Sumter High School’s
International Baccalaureate Diploma Program
Handbook for Students and Parents

11th and 12th Grade Guide

Contact Information

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IBO Mission Statement

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

To this end the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Sumter High School is committed to the International Baccalaureate Program.
August 24, 2016

Dear IB Students and Parents:

Sumter High School is proud to be an International Baccalaureate World School. Our involvement with this program began over fourteen years ago, and our first graduating class crossed the stage in the spring of 2004. Since then, these graduates have received a world class education, and they have entered post-secondary work with the necessary preparation to ensure a greatly successful future.

Sumter High maintains an open enrollment policy for the I.B. Program, and we encourage all of our students to challenge themselves to be the best that they can be. However, the IB Program is a challenging academic pursuit that requires dedication on the part of the parents and students alike. In the long run, I believe that the end result is well worth the effort.

Our school is committed to a first class academic program for all our students, and we offer outstanding co-curricular programs to supplement the classroom. Please come out and support us in all of these endeavors!

If you desire any further information, or need assistance with our IB Program, do not hesitate to contact me at Sumter High.

Sincerely,

Nicholas Pearson
Principal
This page is left blank on purpose.
The IB Diploma Program is a challenging two-year curriculum, primarily aimed at students aged 16 to 19. It leads to a qualification that is widely recognized by the world’s leading universities.
Students learn more than a body of knowledge. The Diploma Program prepares students for university and encourages them to:

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

The curriculum contains six subject groups together with a core made up of three separate parts. This is illustrated by the diagram below with the three parts of the core near its centre.

Candidates for the diploma study six subjects selected from the subject groups. Normally three subjects are studied at higher level (courses representing 240 teaching hours), and the remaining three subjects are studied at standard level (courses representing 150 teaching hours). All three parts of the core—extended essay, theory of knowledge and creativity, action, service—are compulsory for Diploma Candidates and are central to the philosophy of the Diploma Program.

- The extended essay has a prescribed limit of 4,000 words. It offers the opportunity to investigate a topic of individual interest, and acquaints students with the independent research and writing skills expected at university. The essay should represent 50 hours of work by the student.
• The interdisciplinary **theory of knowledge** (TOK) course is designed to provide coherence by exploring the nature of knowledge across disciplines, encouraging an appreciation of other cultural perspectives and meets for a minimum of 100 hours over two years.

• Participation in the school’s **creativity, activity, service** (CAS) program encourages candidates to be involved in artistic pursuits, sports, and community service work. The program fosters students’ awareness and appreciation of life outside the academic arena.

At the end of the two-year program, candidates are assessed both internally and externally in ways that measure individual performance against stated objectives for each subject. In nearly all subjects at least some of the assessment is carried out internally by teachers, who mark individual pieces of work produced as part of a course of study. Examples include oral exercises in language subjects, projects, student portfolios, class presentations, practical laboratory work, mathematical investigations and artistic performances.

Some assessment tasks are conducted and overseen by teachers without the restrictions of examination conditions, but are then marked externally by examiners. Examples include a world literature assignment for language A1, written tasks for language A2, the essay for theory of knowledge and the extended essay.

Because of the greater degree of objectivity and reliability provided by the standard examination environment, externally marked examinations form the larger share of the assessment for most subjects.

The grading system is criterion-related (results are determined by performance against set standards, and not in relation to the performance of other students); validity, reliability and fairness are the watchwords of the Diploma Program’s assessment strategy.

In addition to completing the assessment requirements of six subjects, in order to be eligible for the award of the diploma a candidate must also meet the following requirements.

*follow a **theory of knowledge** (TOK) course. The IB recommends at least 100 teaching hours over the two-year period of study, and the course must meet the theory of knowledge assessment requirements that include giving a presentation and submitting an essay on one of the ten prescribed titles for the examination session.

*complete and submit an **extended essay**, which is a substantial piece of independent research of up to 4,000 words. Work on the extended essay is expected to occupy approximately 50 hours. The work for an extended essay must be done under the direct supervision of an appropriate teacher at the IB World School that is registering the candidate for the examination session.

*engage in a program of extra-curricular activities known as **creativity, activity, service**. Schools entering candidates for the diploma undertake to ensure that three to four hours each week are available to all candidates for CAS activities. In essence representing around 150 hours during the two years of the Diploma Program is required.

**The IB Learner Profile**
The aim of all IB programs 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. IB learners 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 our lives.

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

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

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

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

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

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

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

**Balanced** We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for 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 public website at http://www.ibo.org provides detailed information about the IB and its three programs and is of interest to IB World Schools, candidates, parents, educational authorities and others interested in the IB and its work. Features on the website include:

- customized home pages containing information and links for coordinators, educators, candidates, parents, journalists and our other main stakeholder groups
- an online store where publications, merchandise and gift items can be purchased
- a “Find an IB World School” function, to enable quick and easy searching for IB World Schools
- IB HeadNet, a password-protected section containing information for heads of schools
- a workshops and conferences calendar, showing details of professional development workshops and other events around the world
- a schools’ jobs service advertising available teaching posts worldwide
- regional sections maintained by the three IB regional offices.

Universities around the world welcome the unique characteristics of the IB Diploma Program and recognize the way in which the program helps to prepare students for university-level education. IB students routinely gain admission to some of the best-known universities in the world. Most of these institutions have established recognition policies for the IB diploma.

The IB maintains information about university recognition on its public website. Go to Academic programmes > Diploma Programme > Pathway to university and employment.

Academic honesty must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role modeling and taught skills. Although it is probably easier to explain to candidates what constitutes academic dishonesty, with direct references to plagiarism, collusion and cheating in examinations, whenever possible the topic must be treated in a positive way, stressing the benefits of properly conducted academic research and a respect for the integrity of all forms of assessment for the Diploma Program.

Although candidates must be taught to appreciate the merits of academic honesty, there must be no uncertainty over the consequences of acting in a dishonest manner or failing to observe the standard academic practice of acknowledging the work of another person. To do so would be a breach of the general regulations and constitute malpractice.

A student’s work submitted for assessment, including work for internal assessment, must be the authentic work of that student. Failure to comply with this requirement will result in no grade being awarded for the subject concerned.

In addition to informing candidates about the need to acknowledge the ideas and work of another person, it is recommended that coordinators warn candidates against using the growing number of individuals and organizations that claim to offer "help" with IB assessment tasks. None of
these are endorsed by the IB; some are virtually indistinguishable from sites on the Internet that offer bespoke assignments, usually for a fee, for candidates' use. Some sources of support may be acting in good faith, but nevertheless are offering a level of support and guidance that is not permitted by the IB.

The level and kind of guidance permitted by the IB for any subject is outlined in the appropriate IB subject area guide.

**RESULTS**

A service by which candidates can obtain examination results through the internet is available to all schools. Coordinators can obtain a unique alphanumeric user name and personal identification number (PIN) for each candidate from IBIS. At the discretion of coordinators, the PINs may then be issued to candidates, enabling them to access their results over the internet. For security reasons it is not possible to reissue personal identification numbers.

The results are available at http://candidates.ibo.org from 1200 hours GMT on 6 July. This is one day later than the issue of results to schools, which gives coordinators advance notice of the results in order to prepare for counseling their candidates.

To access his or her results, a candidate must enter their alphanumeric personal code and their PIN. The personal code (for example, cbh768) is case sensitive but the PIN (for example, TH34MPC4) is not case sensitive. If a candidate enters the wrong personal code and/or PIN, his or her attempts to access the site will be blocked after five attempts.

The candidate results service has been developed for candidate use only. Under no circumstances should candidates reveal their PIN to universities or admission centers.
I. General

Article 1: Scope

1.1 International Baccalaureate Organization (hereinafter together with its affiliates “IB Organization”) is a foundation that has developed and offers four programmes of international education: the Primary Years Programme (“PYP”), the Middle Years Programme (“MYP”), the Diploma Programme (“DP”) and the Career-related Programme (“CP”). It authorizes schools (known as IB World Schools and hereinafter “schools”) to offer one or more of these programmes to their students (hereinafter “candidates”).

1.2 This document describes the regulations that apply to those schools that have been authorized as IB World Schools to offer the DP and is intended for schools, candidates and their legal guardians. When used herein the term “legal guardians” encompasses parents and individuals with legal guardianship of any candidate enrolled in the DP. If a candidate is of legal age, the school’s duties towards legal guardians specified herein also apply towards the candidate.

1.3 The IB Organization has developed the DP as a pre-college/pre-university programme aimed at candidates in the 16–19 age range. It is implemented in the last two years of secondary education. The DP is designed to lead to “The Diploma of the International Baccalaureate” (hereinafter “IB Diploma”) or “Diploma Programme Course Results” (hereinafter “DP Course Results”) for subjects/elements forming part of the DP.

1.4 These regulations are intended as guidance for schools about their roles and responsibilities, and as information for candidates and legal guardians about the IB Organization and the DP.

Article 2: Role and responsibilities of schools

2.1 In addition to articles in these General regulations: Diploma Programme (hereinafter “general regulations”) schools must comply with the Rules for IB World Schools: Diploma Programme, available in a separate document, as well as with the administrative requirements detailed in the Handbook of procedures for the Diploma Programme (hereinafter “handbook”), which is the handbook for DP coordinators and teachers and is supplied to schools by the IB Organization.

2.2 Because the IB Organization is not a teaching institution and does not provide teaching services to candidates, the DP is implemented and taught by IB World Schools. The schools are entirely independent from the IB Organization and are responsible for the implementation and quality of teaching of the DP, whether courses are provided solely in the classroom or by means of a combination of classroom-based and online courses offered by an IB Organization-approved online course provider.
2.3 Schools are responsible for informing candidates and legal guardians regarding the general characteristics of the DP and how the school implements it. Additionally, schools must inform candidates and legal guardians of the assessment services offered by the IB Organization and any restrictions or prohibitions that apply to the DP.

2.4 The IB Organization cannot guarantee that a school will remain capable and willing to implement the DP. Consequently, schools bear sole responsibility towards candidates and legal guardians if, for any reason, a school’s authorization to implement the DP is withdrawn by the IB Organization or a school decides to terminate its authorization.

2.5 The IB Organization sets the curriculum and assessment requirements leading to the award of the IB Diploma or DP Course Results and is the sole organization entitled to award them. The IB Diploma or DP Course Results is awarded to candidates who have satisfied the assessment requirements in accordance with these general regulations and the administrative requirements detailed in the handbook. Schools must comply with the details, deadlines and procedures stated in the handbook for the relevant examination session.

2.6 Schools are responsible for ensuring that candidates comply with all assessment requirements for the DP. If candidates do not comply with these requirements, then no grade will be awarded in the subject(s)/requirement(s) concerned.

2.7 To qualify for the award of the IB Diploma a candidate must follow the course of study and assessment for the DP at a school authorized to offer the DP or via an IB Organization-approved online course provider. In addition to subject requirements, the IB Diploma has the further requirements (collectively known as the “core”) of an extended essay and theory of knowledge, which are both assessed, as well as activities known as creativity, action, service (hereinafter “CAS”) that must be successfully completed.

2.8 A candidate will be awarded DP Course Results if they follow the course of study and assessment for the selected subject(s) and/or one or more core elements. Subjects of the DP normally include both internal and external assessment.

2.9 Schools are responsible for appointing a DP coordinator to manage the implementation of the DP in the school who will be available during the written examinations in May/November and when results are issued to ensure that all candidates receive their results. Additionally, schools must ensure that an appropriate contact person, who may or may not be the coordinator, is available after results have been issued to candidates to request the enquiry upon results service on their behalf and/or register them for the forthcoming examination session, if appropriate.

2.10 Schools are responsible for the secure storage of IB Organization examination stationery and examination papers for a forthcoming examination session. The school must immediately notify the IB Organization via IB Answers of any breach in the procedure for the secure storage of such material. The school must provide the IB Organization with statements and other relevant information concerning the breach and reasonably cooperate with the IB Organization in investigating and addressing such a breach.
Article 3: Candidates and their legal guardian(s)

3.1 Except where provided otherwise in these general regulations or the handbook, candidates and their legal guardian(s) must use the school’s DP coordinator as the intermediary for any communication with the IB Organization. If either a candidate or his/her legal guardian(s) has a question about the general characteristics of the DP, its administration or how the School implements it, they must raise the matter with the School’s DP coordinator.

3.2 Candidates, whether for the IB Diploma or DP Course Results, must complete all requirements within the two-year period of the programme or within an extended period of study when a candidate retakes one or more subjects.

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

3.4 The IB Organization is entitled to refuse to mark or moderate assessment submissions if a candidate has acted in an irresponsible or unethical manner in connection with that part of assessment for the DP, as determined by the IB Organization at its sole discretion, including, but not limited to, engaging in academic misconduct, or if a candidate includes offensive or obscene material that is unrelated to the content of the assessment. In such cases the Final Award Committee (defined in article 16) is entitled to award a mark of zero for the component or part(s) of the component that are not marked or moderated due to such irresponsible or unethical behaviour.

Article 4: Equal opportunities statement

4.1 It is the practice of the IB Organization to make its programmes available to all students from IB World Schools. No student will be excluded by the IB Organization on the grounds of race, nationality or national origin, ethnicity, culture, gender, age, sexual orientation, religious affiliation, political beliefs, disability or any other personal characteristic as prohibited by law. Schools must implement their duties under these rules in a manner that enables this practice to be upheld.

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

Article 5: Recognition of the IB Diploma

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

Article 6: Property and copyright in materials produced by candidates

6.1 Candidates produce materials in a variety of forms that are submitted to the IB Organization as part of the assessment requirements. These assessment materials (hereinafter “materials”) include all forms of written work, audio and visual materials, computer programs and data and, in certain cases, may contain images or voices of the candidates.

6.2 Candidates retain copyright in all materials submitted for assessment purposes, but by submitting those materials, subject to article 6.4, candidates and their legal guardians thereby grant the IB Organization a non-exclusive, charge-free, worldwide license, for the duration of the applicable jurisdiction’s copyright protection, to reproduce submitted materials, to use the image and voice of the candidate where they appear on audio or video materials and to reproduce any musical performances in any medium for assessment, educational, training, commercial and/or promotional purposes relating to the IB Organization’s activities, or to those related activities of which it approves. Such licenses shall become effective from the date of submission to the IB Organization.

6.3 Where the IB Organization uses these materials for purposes other than assessment, it may modify, translate or otherwise change them to meet particular needs and will, in most cases, anonymize them before publication in print or in electronic form. If the purpose of the publication is to focus on work of a particularly high standard, then the candidate and school may be identified. In such cases, the IB Organization shall inform the school beforehand and the school shall inform the candidate.

6.4 Under exceptional circumstances a candidate and/or a candidate’s legal guardian may withdraw the aspects of the license relating to use of a candidate’s work outside of an assessment context as referred to in article 6.2 for a specific piece of work. In such cases the IB Organization must be notified in accordance with the procedure described in the handbook. The candidate must submit a written notification to the school’s DP coordinator who has the duty to inform the IB Organization by the due date set forth in the handbook. In these cases the IB Organization will use the material only for assessment purposes as defined in article 6.5.

6.5 Under the license granted upon submission for assessment purposes, the IB Organization can electronically scan, store or reproduce submitted materials in any media in order to allow the materials to be communicated to examiners, moderators and any other persons involved in the assessment process or any subsequent appeals (including third-party vendors and/or services providers). The materials may also be used in the training of examiners. Materials for which a candidate has withdrawn the aspects of the license relating to use of candidate work outside of an
assessment context will not be placed in any IB Organization publications or for any commercial or promotional purposes.

6.6 Materials submitted for assessment, or reproductions of them, are either internally assessed by teachers in the schools (whose marks are moderated) or externally assessed by IB examiners. Wherever the materials or reproductions are held during their assessment, for example, by the school or a third party, they are always held on behalf of the IB Organization and in a manner that is compliant with applicable privacy regulations.

6.7 All materials submitted to the IB Organization for assessment, and reproductions of such materials, become the property of the IB Organization. Once the materials have been assessed, the IB is entitled to retain the materials for record-keeping purposes or to eventually destroy them according to its needs and legal obligations.

6.8 Candidates are entitled to request the return of their externally assessed work, including a copy of their examination scripts, provided such application is made for a May session by 15 September in the same year and for a November session by 15 March of the following year. In all cases, to be valid the application must be submitted to the IB Organization by the school’s DP coordinator according to the procedures stated in the handbook.

Article 7: Use of candidate data

a. “Candidate data” under these general regulations is any information or data relating to a candidate that can identify the candidate or make the candidate identifiable, whether by itself or in combination with other information, such as name, address, email addresses, date of birth, phone numbers, financial information, assessment results, materials, image, voice, and/or mental and physical health information.

b. The IB Organization operates globally and is subject to a variety of legal requirements about personal data, personal information and privacy, so it manages protecting candidate data on a global basis. Schools are based all over the world and are subject to data protection and privacy laws and regulations regarding candidate data in their respective countries. Each school hereby represents and warrants to the IB Organization that it complies with the applicable data protection and privacy laws in its respective country with respect to candidate data, and will fully cooperate with the IB Organization in complying with any such laws.

c. The IB Organization shall not be responsible for schools’ compliance with any data protection or privacy law applicable to them, and schools undertake to hold the IB Organization harmless with regard to any legal action taken by candidates, their legal guardians or other third parties with respect to any data protection or privacy law.

d. Each school hereby represents and warrants to the IB Organization that any collection, processing and/or sharing of candidate data with the IB Organization is done in accordance with all data protection and privacy laws that may be applicable to them. To the extent required under data protection or privacy law applicable to them, each school undertakes to seek express consent from candidates and/or their legal guardians for processing of candidate data for the purposes listed in article 7.1(f) below.
e. Each school hereby undertakes, to the extent required under the applicable law of its respective country, to only use or process the candidate data as necessary for the purpose for which it was collected as defined in article 7.1(f) below. Each school further hereby undertakes that, to the extent required under applicable law, they have implemented appropriate technical and organizational measures to protect candidate data against unauthorized or unlawful processing and against accidental loss, destruction, damage, alteration or disclosure, and that they have taken reasonable measures to ensure the reliability of, and compliance by, any employees who have access to candidate data.

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

g. To the extent required under data protection or privacy law applicable to them, schools undertake to fully and duly inform, and obtain the consent of, each candidate and/or their legal guardian, that the schools and/or the IB Organization may transfer candidate data outside of the country in which it was initially collected and to a country which may not have sufficient and adequate or comparable levels of data protection, in some cases to third parties, for the purposes discussed above. To the extent required under applicable law, the schools shall inform candidates about third parties to whom their candidate data may be transferred. With regard to the IB Organization, such third parties include schools, approved online course providers, institutions of higher education (such as colleges and universities or governmental authorities related to admission to institutions of higher education), ministries and departments of education, assessment service providers (such as examiners, moderators, third-party vendors, and other persons involved in the assessment process or any subsequent appeals), and other contractors of the IB Organization. Each school shall ensure that any transfers are done in compliance with requirements governing international and onward data transfers. Each school represents and warrants to the IB Organization that any candidate data transferred to the IB Organization by the school may be further transferred as described above without violating the privacy or data protection rights of any candidates.
h. Candidates or their legal guardians may inquire as to the nature of the candidate data processed about him or her by their school to the extent permitted under data protection or privacy law applicable to the candidate and their respective School. Each school undertakes that a candidate or their legal guardian may direct their requests to the school in accordance with their local legal requirements. Schools may not generally make requests from the IB Organization for candidate data on behalf of a candidate. In the event that the IB Organization receives a request regarding candidate data from a candidate or their legal guardian, each school undertakes to provide the IB Organization with full cooperation and assistance.

II. The Diploma Programme

Article 8: Content and requirements of the IB Diploma

8.1 Candidates for the IB Diploma must satisfy assessment requirements in six subjects and the core. All higher level subjects, the core and at least one standard level subject must be taught over the two years of the programme. Should circumstances require, up to two standard level subjects may be taught during the first year and assessed at the end of that first year as anticipated subjects. It is also permissible, should circumstances require, to teach one standard level subject during the first year and one standard level during the second year, with assessment requirements met at the end of each corresponding year. Language ab initio and pilot subjects must always be taught throughout the two years of the programme.

8.2 The six subjects must be selected from six groups as described in the relevant handbook for the examination session, with at least three and not more than four subjects being offered at higher level and the others at standard level. Recommended teaching time is 240 hours for higher level courses and 150 hours for standard level courses.

8.3 In addition to the six subjects, candidates for the IB Diploma must complete the following core requirements:
   a. a course in theory of knowledge including the required assessment, for which the IB Organization recommends at least 100 hours of teaching over the two-year period of the DP
   b. CAS activities, for which the IB Organization recommends at least 150 hours for the required combination of activities
   c. an extended essay in a subject available for this purpose to be submitted for assessment, for which the IB Organization recommends approximately 50 hours of work by candidates.

8.4 A subject or subjects (or core requirement) taken by a candidate in addition to the six subjects for the IB Diploma cannot contribute to the award of an IB Diploma.

8.5 It is the school’s responsibility to ensure that each candidate submitting an extended essay is supervised by a teacher at the school with appropriate qualifications and/or experience in the
subject chosen by the candidate and is familiar with the DP. The supervisor may not be a relative
of the candidate nor a person who is not a teacher at the school.

8.6 An IB Diploma candidate must be registered for an extended essay in one of the DP subjects
listed in the handbook as available for the relevant examination session. The extended essay does
not have to be written in a subject that has been selected as one of that candidate’s six diploma
subjects, subject to the advice and approval of the school.

8.7 Extended essays in group 2 are intended for language acquisition learners. Candidates are not
permitted to submit a group 2 extended essay in their group 1 language(s).

8.8 Retake candidates (as defined in 11.4) wishing to improve the grade for their extended essay
may submit either a revised or a new extended essay. If a higher grade is not obtained the grade
from the original essay will stand. A new extended essay can be registered in the same or in a
different DP subject. The IB Organization may develop new subjects on a pilot basis which a
limited number of schools may offer on the understanding that the syllabus content and
assessment methods may change during the lifetime of the syllabus. A pilot subject must be
taught over the two years of the programme and therefore cannot be taken as an anticipated
subject. A pilot subject in groups 1, 2, 3 or 4 can contribute to the award of a Bilingual IB
Diploma (defined in article 14.2).

8.10 An interdisciplinary subject meets the requirements of two groups through a single subject.
In accordance with article 8.4, a further subject must then be chosen to meet the requirement of
six subjects for the IB Diploma. The additional subject may be chosen from any group, including
one already covered by the interdisciplinary subject. An interdisciplinary subject can contribute
to the award of a Bilingual IB Diploma.

8.11 A school-based syllabus (hereinafter “SBS”) may be designed by a school according to its
own needs and teaching resources and is developed in consultation with and approved by the IB
Organization. A SBS may only be offered at standard level. Only schools that have already
entered candidates for two DP examination sessions may offer a SBS. The syllabuses have to be
approved by the IB Organization before teaching can commence and are subject to periodic
review. Subject to the appropriate group criteria being satisfied, a SBS may be authorized as an
alternative to a subject in groups 2, 3 4 or 6. In such circumstances an individual candidate may
use the subject to fulfill the requirements of either group, but not both. No candidate may be
registered for more than one SBS, or for a SBS and a pilot subject for the IB Diploma. A SBS
cannot contribute to the award of a Bilingual IB Diploma.

8.12 If the special conditions of entry into an institution of higher/further education require an IB
Diploma candidate to have completed subjects different from that specified in the current
handbook, a candidate may be allowed to make a reasonable substitution on presentation of
appropriate university admissions documentary evidence to the IB Organization by the DP
coordinator at the candidate’s school. This is referred to as a “non-regular” diploma and the
combination of subjects must be authorized by the IB Organization.
Article 9: Diploma Programme Course Candidates

9.1 Candidates who study and are assessed for subjects, but choose not to take the entire IB Diploma, are referred to as Diploma Programme Course Candidates (“DP Course Candidates”). The subjects chosen are referred to as DP courses. DP Course Candidates receive Diploma Programme Course Results (DP Course Results). The grades for theory of knowledge and the extended essay will be recorded on the DP Course Results and the completion of CAS, if appropriate.

9.2 With regards to DP core requirements, a DP Course Candidate may register for more than one extended essay in the same session. An IB Diploma Candidate may register for a second extended essay as a DP Course Candidate, if this is required for exceptional reasons. No candidate, regardless of their registration category, is permitted to register for theory of knowledge or the CAS programme more than once in the same session.

9.3 Any subject or core requirement taken by a DP Course Candidate cannot subsequently contribute to the award of an IB Diploma.

9.4 The regulations and procedures that apply to IB Diploma Candidates in respect of theory of knowledge, the extended essay and CAS, also apply to DP Course Candidates.

Article 10: Response languages

10.1 Candidates must write their examinations and other forms of assessment in subjects in groups 3, 4, 5 and 6 of the DP in English, French or Spanish as the response language. (In specified subjects, German is available as a response language.) Assessed work in theory of knowledge and the extended essay must also be presented in English, French or Spanish, except that an extended essay in a group 1 or group 2 subject must be written in the language of the subject chosen. An extended essay in Latin or classical Greek (group 2) must be written in English, French or Spanish.

10.2 Candidates may be permitted to write their examinations and other forms of assessment in languages other than English, French or Spanish for certain IB projects in groups 3 and 4, theory of knowledge and the extended essay. If the conditions detailed in article 13 are met, this will lead to the award of a Bilingual IB Diploma. The IB Organization reserves the right to make such languages for such projects mainstream from time to time and therefore available to all candidates as response languages upon notice by the IB Organization.

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

Article 11: Candidate registration

11.1 Candidate registration is an application by a candidate to take DP assessments. The registration process is conducted using the IB information system (IBIS), a secure web-based service used by DP coordinators. Registration must be undertaken by the school’s DP coordinator. No other method is available to register candidates. Candidates cannot register themselves for an examination session or make amendments to an existing registration. This cannot be done on their behalf by their legal guardian(s) either.

11.2 A candidate for the IB Diploma or DP Course Results must be registered by a school for each intended examination session and must take the requisite courses and assessments at that school. The school must complete the registration requirements on behalf of the candidate and pay the related fees by the relevant deadlines. It is the sole responsibility of the school to ensure that candidates are registered correctly for an examination session.

11.3 A school may accept an external candidate from another IB World School authorized to offer the DP if the school the candidate normally attends does not offer a particular IB subject. However, all academic and administrative responsibility for that candidate will remain with the school that has registered or will register that candidate for a DP examination session. The candidate must not be registered by both schools, unless advised to do so by the IB Organization. Similarly, in the case of a retake candidate, the school at which he or she is registered must accept all academic and administrative responsibility for that candidate and cannot be delegated elsewhere. Candidates taking online courses with an IB approved online provider are subject to the conditions specified in the current handbook.

11.4 The following categories of registration are available.
   a. Anticipated: for candidates intending to complete the requirements for one or two standard level subjects (excluding languages ab initio and pilot subjects) at the end of their first year of the DP
   b. Diploma: for candidates intending to complete the requirements for the award of an IB Diploma
   c. Course: for candidates taking one or more subjects and/or core requirements who are not seeking the award of the IB Diploma
   d. Retake: for previous IB Diploma Candidates who are seeking to improve on their results.

11.5 If an IB Diploma Candidate retakes a subject to improve his/her results, the highest grade for the subject/core requirement will contribute to the award of the IB Diploma. Similarly, if an anticipated candidate retakes a subject in their IB Diploma session, the highest grade will normally contribute to the award of the IB Diploma.

Article 12: Grades

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

**Article 13: Award of the IB Diploma**

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

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

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

**Article 14: Form of the results**

14.1 Successful IB Diploma Candidates will receive an IB Diploma and a document entitled “Diploma Programme (DP) Results” listing the total IB Diploma points score, the subject grades, confirmation of the completion of all CAS requirements and any points awarded and individual grades for the combination of theory of knowledge and the extended essay.

14.2 A Bilingual IB Diploma will be awarded to a successful candidate who fulfills one or both of the following criteria:
   a. completion of two languages selected from group 1 with the award of a grade 3 or higher in both
   b. completion of one of the subjects from group 3 or group 4 in a language that is not the same as the candidate’s group 1 language. The candidate must attain a grade 3 or higher in both the group 1 language and the subject from group 3 or 4.

14.3 An IB Diploma Candidate who fails to satisfy the requirements for the award of an IB Diploma will receive DP Course Results indicating the grades obtained in individual subjects,
together with results in theory of knowledge and the extended essay, and confirmation of the completion of all CAS requirements, as appropriate.

14.4 DP Course Candidates receive Diploma Programme Course Results (DP Course Results) indicating the results obtained in individual subjects and the core requirements, as appropriate.

**Article 15: Enquiry upon results**

15.1 A candidate’s assessment material may be re-marked, returned to the school (in electronic format or as a photocopy) and/or subject to re-moderation (for internal assessment) as part of the enquiry upon results service, the details and fees for which are specified in the relevant handbook. The categories and conditions of this service are subject to change and therefore are in accordance with the details given in the handbook for the examination session concerned. All enquiries upon results must be submitted by the school on behalf of the candidate.

15.2 Re-marking a candidate’s assessment material may lead to a higher or a lower grade for the subject. Therefore, before submitting a request for an enquiry upon results service that may result in a change of grade, the school must obtain the written consent of the candidate or his/her legal guardian ensuring that the candidate and/or the legal guardian are aware that the grade may go up or down.

15.3 If the school’s DP coordinator believes the process leading to the grade upon re-marking or re-moderation did not respect the procedures defined in these general regulations and/or the handbook, the coordinator may request, on behalf of the candidate, a report on the re-mark. Before requesting a report the school must obtain the consent of the candidate(s) or his/her legal guardian(s).

15.4 Beyond the enquiry upon results service, the coordinator may not request a subsequent re-marking of work or a further moderation of marks for internal assessment. However, the candidate is entitled to submit an appeal under the conditions defined in article 22.

**Article 16: IB DP Final Award Committee**

16.1 The IB DP Final Award Committee is the body that formally awards the IB Diploma and DP Course Results on the basis of the grades determined by grade award procedures. The award is made by the committee on behalf of the IB Board of Governors.

16.2 The Final Award Committee consists of representatives of the IB Board of Governors, of the Examining Board and of senior IB assessment staff, and is chaired by the chair of the Examining Board. The IB Board of Governors has established the Examining Board, which comprises senior IB examiners, with the principal aim of safeguarding and enhancing the academic standards of the DP.

16.3 The Final Award Committee may delegate decisions on cases of alleged academic misconduct to a sub-committee, but the Final Award Committee is the body that has authority to make the final decision in all special cases (as defined in Section IV) with respect to the award of the IB Diploma and DP Course Results.
IV. Special cases

Article 17: Candidates with assessment access requirements

17.7 A learning support requirement(s) is any permanent or temporary requirement(s) that could put a candidate at a disadvantage and prevent him or her from being able to demonstrate their skills and knowledge adequately or as may otherwise be defined by law.

17.2 The IB Organization is able to offer minimal guidance on the teaching of candidates with learning support requirements. However, it is the responsibility of the school to identify and meet the individual needs of candidates enrolled in the school.

17.3 A learning support requirement(s) often necessitates assessment access arrangements. The IB Organization is able to authorize inclusive assessment arrangements for a candidate with assessment access requirements.

17.4 If a candidate needs inclusive assessment arrangements, the DP coordinator must make such arrangements and, where appropriate, request authorization for inclusive assessment arrangements from the IB Organization according to procedures stated in the handbook.

17.5 If the inclusive assessment arrangements authorized by the IB Organization are considered inappropriate for a candidate by a school, a candidate or the candidate’s legal guardian(s), the DP coordinator may request a re-evaluation of the candidate’s needs to decide whether the authorized arrangements are appropriate. A first re-evaluation of the arrangements will be undertaken by the IB Organization staff who authorized the arrangements. If the first re-evaluation does not then meet with agreement from the school, a second re-evaluation will be undertaken jointly by persons with appropriate qualifications, one an IB Organization employee not involved in the original decision and one who is not an employee of the IB Organization. No further re-evaluations are possible after the second re-evaluation. The IB Organization must receive any re-evaluation request from the DP coordinator within one month of the coordinator having received initial confirmation of the authorized inclusive assessment arrangements or the result of the first re-evaluation request, as appropriate.

17.6 If a candidate is granted inclusive assessment arrangements (and these are properly implemented by the school), candidates and/or their legal guardian(s) are not entitled to claim that they are affected by adverse circumstances in the event that assessment results following such arrangements are not at levels desired and/or anticipated by candidates. The authorization of inclusive assessment arrangements is the sole accommodation by the IB Organization for candidates with learning support requirements.

Article 18: Candidates affected by adverse circumstances

18.1 Adverse circumstances are defined as those beyond the control of the candidate that might be detrimental to his or her assessment performance, including severe stress, exceptionally difficult family circumstances, bereavement or events that may threaten the health or safety of candidates. The same circumstances may affect a group of candidates or all candidates within a school. Adverse circumstances do not include:
a. shortcomings on the part of the school at which the candidate is registered, including, but not limited to, errors, mistakes, or negligence of a school with respect to registration of candidates, timeliness of requests for inclusive assessment arrangements or consideration of adverse circumstances, implementation of authorized inclusive assessment arrangements, and requests for extensions under article 18.2
b. the failure of candidates to improve performance despite receiving authorized inclusive assessment arrangements.

18.2 Where a candidate or group of candidates is affected by adverse circumstances prior to the submission of early components (for example, the extended essay, theory of knowledge essay or internal assessment marks/sample work), an extension to the submission deadline may be authorized by the IB Organization upon receipt of the required documentation (available in the handbook) from the school. An extension must be formally authorized by the IB Organization and is the only possible accommodation that can be offered.

18.3 Any application for special consideration in cases of adverse circumstances must be submitted to the IB Organization by the school’s DP coordinator on behalf of the candidate(s). The application must be received within 10 calendar days of the completion of the final assessment component of the subject concerned and must be supported by a statement written by the DP coordinator as well as by appropriate evidence.

18.4 If the IB Organization accepts that the performance of a candidate has been affected by adverse circumstances, the IB Organization may, at its discretion, give special consideration to the case, provided that this would not give an advantage in comparison with other candidates. If a candidate’s circumstances are deemed “adverse” and qualify for special consideration, an adjustment will be made to the candidate’s total mark in the affected subject(s) and/or IB Diploma requirement(s). If the candidate is within one or two scaled marks of the next higher grade boundary, the candidate’s grade in the affected subject(s) (and only in such affected subjects) will be raised; in the case of theory of knowledge and the extended essay, one mark away from the next higher grade boundary is required for a grade adjustment to be made. This is the only possible accommodation for candidates in the event of adverse circumstances. If a candidate’s marks are not within the required range, then no adjustment will be made.

Article 19: Candidates with incomplete assessment

19.1 “Incomplete assessment” means that a candidate has not submitted one or more components of the assessment requirements in a subject.

19.2 Any application for special consideration in cases of incomplete assessment must be submitted to the IB Organization by the school’s DP coordinator on behalf of the candidate. The application must be received within 10 calendar days of the completion of the final assessment component of the subject concerned and must be supported by a statement written by the DP coordinator as well as by appropriate evidence.

19.3 In cases of incomplete assessment in a subject, the IB Organization may, at its discretion, award a grade for the subject if both of the following circumstances are established:
a. an acceptable reason is provided by the school for the incomplete assessment being beyond the candidate’s control, such as illness or injury, the death or funeral of a close relative, unavoidable attendance at a hospital or court of law
b. the candidate has submitted sufficient work, leading to at least 50 per cent of the total marks available in that subject and including an externally assessed component.

19.4 If both of the foregoing conditions are fulfilled, marks for the missing component will be calculated using an established procedure and based on the candidate’s marks for completed components as well as on the distribution of marks of other candidates in the same subject. If more than one examination is missed, it will be at the discretion of the Final Award Committee whether grades are issued to the candidate in the subjects concerned. The determination of a mark for a missing component by statistical means and “consideration” (as described in article 18.4) will not be applied to the same subject/level being assessed.

19.5 The grounds for incomplete assessment, such as forced school closure during the written examinations in May or November, may affect a group of candidates or all candidates in the school. In a case where more than one candidate is affected, the Final Award Committee will give the same consideration to all candidates.

Article 20: Candidates suspected of academic misconduct

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

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

Article 21: Investigating cases of suspected academic misconduct

21.1 If questions arise about the authenticity of a candidate’s work before submission for assessment, the situation must be resolved within the school. If possible academic misconduct
(for example, plagiarism, collusion) is identified after a candidate’s work has been submitted to the IB Organization for assessment, the school’s DP coordinator must inform the IB Organization as soon as possible. For work that is internally assessed, “submission” refers to the deadline by which teachers’ marks must be submitted to the IB Organization. For work that is externally assessed, other than the scripts from the written examinations, “submission” refers to the candidate signing the declaration of authenticity for their work.

21.2 When a school, an examiner or the IB Organization establishes evidence to suspect academic misconduct by a candidate, the school will be required to conduct an investigation and provide the IB Organization with statements and other relevant documentation concerning the case. If a school fails to support the investigation into possible academic misconduct, no grade will be awarded to the candidate in the subject(s) concerned.

21.3 If the IB Organization notifies a school that a candidate is suspected of academic misconduct and that the IB Organization has the intention of initiating an investigation, at the discretion of the head of school it is permissible for the candidate to be withdrawn from the session or from the subject(s) in which academic misconduct may have occurred. However, at the discretion of the IB Organization the investigation into the suspected academic misconduct by the candidate may still proceed and a decision be reached on whether to uphold or dismiss academic misconduct. If a candidate is withdrawn from a subject no mark for that subject may contribute to the award of a grade in a future examination session.

21.4 Candidates suspected of academic misconduct must be invited, through the school’s DP coordinator, to present a written statement that addresses the suspicion of academic misconduct. If a candidate declines to present a statement, the investigation and decision on whether the candidate is in breach of regulations will still proceed.

21.5 The majority of cases of suspected academic misconduct will be presented to a sub-committee of the Final Award Committee. The sub-committee will normally comprise IB Organization staff, school representatives, and chief/deputy chief examiners, but any group or combination of these persons may make decisions on cases subject to the approval of the Final Award Committee. The sub-committee will be chaired by the chair or vice-chair of the Final Award Committee, or a chief examiner nominated by the vice-chair.

21.6 Decisions of the sub-committee are made on behalf of and under the supervision of the Final Award Committee. After reviewing all statements and evidence collected during the investigation, the sub-committee will decide whether to dismiss the suspicion of academic misconduct, uphold it, or ask for further investigations to be made. If the sub-committee is unable to reach a decision then the case will be referred to the Final Award Committee.

21.7 If the sub-committee decides that a case of academic misconduct has been established, a penalty will be applied in the subject(s) concerned. The penalty will, in the judgment of the sub-committee, be commensurate with the severity of the misconduct. If a case of academic misconduct is considered by the Final Award Committee to be very serious, the Final Award Committee may decide not to issue a grade for a candidate in the subject(s) concerned and additionally prohibit the candidate from being registered in any future examination sessions.
21.8 If no grade is issued for a subject that contributes to a candidate’s IB Diploma, no IB Diploma will be awarded to the candidate. DP Course Results will be awarded for other subjects in which no academic misconduct has occurred. Except in cases of serious or repeat misconduct, the candidate will be permitted to register for future examination sessions, which may include the session that follows six months later, if the relevant registration deadlines are met. In the case of an IB Diploma Candidate, if the session in which the academic misconduct has been established is the candidate’s third examination session towards achieving the award of the IB Diploma, no further IB examination sessions will be permitted.

21.9 If the candidate has already been found in breach of regulations in any previous session, this will normally lead to disqualification from participation in any future examination session.

21.10 If there is substantive evidence, the IB Organization is entitled to conduct an investigation into academic misconduct after a candidate’s results have been issued. If academic misconduct is subsequently established by the Final Award Committee, or its sub-committee, the candidate’s grade for the subject(s) concerned may be withdrawn from the candidate which will also result in the withdrawal of their IB Diploma where applicable.

V. Appeals

Article 22 Admissibility of an appeal

22.1 The IB Organization accepts appeals in relation to four areas of decision-making during an examination session. Appeals are possible against:
   a. results—when a school has reason to believe that a candidate’s result(s) are inaccurate after all appropriate enquiry upon results procedures have been completed
   b. a decision upholding academic misconduct, but not against the severity of a penalty
   c. a decision in respect of special consideration—following a decision not to give special consideration to a candidate as a consequence of alleged adverse circumstances
   d. an administrative decision not covered by one or more of the foregoing circumstances that affects the results of one or more candidates.

22.2 The appeals process is divided into two stages. Each stage requires the payment of a fee by the candidate or their legal guardian(s). The fee applicable to the relevant stage of appeal will be refunded in the event that the appeal at that stage is upheld.

22.3 A stage one appeal can only be requested by the head of school or by the DP coordinator from the school at which the candidate, known as the appellant during the appeals process, was registered for the examination session. A stage two appeal can be requested directly by a candidate or their legal guardian(s) in addition to the head of school and DP coordinator if the outcome of a stage one appeal is not satisfactory. A request for appeal at either stage must be submitted with a completed appeal request form that can be obtained from the IB Organization via the IB Answers service.

22.4 No appeal request will be granted if the school concerned has failed to comply with deadlines and/or procedures stated in the handbook.
22.5 An appeal does not include a re-mark, re-moderation or any form of report on the assessment or moderation of candidates’ work. A request for appeal against a candidate’s grade will only be considered if the school presents new evidence demonstrating that standard procedures in deriving the grade may not have been correctly followed by the IB Organization.

22.6 No legal representation acting on behalf of either the candidate or IB Organization is permitted during a stage one or stage two appeal process.

Article 23: Stage one appeal

23.1 A stage one appeal is a reconsideration of the case by senior assessment officers of the IB Organization who were not directly involved in making the original decision. The reconsideration will take into account information given in the written submission from the school acting on behalf of the candidate. The reconsideration will determine whether procedures were correctly applied when arriving at the decision or result(s) awarded. After the reconsideration is complete, the head of school will be notified whether the stage one appeal has been denied (disallowed) or upheld (allowed), with summary reasons for the decision.

23.2 In order to be considered for a stage one appeal, the request for appeal must:
   a. have the support of the head of school
   b. be submitted by the head of school (or the DP coordinator) on behalf of the candidate
   c. be received by the IB Organization within two months from the issue of results or the date when the decision being appealed was made, whichever is the later
   d. contain a full description of the grounds for appeal and any new facts invoked
   e. include an account of how these regulations and/or the procedures defined in the handbook may not have been correctly applied by the IB Organization.

23.3 If the senior officers accept the stage one appeal, the head of school may be asked for any information or evidence that is deemed useful. Neither the candidate nor a representative of the candidate is permitted to be present during a stage one appeals process. The senior officers will render their decision, in principle, within one month from the date the IB Organization receives the request for appeal.

Article 24: A stage one appeal against a decision on academic misconduct

24.1 Permission to appeal will only be granted where the candidate was found in breach of regulations and new evidence has been brought to the attention of the IB Organization. Appeals are only granted in relation to the decision on academic misconduct; no appeals against the level of penalty applied are permitted. New evidence must be outlined in detail in the appeal request form. The form is available from and must be returned to the IB Answers service.

24.2 On receipt of the appeal, senior IB Organization officers and the chair (or vice-chair) of the Final Award Committee will determine, using only the information in the appeal request form and any accompanying documents, whether there are sufficient grounds for appeal. If a stage one appeal is not permitted, no further appeal is possible.
24.3 If a stage one appeal is determined to be necessary, the case will be heard by members of the sub-committee of the Final Award Committee. No person determining whether there are sufficient grounds for a stage one appeal or members of the sub-committee will have been involved in making the original decision.

24.4 Neither the candidate nor a representative of the candidate is permitted to be present during a stage one appeals process. The sub-committee will render its decision, in principle, within one month from the date the IB Organization receives the request for appeal.

Article 25: Stage two appeal, including appeals against a decision on academic misconduct

25.1 A stage one appeal must precede a stage two appeal. The stage two procedure for appeals against a decision on academic misconduct is described in detail in a separate document available upon request from the IB Answers service.

25.2 If the head of school, a candidate and/or their legal guardian is dissatisfied with the outcome of the stage one appeal, a request can be made to the IB Organization to escalate the appeal to stage two. A stage two appeal does not need to have the support of the head of school. A fee is payable by the candidate or their legal guardian(s) before a stage two appeal is heard; this is refunded if the appeal is upheld.

25.3 In order for the stage two appeal to be considered, the request for appeal must be received by the IB Organization within one month of the head of school being officially notified of the outcome of the stage one appeal.

25.4 The stage two process grants the candidate a formal hearing by a constituted panel. The attendance of the candidate and/or their representative is not required for the hearing to proceed, though they will be notified of the time and date and may attend if they wish.

25.5 The stage two appeals panel has three members:
   one member independent from the IB Organization
   the chair or vice-chair of the Examining Board
   a chief examiner who was not present at the Final Award Committee or its sub-committee for the relevant examination session and who did not render a decision at any previous level regarding the candidate for the relevant examination session.

Prior knowledge by the chair or vice-chair of the Examining Board of the case under appeal will not exclude that person from the panel.

25.6 The independent member is appointed by the IB Organization and will not have been a DP coordinator, teacher or examiner, or an employee of the IB Organization at any time during the past five years. The independent member will serve as chair to the appeals panel for no longer than three years.

25.7 The appeals panel makes its decisions based on a majority vote of the three members of the stage two appeals panel. The appeals panel has the power to uphold or dismiss the previous decision in the event that they believe that the procedures or regulations that led to the previous
decision being appealed were not respected. The appeals panel does not hold the power to render any other form of decision.

25.8 The decision of the stage two appeals panel will be officially communicated to the candidate and/or their legal guardian(s) in writing in principle within 10 working days of the hearing. A copy of the decision will be communicated to the head of school.

25.9 All decisions rendered by the stage two appeals panel are final and no requests for further review or alternative resolution requests will be accepted by the IB Organization.

Article 26: Governing law

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

Article 27: Arbitration

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

Article 28: Entry into force and transitory rules

This version of the general regulations shall come into force on 1 September 2014 for May session Schools and applies to all candidates registered for the May 2015 session onwards, or 1 January 2015 for November session schools and applies to all candidates registered for the November 2015 session onwards. The IB Organization may amend these general regulations from time to time. Each amended version applies to candidates starting the DP after the date of entry into force of the amended version.
## May 2017 Examination Information*

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*Please note: Due to potential examination conflicts, the schedule above is tentative. A finalized version will be provided at a later date.
Students taking IB classes can take the corresponding Advanced Placement exam if they pay for the cost of the exam and if the exam time does not conflict with an IB exam.

2017 AP Exam schedule

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<tr>
<th>Week 1</th>
<th>Morning 8 a.m.</th>
<th>Afternoon 12 noon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, May 1</td>
<td></td>
<td>Psychology</td>
</tr>
<tr>
<td>Wednesday, May 3</td>
<td>English Literature and Composition</td>
<td></td>
</tr>
<tr>
<td>Friday, May 5</td>
<td>United States History</td>
<td>----Studio Art---</td>
</tr>
<tr>
<td>Friday, May 6</td>
<td>United States History</td>
<td></td>
</tr>
<tr>
<td>Monday, May 8</td>
<td>Music Theory</td>
<td></td>
</tr>
<tr>
<td>Tuesday, May 9</td>
<td>Calculus AB</td>
<td></td>
</tr>
<tr>
<td>Friday, May 12</td>
<td></td>
<td>European History</td>
</tr>
</tbody>
</table>
### SAT Test Dates 2016-17 for Sumter High School Location

<table>
<thead>
<tr>
<th>Test Date</th>
<th>Registration Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct 1</td>
<td>Sep 1</td>
</tr>
<tr>
<td>Nov 5</td>
<td>Oct 7</td>
</tr>
<tr>
<td>Dec 3</td>
<td>Nov 3</td>
</tr>
<tr>
<td>Jan 21</td>
<td>Dec 21</td>
</tr>
<tr>
<td>Mar 11</td>
<td>Feb 10</td>
</tr>
<tr>
<td>May 6</td>
<td>Apr 7</td>
</tr>
</tbody>
</table>

Seniors are **strongly urged** to take the SAT at the **October** test administration. This will give potential colleges and universities a baseline SAT score for initial applications. Of course, a student may take the test as often as desired. Many colleges require an SAT Subject Test as well. Research this requirement and consider our faculty recommendations.

Which SAT Subject Test(s) Should an IB Student Take?

If a student is taking __________, then a student should take ______________.

- **IB History with Mr. Hoshour/Wilt**: SAT Subject test U.S. History
- **IB Biology II with Mr. Smith**: SAT Subject test Biology M
- **IB Math with Mrs. Burns/Mirasol**: SAT Mathematics Level 1 (IC)
- **IB English with Mrs. Anderson/Brown**: SAT Literature (Take a practice test)
- **IB French /IB Spanish** *(Ask your teacher to be sure.)*: SAT French or Spanish
- **IB Chemistry II with Mr. Privett**: SAT Chemistry

--There are practice tests for the SAT Subject Tests available online.
Juniors are required to take the **PSAT** when it is offered by the school in October. There will be a small cost, usually less than $20. This test will determine **National Merit Scholars** and is VERY IMPORTANT for juniors. They are encouraged to take the **SAT** at least once during their junior year, preferably in the late spring.

**ACT Test Dates 2016-2017 for Sumter High School Location**

<table>
<thead>
<tr>
<th>Test Date</th>
<th>Registration Deadline</th>
<th>(Late Fee Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 10, 2016</td>
<td>August 5, 2016</td>
<td>August 6–19, 2016</td>
</tr>
<tr>
<td>October 22, 2016</td>
<td>September 16, 2016</td>
<td>September 17–September 30, 2016</td>
</tr>
<tr>
<td>December 10, 2016</td>
<td>November 4, 2016</td>
<td>November 5–18, 2016</td>
</tr>
<tr>
<td>April 8, 2017</td>
<td>March 3, 2017</td>
<td>March 4–17, 2017</td>
</tr>
</tbody>
</table>

Some students perform better on the **ACT** than they do on the **SAT**. For this reason, it is recommended that **seniors** take each test.
### IB Seniors ONLY SHS/IB Bell Schedule 2016-17

**Monday, Tuesday, and Thursday**

<table>
<thead>
<tr>
<th>SHS</th>
<th>IB</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st Block</strong></td>
<td>8:40-10:15</td>
</tr>
<tr>
<td><strong>2nd Block</strong></td>
<td>10:21-11:51</td>
</tr>
<tr>
<td><strong>3rd Block</strong></td>
<td>11:57-2:07</td>
</tr>
<tr>
<td><strong>4th Block</strong></td>
<td>2:13-3:45</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

**Wednesday**

<table>
<thead>
<tr>
<th>SHS</th>
<th>IB</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st Block</strong></td>
<td>8:40-10:15</td>
</tr>
<tr>
<td><strong>2nd Block</strong></td>
<td>10:21-11:51</td>
</tr>
<tr>
<td><strong>3rd Block</strong></td>
<td>11:57-2:07</td>
</tr>
<tr>
<td><strong>4th Block</strong></td>
<td>2:13-3:45</td>
</tr>
</tbody>
</table>

**Friday**

<table>
<thead>
<tr>
<th>SHS</th>
<th>IB</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st Block</strong></td>
<td>8:40-10:15</td>
</tr>
<tr>
<td><strong>2nd Block</strong></td>
<td>10:21-11:51</td>
</tr>
<tr>
<td><strong>3rd Block</strong></td>
<td>11:57-2:07</td>
</tr>
<tr>
<td><strong>4th Block</strong></td>
<td>2:13-3:45</td>
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</tr>
</tbody>
</table>
### IB Juniors SHS/IB Bell Schedule 2016-17

#### Monday, Tuesday, and Thursday

<table>
<thead>
<tr>
<th>SHS</th>
<th>IB</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st Block</strong></td>
<td>Block A1 – Chemistry or Biology</td>
</tr>
<tr>
<td>8:40-10:15</td>
<td>8:40-9:41 (61 min.)</td>
</tr>
<tr>
<td><strong>2nd Block</strong></td>
<td>Block B1 History</td>
</tr>
<tr>
<td>10:21-11:51</td>
<td>B2 English</td>
</tr>
<tr>
<td></td>
<td>9:45-10:46 (61 min.)</td>
</tr>
<tr>
<td></td>
<td>Block C2 English</td>
</tr>
<tr>
<td></td>
<td>C2 History</td>
</tr>
<tr>
<td></td>
<td>10:50-11:51 (61 min.)</td>
</tr>
<tr>
<td><strong>3rd Block</strong></td>
<td>3rd Block Elective/TOK (Mondays only) or</td>
</tr>
<tr>
<td>11:57-2:07</td>
<td>other SHS class</td>
</tr>
<tr>
<td></td>
<td>11:57-2:07</td>
</tr>
<tr>
<td><strong>4th Block</strong></td>
<td>4th Block</td>
</tr>
<tr>
<td>2:13-3:45</td>
<td>Mon. and Wed. - Math</td>
</tr>
<tr>
<td></td>
<td>Tues. and Thurs. - French/Spanish</td>
</tr>
<tr>
<td></td>
<td>2:13-3:45</td>
</tr>
</tbody>
</table>

#### Wednesday

<table>
<thead>
<tr>
<th>SHS</th>
<th>IB</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st Block</strong></td>
<td>Section 1 English/Section 1 History</td>
</tr>
<tr>
<td>8:40-10:15</td>
<td>8:40-10:15 (78 min.)</td>
</tr>
<tr>
<td><strong>2nd Block</strong></td>
<td>Section 2 English/Section 2 History</td>
</tr>
<tr>
<td>10:21-11:51</td>
<td>10:21-11:51 (78 min.)</td>
</tr>
<tr>
<td><strong>3rd Block</strong></td>
<td>3rd Block Elective/other SHS class</td>
</tr>
<tr>
<td>11:57-2:07</td>
<td>11:57-2:07</td>
</tr>
<tr>
<td><strong>4th Block</strong></td>
<td>4th Block Math</td>
</tr>
<tr>
<td>2:13-3:45</td>
<td>2:13-3:45</td>
</tr>
</tbody>
</table>

#### Friday

<table>
<thead>
<tr>
<th>SHS</th>
<th>IB</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st Block</strong></td>
<td>Block A Science Lab Biology and</td>
</tr>
<tr>
<td>8:40-10:15</td>
<td>Chemistry</td>
</tr>
<tr>
<td></td>
<td>CAS (Diploma Only)</td>
</tr>
<tr>
<td></td>
<td>Courses students stay in science</td>
</tr>
<tr>
<td></td>
<td>8:40-10:00 (80 min.)</td>
</tr>
<tr>
<td><strong>2nd Block</strong></td>
<td>10:02-10:29 (27 min.)</td>
</tr>
<tr>
<td>10:21-11:51</td>
<td>10:31-11:51 (80 min.)</td>
</tr>
<tr>
<td><strong>3rd Block</strong></td>
<td>3rd Block Elective</td>
</tr>
<tr>
<td>11:57-2:07</td>
<td>11:57-2:07</td>
</tr>
<tr>
<td><strong>4th Block</strong></td>
<td>4th Block</td>
</tr>
<tr>
<td>2:13-3:45</td>
<td>Mon. and Wed. - French/Spanish</td>
</tr>
<tr>
<td></td>
<td>Tues. and Thurs. - Math</td>
</tr>
<tr>
<td></td>
<td>2:13-3:45</td>
</tr>
<tr>
<td></td>
<td>4th Block FRIDAY ONLY –</td>
</tr>
<tr>
<td></td>
<td>Alternates between math and foreign</td>
</tr>
<tr>
<td></td>
<td>language</td>
</tr>
<tr>
<td></td>
<td>Extended Essay (Diplomas Only)</td>
</tr>
<tr>
<td></td>
<td>2:13-3:45 (92 min.) math or for. lang.</td>
</tr>
<tr>
<td></td>
<td>2:13–2:43 (40 min.)</td>
</tr>
<tr>
<td></td>
<td>Extended Essay – 2nd sem. Only</td>
</tr>
</tbody>
</table>
College Application Process

BEFORE any IB senior may request the counselor’s portion of a college/scholarship application and or letter of recommendation, the student must turn in a complete resume including a statement of intent. The resume is required for teachers’ letters of recommendation for students as well. **No resume=no letter.**

1. Students are urged to apply online. Some colleges only allow online applications.

2. Students who complete paper applications are to turn in all portions (application, personal statement, attachments, counselor’s page, etc.) to Mrs. Vira James in Guidance with a 9x12 envelope, four stamps, and the appropriate application fee (check or money order). Be sure to give these to Mrs. James at least **two weeks** before they are due. Do NOT wait until the last minute.

3. If you apply online, please print all portions that are to be completed by the counselor (counselor page and any attachments) and turn these pages in to Mrs. Vira James in Guidance with a 9x12 envelope, four stamps, and the appropriate application fee (check or money order). Be sure to give these to Mrs. James at least **two weeks** before they are due.

4. Mrs. James will check for a signed transcript release form and log the application into the application record book. To send transcripts, log on to [www.parchment.com](http://www.parchment.com) and create an account. Follow the steps request a transcript to be sent electronically. A link can be found on the school’s website.

Scholarship Process

1. Students may pick up scholarship applications from the guidance secretary.

2. Information concerning various scholarships will be provided through Senior Notes on the school’s website and through the IB tab on the school’s website. The information is provided during advisory, as well. It is the responsibility of the student to ask for scholarship information.

3. Students will complete the scholarship application and mail as directed on the application. Be sure to allow at least **two weeks** turn around. Do NOT wait until the last minute.

4. If transcripts or letters of recommendation need to accompany the application, please allow Mrs. James time (at least two weeks) to get those items to you to mail with your application.

When students **receive** letters of **acceptance** or **scholarship offers,** they are to bring in the original letters to Ms. James or Mrs. Mulholland. We need this documentation. We will make **copies** and display these on our **college wall,** as well.

**Please Note:** *Letters of recommendation are to be turned in with the college application or the scholarship application if required. The exception is a letter from the counselor, which will be completed as the counselor reviews the application. Teachers may turn in letters of recommendation directly to Mrs. James. The following is a sample resume and statement of intent.*
Stevie Wonderful

45 Miller Road
Sumter, SC 29150

wonderfuls2010@yahoo.com
(803) 773-5975

College Career Goal
Wofford College
Chemistry major/ Pre-Medical Studies program
Spartanburg, SC

Presbyterian College
Chemistry major
Clinton, SC

Furman University
Chemistry major
Greenville, SC

Education
August 2006-June 2010
Sumter High School
Sumter, SC

Coursework studied:
Honors Academy
GPA = 4.81
International Baccalaureate program
GPA = 5.08

Academic Awards/Achievements
Sumter High School Academic Letter
Sumter High School Principal's Award
2007, 2008
Cross Country Sports Letter/Bar
Cross Country Most Improved

Extracurricular Activities
Girls Cross Country Team
Fall 2006-Fall 2009
National Honor Society
2008, 2009
Key Club
2008, 2009
Beta Club
Spanish Club
2007
National Technical Honor Society
Aldersgate UMC Youth Group
2003-2010
Rising Stars at Miss Libby’s School of Dance
2005-2010

Community/Volunteer Activities
Key Club
various activities, such as the Shrimp and Oyster Roast
2008, 2009
BeadforLife
sell beads to return profit to Uganda
2009
Relay for Life
participated and helped raise money for cancer research
2009
Crosswell Children’s Home
organized visits to play with the children
2009
Palms of Grace
participated in sign language group at church
2006-2008
Youth Representative
youth representative for church council
2009-present
Aldersgate UMC
Sumter Area Missions
2005-2009
The United Methodist Church
Salkehatchie Summer Service
2007, 2008
Statement of Intent

After graduating high school, I plan on studying Chemistry or some other science major. Maybe I will minor in Spanish. After college, I plan on going to medical school to get my degree so I can become a pediatrician. I love kids and I love to help people; I would also like to help little kids feel better. Therefore, I came up with my future profession--a pediatrician. I hope to be a studious worker in college and medical school so that I may be the best pediatrician I can be. I will apply to Wofford College, Presbyterian College, and Furman University.
The attached university application is submitted by an International Baccalaureate Diploma Program candidate who is graduating in June 2015.

The IB Diploma Program is designed as an academically challenging and balanced program of education with final examinations that prepares students, normally aged 16 to 19, for success at university and life beyond. The program is normally taught over two years and has gained recognition and respect from the world’s leading universities. Since the late 1960s, the program has:

- provided a package of education that balances subject breadth and depth, and considers the nature of knowledge across disciplines through the unique theory of knowledge course,
- encouraged international-mindedness in IB students, starting with a foundation in their own language and culture,
- developed a positive attitude to learning that prepares students for university education,
- gained a reputation for its rigorous external assessment with published global standards, making this a qualification welcomed by universities worldwide, and
- emphasized the development of the whole student - physically, intellectually, emotionally and ethically.

The curriculum: Diploma Program
Diploma Program candidates are required to study six subjects and a curriculum core. One subject is chosen from each of groups 1 to 5 and the sixth subject from group 6 or, alternatively, the student can elect to study a second subject from groups 1 to 4, further mathematics SL or computer science from group 5 or an IB approved school based syllabus. The core of the Diploma Program consists of the theory of knowledge (TOK) course, the extended essay (EE) and creativity, action, service (CAS). The TOK course provides a forum for discussion, reflection and instruction that considers the nature of human knowledge and supports the development of interdisciplinary understanding. The extended essay provides the opportunity to investigate an academic research question of individual interest and in the process to develop the independent research and writing skills expected for further education. Participation in the school’s CAS program broadens the educational experience by expecting students to be involved in artistic pursuits, sports and community service work.

Specialization is provided by requiring at least three [and not more than four] of the six subjects to be studied at higher level (HL), breadth is provided by studying three subjects [two if four HL subjects are taken] at standard level.

Group 1: language A1

Language A1
First language. The study of literature including selections from world literature.

Group 2: second language

Language A2
A language and literature course for fluent or bilingual candidates.

Language B
A foreign language course for candidates with previous experience of the language.

Language ab initio
A foreign language course for beginners.

Classical languages
Latin

Group 3: individuals and societies

History, geography, economics, philosophy, psychology, social and cultural anthropology, business and management, information technology in a global society (ITGS), world religions (pilot).

Group 4: experimental sciences

Biology, chemistry, physics, design technology, sports exercise and health science (pilot).
Group 5: mathematics and computer science
Mathematics HL, mathematics SL, mathematical studies SL, further mathematics SL, computer science (elective only)

Group 6: the arts
Visual arts, music, theatre, film, dance (pilot)

Additionally:
Text and performance SL (pilot transdisciplinary subject for groups 1 and 6)
Environmental systems and societies SL (transdisciplinary between groups 3 and 4).

Grading and results
A candidate's examination performance in individual subjects is graded according to the following scale.


The TOK course and the extended essay are graded according to this scale.
A. Excellent  B. Good  C. Satisfactory  D. Mediocre  E. Elementary  N. No grade

The Diploma Program candidate's six subjects can yield 42 points. Three further points are available for the combination of the extended essay and work in TOK. Therefore, the maximum possible score is 45 points. The award of the diploma requires candidates to score 24 points as well as meet other standards and conditions including the completion of a suitable CAS program. Approximately 80% of candidates are awarded the diploma and the IB has maintained consistent standards, with no grade inflation, over the 40 years of its existence.

A bilingual diploma is awarded to a candidate who has [in addition to diploma requirements]:
- ☐ taken two languages A1 or
- ☐ studied a language A1 and a language A2 or
- ☐ taken an examination in at least one subject from group 3 or group 4 in a language other than his or her language A1 or
- ☐ submitted an extended essay in a group 3 or group 4 subject written in a language other than the candidate's language A1.

Courses candidates
A candidate who has elected to design his or her own program of study and /or take less than six subjects or who does not satisfy the requirements of the full Diploma Program is awarded a certificate of results for the subjects they have completed. Diploma candidates who complete more than six subjects receive a certificate of results for any additional subject[s].

Authorization and recognition
Only schools officially authorized by the IB may offer the Diploma Program and register candidates for an IB examination session. There are over 2,000 IB World Schools offering the Diploma Program in more than 130 countries.

The IB has shown that students are well prepared for university work and the Diploma Program has earned a reputation for rigorous assessment, giving IB diploma holders access to the world’s leading universities. These include institutions such as Cambridge, Harvard, Heidelberg, McGill, MIT, Oxford, Princeton, Rotterdam Erasmus, Sorbonne, UBC and Yale.

Universities requiring additional information are invited to consult the IB website for universities [http://www.ibo.org/universities/] or contact the nearest regional office.

Contact details for all IB offices can be found on the IB public website www.ibo.org
How to write a Charming Thank-You Note

Any time someone does something special for you, an appropriate response is to thank the person. There are certain social situations that require a written response of appreciation such as for gifts. It is also appropriate and expected for someone to write a Thank-You Note for letters of recommendation or other special requests that you have made of someone.

There are several things to keep in mind when composing a Thank-You Note.

1) Start with the date and salutation: Send your note, hand-written in black ink, within a week of receiving a gift or other special kindness or generous act.

2) Say thanks right off the bat: Be specific about why you are writing the note. (Not because you have to) If you’re thanking someone for a monetary gift, refer to their “generosity” rather than mentioning the amount.

3) Compliment the kind gesture: Don’t be afraid to go over the top—everyone loves an effusive compliment, as long as it is heartfelt.

4) Allude to the future: Anticipate another get-together, or if you’re writing about a gift, be sure to tell them how you plan to use it.

5) Finish with sincere regards: Reiterate your gratitude; then close the letter on an intimate note, signing your first and last name. Don’t forget to proofread!

Sources: Good Housekeeping Magazine and Emily Post
IB Sticker Policy

The IB Sticker is a privilege of the IB program. When a student is in an IB class, the IB Sticker may serve as a pass, especially to the IB Office. It designates IB students for identification purposes during IB class changes. It allows students to see IB teachers before school if needed. It may be used as a hall/library pass from an IB class. The IB Sticker has no purpose in non-IB classes. Students are not to attempt to use the IB sticker as a pass in a non-IB class. Simply put, it only works in IB classes and/or with IB teachers. Abuse of the sticker may lead to the elimination of the privilege for all IB students.

Field Trips

Typically, we schedule a day trip in the fall semester to an area of interest such as Biltmore Estate in Asheville, North Carolina and a trip to Carowinds in the month of May. The cost for each of these trips is approximately $60 plus the cost of meals. More information will be forthcoming.

College Visits

We also take several trips throughout the year to visit some of our in state colleges and universities. There will be a minimal cost for these trips to cover lunch and bus transportation. Students will be given a survey to complete where they will rank their preferences for these visits. Efforts will be made to honor first choices; however, colleges place limits on the size groups they will allow us to bring. Students can expect to go on one college visit in their junior year and one college visit in their senior year. Additional visits are subject to availability.

IB Graduation Ceremony

Each year we host a special IB Graduation Ceremony for our graduating IB Seniors. Senior girls are expected to wear white dresses and senior boys are to wear dark pants with a white button down shirt and necktie. IB Juniors are invited to attend and are expected to be there to support the seniors and to see what will be in store for them for their ceremony. Junior girls are to wear dresses/skirts (not white) and junior boys wear dark pants with color shirts (not white). Once the date, time, and location have been decided, further information will be provided.

IB and AP Exams

Closer to the month of May detailed information concerning logistics and expectations during exam season will be provided. Traditionally, we ask parents to provide snacks and bottled water for this time period. Snacks need to be individually wrapped (prefer factory sealed packages to avoid critters and spoilage). These items may be delivered to the IB Office inside Sumter High School as early as February 2017. I thank you in advance for your provisions for our students who will be taking exams.
How to write an IB Paper in 25 Easy Steps 😊

1. Sit in a straight, comfortable chair in a well-lighted place with plenty of freshly sharpened pencils.
2. Read over the assignment carefully, to make certain you understand it.
3. Walk to the local Starbucks and buy some coffee to help you concentrate.
4. Stop over at a friend's house on the way back and visit with them. If your friend hasn't started the paper yet either, you can both walk to McDonalds and buy a hamburger to help you concentrate. If your friend shows you their paper, typed, double-spaced, and bound in one of those irritating plastic see-thru folders, drop them.
5. When you get back, sit in a straight, comfortable chair in a well-lighted place with plenty of freshly sharpened pencils.
6. Read over the assignment again to make sure you absolutely understand it.
7. You know, you haven't accepted that friend request sent from that kid you met at camp in fourth grade. You'd better get on Facebook now and get it out of the way so you can concentrate. *Like* several random organizations while you’re at it.
8. Go look at your teeth in the bathroom mirror.
9. Listen to your favorite tune on your iPod and that's it, I mean it, as soon as it's over you are going to start the paper.
10. Listen to another one.
11. Rearrange all of your DVD’s, CD's, socks, etc. into alphabetical order.
12. Text your friend and ask if they've started the paper yet. Exchange derogatory remarks about your teacher, the course, the IB program, the world in general.
13. Sit in a straight, comfortable chair in a well-lighted place with plenty of freshly sharpened pencils.
14. Read over the assignment again; roll the words across your tongue; savor its special flavor.
15. Check out the guide on your DVR to make sure you aren't missing something truly worth while on TV. Note: when a paper is due in less than 12 hours, anything on TV from *Masterpiece Theater* to *Sgt. Preston of the Yukon* is truly worth while, with these exceptions:
   1) *Pro-Bowler's Tour*, 2) any movie starring Chevy Chase.
16. Catch the last hour of *Soul Brother of Kung Fu* on channel 26.
17. Text your friend again to see if they were watching. Discuss the finer points of the plot.
18. Go look at your tongue in the bathroom mirror.
19. Look through your album of pictures from the last 15 years. Try to remember who everyone is.
20. Sit down and do some serious thinking about your future.
21. Open your door and check to see if there are any IB coordinators lurking about.
22. Sit in a straight, comfortable chair in a well-lighted place with plenty of freshly sharpened pencils.
23. Read over the assignment one more time, just for the heck of it.
24. Scoot your chair across the room to the window and watch the sunrise.
25. Lie face down on the floor and moan.

😊 Just Kidding!