

American International School of Lagos

# IB Diploma Handbook



A Guide to the International Baccalaureate Program for  
the Class of 2019

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### **IB Learner Profile**

<b><i>The IB program aims to develop internationally minded people who are becoming:</i></b>	
<b>Inquirers</b>	Their natural curiosity is nurtured. They acquire the skills necessary to conduct constructive inquiry and research, and become independent active learners. They actively enjoy learning and this love of learning will be sustained throughout their lives.
<b>Knowledgeable</b>	They explore concepts, ideas and issues which have global relevance and importance. In so doing, they acquire, and are able to make use of, a significant body of knowledge across a range of disciplines.
<b>Critical Thinkers</b>	They exercise initiative in applying thinking skills critically and creatively to approach complex problems and make reasoned decisions.
<b>Communicators</b>	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication.
<b>Risk Takers</b>	They approach unfamiliar situations with confidence and forethought and have the independence of spirit to explore new roles, ideas and strategies. They are courageous and articulate in defending those things in which they believe.
<b>Principled</b>	They have a sound grasp of the principles of moral reasoning. They have integrity, honesty, a sense of fairness and justice and respect for the dignity of the individual.
<b>Caring</b>	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to action and service to make a positive difference to the environment and to the lives of others.
<b>Open-minded</b>	Through an understanding and appreciation of their own culture, they are open to the perspectives, values and traditions of other individuals and cultures and are accustomed to seeking and considering a range of points of view.
<b>Well Balanced</b>	They understand the importance of physical and mental balance and personal well-being for themselves and others. They demonstrate perseverance and self-discipline.
<b>Reflective</b>	They give thoughtful consideration to their own learning and personal development. They are able to analyze their strengths and weaknesses in a constructive manner.

## **What is the IB Diploma Program?**

The International Baccalaureate Diploma Program is an advanced two-year course of study designed to prepare students for university and life. The IB program is more than just a curriculum, it is also a teaching and educational philosophy designed to inspire students to think beyond factual recall of information. The spectrum of IB classes is designed to teach students to think critically, to appreciate the importance of seeing events or knowledge claims from different perspectives, to understand strengths and weaknesses of what students or others claim to “know,” to understand and explore ethical controversies inherently relevant to what they learn, and to be able to apply what they learn in meaningful ways to the “real world.”

While the program is not designed exclusively for the elite or gifted academic students, the decision to pursue several IB certificates or the IB diploma is most appropriate for those students who are highly motivated, open-minded, and highly responsible.

## **AISL’s IB Diploma Program Philosophy**

AISL believes in challenging students to reach their potential through innovative, rigorous, and balanced learning opportunities supported by caring educators who facilitate the student’s intellectual, social, emotional, and physical growth. As such, AISL offers the International Baccalaureate Organization’s Diploma Program to learners in 11<sup>th</sup> and 12<sup>th</sup> grade to supplement school’s the AERO standards-based American educational program. Courses in this international, college-preparatory program help differentiate our educational offerings, allowing students to tailor their learning opportunities to their individual strengths and personal interests.

The IB Diploma Program offerings align with AISL’s strategic focus on:

- 1). Academic Excellence: A college preparatory, internationally-minded American international education that challenges and supports our students to achieve their personal best.
- 2). Whole Child: A diverse and balanced educational experience that addresses the unique gift of each child and enables them to be independent and fully engaged learners.
- 3). Global Citizenship: Character and leadership education that inspires positive character and citizenship through engagement with their community.
- 4). Life-Long Learners: Students who employ flexible, reflective thinking with real-world experiences and significant knowledge that create intrinsically motivated learners.
- 5). Balanced Learning: Fostering well-rounded learning opportunities – physical, emotional, social, and intellectual.

## **THE IBO MISSION STATEMENT:**

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

To this end, the IBO works with schools, governments and international organizations to develop challenging 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.”

## **IB and AISL School Transcripts**

All IB students, whether certificate or diploma, take IB exams at the end of the IB course. Nearly all IB courses are two years in length. During this time, IB students will receive regular AISL grades and report cards. These internal AISL grades are entirely separate from the grades received by IB. AISL students will earn a high school diploma from AISL, and may also earn an IB diploma provided the student meets criteria set forth by the International Baccalaureate Organization.

## **AISL Grading Scale**

The grading system is “*criterion based*” (Results are determined by performance against set standards, not by each student’s position in the overall rank order.) Validity, reliability and fairness are the watchwords of the IBO’s international assessment strategy.

Each of the six IB subjects which contribute toward the individual candidate’s IB diploma is assessed on a scale of 1 to 7.

## **Academic Honesty - Ethical Practice**

The International Baccalaureate Organization firmly advocates ethical behavior as part of the IB Diploma Program. Candidates are required to act in a responsible and ethical manner throughout their participation in the Diploma Programme and examinations. In particular candidates must avoid any form of malpractice.

The benefits of participating in the IB Diploma Program come from the student’s work and activities. From English A through Visual Arts and from TOK through CAS Activities, candidates learn not only content, but learn about themselves. They learn to organize their time, prioritize activities, and find out what they can accomplish with hard work. In the effort to provide our students with the most beneficial and rigorous IB Diploma program we enforce IB ethical standards. Below are the main points describing malpractice.

### **E. Malpractice**

#### **Article 26: Definition of malpractice**

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

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

All work the candidate does towards the IB Diploma or IB certificates must be the authentic work of the candidate.

The IBO will not accept work for assessment or moderation unless the teacher (or supervisor in

the case of an extended essay) concerned is willing to confirm that, to the best of his or her knowledge, it is the authentic work of the candidate. All work submitted to the IBO for moderation or assessment must be authenticated by a teacher, and must not include any known instances of suspected or confirmed malpractice. Issues of authenticity, if identified before the submission of work for assessment or moderation, must be resolved within the school without exception.

The IBO and the American International School of Lagos High School take Ethical Practice seriously. By following ethical practices each day, students will continue to build a foundation for life to get the most from their academic endeavors and to be good neighbors and citizens.

IB	AISL	Percentage
7	A	97% - 100%
6	A- to A	90% - 96.9%
5	B to B+	84% - 89.9%
4	C+ to B-	74% - 83.9%
3	D+ to C	67% - 73.9%
2	D- to D+	60% - 66.9%
1	E	0% - 59.9%

### IB Certificate Candidates

Students who want to earn official recognition for the IB classes but who are not interested or eligible in enrolling in the Full IB Diploma can instead enroll in their eleventh grade year to take “certificate” exams. These exams will be taken in May of the twelfth grade year. A certificate student does not need to take IB exams in every class that they take at AISL. For example, a student may choose to take IB exams in French, Math, and Art, but not in Physics, History, or English. It is highly advisable for students who are not eligible for the full diploma to take IB exams only in the subjects in which they are strongest and to very carefully choose any classes they wish to take at the Higher Level. However, if obtaining college credit is a goal, HL classes are more likely to be granted credit or exemption.

Certificate classes can be taken at either the Higher or Standard Level. Certificate students can choose to take only Standard Level classes. Certificate students can have the official grades earned in these classes sent to University directly from IBO. Please see the section entitled “Accessing Results and Requesting Transcripts” for further information on this topic.

### IB Diploma Candidates

Students who pursue the full IB diploma *must* complete six examinations: three at higher level and three at a standard level. The majority of the IB courses are taught over a two-year period. IB examinations are given each May in the twelfth grade year. Students who opt to pursue the full IB Diploma will be categorized as either “enrolled” or “challenge” candidates (See page 15 for further information about these categories). Other required components of the full IB diploma include:

1. **CAS Requirement** – CAS stands for Creativity, Activity, Service and Diploma Candidates are expected to be actively engaged outside the classroom setting in the creative endeavors, sports, physical activities and community service projects. While participating in such activities the candidate will critically reflect upon their activities and involvement, outlining their learning and personal journey in a reflective journal.

This journal is a compulsory element of the full diploma and the CAS program and journal is supervised by the CAS Coordinator.

2. **Theory of Knowledge** – Theory of Knowledge at the American International School is designed to call upon reason to understand and explore the different perspectives and beliefs that we as human beings hold to be true. Using the eight ways of knowing as the central component (**Emotion, Perception, Reason, and Language, etc.**), the course will take students through each of the eight areas of knowledge (**Ethics, History, The Arts, Human Sciences, Natural Sciences, Mathematics, etc.**) and determine how the information gathered in each area becomes true. TOK emphasizes critical thinking, personal reflection, and stresses the importance of seeing events from multiple perspectives. Ultimately, the course is designed around the knower, not the teacher. The teacher should be an essential element to the course only in facilitating Socratic dialogue and eventually leading the knower to what he/she believes and why. What’s more, the instructor’s goal is to have a classroom full of knowers who are as good at arguing against their beliefs as they are supporting them.

Assessment for TOK consists of an essay based on prescribed topics given by the International Baccalaureate Organization, which is worth 70% of all possible points and is externally assessed by IB examiners. The remaining 30% is internally assessed by the teacher, and comes in the form of a major oral presentation.

3. **Extended Essay** – The Extended Essay is a required analytic paper of 4,000 maximum words. Candidates will select their subject and topic by late in the first semester of their first year in the program. Rough drafts are due at specific times during eleventh grade year and the final essay will be due in May. The process of producing the essay will follow a series of due dates, and be supervised by a qualified advisor. Due dates will be appropriately spaced throughout the 6-7 months the students are given to complete the paper. Up to three bonus points are awarded to students who effectively complete the TOK and Extended Essay requirements (see the matrix on page 10 of this document for further explanation about the award of bonus points). Students missing deadlines will be placed on probation. After the third missed deadline the candidate will be withdrawn from the IB diploma program.

**Combined Scoring for Extended Essay and TOK**

		Theory of Knowledge				
		excellent	good	satisfactory	mediocre	elementary
Extended Essay	excellent	3	3	2	2	Fail
	good	3	2	1	1	Fail
	satisfactory	2	1	1	0	Fail
	mediocre	2	1	0	0	Fail
	elementary	Fail	Fail	Fail	Fail	Fail

## The Structure of the IB Diploma Program at AISL

Full-diploma candidates complete the “core” requirements of the program: The Extended Essay, Theory of Knowledge, and CAS. Diploma candidates must take 6 courses from five or six subject areas, referred to as “groups.” Three of these classes must be chosen at the HL and three at SL. In addition, diploma students must take the Theory of Knowledge class. The diagram below shows core components and the IB courses and the courses within the six subject groups offered at AISL. Most, but not all classes are offered at two academic levels – higher or standard.

*IMPORTANT: Some courses may not be offered due to insufficient student enrollment. In addition, it is not always possible to accommodate all course selections due to scheduling conflicts. Every effort will be made to accommodate student preferences but sometimes compromise choices must be made by the students.*



## **Distinctions between Standard Level and Higher Level Classes**

Whether a student pursues IB certificates or the full IB diploma, students will usually have a certain amount of choice about whether they take each class at higher level or standard level.

The exact difference in terms of content, standards, and requirements of class taken at the SL or HL varies between subjects in the IB curriculum. In some subjects, HL and SL vary substantially in degree of difficulty and material covered. However, for most IB subjects, the levels differ primarily in the amount of material covered rather than degree of difficulty.

Standard level courses require approximately 150 class hours while higher level courses require approximately 240 class hours. In practice, standard level students have additional in-class study time, receive less reading, have fewer assignments, cover fewer units, or have fewer demands in regard to their internal assessment.

Students who pursue any course at the Higher Level should do so because they have a particular aptitude or high-level of motivation in this class. Students taking HL classes must be ready to meet additional challenges not presented to SL students. HL students should pay special attention to their performance in these classes. Self-reflection and continual improvement is a must for any class taken at HL. Universities are more likely to give credit for classes taken at the HL level.

In making the final decision about the level of coursework, students need to carefully balance their interests and abilities with projected university entrance requirements. IB teachers can counsel students on the expectations of SL and HL, and the relative difficulty at each level and class.

## **Components of an IB course**

### **Internal Assessment (IA) and IB Exams**

1. **Internal Assessment (20-30% of the Class Grade):** The IB curriculum requires that students complete one major “project” in each IB class they take. Such projects are formally called an Internal Assessment (IA) because the subject teachers assess them “internally”.

Regardless of the type of project, students are asked to apply the knowledge and skills they are learning in the class to this assignment. To ensure consistency, IA projects are also “moderated.” This means that while the individual teacher is responsible for grading and assessing the students work, IBO randomly requests samples of this work to be examined by IB examiners who check to see that teachers are applying the correct grading criteria. This step is essentially a “safeguard” to ensure that teacher-grading practices are consistent with IB standards. If teacher grades are found to be in error, the school is notified and new grades may be awarded. The moderation process is therefore an important part of maintaining consistency, fairness, high standards, and accountability in the IB program.

The IA requirement also serves to lessen the relative impact of the examination at the end of the course. Students who are not necessarily good test-takers may excel at the IA project, thereby helping to help balance any unexpected exam results.

- 2. IB Exams (40 to 80% of the Class Grade):** Each May, the school will offer IB exams for certificate and diploma students. IB exams are comprehensive; they are usually based on two years worth of teaching materials. Therefore, they require a great deal of revision and preparation by the student. These exams are created by the IBO and sent by courier to each IBO school. The exams themselves are “externally assessed” (graded) by trained examiners throughout the world based upon published grading criteria. However, it is important to know that teachers have no knowledge of the specific questions on any given exam. The IBO sends official IB transcripts reporting student performance directly to the student or their preferred universities.

### **Mock Exams**

Mock or “practice” exams are given to those students who are taking IB exams in May of that same year. Both certificate and diploma students will be required to sit through these exams. One of the reasons these exams are given is to help prepare students for the demands of actual IB testing. In addition, the exams serve to provide valuable feedback to students, parents, and teachers about the specific strengths and weaknesses of particular students. This information can then be used by students or teachers to help choose specific preparation strategies or content areas that are most needed.

Furthermore, IB schools find that the mock exams serve to familiarize students with test procedures and thereby reduce test anxiety that may negatively impact performance. Mock Exams may also be helpful in helping teachers decide upon a student’s predicted grades.

However, because these exams are given over a relatively compact period of time (and during a very busy time of the year) it is important to note that Mock Exam results are only seen as a general indicator of future success on the actual exam. Performance on these exams is important, as the mock exam grade in a given class counts as the final exam grade, which makes up 20% of the semester grade.

Many teachers may offer after school study sessions to help students prepare for the exams. Feedback from the exam can help to help the students and teachers adjust their preparation strategies in the following months leading up to the actual IB exams in May.

### **Predicted Grades**

The predicted grade is the final mark that an IB teacher expects an individual student will receive when the IA score and May exam scores are combined for any given subject. In January of the senior year, teachers are asked to submit predictions of the final grades for the diploma student that they teach. These predictions are provided for both certificate and full diploma students and are regularly requested by universities or colleges. Some universities factor predicted grades into their admission decisions quite heavily. The extent to which the predicted grade is factored into admission requirements is specific to each university.

Teachers must take into account several variables of a student’s performance when considering predicted grades. For example, a teacher will look at the academic achievement of the student during the course, the student’s attitude toward learning, the student’s ability to accept criticism, individual study habits, level of motivation, and recent performance trends.

### Results for IB Diploma Students

The maximum score possible for those students pursuing the full IB diploma is 45, representing up to 7 points in each of the six required courses (42 points) plus 3 possible bonus points for Theory of Knowledge and the Extended Essay components. A full-diploma candidate taking six examinations must reach a total of 24 points, or an average grade of four in each of their classes. To a certain extent, a high grade in one subject can balance a poor grade in another (e.g., a 5 in English can offset a 3 in mathematics).

**Be aware that there are several situations that can keep candidates from receiving the diploma. Full diploma students will not receive their diploma if they receive less than 24 points, do not complete their CAS requirement, TOK requirements, or extended essay.**

### OTHER EXCEPTIONS WHICH WILL KEEP A CANDIDATE FROM RECEIVING THEIR DIPLOMA INCLUDE:

#### Earning 24, 25, 26, or 27 points, but receiving...

1. A score of “2” in any HL class.
2. Less than 12 total points in their HL classes.
3. Less than 9 total points in their SL classes
4. More than three grades of 3
5. An “E” in either Theory of Knowledge or the Extended Essay

#### Earning 28 points or more, but receiving...

1. More than one grade 2 in any HL class.
2. More than two grades 2 at SL.
3. Less than 11 total points in their HL classes.
4. Less than 7 points total in their SL classes.
5. More than three grades of 3.
6. An “E” in either Theory of Knowledge or the Extended Essay.

**One of these hypothetical candidates did NOT receive the IB Diploma: Why?**

#### Candidate A

Language A (HL) .....	4
History (HL).....	4
Psychology (SL).....	6
Math (SL).....	4
French B (SL).....	5
Physics (HL) .....	3
<i>Bonus Points Awarded</i> .....	1
<b>Total.....</b>	<b>27</b>

#### Candidate B

Language A (HL) .....	3
History (HL).....	4
Psychology (SL).....	5
Math (SL).....	3
French B (SL).....	4
Physics (HL) .....	5
<i>Bonus Points Awarded</i> .....	0
<b>Total</b>	<b>24</b>

Candidate “A” would **not** receive the IB diploma. They have not achieved the required 12 points for their HL classes)

## **Accessing IB Scores and Requesting IB Transcripts**

Both Diploma and Certificate candidates can view their IB results through the IBO web site (see [www.ibo.org/diploma/assessment/results](http://www.ibo.org/diploma/assessment/results)) in early July. PIN-access numbers are issued by the IB coordinator to individual students who can then access their scores. The actual IB diploma or certificates are sent to schools for forwarding to students in the fall of the same year the student has been examined. Students are encouraged to pick up their official scores from the AISL office in late August. Students wishing to have their official scores mailed to them are required to pay the DHL costs prior to graduation.

Official IB transcripts can be requested by the student until May through the IB coordinator. However, please note that such requests will only be sent directly to universities and only if the appropriate information is provided to the IBO. If the appropriate form is filled in by the student before the deadline in May, the IB coordinator will assist with this transcript request. The request service usually takes from 1 to 3 weeks to process. The first six requests are free. After that, IB charges \$17 per request. (Note that the AISL's school code is 3646.). Request transcripts directly from IBO at <http://www.ibo.org/programmes/diploma-programme/assessment-and-exams/requesting-transcripts/>

## **College and University Recognition of IB Results**

Most university applicants have found that the IB program is excellent preparation for university. The program is widely recognized for its rigor and breadth, and therefore its completion is highly desirable.

Students earning IB certificates and diplomas have gained admission to selective colleges and universities throughout the world. Students with strong IB examination results may also receive advanced standing or course credits depending upon the policy of the institution they are attending.

Worldwide acceptability is a key benefit to the IB diploma. However, each country's Ministry of Education has negotiated with the IB administration on their specifics of acceptability for this international diploma. Since no two countries are alike in this regard, it is important that parents and students research the specific requirements of the country which they are seeking university admission. I strongly recommend that all students and their families take some time to look carefully at entrance requirements of several colleges and universities as early as the 8th or 9th grades.

*\*Please note that university admissions expectations are constantly changing. While the school staff may be able to provide general guidance, it is necessary for students to check with the specific universities to which they are applying to make sure that expectations have not changed.*

### **How to Access Information on IB Recognition in Universities Worldwide.**

A reasonable starting point for parents and students looking into specific university admission expectations from IB students is to go to the IBO homepage at [www.ibo.org/university-admission](http://www.ibo.org/university-admission). Click on "Recognition of the IB" at the bottom of the page. Then, you can find the "university policy index" file. You should now be able to access a list of countries. Once you download the MS Excel document you will have a detailed resource at your disposal. You can scroll through a list of universities in a wide range of countries. On this page you can find details specifically relevant to IB recognition at the university you are interested in. You will be given contact information, which generally includes links to specific websites of the university, phone numbers, mailing addresses, and e-mail addresses of the school and admissions offices. Most of entries indicate the specific course preferences or minimum diploma scores which will be acceptable to this university. If you have more specific questions you can contact the university admissions office directly.

Many North American Universities specify which IB course may be given college credit or those that allow students to be exempt from taking those courses at the university. Most universities in the UK, Europe and elsewhere will consider, and may even prefer, applicants who have achieved the full IB diploma.

## **Eligibility for Acceptance into the IB Diploma Program at AISL**

Any student can apply to pursue an IB certificate in one or more classes. Similarly, acceptance into the FULL IB Diploma Program is open to all who qualify, with the IB Coordinator, HS Counselor, and HS Principal advising on best fit placements. Acceptance into the Full diploma program will usually be decided in the 3rd quarter of the 10th grade year.

- 1) All 10th Grade students who are interested in earning IB certificates or the full IB diploma will attend a meeting with the IB coordinator and relevant staff.
- 2) At this meeting, they will receive information about the various components of the program and the courses offered in the eleventh and twelfth grades. A time for questions will be provided.
- 3) All students will then submit their selections for courses and alternate courses for their eleventh and twelfth grade years.
- 4) Based upon choices made at the meeting, the IB coordinator and career counselor will then help complete the two-year plan for the student.
- 5) Students will not be considered for admission into the IB diploma program after the first quarter of the eleventh grade year.

*Nota Bene:* Enrolling in the full diploma program can be quite demanding for those who are not sufficiently prepared. Success in the program requires motivation, open-mindedness, perseverance, a desire to learn, willingness to accept criticism, and relative maturity (See “Maintaining Eligibility” section for further information). Grades earned prior to enrollment to the IB program are assumed to be a major indicator of the characteristics necessary for success in the program.

## **Attitudes and Skills of a Successful IB Candidate**

To be successful IB Diploma and Certificate students should strive to display the following attributes:

1. An eagerness to learn
2. Competent and efficient time management and study skills (i.e. use of agenda or homework diary, prompt/timely submission of work, good use of non-scheduled periods, avoid procrastination)
3. Excellent note-taking skills and organization
4. Good preparation for lessons
5. The ability to work well with others
6. A balance between academic and social activities
7. A willingness to take the initiative to seek help
8. A consistent commitment to two years of study

## **Maintaining Eligibility: Diploma and Certificate Candidates**

Membership in the IB diploma and certificate program is a privilege, not a right. Maintaining the status of a full diploma or certificate program requires initiative, reflection, responsibility, and motivation – all traits that will help students to be successful in college and in life.

In order to best support our full Diploma Candidates, AISL students will be categorized into “Enrolled” and “Challenge” groups. Students in the “Enrolled” category are those whose academics records and performance indicate a high likelihood of success in the full Diploma Program. Students in the “Challenge” category are students whose academic records and performance indicate a moderate to high level of risk in undertaking the full Diploma, but who choose to challenge themselves.

IB students will need to pace themselves and plan well ahead of deadlines so that they can be met without cramming at the last minute. Specific expectations must be met to maintain diploma and certificate standing.

### **Expectations:**

- 1) Full diploma students are expected to earn at least 9 points total for their SL classes and 12 points in the HL classes at a minimum.
- 2) It is expected that diploma and certificate students must meet major IB deadlines set by the teacher or coordinator. IB assignments should be submitted on time **and** complete.

### **Consequences for not meeting IB deadlines and responsibilities**

1. Failing to meet a major IB deadline (for instance, for an IA) will mean that parents will be notified and marks will be deducted from the AISL class grade at the teacher’s discretion.
2. Consequences for students who repeatedly exhibit a disregard for responsibilities associated with major deadlines (such as multiple late or incomplete submissions) may mean that student work will not be accepted or graded.
3. Frequent abuse of IB deadlines or a blatant failure to meet expectations of an IB learner will result in the student being withdrawn as a diploma or certificate candidate.

### **Extra-curricular Activities for IB Students**

Tough choices may need to be made by diploma or certificate students in order to meet the eligibility requirements. Involvement in extracurricular activities is an essential element of a well-rounded education. However, it may be difficult for some students to pursue several activities while effectively maintaining the IB eligibility requirements set forth.

Furthermore, missing classes for lengthy family or school trips at any time during the two year program needs to be carefully considered. The time of year and the amount of work due around the time of the trip should be major factors in deciding involvement. In general, senior IB candidates (or certificate candidates taking more than 5 exams) will not be allowed to travel on school trips in the spring of their senior year.

## **Registration and Candidate Fees**

### **Candidate registration fee**

The candidate registration fee is paid once for each candidate taking one or more examinations in a particular examination session. The same fee is paid for each candidate, regardless of a candidate's registration category.

### **Candidate subject fees**

The candidate subject fee is paid for each assessed subject taken by an individual candidate. There is no subject fee for either theory of knowledge or the extended essay assessment when first taken as part of the full Diploma Programme, regardless of whether the candidate anticipated one or more subjects.

Higher fees are charged for candidate registrations and amendments to subject details made between the first and second registration deadlines, and a further higher fee after the second registration deadline. Owing to the additional administration involved, amendments after the second registration deadline are charged at a significantly higher rate.

There is no registration amendment fee for:

- withdrawing a candidate from a subject
- withdrawing a candidate from an examination session
- amending a candidate's personal details
- changing a candidate's registration category before the first registration deadline.

If a candidate's registration category is changed after the first or second registration deadline, the appropriate registration amendment fee will apply.

### **Registration fee**

<b>Before the first registration deadline</b>	<b>Between the first and second registration</b>	<b>After the second registration deadline</b>
\$168.00	\$224.00	\$481.00

### **Subject fee per/subject**

<b>Before the first registration deadline</b>	<b>Between the first and second registration</b>	<b>After the second registration deadline</b>
\$116.00	\$116.00	\$116.00

### **Example Student fee taking six exams (based on May 2017 scale of fees)**

<b>Before the first registration deadline</b>	<b>Between the first and second registration</b>	<b>After the second registration deadline</b>
\$864.00	\$920.00	\$1,177.00

\* Registration fees are subject to change. These fees are based on the May 2017 scale

### Diploma Timeline

YEAR	August-October	November-January	February-April	May-July
11	<ul style="list-style-type: none"> <li>• First official IB Diploma Candidate meeting</li> <li>• Take IB courses</li> <li>• Turn in summer CAS hours October 1.</li> <li>• Continue developing CAS plan and implementing activities. Reflect upon CAS learning in journal and submit each month.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue CAS activities and CAS reflective journal</li> <li>• Submit CAS journal monthly</li> <li>• Come up with subject for Extended Essay</li> <li>• Get EE advisor</li> <li>• Consultation with advisor choose topic</li> </ul>	<ul style="list-style-type: none"> <li>• Initial research</li> <li>• Produce EE outline</li> <li>• Ongoing work on CAS program</li> <li>• Submit CAS journal monthly</li> </ul>	<ul style="list-style-type: none"> <li>• Submit CAS journal monthly until end of school.</li> <li>• Keep working on CAS journal</li> <li>• Summer assignments by IB teachers</li> <li>• Continue research on Extended Essay and write 2000 word draft.</li> </ul>
12	<ul style="list-style-type: none"> <li>• Extended Essay: 3,000 word draft due 1st week of School to Advisor</li> <li>• Reflect upon CAS learning in journal and submit each month.</li> <li>• Extended Essay 4,000 word draft to Advisor October 7 otherwise not registered for IB Diploma</li> </ul>	<ul style="list-style-type: none"> <li>• TOK essay <b>due</b> in November</li> <li>• Extended Essay <b>due</b> in December (otherwise student withdrawn from IB diploma).</li> <li>• Ongoing work on CAS and reflection journal</li> </ul>	<ul style="list-style-type: none"> <li>• Complete IA's for courses</li> <li>• Submit all CAS requirements by April 1.</li> <li>• Exams in May</li> <li>• File request with IBNA "Form B4" (requesting exam scores be sent to colleges/universities).</li> </ul>	<ul style="list-style-type: none"> <li>• Check IB website results.ibo.org) for scores.</li> <li>• Late July or August receives Diploma.</li> </ul>

## Frequently Asked Questions

**QUESTION:** Is it possible to change to the level or subject of my IB courses once I have registered for them?

**ANSWER:** We will try to accommodate course changes when we can. However, it can be very difficult to make a course change after initial registration. First, the student will have to make up all the materials missed. This can be very challenging by itself. The longer a student waits to make a change, the less likely they will be able to make up the missed information and required assignments. Furthermore, in order to change courses the schedule has to allow for it. Often it is simply impossible to change courses, as the desired course may not be offered at the appropriate time. Another problem can arise if a diploma student wants to drop one of their HL classes to SL. In this situation, they will have to “pick up” another HL somewhere else. Again, because of scheduling conflicts, this can be difficult depending on which classes are involved. Another factor is the impact the individual course change will have upon the rest of the students. If the class the student is trying to enter will be significantly penalized because the teacher has to spend an inordinate amount of time with the new student, a schedule change may not be granted out of fairness to other students. Yet, another factor is cost. Penalties are assessed for changes in course status once students are registered. This cost would be passed onto the student. For these reasons, it is very important that a student carefully selects appropriate courses from the outset.

**QUESTION:** What is the process for requesting a course change in the eleventh or twelfth Grade?

**ANSWER:** If a student is facing exceptional circumstances, he or she may request a course change by taking the following steps:

1. Discuss the possibility with both of the teachers involved.
2. Get verbal approval from the IB coordinator for all IB-related course changes.
3. Once the IB coordinator has approved the change, the student should see the HS counselor and find out if the change is possible and if longer-term scheduling conflicts may result.
4. Meetings between the HS counselor, IB coordinator, and teachers may then be held to determine the appropriateness of the request – taking into consideration the reasons given for the change, past student performance and ability, and the timing of the request.
5. If approved, the student will then receive a “course change form” which will have to be taken by the student for signatures from the IB coordinator and teachers involved before being re-turned to the HS counselor.

**QUESTION:** What happens if I want to register for an exam after the registration period is over?

**ANSWER:** It is still possible to register for exams “late” (up to a point) for those with exceptional circumstances. However, significant monetary penalties to the school may apply. If the re-request is granted, the school would pass the cost of the penalty to the student.

**QUESTION:** What happens if I want to withdraw my registration to take IB exams?

**ANSWER:** As with late registration, it is possible to withdraw registration for IB exams under exceptional circumstances and up to a certain date. Penalty fees will once again be administered and would be passed on to the student who is withdrawing.

**QUESTION:** Are semester grades earned at AISL valid predictors of success on the final IB grade?

**ANSWER:** Yes and No. Regular class grades should provide relevant feedback about how students will potentially do on the IB exams. However, keep in mind that the test and homework that is assigned and assessed at the semester may not be exactly the same as the IB exams that cover two years worth of material. Many class assessments are based on specific student skills that are being learned at a specific point in the course. The IB exams usually require students to apply many skills, which have been learned during the two-year course, not just one isolated skill that may be assessed during a specific semester. In addition, these exams are taken over a rather intensive testing period of three weeks, under exam conditions. These factors tend to somewhat lessen the predictive validity of the semester grade to final IB scores. In addition, the internal assessment grade will weigh heavily on the final IB score while the Internal Assessment will only affect one semester of the AISL grade. There are a variety of assessments that are used in a re-reporting period. While most will assess writing, analytic and critical thinking skills required in IB exams, some may assess recall or isolated skills which must be later integrated with other learned skills or knowledge to be useful to predicting final IB scores. Therefore, there are many reasons that the “parts” (AISL semester grades) may not always equal the “whole”(the final score awarded by the IBO).

**QUESTION:** Is a “7” a perfect score?

**ANSWER:** An IB score of “7” is rare. However, it is not (as some people may believe) awarded to only “perfect” performances. Flaws can be present in work that is awarded a “7”. However, an IB 7 requires truly exceptional understanding, critical thinking, application, communication skills, and appreciation of how to effectively convey the knowledge in a written or oral format. A 7 cannot be achieved through memorization or recall of information only.

**QUESTION:** Are all IB candidates required to take the Mock Exams?

**ANSWER:** All students registered for May exams are required to sit for the mock exams in the spring of that year. The exams will help ready the students for the demands of the intensive testing period in May as well as help give the students and teachers an indication of where their strength and weaknesses lie.

**QUESTION:** What is the role of the parent of an IB student at AISL:

**ANSWER:** Parents play a very important role in the IB program. Parents should be supportive of their son or daughter and recognize that the IB program can be very demanding. Students may need some positive encouragement. Parents should be committed and supportive of the IB program, take the time to be informed about the program and how it works. Parents should communicate with the school if their son or daughter is having problems. It is also very important that the parents help their son or daughter to research university admissions requirements – the earlier the better!

**QUESTION:** What is expected of IB students at AISL?

**ANSWER:** Students who pursue IB certificates or the IB diploma should be intellectually curious and enjoy a challenge. IB students also need to be willing to continually reflect upon their performance and progress; they should continuously try to assess how they learn best, how they study best, how they think and solve problems, and improve their abilities to ask relevant and appropriate questions. IB Students should be ready to make a committed decision to pursue IB certificates or the diploma. They should be ready to put forth an average of two to three hours of study time per class per week outside of class meeting times. IB students must also take it upon themselves to “know” the IB program and strive to uphold the ideals of the “IB learner.” Students should strive to be organized and be able to meet established deadlines. IB students need to be willing to communicate with teachers and administrators when you are having difficulty. Finally, IB students have to be willing to thoroughly research college admission requirements of the universities or colleges they are hoping to attend at an early stage.

**QUESTION:** Are predicted grades necessary?

**ANSWER:** There are several reasons why they are important, but the most compelling factor is simply that so many university admissions offices ask for them. It is difficult for universities to wait for the final student transcripts awarded in the summer between the time they finish high school and the beginning of fall semester at college. Admissions offices around the world have to try to make the most informed choices about who to accept to their school amongst thousands of applicants. Waiting for the summer and the completion of all courses would potentially mean that many hasty and inconsistent decisions would be made. Furthermore, students and their parents would have difficulty planning if decisions were not made known until a few weeks before the start of university. This is why most universities base their admission decisions on the grades that a student has achieved at the point of application (in late fall or early winter). It is common practice for universities to ask schools to give them predictions about a student’s final IB results. Such predictions are even more important for students attempting the IB diploma because of the fact that it is not completely assessed until the end of 2 years. In short, the IB predicted grade is necessary because it helps universities make admissions that are more accurate decisions.

**QUESTION:** If I am not a diploma student, what will I do during the May Exams?

**ANSWER:** Certificate students taking 5 or fewer IB exams will have to attend all regularly scheduled classes when not sitting for IB exams in May of their senior year. Diploma students and certificate students taking more than 5 official IB exams will not be required to attend classes during these exams. The exception to this rule applies to students who are taking a class because they need the class credit to meet AISL graduation requirements. Those students must attend their classes when they are not sitting for IB exams, until graduation. Students not sitting for an IB exam in May will take an exam in their assigned IB class from “Past Examination Papers.” These exams will be scored with the IB rubric. The student’s score will be part of the student’s final grade.

**QUESTION:** How do I know I will receive my IB diploma once I have graduated?

**ANSWER:** Students should leave their forwarding address and e-mail address with the IB coordinator before they graduate.

**QUESTION:** If a student is withdrawn as a diploma or certificate candidate can they regain their previous status?

**ANSWER:** Unfortunately, no. Candidates who are removed from the full diploma program or certificate class will not be allowed to reregister.

**QUESTION:** How often should IB students study?

**ANSWER:** It is expected that Diploma and Certificate students should regularly be reviewing throughout the two-year course. In fact, at least once per week it is advisable for a student to go over previously covered materials to improve recall and understanding. Waiting until just before the May exams to start looking over past course material is not an effective strategy for success in the IB program. Furthermore, Diploma and Certificate students should be continuously reflective and try different and varied strategies for planning and studying if current ones are not leading to the desired result.

**QUESTION:** What percentage of the IB curriculum is taught in the eleventh and twelfth grade?

**ANSWER:** Most of the IB curriculum is taught in the eleventh grade. This means that the eleventh grade year is a crucial year. Teachers, parents, and students need to be aware that because of regular semester exams, mock exams, and review time and IB exams mean that the number of class teaching days in the twelfth grade year is considerably shorter (and therefore potentially more demanding) than the eleventh grade year.

### **Testimonials about the Diploma Program**

*"IB students were better prepared for the college academic demands...(than non-IB students). Grades of former students dropped less from high school to university compared to non-IB students."*

SOURCE: IB North American study on University Recognition

*"IB Students who attended Virginia Tech as freshman significantly outperformed all other freshman, including students who had taken advanced placement courses."*

SOURCE: Dr. Eugene Carson of Virginia Tech

*"As an educator, I have been so impressed with the manner in which the IB program has served to develop the critical thinking skills of my students."*

SOURCE: Steven Bligh McNutt, *The Korea Times*, 18 March 2008

*"Education should, in my view, be lifelong. We should be seeking to learn and re-learn, to keep up to date, to challenge our own assumptions, to reflect, and to change our minds when logic and the evidence compel."*

SOURCE: AC Grayling - *Guardian Unlimited*, 24 March 2008a

*"IB students are more flexible, more open to new ideas and are more ready to question and challenge"*

SOURCE: *The University of Essex*

*"GPA is not nearly as important a factor in university admission as the IB Diploma. If a student has to choose, choose the Diploma over protecting the GPA."*

SOURCE: Admissions Director of Harvard University

*“The advantages of an IB curriculum is its structure and quality. It’s a coordinated program, well established, well known, and well respected. We know the quality of IB courses, and we think the IB curriculum is terrific.”*

SOURCE: Christoph Guttentag, Director of undergraduate Admissions, Duke University.

*“Medical Schools noted that the service element in CAS provides an appropriate way for applicants to gain experience in the caring professions.”*

SOURCE: Study on IB recognition in Britain, IBO 2004

*“The combination of critical thinking, research and writing skills learned in the IB program enables students to succeed in the university learning environment. Because of the skills they have learned, IB students provide leadership in classroom discussion and group learning. Statistics reflect this: IB students who registered directly into second year courses scored an average of 7% to 12% higher than their classmates.”*

SOURCE: University of British Columbia Website, 2006

### **Contacting the IB Coordinator**

If you have any questions regarding the program, please feel free to schedule an appointment with me. My office is located on the second floor above the gymnasium offices. You can email me at [apav@aislagos.org](mailto:apav@aislagos.org).

Anton Pav  
IB Coordinator