
***IB Diploma Assessment and
Guidance Handbook***
Information for students and parents
2019 Cohort

TABLE OF CONTENTS

INTRODUCTION	3
The IBO Mission Statement	4
The QASMT Vision Statement	4
The IB Diploma Programme Curriculum	4
IB DIPLOMA PROGRAMME REQUIREMENTS	5
Conditions for the award of the IB Diploma.....	5
The IB Diploma Additional Points Matrix	5
THE IB DIPLOMA AWARD	6
Award of the IB Diploma	6
Enquiry upon results.....	6
Special provisions	7
Incomplete assessment.....	7
Academic misconduct.....	7
Appeals	7
THE ASSESSMENT PROGRAMME	8
ASSESSMENT DURING YEARS 11 AND 12	8
School-Based Assessment	8
Failure to submit or complete School-Based Assessment requirements.....	9
IB Assessment	9
Important Points about IB Assessments	9
Failure to submit or complete IB Assessment requirements	10
Actions taken in the event of Academic Misconduct	10
NON-COMPLIANCE WITH THE IB DIPLOMA PROGRAMME COURSE OF STUDY	10
SICKNESS OR MISADVENTURE DURING AN ASSESSMENT OR EXAM PERIOD	11
SUBJECT ASSESSMENT SUMMARY	12
APPENDIX 1 – REQUESTING AN EXTENSION FOR SUBMISSION OR COMPLETION OF ASSESSMENT	13
APPENDIX 2 – GUIDANCE NOTE ON QASMT LANGUAGE POLICY	15
APPENDIX 3 – DIPLOMA PROGRAMME ACRONYMS AND GLOSSARY	16
APPENDIX 4 – IB DIPLOMA PROGRAMME ASSESSMENT SCHEDULE 2018-2019	18
APPENDIX 5 – QASMT POLICIES FOR IB STUDENTS	20

INTRODUCTION



Welcome to the International Baccalaureate Diploma Programme. This handbook contains information relevant to all academic and administrative aspects of the IB Diploma Programme. Information is taken from the current 'Handbook of Procedures for the Diploma Programme' (this is essentially the rule book for the IB Diploma Programme) and other IBO documentation. This handbook is designed to provide students and parents with sufficient information so that they are able to plan and make adequate provisions for their IB Diploma workload, understand the school and IBO regulations regarding assessment and know the responsibilities of the students and school during the IB Diploma Programme.

Students studying an IB Diploma Course must make a genuine attempt to complete course requirements. These requirements include students applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school regardless of whether or not these tasks contribute to the final assessment mark. It is a matter of the teacher's professional judgment to determine whether a student has made a genuine attempt to complete these requirements.

Individual departments supplement these guidelines with details relating to subject specific components, task criteria and advice about the nature and completion of tasks.

This handbook is detailed in the information presented. Below are important points to remember. However, it is vital that both parents and students read and understand the entirety of the contents.

Some important things to know and remember:

- The IBO rules and regulations contained in the 'Handbook of Procedures for the IB Diploma Programme' regarding assessment cannot be altered. Students, parents and teachers work within the rules to ensure consistency and fairness to all students.
- Internal Assessments that count towards your Diploma score can only be done once. All drafts are subject to the restrictions as set out in the syllabus.
- Students absent on the day of a scheduled assessment component must notify the school and request an extension from the IB Coordinator either before or on the day, any request for extension must be submitted with supporting documentation such as a medical certificate. Situations within a student's control are not accepted as reasons for an extension.
- Students failing to submit or complete school-based assessment requirements on the due or scheduled date, without an extension granted, will be awarded a non-submission.
- Students failing to submit or complete IB assessment requirements on the due date, without an extension granted, will be awarded a non-submission. Illness or absence on the due date, without an extension granted, will not be accepted as students have had a number of months to complete these pieces of work.
- Students must complete at least 50% of the assessment for each subject (including an externally assessable component) to be eligible for the IB Diploma.
- IB Diploma students are responsible for ensuring they meet all academic honesty requirements. Students submitting or completing assessments through academic misconduct will be awarded a non-submission for the assessment or examination. Repeated breaches of academic honesty will result in removal from the IB Diploma Programme and possible cancellation of enrolment at QASMT.

IB Diploma students, in the spirit of independence and self-reliance, are responsible for ensuring they are up to date with the requirements and information. If students are away for any reason, they need to ensure they check to see what has been missed.

If the spirit of assessment is adopted, then it should ease the students' preparation for achieving an IB Diploma. Queensland Academy for Science, Mathematics and Technology (QASMT) wishes to see each student achieve his/her potential. We look forward to working together with parents and students to realise this aim.

The IBO Mission Statement

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

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

The QASMT Vision Statement

QASMT is committed to providing world-class education that nurtures excellence, fosters innovation and celebrates diversity.

The IB Diploma Programme Curriculum

The IB curriculum can be best understood through the IB Circle (see below). Students must study six subjects when undertaking the Diploma programme. At QASMT one subject must be chosen from each of Groups 1 to 5 and the sixth subject may come from Group 4 or 6.



ATTENDANCE DURING THE IB DIPLOMA PROGRAMME

Students are expected to attend all classes in which they are enrolled, unless for appropriate medical reasons or they have prior Principal permission. Students who miss classes regularly severely affect their chances of gaining the IB Diploma and this may result in their enrolment at the school being cancelled. In addition, as an IB World School, QASMT is bound to ensure that students meet the recommended guided learning hours for each HL/SL course and as such a student must ensure they do not fall short of meeting these hours during class contact time.

IB DIPLOMA PROGRAMME REQUIREMENTS

IB Diploma Programme candidates must meet the following requirements:

- Candidates for the IB Diploma must satisfy assessment requirements in six subjects, each studied over a period of two years.
- The six subjects must be selected from six groups as described in the Handbook of Procedures for the IB Diploma Programme for the appropriate examination session, at least three and not more than four subjects being offered at higher level and the others at standard level.
- In addition to the six subjects, candidates for the IB Diploma must:
 - Take a course in, and submit the required assessment in, Theory of Knowledge.
 - Complete an approved programme of co-curricular activities known as CAS.
 - Complete and submit for assessment a 4000 word Extended Essay in a subject available. Work on the essay, must be done under the direct supervision of an appropriate teacher at the school.
- Candidates are required to act in a responsible and ethical manner throughout their participation in the IB Diploma Programme and examinations. In particular candidates must avoid any form of academic malpractice.

Conditions for the award of the IB Diploma

The IBO appoints examiners and moderators to assess candidates' work for externally assessed components.

Grade Performance in each of the six IB Diploma subjects is graded on a scale of 1 point (minimum) to 7 points (maximum). A maximum of 3 points is awarded for **combined** performance in Theory of Knowledge and the Extended Essay. The maximum total IB Diploma Programme point score is 45.

IBO descriptors for the levels are as follows:

- 7 = Excellent performance
- 6 = Very good performance
- 5 = Good performance
- 4 = Satisfactory performance
- 3 = Mediocre performance
- 2 = Poor performance
- 1 = Very poor performance

The IB Diploma Additional Points Matrix

The IB grades for Theory of Knowledge and the Extended Essay are as follows:

- Grade A – Excellent performance
- Grade B – Good performance
- Grade C – Satisfactory performance
- Grade D – Mediocre performance
- Grade E – Elementary performance

The matrix for the assigning of the three inner core points is included here.

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

THE IB DIPLOMA AWARD

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. These results are usually released by the IB through IBIS on 6 January 12.00 GMT after the November examination session.

A bilingual diploma will be awarded to a successful candidate who fulfills one or both of the following criteria:

- completion of two languages selected from group 1 with the award of a grade 3 or higher in both
- completion of one of the subjects from group 3 or group 4 in a language that is not the same as the candidate's nominated 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.

Pilot subjects and interdisciplinary subjects can contribute to the award of a bilingual diploma, provided the above conditions are met.

The following cannot contribute to the award of a bilingual diploma:

- a school-based syllabus
- a subject taken by a candidate in addition to the six subjects for the diploma.

Award of the IB Diploma

The International Baccalaureate Organisation (IBO) sets down rigorous standards to achieve the IB Diploma. This protects the integrity of the award and ensures that schools are meeting standards of achievement in consistent ways. The IB Diploma will be awarded to a candidate provided all the following requirements have been met.

1. CAS requirements have been met.
2. The candidate's total points are 24 or more.
3. There is no “N” awarded for theory of knowledge, extended essay or for a contributing subject.
4. There is no grade E awarded for the theory of knowledge and/or the extended essay.
5. There is no grade 1 awarded in a subject/level.
6. There are no more than two grade 2s awarded (HL or SL).
7. There are no more than three grade 3s awarded (HL or SL).
8. The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
9. 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).
10. The candidate has not received a penalty for academic misconduct from the Final Award Committee.

Enquiry upon results

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 each year. All enquiries upon results must be submitted by the school on behalf of the candidate.

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 will obtain the written consent of the candidate or his/her legal guardian.

Special provisions

The IB believes that all candidates must be allowed to undertake assessment under conditions that are as fair as possible. The IB has two forms of special provision to ensure assessment is fair.

Candidates with assessment access circumstances

A learning support requirement(s) often necessitates assessment access arrangements. The IB Organization is able to authorise inclusive assessment arrangements for a candidate with assessment access requirements. If a candidate needs inclusive assessment arrangements, the DP coordinator must make such arrangements and, where appropriate, request authorisation for inclusive assessment arrangements from the IB Organization.

Candidates with adverse circumstances

Adverse circumstances are defined as those beyond the control of the candidate that might be detrimental to his or her assessment performance, including temporary illness or injury, severe stress, exceptionally difficult family circumstances, bereavement or events that may threaten the health or safety of candidates. 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).

Incomplete assessment

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:

- an acceptable reason is provided by the school for the incomplete assessment being beyond the candidate's control, such as acute illness or injury, the death or funeral of a close relative, unavoidable attendance at a hospital or court of law
- 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.

Academic misconduct

The IB Organisation 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:

- 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
- 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
- duplication of work - this is defined as the presentation of the same work for different assessment components and/or Diploma requirements
- any behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination).

Appeals

The IB Organisation accepts appeals in relation to decision-making during an examination session. Information about the appeals process is available from the IB Coordinator.

THE ASSESSMENT PROGRAMME

Diploma students undertake a programme of study designed to meet the IBO's requirements. In addition, students are required to submit Diploma components on specific dates. The IBO supports school submission dates as having the same importance as IBO dates.

Please note the IBO is not flexible about these dates in any way. Failure to submit Diploma Programme requirements on the school due dates will result in a non-award of that subject and hence the Diploma (see Appendix 4 for details of all school dates).

All IBO paperwork must be signed and completed. Work that does not have the required paperwork completed will not be marked.

Submission instructions:

- All assessment must be submitted online to Turnitin by the due date and time (8.30am unless informed otherwise).
- IB Assessment must be uploaded for verification as directed by the IB Coordinator.

Students must ensure they understand or know where to find the following information:

- All requirements for Academic Honesty.
- All requirements for IBO paperwork and administration.

The IB D P Coordinator is responsible for ensuring all IBO regulations are adhered to. Students and parents must fully understand and be prepared to work within these regulations for the Programme to achieve its aims.

ASSESSMENT DURING YEARS 11 AND 12

The key purpose of assessments are to provide information on student achievement and progress in each course in relation to the syllabus standards and to report on the standard of performance attained at the end of the course. There are two types of assessment completed by IB students during the school IB Diploma Programme – School-Based Assessment and IB Assessment.

School-Based Assessment

School-Based Assessment is used by teachers at QASMT to indicate how well a student is progressing in a particular subject. These may replicate IBO style assessments answers or may be of an alternate nature. School-Based Assessment is required to assist teachers formulate the information required by the IBO. Assessment calendars are published at the beginning of each term listing the assessment items and dates for the term.

Students need to know that:

- School-Based Assessment is not optional. All IB Diploma candidates must undertake and complete all requirements for school-based assessments.
- Appropriate medical documentation and the granting of extensions through the process outlined in Appendix 1 will be required for students missing school based assessments and deadlines.
- Technical difficulties with computers, lifestyle choices like travel or early school holidays or activities and regular school commitments, are not acceptable excuses for missing school based assessment deadlines or lessons.
- Failing to meet school based assessment requirements may severely affect students' chances of gaining the Diploma.

Failure to submit or complete School-Based Assessment requirements

Students failing to submit or complete School-Based Assessment requirements on the due or scheduled date, without an extension granted, will be awarded a non-submission. The result of a non-submission on school-based assessment is the awarding of a zero mark for that component/exam for that term/semester reporting period. Students must complete or submit the assessment as soon as possible after the due date for feedback purposes.

Students who fail to submit or complete School-Based Assessments will receive a non-compliance letter indicating the required areas of improvement. Students who fail to address these concerns may have their enrolment at the school cancelled.

IB Assessment

IB Assessment includes both Internal and External Assessments (IAs and EAs). IB Assessment is set according to subject and IBO guidelines and count towards the final subject grade. Each subject has a different weighting attached to its IAs and EAs, as a proportion of the final mark. Students and parents can find this information in the syllabus documents.

- IB Assessment requirements are completed by students by the **school due dates**. Important Internal and External Assessment due dates and checkpoints are indicated in the assessment schedule shown in Appendix 4 but it should be noted that in many subjects assessment is ongoing. **These deadlines are non-negotiable and work will not be accepted after the given deadlines without the granting of an extension, as outlined in Appendix 1.**
- The subject teacher marks the Internal Assessment work and a sample of students' work is sent to an IBO moderator and checked against world marking standards. The teacher's marks are then adjusted if required.
- External Assessment work is uploaded and sent to IB examiners for marking.

The overall assessment structure for each IB subject ensures that student performance is measured in relation to the objectives for that subject and particularly to evaluate student achievement against those objectives that do not lend themselves to external written examinations or tests. Internal assessment also gives teachers, who know their students' work very well, a significant input into the overall assessment process.

Important Points about IB Assessments

- IB Assessment dates are spread over the 2 years of the IB Diploma course. This reflects the nature and structure of the IB Diploma Programme, as well as student's needs. IB Assessment due dates are set to spread the workload for students so that not everything is due at the same time.
- The IBO sets strict rules regarding the submission of IA and EA drafts. Students need to understand these before commencing work so that they understand the parameters in which they are working. These limits involve:
 - *How many drafts can be submitted?*
 - *Who is able to look at the drafts?*
 - *The role of the teacher?*
- Oral assessments are completed by all students within a limited timeframe. The IBO considers students completing oral assessments outside the set timeframe as academic malpractice. For this reason, oral assessment components cannot be completed outside the assessment period other than for medical reasons (which must be evidenced by approved medical documentation and the granting of an extension).
- Students may not be told their Internal Assessment mark or score. This is because it is subject to moderation. Students receive feedback in the required areas according to the marking criteria.
- Students must understand the role of teachers in the preparation of Internal and External Assessments. Syllabus documents contain details of the extent to which teachers can assist students completing Internal Assessments. This also applies to teachers who are not a student's subject teacher. Please note that failure to observe this rule will affect the mark for that piece of work.

Failure to submit or complete IB Assessment requirements

Students failing to submit or complete IB Assessment requirements on the due date, without an extension granted, will be awarded a non-submission. The result of a non-submission of an IB Assessment will be determined by the Deputy Principal, either the previously submitted draft will be assessed and submitted to the IBO, or an F grade for that component will be recorded resulting in an N for the subject. The award of an N grade will prevent a student from gaining a Diploma.

- **All students must submit work for their IB Assessment by the due date and time as communicated by their teacher.**
- Students with extenuating circumstances outside of their control must see the IB Coordinator as soon as possible. Extenuating circumstances are those considered 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.

Actions taken in the event of Academic Misconduct

As an IB World School, QASMT embraces the mission and philosophy of the IB Organisation, which holds as a basic tenet, Academic Honesty. As it pertains to Academic Honesty, the IB Learner Profile states that each student must be 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." If a breach of the Academic Honesty Policy is suspected the following will occur.

1. The teacher, invigilator, or fellow student will report suspected academic dishonesty to the IB Coordinator.
2. The IB Coordinator will investigate the incident and make a determination as to whether academic misconduct has occurred and the extent of the academic misconduct.
3. If the IB Coordinator reaches the conclusion that academic misconduct has occurred, he/she will submit a report to the Deputy Principal. The assessment will be awarded a non-submission.
4. The student will face disciplinary consequences in accordance to the Responsible Behaviour Plan, General Regulations: Diploma Programme and Diploma Programme Assessment Procedures, including possible removal from the IB Diploma Programme and cancellation of enrolment at QASMT.

NON-COMPLIANCE WITH THE IB DIPLOMA PROGRAMME COURSE OF STUDY

Students who fail to meet assessment and attendance requirements will receive a non-compliance letter indicating the required areas of improvement. Students who fail to address these concerns may have their enrolment at the school cancelled.

Non-compliance letters are used to inform students and parents about:

- Non-submission of required forms and paperwork
- Late or non-submission of Internal Assessment, components or drafts
- Late or non-submission of school-based assessment
- Continued absence from class and /or patterns of absence

If a student receives a non-compliance letter, they need to take the action as outlined in the letter. The receipt of a non-compliance letter does not prevent a student from gaining a Diploma; however, the non-completion of the requirements listed may lead to an N or F grade being awarded. Students who fail to meet these requirements frequently may be withdrawn from the IB Diploma Programme and have their enrolment at QASMT cancelled.

SICKNESS OR MISADVENTURE DURING AN ASSESSMENT OR EXAM PERIOD

If a student is sick or suffers misadventure (unexpected circumstance outside the student's control) on the day of an assessment, they must:

- Submit the assessment to Turnitin and email the teacher by the time indicated if it is not an exam based assessment.
- Email the IB DP Coordinator and ring the school to request an extension if it is an exam or they have extenuating circumstances why they cannot submit the assessment online.
- Provide a medical certificate that covers the day of the assessment and any extra time taken if an extension is granted. This is handed to the IB DP Coordinator on the first day back.
- Be prepared to sit the exam on the first day of return. Students who are not awarded an extension will receive 0 mark or an F grade for that component.

What if I am sick during the November examination session?

If you are sick or suffer a potential misadventure during the course of the November Examination Session, students need to:

- Attend the examination if they are able.
- Provide all supporting medical or other appropriate documentation within 24 hours of the examination. This enables the IB Coordinator to fill in the appropriate forms and submit them on the student's behalf. If a student has not met the requirement for completing 50% of the assessment, the IBO must be informed. Students must make all appropriate attempts to complete at least 50% of their assessment, including an externally assessed component.

Does the IBO take into account sickness or misadventure affecting an assessment component?

Yes. If this occurs, the IB Coordinator fills in the illness and misadventure form (D2 form) and attaches any other appropriate documentation and submits it to the IBO within 10 days. After assessment, any changes to final marks and grades are allocated during the final grade award process.

Students unable to meet the IB Diploma Programme requirements

If a student believes they are unable to complete the Diploma Requirements for any reason, they must inform the IB DP Coordinator as soon as possible. Failure to complete any of these components comes in two forms:

1. Failure to submit written work or complete an oral presentation on the due date.
2. Failure to submit the appropriate forms for specific assessment components as required for IB Diploma Organisation.

The IBO recognizes two reasons for non-completion of the requirements:

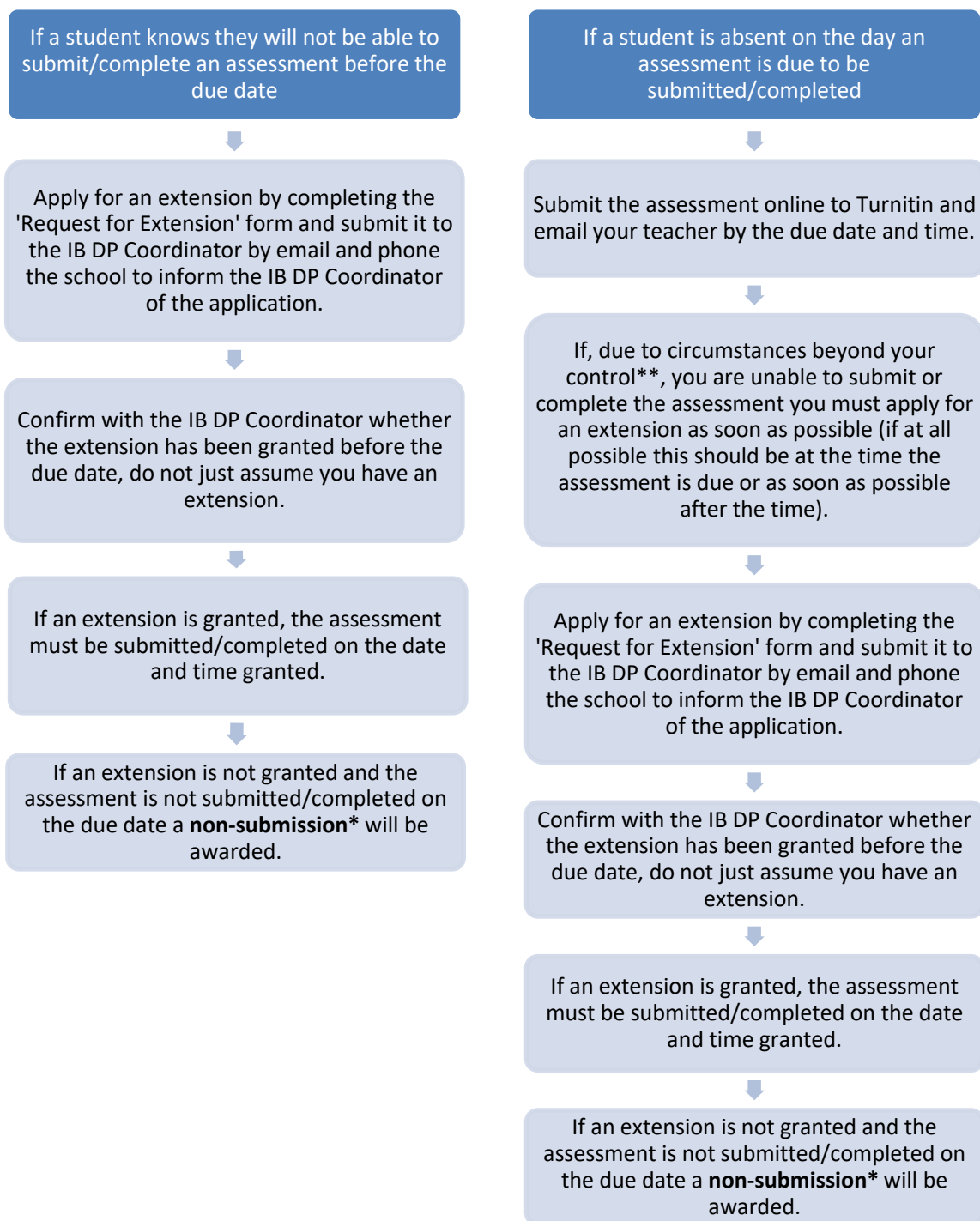
- Reasons within students' control (e.g. failure to plan and complete work on time). Students falling into this category will not be awarded a Diploma.
- Reasons outside students' control. This includes illness and other types of misadventure. If this is the case, students must see the IB Coordinator as soon as possible and provide the appropriate documentation. The IB DP Coordinator is responsible for completing all appropriate paperwork for submission to the IBO Curriculum and Assessment Centre.

SUBJECT ASSESSMENT SUMMARY

Fill in the table below as a record of your Assessment Programme and the due dates.

Group & Subject	External Assessment	%	Internal Assessment	%
Group 1				
Group 2				
Group 3				
Group 4				
Group 5				
Group 6				

APPENDIX 1 – REQUESTING AN EXTENSION FOR SUBMISSION OR COMPLETION OF ASSESSMENT



***Non-submission**

If a school-based assessment is awarded a **non-submission** then a zero mark for that component/exam will be recorded for that term/semester reporting period.

If an IB Assessment is awarded a **non-submission** the Deputy Principal will determine whether the previously submitted draft will be assessed and submitted to the IBO, or an F grade for that component will be recorded resulting in an N for the subject. The award of an N grade will prevent a student from gaining a Diploma.

****Circumstances beyond a student's control**

This includes circumstances such as acute illness or injury, the death of a close relative, unavoidable attendance at a hospital or court of law. It does not include failure of IT device or technical issues, as students should regularly back up their work elsewhere and should, therefore, be able to provide most recent evidence of work completed.

REQUEST FOR EXTENSION

Student Name:		Year Level (Tick one only)	10
Instep:	Mentor:		11
IB Candidate No.: 003072 -			12
Group:	Subject:		
Teacher Name:			

Assessment Details: **IB Assessment** **OR**
(Choose only one) **School-Based Assessment**

Brief information about the task (topic, % of grades, etc.)

DUE DATE FOR TASK: _____

If applicable - attach electronic evidence of what has been done to date. If you do not have an electronic copy (eg you have rough notes in a book), provide those to the IB Coordinator directly.

REASON FOR REQUESTED EXTENSION:

- MEDICAL** (attach original copies of medical certificates)
- APPROVED LEAVE** (attach letter from the school)
- UNJUSTIFIED LEAVE** (attach letter from the school) – will be awarded **non-submission**
- OTHER** (provide brief information – attach further information if required)

Student Signature: _____ Date: ___/___/20___

Parent Signature: _____ Date: ___/___/20___

EXTENSION GRANTED TO: _____ (insert date)

EXTENSION NOT GRANTED

Signature of IB Coordinator: _____

APPENDIX 2 – GUIDANCE NOTE ON QASMT LANGUAGE POLICY

At QASMT, we try to provide students with the maximum opportunity to make personal choices about their learning pathways. We offer a large range of courses and we have structured our curriculum to include opportunities for students to make choices. Naturally, we cannot offer unlimited choice – we have to run courses that are financially viable and we have to be able to resource choices with specialist teachers and, sometimes specialist facilities. Choice is also dictated, sometimes, by the requirements of Tertiary Education entry and by the rules relating to the structure of the IB Diploma Course.

One area in which **free choice is not available** is in the area of Languages. The IBO make it very clear that candidates for examination must be entered for papers that provide ‘an appropriate level of challenge’. We have a number of tests, assessments and policies that help us determine this appropriate level and there are regulations giving us clear responsibilities from the IBO. The purpose of this note is to make the situation as clear as we possibly can to parents and students. Sometimes parents become unhappy with us when we follow policies that they see as unfair to their children, so it is important that we make the reasons for our actions transparent.

By choosing to enrol in the IB Diploma Programme at QASMT, we ask you to accept that this is the situation and accept that we will apply the rules fairly and evenly. To do this we cannot create ‘exceptional cases’ or exemptions – our obligations are clear and it is made clear in our Language Policy that the Deputy Principal (on behalf of the School) will make the final decision about an appropriate pathway at IB. This will be done following a review of all available evidence and will not be *influenced by petitioning from parents*. If the proper process has not been followed, parents may appeal to the Principal for a review of the process but the Principal will not overrule decisions that have been reached by following the proper process.

Language option choices can be a contentious issue, given the complex language profiles that many students bring to QASMT. The need to ensure that IBDP candidates are placed in a course that represents an appropriate degree of academic challenge can be one that, on occasion, brings our obligations as an IBO World School into conflict with the wishes of parents.

Group 1 courses are studies in Language and Literature in a student’s **strongest** (often first) language. **Bilingual students may take both Group 1 English and Group 1 Language A.** Group 2 courses (Language B) are **Language Acquisition** courses, aimed at helping learners improve their level of language proficiency from an appropriate starting point.

Schools must follow the guidelines in the Group 2 language subject guides. It is essential that Diploma Programme coordinators and teachers ensure that students are following the course that is most suited to their present and future needs **and that will provide them with an appropriate academic challenge**. The degree to which students are already competent in the language, and the degree of proficiency they wish to attain by the end of the period of study, are **the most important factors in identifying the appropriate placement point on the spectrum of modern language courses available. Appropriate placement is the responsibility of teachers and coordinators, not the IBO. (IBO Publications - DP Principles into Practice)**

Many factors determine the Group 1 and 2 courses that a student should take: the student’s best language, the language(s) spoken at home and at school, **and any previous knowledge of the language of study. The most important consideration is that the language B course should be a challenging educational experience for the student**, offering not only the opportunity to learn an additional language but also the means of learning, appreciating and effectively interacting in a **culture different from the student’s own. All final decisions on the appropriateness of the course for which students are entered are made by the Deputy Principal in liaison with teachers using their experience and professional judgment.**

We hope this explanation is helpful to make it clear why we work as we do. We know that the issues can be challenging and sometimes involve high emotions but we always make our decisions within this framework as we do not have the flexibility to make exceptions.

APPENDIX 3 – DIPLOMA PROGRAMME ACRONYMS AND GLOSSARY

Acronym, Position or Diploma Programme concept	Definition
Additional points	<p>Additional points are calculated by using the matrix for the Extended Essay and Theory of Knowledge grades. Details of the matrix are found in the Theory of Knowledge subject guide and Extended Essay guide.</p> <p>There are 3 bonus points available to students.</p>
CAS Coordinator	<p>Creativity, Action and Service Coordinator</p> <p>The person(s) at SIS who is responsible to the Diploma Coordinator for the administration of the CAS programme. The CAS Coordinator(s) also answers student questions about CAS and helps to facilitate CAS activities.</p>
IB DP Coordinator	<p>The person at QASMT who is responsible for the planning, organization and administering of the Diploma Programme within the school. The Diploma Coordinator is responsible for following the rules and regulations as set out by the IBO.</p>
Diploma Score	<p>This is the score out of 45</p> <p>Each subjects is out of 7</p> <p>6 subjects x 7 = 42</p> <p>42 + bonus points = 45</p>
DP	Diploma Programme
External Assessment (EA)	<p>This is the external component of the subject grade. Comprising of examinations, World Literature essays, Theory of Knowledge essays and Extended Essays, these are externally marked.</p>
Grade	<p>The final grade awarded to a candidate in each subject is on a scale of 7 down to 1, with 7 being the highest grade. For Theory of Knowledge and the Extended Essay the grades are on a scale of A to E, with A being the highest grade.</p> <p>The final score out of 7 or A to E is determined by the aggregation of external and internal assessment marks and found by checking the mark against the grade boundaries.</p>
IBO	<p>International Baccalaureate Organisation</p> <p>The administering organization for the Diploma Programme. The Head Office is in Geneva, Switzerland</p>
Internal Assessment (IA)	<p>The assessable component of the Diploma Programme that counts towards the subject grade and final result. This is set and marked internally and externally moderated.</p>
Predicted Grade (PG)	<p>The predicted grade is the teacher's prediction of the grade the candidate is expected to achieve in the subject, based on all the evidence of the candidate's work and the teacher's knowledge of IBO standards. Predicted grades are also required for Theory of Knowledge and the Extended Essay.</p>

<p>Grades</p>	<p>The IBO scale and, therefore, the only permitted predictions for subjects, is as follows.</p> <p>Grade 7 Excellent performance Grade 6 Very good performance Grade 5 Good performance Grade 4 Satisfactory performance Grade 3 Mediocre performance Grade 2 Poor performance Grade 1 Very poor performance</p> <p>The IBO scale for Theory of Knowledge and the Extended Essay is as follows.</p> <p>Grade A Excellent performance Grade B Good performance Grade C Satisfactory performance Grade D Mediocre performance Grade E Elementary performance</p>
<p>Special Provisions – Assessment Access and Adverse Circumstances</p>	<p>Special provisions are available to students who have ongoing medical or other needs. The IBO makes determinations regarding provisions based on the application and documentary evidence.</p> <p>A learning support requirement(s) often necessitates <i>assessment access</i> arrangements. The IB Organisation is able to authorise inclusive assessment arrangements for a candidate with assessment access requirements. If a candidate needs inclusive assessment arrangements, the DP coordinator must make such arrangements and, where appropriate, request authorisation for inclusive assessment arrangements from the IB Organization.</p> <p><i>Adverse circumstances</i> 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. 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).</p>

APPENDIX 4 – IB DIPLOMA PROGRAMME ASSESSMENT SCHEDULE 2018-2019

Year 11 Term 1 (January – March 2018)

School Week	Draft Due	Final Due
1		
2		
3		
4		Chinese A Lang & Lit SL/HL Creative Writing Task
5		
6		
7		Chinese A Lang & Lit SL/HL Further Oral Activity
8		English A Lit SL/HL Individual Oral Presentation
9		
10	Block Exams	

Year 11 Term 2 (April – June 2018)

School Week	Draft Due	Final Due
1		
2	Economics HL Commentary 1	Individual Oral Presentation (in-class)
3		Individual Oral Presentation (in-class)
4		Individual Oral Presentation (in-class)
5		
6		
7		Economics HL Commentary 1 Chinese A Lang & Lit SL/HL Further Oral Activity
8		
9		
10		
11	Block Exams	

Year 11 Term 3 (July – September 2018)

School Week	Draft Due	Final Due
1		
2		
3		
4		TOK Presentation
5		Chinese A Lang & Lit SL/HL Creative Writing Task
6	English A Lit SL/HL Written Assignment	
7	Block Exams	
8		
9		
10		

Year 11 Term 4 (October – December 2018)

School Week	Draft Due	Final Due
1		
2	German Ab initio Written Assignment	Optional TOK Presentation
3	Business Management HL Research Project Psychology HL Experimental Study Economics HL Commentary 2	
4	Mathematical Studies SL Project	English B HL Interactive Oral 1
5	Visual Arts Comparative Study	
6	Physics SL/HL Individual Investigation	English A Lit SL/HL Written Assignment
7		German Ab Initio Written Assignment Mathematical Studies SL Project
8	Block Exams	

Year 12 Term 1 (January – March 2019)

School Week	Draft Due	Final Due
1		
2	Biology SL/HL Individual Investigation Language Ab initio (November exam) Written Assignment English B HL Written Assignment	Visual Arts Comparative Study
3	Extended Essay Draft - Outline	Germ Ab Initio Individual Oral English B HL Interactive Oral 2 Physics SL/HL Individual Investigation
4		Business Management HL Research Project Economics HL Commentary 2 Psychology HL Experimental Study
5		
6		Language Ab Initio (November exam) Written Assignment English B HL Written Assignment
7	Economics HL Commentary 3 TOK Essay Draft - Outline	Biology SL/HL Individual Investigation
8	Visual Arts Process Portfolio	Chinese A & English A Lit/Lang Lit SL/HL Individual Oral Commentary
9	Chemistry SL/HL Individual Investigation	
10	Block Exams	

Year 12 Term 2 (April – June 2019)

School Week	Draft Due	Final Due
1	Extended Essay (Friday)	
2	Mathematics SL/HL Exploration Sport Exercise & Health Science HL Individual Investigation	English B HL Interactive Oral 3
3	Computer Science HL Solution	
4		Economics HL Commentary 3 Chemistry SL/HL Individual Investigation
5	TOK Essay	
6		English B HL & Ab initio (November exams) Individual Oral
7	Visual Arts Exhibition	Mathematics SL/HL Exploration Sport Exercise & Health Science HL Individual Investigation
8		Chinese A Lang & Lit SL/HL Final submission
9		Visual Arts Process Portfolio Computer Science HL Solution
10	Block Exams	

Year 12 Term 3 (July – September 2019)

School Week	Draft Due	Final Due
1		Extended Essay (Friday)
2		
3		TOK Essay
4		
5		Visual Arts Exhibition
6		
7	Mock Exams	
8		
9		
10		

Year 12 Term 4 (October – December 2019)

School Week	Draft Due	Final Due
1 - 4	SWOTVAC	
5 - 8	November Exams <i>dates yet to be released</i>	

Please note that all information was correct at the time of publication however changes may occur.

APPENDIX 5 – QASMT POLICIES FOR IB STUDENTS

All Academy policies relevant to IB Diploma Programme students are available on the Parent Portal of the Academy website at <https://qasmt.eq.edu.au/for-parents/>.

Relevant policies include:

- General regulations: Diploma Programme
- Assessment and Reporting for Learning Policy
- Responsible Behaviour Plan for Students
- Managing Student Attendance Policy
- Language Policy
- Extended Essay Guide Book
- Academic Progression Policy
- Academic Honesty Policy
- Uniform Policy