science SL paper 2	1h	ITGS HL paper 1	2h 15m
		ITGS SL paper 1	1h 30m

Week 2

Monday 13 May

Morning session		Afternoon session	
Psychology HL paper 2	2h	Mathematical studies SL paper 1	1h 30m
Psychology HL paper 3	1h		
Psychology SL paper 2	1h	Mathematics HL paper 1	2h
ITGS HL/SL paper 2	1h 15m	Mathematics SL paper 1	1h 30m
ITGS HL paper 3	1h 15m		

Tuesday 14 May

Morning session		Afternoon session	
Mathematical studies SL paper 2	1h 30m	**Excluding English, French & Spanish:**	
Mathematics HL paper 2	2h	Language B HL paper 1	1h 30m
Mathematics SL paper 2	1h 30m	Language B SL paper 1	1h 30m
		Language ab initio SL paper 1	1h 30m
		Latin HL paper 1	1h 30m
		Latin SL paper 1	1h 15m

Wednesday 15 May

Morning session		Afternoon session	
Excluding English, French & Spanish:		Economics HL paper 1	1h 30m
Language B HL paper 2	1h 30m	Economics SL paper 1	1h 30m
Language B SL paper 2	1h 30m	World religions SL paper 1	1h 15m
Language ab initio SL paper 2	1h		
Latin HL paper 2	2h		
Latin SL paper 2	1h 30m		
Mathematics HL paper 3	1h		

Thursday 16 May

Morning session		Afternoon session	
Economics HL paper 2	1h 30m	English A Literature HL paper 1	2h
Economics HL paper 3	1h	English A Literature SL paper 1	1h 30m
Economics SL paper 2	1h 30m	English A Language & Literature HL paper 1	2h
World religions SL paper 2	1h 30m	English A Language & Literature SL paper 1	1h 30m
		English B HL paper 1	1h 30m
		English B SL paper 1	1h 30m
		English ab initio SL paper 1	1h 30m
		Literature & performance SL paper 1	1h 30m

Friday 17 May

Morning session		Afternoon session	
English A Literature HL paper 2	2h	Physics HL paper 1	1h
English A Literature SL paper 2	1h 30m	Physics HL paper 2	2h 15m
English A Language & Literature HL paper 2	2h	Physics SL paper 1	45m
English A Language & Literature SL paper 2	1h 30m	Physics SL paper 2	1h 15m
English B HL paper 2	1h 30m	Sports, exercise & health science HL paper 1	1h
English B SL paper 2	1h 30m	Sports, exercise & health science HL paper 2	2h 15m
English ab initio SL paper 2	1h	Sports, exercise & health science SL paper 1	45m
		Sports, exercise & health science SL paper 2	1h 15m
Literature & performance SL paper 2	1h 30m		

Week 3

Monday 20 May

Morning session		Afternoon session	
Physics HL paper 3	1h 15m	Computer science HL paper 1	2h 10m
Physics SL paper 3	1h	Computer science SL paper 1	1h 30m
Sports, exercise & health science HL paper 3	1h 15m	Design technology HL paper 1	1h
Sports, exercise & health science SL paper 3	1h	Design technology SL paper 1	45m
		Design technology HL/SL paper 2	1h 30m
		Environmental systems & societies SL paper 1	1h

Tuesday 21 May

Morning session		Afternoon session	
Computer science HL paper 2	1h 20m	Classical Greek HL paper 1	1h 30m
Computer science HL paper 3	1h	Classical Greek SL paper 1	1h 15m
Computer science SL paper 2	1h	Spanish A Literature HL paper 1	2h
Design technology HL paper 3	1h 30m	Spanish A Literature SL paper 1	1h 30m
		Spanish A Language & Literature HL paper 1	2h
		Spanish A Language & Literature SL paper 1	1h 30m
Environmental systems & societies SL paper 2	2h	Spanish B HL paper 1	1h 30m
		Spanish B SL paper 1	1h 30m
		Spanish ab initio SL paper 1	1h 30m

Wednesday 22 May

Morning session		Afternoon session	
Classical Greek HL paper 2	2h	Chemistry HL paper 1	1h
Classical Greek SL paper 2	1h 30m	Chemistry HL paper 2	2h 15m
Spanish A Literature HL paper 2	2h	Chemistry SL paper 1	45m
Spanish A Literature SL paper 2	1h 30m	Chemistry SL paper 2	1h 15m
Spanish A Language & Literature HL paper 2	2h		
Spanish A Language & Literature SL paper 2	1h 30m		
Spanish B HL paper 2	1h 30m		
Spanish B SL paper 2	1h 30m		
Spanish ab initio SL paper 2	1h		

Thursday 23 May

Morning session		Afternoon session	
Chemistry HL paper 3	1h 15m	French A Literature HL paper 1	2h
Chemistry SL paper 3	1h	French A Literature SL paper 1	1h 30m
		French A Language & Literature HL paper 1	2h
		French A Language & Literature SL paper 1	1h 30m
		French B HL paper 1	1h 30m
		French B SL paper 1	1h 30m
		French ab initio SL paper 1	1h 30m
		Further mathematics HL paper 1	2h 30m

Friday 24 May			
Morning session			Afternoon session
	French A Literature HL paper 2 French A Literature SL paper 2 French A Language & Literature HL paper 2 French A Language & Literature SL paper 2 French B HL paper 2 French B SL paper 2 French ab initio SL paper 2	2h 1h 30m 2h 1h 30m 1h 30m 1h 30m 1h	Keep available for examinations as **contingency** during the May 2019 session, awaiting instruction from IB
	Further mathematics HL paper 2	2h 30m	

Principles used in creating the IB Examination Schedule

1. It is not possible to take into account public, national or school holidays, or religious festivals because of the number of countries in which the IB Diploma Programme is offered.
2. Registration data has been used to ensure that the minimum number of candidates globally are impacted by subject timetable clashes.
3. Group 1 and Group 2 language subjects are not scheduled on the same day so a candidate does not have to be examined in two different language subjects on the same day.
4. Arabic examinations in either group 1 or group 2 will not be scheduled on a Friday out of respect for candidates of the Islamic faith.
5. Almost all subjects are scheduled in an afternoon and morning pattern on consecutive days. This is to minimise the impact of absence on any given day, whilst maintaining continuity for candidates.
6. Subjects with the highest candidature are not scheduled consecutively and are spread as evenly as possible over 3 weeks to try and distribute the workload for candidates. Language examinations and science examinations are scheduled on each of the 3 weeks for the same reason.
7. Except for English, Spanish and French, Language A examinations are scheduled separately from Language B.
8. The examination period remains three weeks long. This is to maintain an acceptable balance between the number of conflicts in the schedule, the school overheads in running an examination schedule, the time available to teach, and the IB's responsibility to get the marking done on time to the required quality.

Rescheduling Policy

- Rescheduling of an exam for a candidate requires approval from IB.
- The criteria and the process for applying for a reschedule can be found in the Diploma Programme Assessment procedures (formerly Handbook of procedures)

2020 Examination Schedule

- The exam schedule in 2020 will start on Thursday 30 April 2020, and end on Friday 22 May 2020, subject to confirmation in 2019.