

stephen perse

foundation

**Stephen Perse Foundation**

**IB Handbook**

# IB Mission Statement:

The International Baccalaureate (IB) 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 Stephen Perse Foundation core values

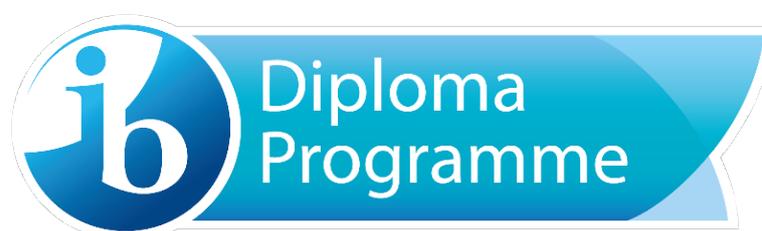
- Individuality and the unique potential of every child
- Excellence and creativity in teaching and learning
- Encouraging personal and social responsibility
- Transforming learning by creating a dynamic environment
- Connecting to a world of opportunity, through a global outlook
- Inspiring confident, independent thinkers

As you can see, there are many parallels between our core values and the IB's statement which is one of the main reasons that we decided to join the International Baccalaureate and start to offer the Diploma Programme in 2008. Throughout the course of the next two years there will be many opportunities and challenges and it is our hope and belief that you will best enjoy the programme, and gain the most from it, if you are particularly careful to work with your teachers and tutors.

The IB Learner Profile, in effect, describes the sort of student that the IBDP aims to foster. Students should be:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

I am sure that you will agree that these are laudable goals for any person.



# Practical Details - index

4.....The structure of the IB Diploma Programme

5.....Grading and examinations

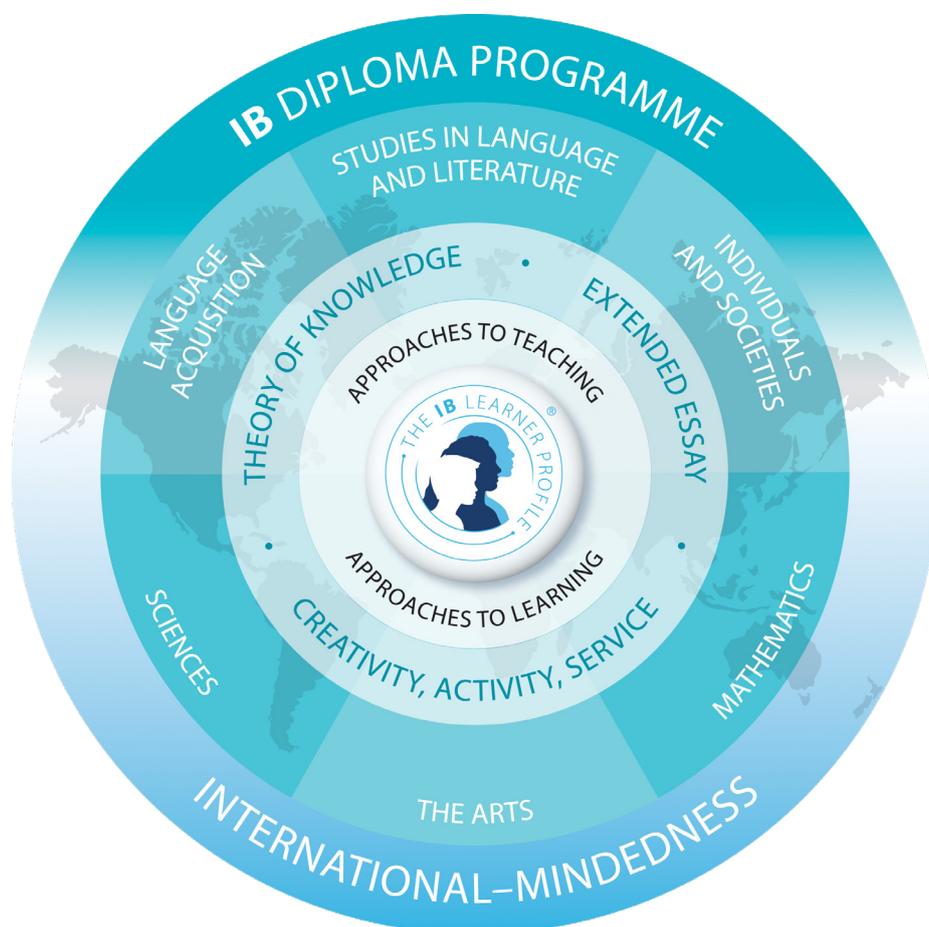
7.....The IB Core

- a) CAS (creativity, activity and service)
- b) ToK (theory of knowledge)
- c) EE (extended essay)

9.....Academic honesty

11.....Coursework and non-examination assessments

12.....References



# IB Diploma Programme

The IB Diploma programme consists of a core curriculum, comprising the CAS programme, Extended Essay and Theory of Knowledge along with 6 subject groups.

Group 1	English Literature
Group 2:	Language Acquisition
Group 3:	Individuals and Societies
Group 4:	Experimental Sciences
Group 5:	Mathematics
Group 6:	The Arts

Students must take one subject from groups 1-5 and one other subject, either from group 6 or a second subject from groups 2, 3, or 4. Three subjects are studied at Higher Level (HL) and the other three at Standard Level (SL), Studies or ab Initio.

Please note that the course outline for the IBDP (available via <http://sixthform.stephenperse.com/ib>) provides details of the content of the courses.

The International Baccalaureate Organisation website gives further information <https://ibo.org/programmes/diploma-programme/curriculum/>

Without going into too much detail at this stage, I am obliged to give you a few more technicalities of the programme, particularly the examination requirements and the points required to gain the award of the Diploma.

# Grading and Examinations

All IB subjects are graded from 1-7points, 7 being the highest. There is no differential in the points awarded for a standard level and a higher level subject.

The maximum subject total is therefore 42 points.

In addition students are awarded up to 3 core points to give a final total out of 45 points.

The core points are awarded based on the combined results of the extended essay and theory of knowledge assessments according to the grid below.

		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
	No Grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

All external examinations are taken at the end of the second year of the course. Examinations are normally scheduled in the first three weeks of May.

**Please note:** *the external exams may fall on UK Bank Holiday dates or during the Stephen Perse's own holiday dates.* If this is the case, I will give you as much notice as possible but it is not possible to move these examinations for any reason and your son / daughter will have to attend on that day.

## Points required for the Diploma (taken from the General Regulations: Diploma Programme section 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.

A maximum of three examination sessions are allowed in which to satisfy the requirements for the award of the IB diploma. If necessary, resits would be available in the November and in the May sessions.

More information about grading and assessment can be found in the [IB guide to grades and assessments](#)



# IB Diploma Programme

## Creativity, Activity and Service (CAS)

CAS enables students to demonstrate the attributes of the IB learner profile in real and practical ways, to grow as unique individuals and to recognize their role in relation to others. Students develop skills, attitudes and dispositions through a variety of individual and group experiences that provide students with opportunities to explore their interests and express their passions, personalities and perspectives. CAS complements a challenging academic programme in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment.

Students engage in CAS experiences involving one or more of the three CAS strands. A CAS experience can be a single event or may be an extended series of events.

Further, students undertake a CAS project of at least one month's duration that challenges students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making. The CAS project can address any single strand of CAS, or combine two or all three strands

All CAS students are expected to maintain and complete a CAS log as evidence of their engagement with CAS. Activities that contribute towards CAS are logged electronically using Managebac, a database designed specifically for IB students.

Please note that it is essential that entries of CAS are made on Managebac and that there is sufficient evidence for the CAS coordinator (Ms Alison Daniels, [ajd@stephenperse.com](mailto:ajd@stephenperse.com)) to determine the completion of the IB requirement. This evidence may be required to be sent to the IB for moderation at very short notice.

There are three formal documented interviews students must have with the CAS coordinator. The first interview is at the beginning of the CAS programme, the second at the end of the first year, and the third interview is at the end of the CAS programme. CAS emphasizes reflection which is central to building a deep and rich experience in CAS. Reflection informs students' learning and growth by allowing students to explore ideas, skills, strengths, limitations and areas for further development and consider how they may use prior learning in new contexts.

CAS is not graded in anyway however we will include an assessment of your son / daughter's CAS programme in our reporting cycle.

## Theory of Knowledge (ToK)

ToK is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It is a core element which all Diploma Programme students undertake. ToK and the Diploma Programme subjects support each other in the sense that they reference each other and share some common goals. The ToK course examines how we know what we claim to know. It does this by encouraging students to analyse knowledge claims and explore knowledge questions. A knowledge claim is the assertion that "I/we know X" or "I/we know how to Y", or a statement about knowledge; a knowledge question is an open question about knowledge.

Theory of Knowledge is assessed via an exhibition and an essay. The essay is externally assessed by the IB, and must be on any one of the six prescribed titles issued by the IB for each examination session. The maximum word limit for the essay is 1,600 words. The ToK exhibition is scheduled for the spring of yr 13. The marks for the essay and exhibition are combined and are joined with the Extended Essay mark to give a total points score out of 3 for the 'core' component of the Diploma. The curriculum leader for ToK is Mr Andrew Roberts ([aro@stephenperse.com](mailto:aro@stephenperse.com))

## Extended Essay

The extended essay is an in-depth study of a focused topic chosen from the list of approved Diploma Programme subjects—normally one of the student's six chosen subjects for the IB diploma. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. It provides students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (a teacher in the school). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen.

Whilst independent research and writing is an important element of all education, the Diploma candidate will be expected to incorporate the concern for reason, interpretation and evaluation that are features of the Theory of Knowledge (ToK) course.

The essay will be produced on the basis of approximately 40 hours of work by the students and approximately 3 to 5 hours of support from a member of the teaching staff.

The essay is marked using the criteria as set out by the IB and which will be given to all IBDP students as they start to formulate their ideas. The Essay is graded from A to E ('excellent' to 'elementary') and is combined with the Theory of Knowledge grade to give a points score out of 3 for the 'core'.

The whole process of the Extended Essay is managed and monitored by the EE coordinator Ms Alison Daniels ([ajd@stephenperse.com](mailto:ajd@stephenperse.com))

# Academic Honesty

The full policy can be found on the [SPF website](#).

Academic honesty in the Diploma Programme (DP) is a set of values and behaviours informed by the attributes of the learner profile. In teaching, learning and assessment, academic honesty serves to promote personal integrity, engender respect for the integrity of others and their work, and ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies.

All coursework—including work submitted for assessment—is to be authentic, based on the student's individual and original ideas with the ideas and work of others fully acknowledged.

Diploma Programme candidates submit work for assessment in a variety of media that may include audio-visual material, text, graphs, images and/or data published in print or electronic sources. If a candidate uses the work or ideas of another person the candidate must acknowledge the source using a standard style of referencing in a consistent manner. A candidate's failure to acknowledge a source will be investigated by the IB as a potential breach of regulations that may result in a penalty imposed by the IB final award committee. (Section A8.1, Handbook of Procedures, IBO 2015)

I would therefore particularly like to draw your attention to the IB regulations on Academic misconduct.

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. (Article 3.3, General Regulations, IBO 2014)

All IBDP candidates must be aware that there is a 24-hour information blackout following any exam. This means that no information must be shared with anyone, including teaching staff, concerning the content of the examination within 24 hours of its completion.

## 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 20, General Regulations, IBO 2014)

Academic honesty is integral to the IB Diploma Programme and to all students and teachers at The Stephen Perse Sixth Foundation whether they are involved in the IB Diploma Programme or any other level of study. Academic honesty includes a range of issues related to conduct in examinations and the integrity of all work submitted for internal and external assessment. Whilst the consequences of dishonesty may be more apparent when the examinations or other assessments are related to public qualifications such as the IB Diploma, A-Levels or GCSEs The Stephen Perse Sixth Form place a similar importance on the academic honesty of all other items of work for example a homework assignment or a class unit test. All students should also be aware that the fabrication of any data, for example the results of an experiment or the results of a survey, is a breach of the code of academic honesty.

All students should make sure that they are familiar with the definitions given above. Plagiarism encompasses a wide range of issues. Other people's ideas as well as their words must be acknowledged as well as all forms of electronic media whether email, CD-ROM, DVD, internet, television, audio, images, photographs and computer programmes to name a few.

It is acknowledged that some items of work require students to work collaboratively with others. However, the final work submitted must be produced independently. In this way, it is important to realise that collusion is not the same as collaboration. Teaching staff at The Stephen Perse Sixth Form will work with all students to help further their understanding of matters of academic honesty and to enable students to have knowledge of appropriate research methods, eg. referencing systems, such that they are able to conform to the codes of best practice.

## Issues specifically concerning International Baccalaureate Diploma Programme candidates

Aspects of malpractice include the breaking of the regulations that apply to the examination room. Particular attention is drawn to the need to follow all instructions as given by the invigilator or by any other member of the staff of The Stephen Perse Foundation. Included in this is the need to observe the absolute rule that there must be no discussion of the content of any examination paper with anyone 'outside the immediate school community within 24 hours after the examination' (IBO 2015).

All students should be made aware that the International Baccalaureate Diploma Programme assessment procedures involve the checking of a random sample of submitted work, eg. the Extended Essay and the Theory of Knowledge essay, against web based programme that seeks to detect plagiarism (eg. Turnitin.com). Any student whose work is identified by this or any other process will risk the entry of a fail grade in that particular item and therefore the Diploma and Certificate in that particular subject may not be awarded.

The Stephen Perse Sixth Form takes matters related to academic honesty extremely seriously. Any breach of the code as laid out in this document and elsewhere by the IBO will also be taken as a serious breach of our own Code of Conduct and appropriate action will therefore follow. All breaches of the Code by an IB candidate will be automatically referred to the Director of the Stephen Perse Sixth Form. If the Coordinator (or a teacher) has reason to suspect that part of or all of a candidate's work may not be authentic, that work cannot be accepted or submitted for assessment. The candidate may be offered one chance to redo the work. This must be done by the deadline as set within the Stephen Perse Sixth Form. If there is not enough time to allow this, a Fail grade will be entered.

# Coursework and non-examination assessments

As all subjects within the IB include assessed coursework. These take a variety of forms including written assignments, exhibitions, portfolios and oral assessments. As there are multiple combinations of subjects, it is not possible to schedule coursework deadlines without some overlap between them. An overview of the schedule is provided in the IB Information classroom but may be subject to change.

Every attempt is made to stagger deadlines across the two years but it is inevitable that, on occasions, a student might have several deadlines that coincide. As all students are aware of this well in advance, they should be able to make suitable provisions. It is entirely possible that if a deadline is not met then the student would be required to submit an earlier version, their 'draft', as the final offering. Ultimately, failure to meet deadlines may result in a student failing their diploma.

Students often want to know why the Internal Assessments cannot be brought forward to earlier points in the Lower Sixth to spread the burden of assessed work further. The reason is almost always because these assessments are marked against the final standard within the subject. Over the course of the first term, students grow in their knowledge and awareness of the requirements of the subject courses. Their writing and skills of analysis and synthesis develop.

If a student has specific medical circumstances that intervene then appropriate documentation should be provided to the IBDP Coordinator such as that which would be required for special circumstances relating to a public examination.

The regulations for most subjects allow the teachers to only give feedback on one written version/draft of a student's assessed work. It is important therefore that the students make every effort to ensure that this draft is as complete as possible. For this reason the due dates for draft coursework are included in the timeline document. Although teachers can have limited further discussions with a student, they cannot comment on a second written copy of any part of the work.

It is wise to point out a few things that apply to Sixth Form study in general but also specifically to the IBDP.

- a. Internal Assessments (IAs) count. They are significant for the end mark achieved and also for our predictions for university entrance. They are an opportunity to 'bag' marks. Each IA has its own specific mark scheme and guidance which is available to the students before they do the task. Failure to take notice of this guidance causes major problems.
- b. Word limits in IAs (where they exist) are extremely important. The examiner is sometimes required to penalize work that exceeds the limit (see the mark schemes and guidance for each IA for details).
- c. Students will be formally assessed at various points during their sixth form studies; in February and June of the lower sixth and January of the upper sixth as well as more informally in lessons. There is an inevitable concentration of IA deadlines during the Autumn term in the upper sixth which in combination with university applications makes this a particularly busy time. It is therefore important to use the summer break between the lower and upper sixth years and to plan carefully to manage.
- d. The end of the Lower Sixth is therefore a critical time for IB students – they do not have public examinations but they can expect to be very busy including during the period running up to the end of the Summer Term.
- e. Excessive university open day attendance is unwise. Please note that many universities hold Open Events at weekends and also during the summer holiday period.
- f. When an IB student has several ongoing projects at this time, including the Extended Essay, it is usually best to ensure that every task is moved on step by step rather than concentrating all efforts in one area at a time.

- g. The Extended Essay interim deadlines are particularly important. If a student is not well prepared for a pre-arranged meeting with the supervisor, little will be achieved and the time may not be possible to make up. Typically, these supervisions last 45 minutes and are a dialogue with the teacher in which guidance is given. They are not a chance to be told what to do next.
- h. There will be off timetable sessions for preparation of the Theory of Knowledge essay and presentation and also to support the Extended Essay.
- i. Academic honesty is rigorously enforced by the IB and therefore also by The Stephen Perse Sixth Form. The Stephen Perse Foundation acknowledges the benefits that some students obtain through weekend employment. However, IB students often tend to be some of the most involved and engaged students who are likely to want to enjoy participating in a wide range of additional activities. We therefore urge significant reflection before taking on such employment and would urge any such commitment to be reviewed during the course.

## References:

International Baccalaureate Organisation (IBO) 2014, *Academic honesty in the IB educational context*

International Baccalaureate Organisation (IBO) 2016, *General Regulations: Diploma Programme*

International Baccalaureate Organisation (IBO) 2014, *Effective citing and referencing*



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