



*International
Baccalaureate
Diploma Programme*

*Parents and Students
Handbook*

Class 2014-2016

مدارس التعليم المتقدم
ADVANCED LEARNING SCHOOLS

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ADVANCED LEARNING SCHOOLS

International Baccalaureate Diploma Programme

Dear Parents and Students,

Over the past six years, the Advanced Learning School (ALS) has successfully implemented the IB Diploma Programme standard.

This handbook is a guide for students and parents to learn more about the IB Diploma Programme including:

- 1 Description of IB Curriculum
- 2 Advantages of the IB Programme
- 3 Subject description.

If you have any questions, please feel free to contact me.

Good luck to all our students.

Regards,

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IB Mission Statement

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

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The IB Diploma Programme

The International Baccalaureate (IB) Diploma Programme 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 collection of facts. The Diploma Programme 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 IB Diploma Programme is unique because

- it is a world-recognized qualification
- it has a comprehensive and balanced curriculum with rigorous assessments
- it is a symbol of academic excellence

Why Do College Decision Makers Select IB Graduates?

“IB is well known to us as excellent preparation. Success in an IB programme correlates well with success at Harvard. We are always pleased to see the credentials of the IB Diploma Programme on the transcript.”

Marilyn Mc Graff Lewis
Assistant Dean of Admissions
Harvard University

“We have found these [IB] students to be excellent additions to the Notre Dame community. Both in the classroom and in campus life, they have demonstrated their ability to be active learners.”

Daniel J. Saracino
Assistant Provost for Enrollment
Notre Dame University

“One of the advantages of an IB curriculum is its structure and quality. It is a coordinated programme, ... well known and respected. We know the quality of IB courses, and we think the IB curriculum is terrific.”

Christoph Guttentag
Director of Undergraduate Admissions
Duke University

Survey says IB diploma increases admission rates at top colleges.

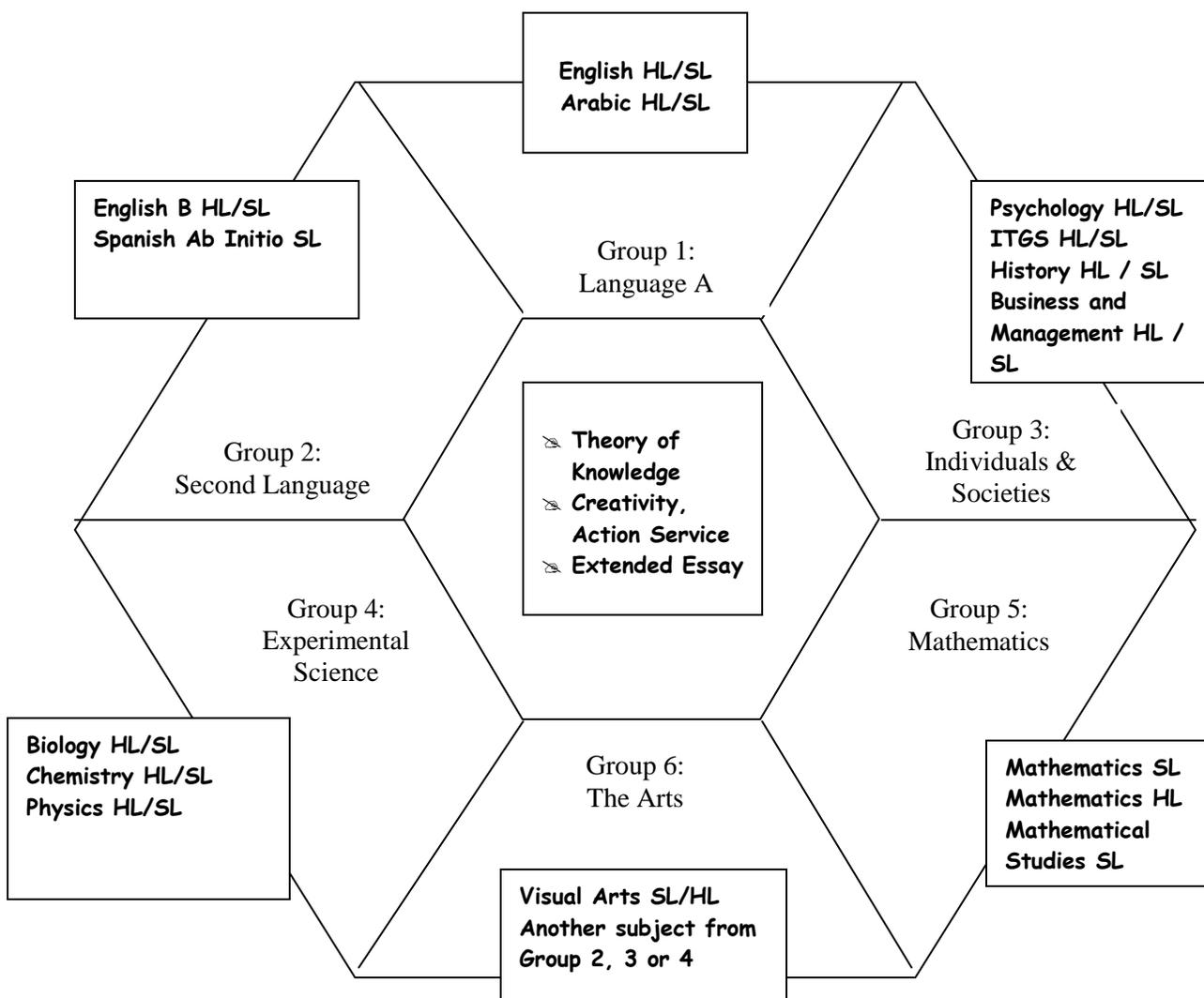
According to a recent survey from the International Baccalaureate North America (IBNA), top universities continue to report that they accept students with IB diplomas at a higher rate than other applicants.

University	Average percentage accepted from all students who apply	Percentage of IB students accepted
Columbia University	12.0%	18.5%
Cornell University	28.5%	51.0%
Dartmouth University	20.7%	33.3%
Duke University	22.5%	38.7%
Emory University	42%	82.7%
Harvard University	11%	14.8%
Howard University	56.1%	95.2%
MIT	16.9%	26.2%
New York University	25.5%	51.8%
Stanford University	12.6%	18.3%
University of Chicago	41.6%	59.1%
University of Michigan – Ann Arbor	49%	72.7%
Vanderbilt University	37.3%	73.1%
Washington University of St. Louis	23.5%	66.7%

IB Diploma Programme Curriculum

The IB Diploma Programme is portrayed in the shape of a hexagon with the six academic areas around a core. Diploma students are required to do a **minimum of six subjects**, one subject from each of the six subject groups represented on a hexagon. At least **three** and not more than four of the **selected subjects** must be **at the Higher Level** with the remaining at the Standard Level. Higher level courses cover 240 hours of teaching time while standard level subjects cover 150 hours over the two year period.

In addition students must fulfill the requirements of the three compulsory components which lie at the **core** of the hexagon: the **Extended Essay**, **Theory of Knowledge** and the **Creativity Action and Service**.



Curriculum

Embracing the last two years of secondary education, the curriculum of the IB Diploma Programme incorporates standards that assume a high level of achievement than during previous years. The subjects are arranged according to six areas and the IB Diploma candidate is required to choose one subject from each area. (If the student does not select a route from Group 6, he/she may select a 2nd route from Group 2, 3 or 4.)

Which Diploma subjects will be offered at ALS?

Group 1: Language A

First language courses which include the study of selections of world literature.
Arabic (HL/SL), English (HL/SL)

Group 2: Language B, and Ab Initio Language

Second modern language courses are for various levels of proficiency.

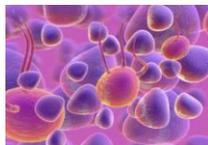


English B (HL/SL) competence
Spanish Ab Initio (SL) – some knowledge



Group 3: Individuals and Societies

History (HL/SL), ITGS (HL/SL), Business Studies (HL/SL) and Psychology (HL/SL)



Group 4: Experimental Sciences

Biology (HL/SL), Chemistry (HL/SL), Physics (HL/SL)



Group 5: Mathematics and Computer Science

Mathematical Studies SL, Mathematics HL/SL



Group 6: The Arts

Visual Art (HL/SL)



IB Diploma course description

Group 1: Language A

Language A: Language and Literature: English and Arabic HL and SL

The language A course is a literature course undertaken by students in their “best language”, mother tongue or first language. It is aimed at students who intend to pursue literature, or related studies, at university, as well as at students whose formal study of literature will not continue beyond this level. The programme encourages literary appreciation and develops a student’s oral and written skills through a study of a range of literary works. It gives the potential to enrich the international awareness of the IB students and to develop in them the attitudes of tolerance, empathy and genuine respect for perspectives different from their own. Students will examine literary criticism of works read in the course and will have ample opportunity to apply appropriate techniques of responding to literature orally, creatively, and in written form. Class assignments will require students to further cultivate their critical and analytical skills.

Group 2: Second Language

English B, or Spanish / Ab Initio: HL and SL

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

Syllabus Outline

Language, texts and culture are explored through the framework of cultural and literary options. At higher level students study **four** options and at standard level students study **three** options. At least one option must be literary and at least one cultural. Each literary option consists of the study of three works originally written in the target language. Within a literary option works must be linked together by a theme, genre or period.

Examples of Cultural options:

Language and culture
Media and culture
Social issues
Global issues

Examples of Literary options:

Antigone by Jean Anouilh
The Doll’s House by Henrik Ibsen
The School for Wives by Moliere
The Wild Duck by Henrick Ibsen
Miss Julie by August Strindberg

Though the nature of the language B programme is same for higher and standard level, the two levels differ in the type of texts used and in the breadth and depth of the language used

Language Ab Initio: Spanish: SL

This is a two-year course for students who have little or no previous experience of the language. The overall objective of this course is for students to achieve communicative competence in a variety of everyday situations.

Syllabus Outline

This involves a range of skills, including listening, speaking, reading and writing - the four primary language skills. The central subject areas treated are: the individual, school and work, shopping and public services, food and drink, travelling and leisure, environment, health, and emergency situations, interspersed with cultural information.

Group 3: Individuals and societies

The aims of all subjects in **group 3, individuals and societies** are to:

- encourage the systematic and critical study of: human experience and behaviour; physical, political, economic and social environments; the history and development of social and cultural institutions
- develop in the student the capacity to identify, to analyse critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society
- enable the student to collect, describe, analyse and interpret complex data and source material and to test hypotheses
- develop an awareness in the student that human attitudes and beliefs are widely diverse and that the study of society requires an appreciation of such diversity
- enable the student to recognize that the knowledge and methodologies of the subjects in group 3 are contestable and that their study requires the acceptance of uncertainty

History: HL and SL

The study of history from an international perspective is increasingly important today. In the contemporary context, one of globalization, technological development, different cultures

What history aims at is *explaining* trends and developments, continuity and change through time and through individual events. In order to do this we look at individuals and societies in a very wide context: political, social, economic, religious, technological and cultural, although, in all fairness, some parts are stronger than others.

Information Technology in a Global Society (ITGS): HL and SL

This course explores the impact of IT on individuals and society. Through this subject students would analyze and evaluate the ethical considerations of using IT at the local and global levels.

Syllabus Outline

The ITGS syllabus is divided into three sections: Social and ethical issues, IT systems in a social context and Areas of Impact (six areas are identified). The three sections are interconnected and a teacher usually uses an integrated approach. Use of real life situations is encouraged and drawing examples from local, national and global levels is considered essential to the course.

Higher level and standard level

The ITGS syllabus at HL and SL is divided into three sections: social and ethical issues, IT systems in a social context and the six areas of impact.

Section 1: social and ethical issues

Section 2: IT systems in a social context

Section 3: areas of impact

Students at HL are required to study all **six** areas of impact. Students at SL are required to study a minimum of **two**.

Psychology: HL and SL

Aims

The aims of the **Psychology** programme at Higher Level and Standard Level are to:

- Develop an awareness of how psychological research can be applied for the benefit of human beings.
- Ensure that ethical practices are upheld in psychological inquiry
- Develop an understanding of the biological, cognitive and sociocultural influences in human behaviour
- Develop an understanding of alternative explanations of behaviour
- Understand and use diverse methods of psychological inquiry.

Objectives

Having followed the **Psychology** programme at Higher Level or Standard Level candidates will be expected to demonstrate:

1. Knowledge and comprehension of specified content
2. Application and analysis
3. Synthesis and evaluation
4. Selection and use of skills appropriate to psychology.

Content and Skills

The syllabus consists of:

HL and SL core

1. The biological level of analysis
2. The cognitive level of analysis
3. The socio-cultural level of analysis

Options (HL: 2 out of the 5 options and SL: 1 out of the 5). We will do the options in the second year of the programme

1. Abnormal psychology
2. Developmental psychology
3. Health psychology
4. Psychology of human relationships
5. Sport psychology

Qualitative research methodology (HL only)

One simple experimental study (HL and SL) The Internal Assessment (the simple experimental study) will be done in the second year of the programme.

Business and Management: HL and SL

This course is designed to provide students with an understanding of how the world of Business works. The course contains the following elements:

- Introduction to Business
- Legal structures, how to set up a business in the KSA
- Joint ventures between companies from the KSA and overseas firms
- Manufacturing processes
- Economics
- Marketing
- Production Planning
- Break even analysis

This subject will provide students with the opportunity to prepare their own products and write up a business plan

Assessment:

This is based 75% on an externally assessed examination with 25% taken from an individual project.

Group 4: Experimental Sciences

Experimental science subjects promote an understanding of the concepts, principles and applications of the respective disciplines, together with an appreciation of the methodology of the experimental sciences in general. Students develop practical laboratory skills as well as the ability to work collaboratively through participating in an interdisciplinary group project.

The subjects available in group 4 at Advanced Learning Schools are the following:

Biology
Chemistry
Physics

Biology HL and SL

In this course you will learn about the human body, genes, cloning and genetic engineering, cells and biomolecules, or how life on this planet has evolved? Then biology is your natural science subject! These things and much, much more will be covered in the Diploma biology course. Biology is the science of life and living organisms. It is an experimental science that combines academic study with the acquisition of practical and investigational skills. The course aims to develop a deep knowledge of important facts as well as give you a broad understanding of the concepts of biology. It also aims to prepare you for further higher education such as medicine, biological- and environmental sciences.

The subject can be studied at standard or higher level, where all students study the subject specific core material and the HL students study additional higher level topics (AHL), and thus will go deeper into the different fields of biology.

The SL and HL Diploma biology include theoretical studies as well as a large number of practical investigations, projects and field studies. This will help you to gain further understanding of the principles and concepts of life.

Chemistry HL and SL

Chemistry combines academic study with the acquisition of practical and investigational skills. It is called the central science as chemical principles underpin both the physical environment in which we live and all biological systems. In chemistry, SL and HL students study the same topics, but of course at different levels. A simplification is that on SL you will study elements and compounds that tend to follow relatively simple rules, whereas on HL you will study these rules in a more complex form.

Physics HL and SL

Physics is the **most fundamental of the experimental sciences** as it seeks to **explain the universe itself**, from the very smallest particles to the vast distances between **galaxies** (10^{24} m).

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

You should not choose Mathematical Studies if you want to study IB physics. (Mathematics SL is enough for both physics HL & SL.)

Group 5: Mathematics

Mathematics HL, Mathematics SL or Mathematical Studies (SL)

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

Mathematics: HL and SL

The higher level course caters to students with a good background in mathematics who are competent in a range of analytical and technical skills. The majority of the students taking this course will be expecting to include mathematics as a major component of their university studies, either as a subject in its own right or within courses such as Physics, Engineering and Technology. Others may take this subject because they have a strong interest in mathematics and enjoy meeting its challenges and engaging with its

problems. The standard level course is a course aimed at students with a scientific bias to their curriculum.

In general, IB Maths helps the students to develop a variety of skills which include understanding, using and interpreting mathematical terminology and notation, solving various mathematical problems using appropriate strategies and methods, to present data in many forms and finally, to demonstrate understanding and use of mathematical practical applications and modeling.

Group 6: The Arts

The study of a subject from group 6 is optional. You may instead choose another subject from group 1 – 4.

The emphasis of the subjects in group 6 is on creativity in the context of disciplined, practical research into the relevant genres.

IB Visual Arts SL/HL Year 1

Course Description:

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

Content of Course/Outcomes:

Studying the IB Visual Arts course allows students to develop a critical and intensely personal view of themselves in relation to the world. The visual arts coursework is explored in three areas of practice:

1. Theoretical

Students examine and compare the work of artists from different cultural contexts. They investigate and compare how and why different techniques and processes have evolved.

In addition, they learn about how to most effectively communicate knowledge and understanding.

2. Art Making

Students make art through a process of investigation, thinking critically and experimenting with techniques and media in several areas. They develop concepts through processes that are informed by skills, techniques and media. By the end of the course students will have produced a body of artwork through a process of reflection and evaluation, showing a synthesis of skill, media and concept.

3. Curatorial Practice

Students consider the nature of “exhibition” and think about the process of selection and the potential impact of their work on different audiences. In the spring of Year 2 of the course, students select and present resolved works for exhibition.

Assessment

At the end of the two years, the IB-assessed components for the Visual Arts Course are as follows:

1. **Comparative study:** Students analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts. Externally assessed (20%)
2. **Process portfolio:** Students submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course. Externally assessed (40%)
3. **Exhibition:** Students submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication. Internally assessed (40%)

The Core Requirement of the Diploma Programme

The Extended Essay (EE)

The Extended Essay (EE) is a piece of personal research of about 4000 words supervised by a ALS teacher in accordance with the guidelines published by the IB Organization (IBO). It must be in one of the DP subjects and must meet the assessment criteria and follow subject-specific details. All extended essays are externally marked on a scale from 0 to 36. The supervisor submits a predicted grade to the IB.

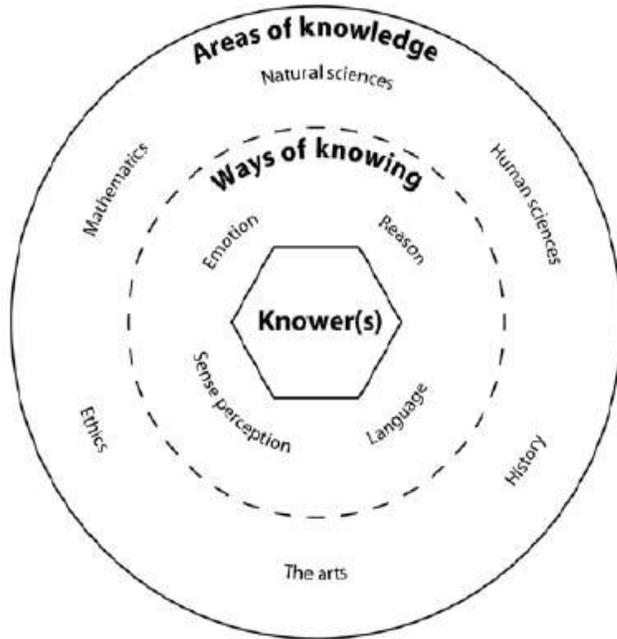


The marks obtained are converted to a letter grade using the following mark bands

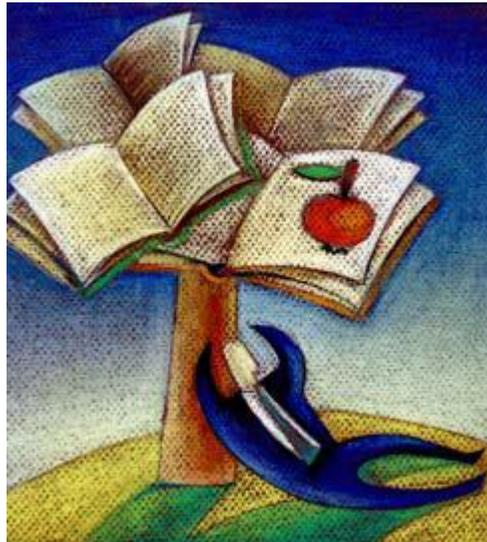
Grade		Mark band
A	Excellent	30 – 36
B	Good	25 - 29
C	Satisfactory	17 - 24
D	Mediocre	9 - 16
E	Poor	0 - 8

Theory of Knowledge (TOK)

The Theory of Knowledge (TOK) course is known as the “flagship” of the DP and encourages students to think critically about knowledge itself. The TOK programme is often represented by the pictorial diagramme in the following page:



At the heart of the course is the student as a knower, surrounded by the ways of knowing and the areas of knowledge. The manner and order in which the topics are addressed is decided by the TOK teacher.



The TOK course has two assessment tasks:

Part 1: Externally assessed - 40 points essay (1200 – 1600 words) on one of the 10 prescribed titles.

Part 2: Internally assessed – 20 points comprising a presentation (individual or group). A written presentation planning document and marking form are to be submitted.

The prescribed titles are sent by the IB each year. Both tasks are assessed using identified criteria. There are four assessment criteria for each of the tasks.

Creativity, Action, Service (CAS)



Assisting in After School Activities



Assisting in Library



Zahra Breast Cancer Institution

This involves students in experiential learning through a range of artistic, sporting, physical and service activities that need to amount to 150 hours or more. This helps the development of self-confidence, empathy and willingness to help others. It fosters students' awareness and appreciation of life outside the academic arena. Students are asked to reflect on their actions within the programme.

How does a student know which courses to choose?

Here is a list of things to do before making a final choice of IB subject courses:

1- Decide what career/profession (eg: lawyer, journalist, etc...) you might want to do in the future.

2- Decide which programme (eg: engineering, art, business, etc...) you might want to do in college or university. It is a good idea to know the institution/country you would like to attend after you receive your IB diploma.

3- Find out online about the entry requirements for the programme of study and at the university you have chosen because all institutions differ. Don't forget to also know which language(s) is needed to study in the chosen field. If you need any help ask your counsellors.

4- Make your subject choices accordingly using the form available at the DP Coordinator's office (**Form 3**).

Many courses at university do not require specific subjects. Universities are more interested in your overall points.



What do you want to do?	Suggested subjects in each IB Group (CAPITALS=HL, LOWER CASE=SL/=alternatives, bold=strongly recommended)					
	1	2	3	4	5	6
Medicine/ Biochemistry	English A	Any language course: Arabic A	ITGS	CHEMISTRY	MATHS	BIOLOGY
For medicine and related degrees, 2 HL sciences and Maths SL is good. Only take Maths HL if your maths is very good. London medical schools prefer a group 3HL as well to show that you can write essays. You can select any other SL subjects to show your breath of interests.						
Engineering, Architecture Physics Maths	English A	Any language course	Any Group 3 subjects	PHYSICS	MATHS	Any Group 6 subject
These degrees normally expect Physics and Maths HL but many will accept Maths SL and a few will take you with Maths Studies and Physics. Visual Arts helps with Architecture applications.						
Art / Drama	ENGLISH A	Any language	ITGS	Biology	Maths Studies	VISUAL ART
History/ Social science Degrees (Law, Politics, Anthropology, etc.)	ENGLISH A	Any language	HISTORY/ /Any Group 3 subjects	Any Group 4 subjects	Maths Studies	Any Group 6 subjects
Maths/ computing	English A	Any language	Any Group 3 subjects	PHYSICS/ Any science	MATHS	Any Group 6 subject
If you have no idea what you want to do.....	Suggested subjects in each IB Group (CAPITALS = HL, LOWER CASE = SL / = alternatives, bold = strongly recommended)					
	1	2	3	4	5	6
....and want to keep lots of doors open	ENGLISH	Any language	HISTORY/ ITGS	Any science at HL	Maths SL (if your maths is pretty good)	Any Group 6 subjects
...and like reading and writing essays	ENGLISH	Any language	Any Group 3 subjects	PHYSICS	MATHS	Any Group 6 subject
...and want subjects with a lower writing load	English	An ab initio language	ITGS	CHEMISTRY	Maths Studies	VISUAL ARTS

The IB Grading Scheme is as follows:

- □1 very poor
- □2 poor
- □3 mediocre
- □4 satisfactory
- □5 good
- □6 very good
- □7 excellent

Award of the IB diploma (From IB)

- Diploma is awarded to students who gain at least 24 points.
- All CAS requirements have been met.
- Grades A (highest) to E (lowest) have been awarded for both theory of knowledge and an extended essay, with a grade of at least D in one of them.
- There is no grade 1 in any subject.
- There is no grade 2 at higher level.
- There is no more than one grade 2 at standard level.
- Overall, there are no more than three grades 3 or below.
- At least 12 points have been gained on higher level subjects (candidates who register for four higher level subjects must gain at least 16 points at higher level).
- At least 9 points have been gained on standard level subjects
- (candidates who register for two standard level subjects must gain at least 6 points at standard level).
- The final award committee has not judged the candidate to be guilty of malpractice.

Award of the Bilingual Diploma

A bilingual diploma will be awarded to a successful candidate who:

- a) takes two languages A
or
- b) takes Arabic A and a group 3 subject in English

Award of the certificate

Certificate candidates will receive a certificate indicating the results obtained in individual subjects. An IB diploma candidate who fails to satisfy the requirements for the award of an IB

diploma will be awarded a certificate indicating the grades obtained in individual subjects, together with results in theory of knowledge and the extended essay and the completion of all CAS requirements, as appropriate.

Parent concerns and frequently asked questions:

Deadlines or Due Dates, are they firm?

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

Who do I speak to for university advice?

Counsellors will assist you with any university requirements necessary.

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

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

Will my son/daughter be accepted at university?

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

Recommendation letters from teachers?

Students may request university recommendation letters from teachers via the counsellor’s office.

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

NO changes are allowed after the end of Grade 11 for the levels. However, students will not be allowed to change subjects after the first three weeks of teaching in Grade 11, otherwise a student would be disadvantaged.

How many points will they need?

Students will pass with 24 out of 45 points

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

Students will have to keep in mind that a fair amount of review is necessary during their summer months so that concepts stay fresh in their minds. It is important to remember that exams in May of Grade 12 are based on **TWO** years of study and **NOT** only **ONE**. They should also be doing further research on their

Extended Essays as the first draft is due immediately school resumes and completing any course work required by individual subjects.

University Recognition

The IB diploma is a passport to higher education. Universities around the world welcome the unique characteristics of IB Diploma Programme students and recognize the way in which the programme 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. For example:

- Oxford University, United Kingdom (admissions.ox.ac.uk/courses/enreq.shtml)
- University of British Columbia, Canada (students.ubc.ca/welcome/admission.cfm?page=ib)
- University of Auckland, New Zealand
(www.auckland.ac.nz/uoa/for/prospective/programmes/getting_in/ib.cfm)
- Harvard University, United States
(www.admissions.college.harvard.edu/utilities/faq/international/admissions/index.html)

The IB maintains information about university recognition that is displayed on the country information pages (www.ibo.org/country/) and in a searchable university recognition directory (www.ibo.org/diploma/recognition/directory/index.cfm).

We always advise that you consult the admissions office of any university in which you are particularly interested as changes in admission requirements may be made year to year.

Policy on Academic Honesty

The main objective of the policy on academic honesty at ALS is to create an intellectual climate in which sanctions and procedures which accompany academic dishonesty become superfluous.

Instances of academic dishonesty

Academic dishonesty constitutes acts which result or may result in an individual gaining unfair advantage. The following is a list of such behaviour, but is by no means exhaustive:

- Plagiarism: offering the words, ideas, works or arguments of another person (in whole or part) as one's own. This includes works of art whether music, film, dance, theatre arts or visual arts.
- Copying from another student or making information available to another student during a test or examination
- Fabricating or falsifying research data
- Submitting the same piece of work for more than one course (this is strictly forbidden by the IB)
- Communicating with another student during examinations
- Bringing into the examination room materials which are not permitted
- Interfering in the scholastic work of another student, for example by stealing laboratory reports, computer files and library materials

- Altering grades awarded by a teacher
- Stealing examination papers
- Using an unauthorized calculator during a test or an examination
- Impersonating another student

Teacher responsibility

Teachers at ALS are expected to encourage good practice among students. The following are some of the measures that should be adopted to avoid malpractice.

- Provide advice to students when necessary so that students have a clear idea of what constitutes plagiarism in the various subjects
- Ensure that the words, ideas, works from sources are acknowledged appropriately
- Be vigilant enough to spot inexplicable changes in the style and quality of student work
- Question students on written work, especially the extended essay, in order to determine whether the work is really that of the student
- Use a search engine / turnitin.com whenever possible to detect plagiarized work
- Authenticate student work whenever required. The IB expects “each teacher to confirm that, to the best of his or her knowledge, all candidates’ work accepted or submitted for assessment is the authentic work of each candidate”
- Distinguish between collaboration and collusion to prevent allegations of collusion against students
- Be familiar with the IB publication “Academic honesty: guidance for schools”
- Cooperate in the investigation of suspected cases of malpractice
- Write a statement for any report on malpractice to be submitted to the IB. The IB provides guidelines on what should be included in this statement.
- Not leave candidates unsupervised during examinations
- Not disclose the contents of an examination paper within 24 hours after the examination has been conducted
- Not permit a candidate additional time in an examination unless formal authorization has been granted
- Not start an examination before the scheduled time
- Not provide undue assistance to a candidate in components that contribute to the assessment requirements of the IB programme. Guidelines on this are often provided in the various subject guides and teacher support material published by the IB.

Student responsibility

Ultimately it is the student's responsibility to ensure the integrity of all work and to understand what constitutes an offence against academic honesty. Students are strongly advised to abide by the following guidelines:

- Acknowledge all sources (eg books, journals, internet sites, CD-Rom, magazines, photographs etc) using any standard citation style when writing assignments
- Use footnotes and endnotes to acknowledge the source of an idea that emerged from a discussion with another person.
- Paraphrased ideas of another person should also be acknowledged
- Review all work before submission to check that all sources have been acknowledged
- As far as possible work independently with the support of the subject teacher
- When collaboration with other students is required or encouraged by teachers ensure that the final work is produced independently
- Do not attempt to submit a similar piece of work for different assessment components of your IB programme (eg your internal assessment and the extended essay)
- Listen to and follow all instructions given before an examination

Sanctions for academic dishonesty

Sanctions against academic dishonesty may range from warning to dismissal depending on the seriousness of the offence. Turnitin.com is being used to detect cases of plagiarism.

The consequences are (but not limited by):

- 1st offence: A grade of F or a 0 will be given for the assignment. Boy's/Girl's Coordinators, Principal and the parents are notified by the teacher. Students are allowed to make up work with a maximum grade of 4 to replace 0.
- 2nd offence: A grade of F or 0 will be given for the assignment and after school detention is assigned. The counselor, coordinators, and principal are notified. Parents will be informed in writing and a parent conference will be held with teacher and principal. The student will not be allowed to make up the work.
- 3rd offence: A grade of F or 0 and the student received a one day in-school suspension. Parents will be informed in writing and a parent conference will be held with teacher and principal. The student will not be allowed to make up the work.
- Further offences will lead to out of school suspension and academic probation.
- If a teacher or the IB Coordinator has reason to believe that a piece of work to be submitted to the IB is not authentic, that work will not be accepted. This will result in no grade being awarded for the subject.
- Proven cases of theft of examination / test materials will result in expulsion from school
- The set IB procedure will be followed in cases of any malpractices during IB examinations

Study Habits

The following pages are intended to give you some ideas and assistance in the organization of your time and the ways that you can best prepare yourself for a successful completion of your school career.

Regular Work

This consists of understanding work covered in class time. Teachers try to encourage this by setting homework on material covered but this method does **not** work if you:

- do not do the homework;
- do it, but do not understand it;
- copy it.

Taking notes and understanding at the same time can be difficult, therefore full understanding can only occur if you re-read the notes given. If you leave the re-reading until shortly before an examination, it will be too late. However, if you re-read the notes before the next lesson in that subject, then you can ask questions at the beginning of the lesson if any points are unclear. If you also extend this re-reading of notes session to include other notes from earlier lessons, you have started a continuous revision programme.

Scheduling

The mind is willing but the flesh is weak. “I’ll do it tomorrow”, “It doesn’t matter if I don’t work tonight, I’ll catch up later”. These statements are fine, if they are correct. One way to try to help yourself keep up-to-date with your work is to schedule your time sensibly especially at the weekends. One way to schedule homework and IB assignments is to use a diary and plan your time accordingly so that you give yourself enough time for research, preparation and completion. Also, be sure to enter your social activities in your diary to avoid any conflicts. You should not be in a position where you are completing assignments in a rushed manner the night before submission.

Deadlines

Internal deadlines are given to help you organize your work in order to avoid a situation of overload. It is most important that you meet these internal deadlines in order that I can dispatch the assignments to examiners around the world and meet these worldwide deadlines. It is important to look on the IB as a full two-year course, not a series of exams which you have to pass. It will be very difficult to meet deadlines if you have not worked steadily throughout the year.

Presentation

If it is at all possible, write an essay on a word-processor. This allows you to change the text easily and improves the presentation of your work. Here are a few tips:

- write the whole title of the assignment at the top of the first page.
- write your name on each sheet of paper.
- use only one side of each sheet of A4 paper.

At the end of each essay, which is to be examined by an external IB examiner, include an accurate word count. This should include any quotations in the main body of the essay, but exclude the title and bibliography.

Taking Notes

Some teachers will dictate notes for you to use, others will explain topics without formal notes, and some will use a combination. Dictated notes are easy to take, but are they understood? It is easy to take dictation with your ears open and your brain closed. This means you have a perfect set of notes but not much idea of what they mean. It is up to you to read and understand them.

Understanding explanations in class is fine, but will you remember it later? It is important to take down key words or phrases and then to develop them into understandable notes later (do not try to write down every word!). This helps you to understand more fully, and gives you something to revise from at a later date.

Revision

For revision purposes a list of key points is required. These lists can be made when re-reading a topic for the first time. During revision at a later date these lists can be consulted. If a key point is not very clear then seek clarification from your notes or textbook. Sometimes a diagram is better than many words, or mind maps which are key phrases joined together by lines indicating a relationship, e.g. linking causes of war in history. A revision schedule should be drawn up at a very early stage. You cannot revise for all of the examinations in a few days. If you have been conducting “ongoing” revision then this will be easier since you will be prepared. Time management is important; if you can organize your time sensibly then you are half way to success. We all fall behind at some point, but if it drags on too long, you may get so far behind that you cannot catch up. In the end it is up to you. If you have no self-discipline, then you must attempt to change it.

Reports

The Schools Progress Reports and report cards give a good indication of progress into the school year.

Problems

Hopefully, during this last final strenuous year at school you will not encounter any major problems. However, sometimes problems do occur and you may find it difficult to work effectively. If this happens, it is important that you talk to somebody sooner rather than later. The Counsellor or the principal may be able to help you, or indeed any of the teaching staff. Do not let any worries build up and get on top of you.

Suggestions

- Be an active learner – listen carefully in class and think about what you are hearing and doing. Ask questions if you do not understand something.
- Participate in class.

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- Learn how to study for each subject – different subjects require different approaches and different skills. Once you find a method for learning a subject more easily, keep using that method of learning.
 - Subject matter – if you learn the basics, you will learn the next part more easily. That is why it is important to learn and understand each new component that is taught each day. You cannot “cram” total learning at the last minute.
 - A good place of study – work in a place where there are few distractions and keep your “tools” nearby so that you can find them when you need them.
 - Schedule your study time – try to study when you are at your best but you also need to be flexible. Look through the amount of homework you have each day and then plan enough time to do it.
 - Taking a break – a short break will refresh your mind and put you in a position to tackle your work again.
 - Plan your homework – you may find that it is more rewarding to do the shorter or easier assignments first. With these done you may find you are able to concentrate better on longer or more complex assignments.
 - Do your homework neatly – it is in your interest to write up your notes and complete assignments neatly. When you review for exams it will be easier to learn the material. It will also help you to develop good habits, which will carry over into other parts of your life; neatness is valued and rewarded.
 - I strongly recommend the use of a word-processor when completing essays in all subjects which are for external moderation, such as a World Literature assignment or an Extended Essay.

Form 1

IB Diploma Program (2014-2016)

General regulations

Name of student: _____

Name of Parent / Guardian: _____

This is to acknowledge that we have completed the following:

1. Received, read, understood and accepted the IB Diploma Programme general regulations document
2. Noted and understood the rules on copyright relating to students materials submitted to the International Baccalaureate Organization as provided under article 3 of the general regulations.

Signature of student: _____ Signature of parent / guardian: _____

Date: _____

Date: _____



IB Diploma Subjects Available at ALS Class 2016

Student's Name: _____

Date: _____

Group	Group Name	Description	Subject	Student's Subject Choice
1	Language A: Language and Literature	Preferred First Language	Arabic A <i>HL/SL</i>	
			English A <i>HL/SL</i>	
2	Language B (HL/SL)	Second Language (intermediate)	English B <i>HL/SL</i>	
	Ab initio SL	Beginner's Language	Spanish Ab Initio <i>SL</i>	
3	Individuals and Societies	Humanities	Business and Management <i>HL/SL</i>	
			Psychology <i>HL/SL</i>	
			History <i>HL/SL</i>	
			ITGS <i>HL/SL</i>	
4	Experimental Sciences	Sciences	Biology <i>HL/SL</i>	
			Chemistry <i>HL/SL</i>	
			Physics <i>HL/SL</i>	
5	Mathematics	Fundamental Skills Maths	Mathematics Studies <i>SL</i>	
		Intermediate Maths	Mathematical Methods <i>SL</i>	
		Advanced Level Maths	Mathematics HL	
6	Arts or a second subject from group 2,3,or 4	The Arts	Visual Art <i>HL/SL</i>	
		Second subject from group 2, 3, or 4		
Core	Theory of Knowledge	Ways of Knowing Areas of Knowledge		
	Extended Essay	Research Essay		Own choice of topic
	Creativity, Actions and Services			

Note: Students are required to select at least one language from group 1. They are also required to select a different second language from either group 1 or group 2. Students may select another subject from group 2, 3, or 4 instead of a group 6 subject.

College Counsellor's Signature

Date

DP Coordinator's Signature

Date

Student's Signature

Date

Parent's Signature

Date

Principal's Signature

Date

Current Status: _____ Full Diploma, _____ Certificate(s), _____ ALS Diploma