



**Senior School  
International Baccalaureate Diploma**



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Accredited German School Abroad

## **Our IB mission**

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.

<http://www.ibo.org/myib/digitaltoolkit/files/pdfs/IB-mission-statement-en.pdf>

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## 1.0 Purpose of this Handbook

Since the introduction of the IB Diploma to GISS, staff and administration have worked hard to develop and continually update policies which help us with the implementation of the curriculum, assessment procedures and other Senior School / IB Diploma specific issues. Many school issues are covered in the more general GISS Handbook, but other Senior School / IB Diploma issues need more specific attention and clarification; hence, the need for this specific GISS Senior School / IB Diploma Handbook for Students, Parents and Teachers.

## 2.0 How to Use this Handbook

This edition of the GISS Senior School / IB Diploma Handbook for Teachers and Students is a work in progress. The documents contained within will be referred to and used in our work together over the following year, and it is the responsibility of teachers, students and parents to pay close attention to it. Some parts might be rewritten or adjusted as the year goes on, and these will be distributed and included for next year's edition. Any documents for immediate change or addition should be added to the back of the handbook, and superseded parts crossed out. Changes will generally be suggested, discussed and made through our regular IB Teacher's Meetings.

## 3.0 IB Diploma Curriculum Delivery & Student Needs

### 3.1 Background

The German International School Sydney (GISS) is the chosen school for some 260 students from very diverse social and linguistic backgrounds. They all share an outwardly oriented, internationally minded, multicultural education, which in many ways reflects and is necessitated by the global mobility of the school's parents.

As such, the International Baccalaureate Diploma is the ideal platform from which to launch the tertiary education of our students.

Following a groundbreaking agreement between the IB Organisation and the Standing Committee of Ministers of Cultural Affairs in Germany, the German International School Sydney has been given the honour of being chosen to be the first German School Abroad ("Deutsche Auslandsschule") to introduce the International Baccalaureate Diploma as an alternative to the German Abitur.

### 3.2 The International Baccalaureate Diploma Programme

Established in the late 1960s, with its first full year of operation in 1970, the Diploma Programme was originally designed to cater for the educational needs of globally mobile students in international schools. It was developed as a deliberate compromise between the specialization required in some national systems and the breadth preferred in others, without bias towards any particular national system.

The general objectives of the IBO were to provide students with a balanced education, to facilitate geographic and cultural mobility, and to promote international understanding through a shared academic experience. From its inception, the development of the IB Diploma Programme was based on three fundamental principles:

- the need for a broad general education, establishing the basic knowledge and critical thinking skills necessary for further study
- the importance of developing international understanding and citizenship for a more peaceful, productive future

- the need for flexibility of choice among the subjects to be studied, within a balanced framework, so that the students' options could correspond as far as possible to their particular interests and capacities.

Attempting to encapsulate the aims of the IB Diploma Programme in a single sentence, Peterson, one of its founders, suggested that they were “to develop to their fullest potential the powers of each individual to understand, to modify and to enjoy his or her environment, both inner and outer, in its physical, social, moral, aesthetic, and spiritual aspects” (Peterson, A.D.C. *Schools Across Frontiers* Peru 2003, 33). He emphasized the importance of the concept of general education as *process* rather than *content*. Peterson further stated that “the aim of general education was not the acquisition of general knowledge, but the development of the general powers of the mind to operate in a variety of ways of thinking” (41). This principle continues to have a profound effect on the planning of curriculum and methods of assessment for the IB Diploma Programme.

Since its introduction, one of the great advantages of the IB Diploma Programme has been the willingness of IB teachers to experiment with their ideas and practices. Innovative and committed teachers and examiners from many different cultures and systems of education have played a significant role in the development of the programme, and today their participation is as pivotal as ever.

### 3.3 A World-Recognized Qualification

In the years since its founding, the Diploma Programme has become a leading, internationally recognized pre-university qualification. Now it is a symbol of academic excellence worldwide. The student who satisfies its demands demonstrates a strong commitment to learning, both in terms of the mastery of subject content and in the development of wide-ranging skills. He or she is also encouraged to appreciate the universal value of human diversity and its legitimate boundaries, while at the same time understanding the common humanity that we all share.

While each component of the Diploma Programme has specific aims and assessment objectives, the distinctive aims of the programme as a whole are to:

- provide an internationally accepted qualification for entry into higher education
- promote international mindedness
- educate the whole person, emphasizing intellectual, personal, emotional and social growth
- develop inquiry and thinking skills, and the capacity to reflect upon and to evaluate actions critically.

Students learn more than a body of knowledge. 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.

## 4.0 The IB Learner Profile

The IB learner profile is the IBO mission statement translated into a set of learning outcomes for the 21st century. The attributes of the profile express the values inherent to the IB continuum of international education: these are values that should infuse all elements of the Diploma Programme and, therefore, the culture and ethos of all IB World Schools. The learner profile provides a long-term vision of education. It is a set of ideals that can inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose.

The attributes and descriptors of the learner profile define the type of learner the IBO hopes to develop through its programmes. IB programmes promote the education of the whole person, emphasizing intellectual, personal, emotional and social growth through all domains of knowledge. By focusing on the dynamic combination of knowledge, skills, independent critical and creative thought and international-mindedness, the IBO espouses the principle of educating the whole person for a life of active, responsible citizenship. Underlying the IB programmes is the concept of education of the whole person as a lifelong process. The learner profile is a profile of the whole person as a lifelong learner.

As a key cross-programme component, the learner profile will become the central tenet of the IB programmes and central to the definition of what it means to be internationally minded. Thus, the IBO is placing the focus for schools where it belongs: on learning.

It is not intended to be a profile of the perfect student; rather, it can be considered as a map of a lifelong journey in pursuit of international-mindedness. It places the learner firmly at the heart of IB programmes and focuses attention on the processes and the outcomes of learning.

**The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.**

IB learners strive to be:

**Inquirers** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

**Knowledgeable** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Thinkers** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

**Communicators** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

**Principled** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

**Open-minded** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

**Caring** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

**Risk-takers** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

**Balanced** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

**Reflective** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

## 5.0 The GISS IB Diploma Senior School Model

The IB Diploma's vision of the breadth, depth and flexibility of the curriculum is represented today as a circular model, with six academic areas surrounding a core. Students study six subjects selected from six subject groups, concurrently over two years, as well as the core elements of the programme; Theory of Knowledge (ToK), the Extended Essay (EE), and Creativity, Action, Service (CAS).



The six subject groups represent the major domains of learning across all subject disciplines of a curriculum. **At least three, and not more than four of the six subjects selected are taken at higher level (HL), the others at standard level (SL). HL courses represent 240 teaching hours**, and require a greater depth of study across a broader range of content in the subject. **SL courses require 150 hours** and provide breadth of study across the whole Diploma Programme. Within this model, students are able to explore some subjects in depth and some more broadly over the two-year period.

Most subjects are available at both HL and SL and can be taught and examined in English, French, German or Spanish. Although they do change from year to year, we offer the following subjects at the German International School Sydney:

## 5.1 Subject Offerings at GISS

### Group 1 Studies in Language and Literature

English A: Language and Literature	HL and SL
German A: Literature	HL and SL
Mother Tongue Language A: Literature ("self taught")	SL

### Group 2 Language Acquisition

English B	HL only
German B	HL and SL
French B	HL and SL
Spanish B	HL and SL
German <i>ab initio</i>	SL only
Spanish <i>ab initio</i>	SL only

### Group 3 Individuals and Societies

History (taught in German)	HL and SL
Economics (taught in English)	HL and SL
Psychology (taught online in English)	HL and SL
ITGS (taught online in English)	HL and SL

### Group 4 Sciences:

Biology (taught in German)	HL and SL
Physics (taught in English)	HL and SL
Chemistry (taught in English)	HL and SL

### Group 5 Mathematics:

Mathematics (taught in English)	HL
Mathematics (taught in English)	SL

### Group 6 The Arts:

Visual Arts (taught in English)	HL and SL
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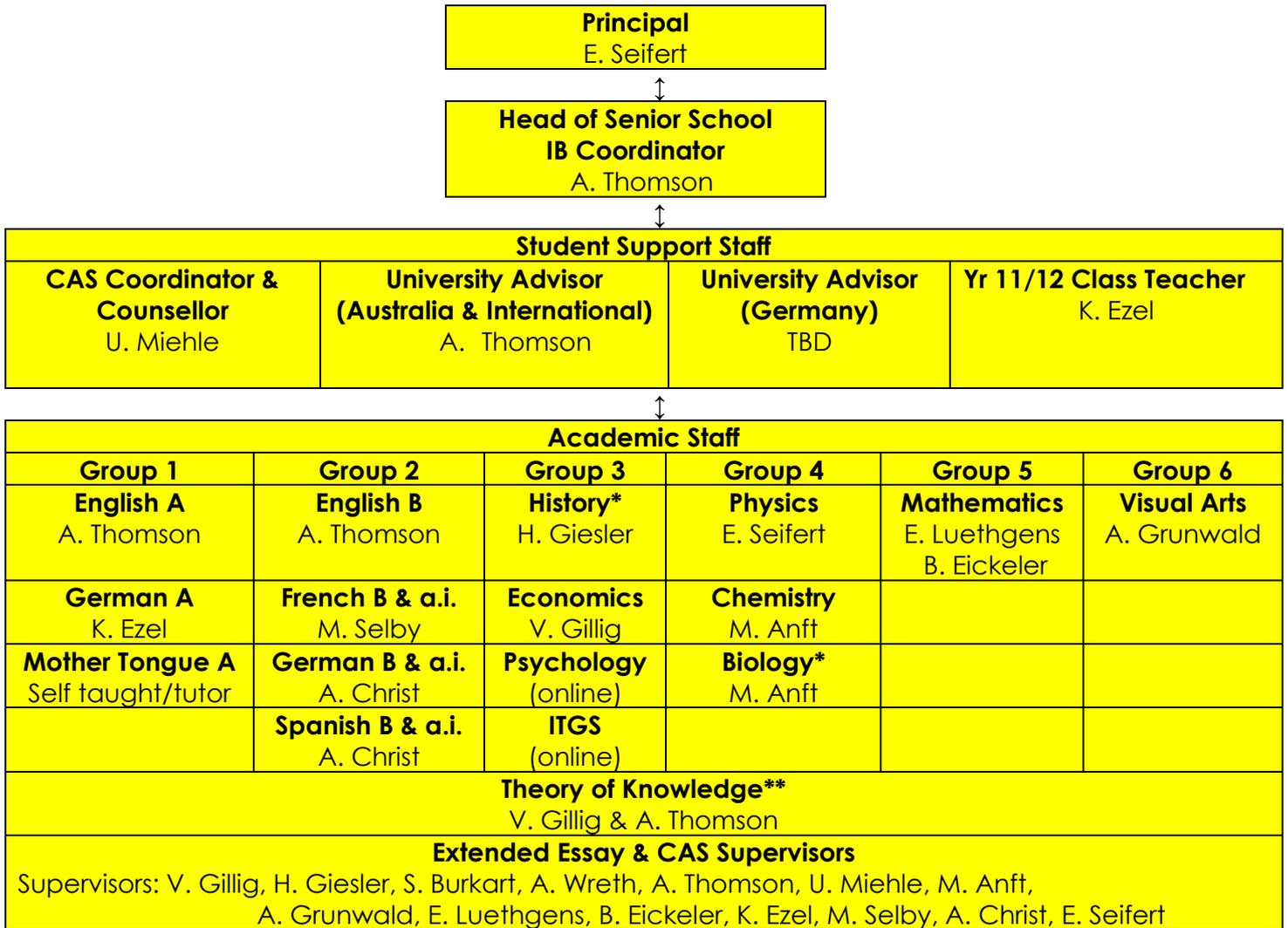
The core of the model consists of the course Theory of Knowledge (TOK) – taught in English and/or German at GISS, the Extended Essay in English or German, and Creativity, Action, Service (CAS). The interdisciplinary TOK course is designed to provide coherence by exploring the nature of knowledge across all disciplines and encouraging an appreciation of other cultural perspectives.

The Extended Essay, with a prescribed limit of 4000 words, offers the opportunity to investigate a topic of individual interest, and acquaints students with the independent research and writing skills expected at tertiary level.

Participation in the school's CAS programme encourages students to be involved in creative activities, sports and community service projects, fostering their awareness, appreciation and balance of life outside the academic arena, whilst encouraging students to become less egocentric and more empathetic and tolerant.

*NB: It is a NSW Board of Studies, Teaching and Educational Standards requirement for all students in NSW to take English, as well as Maths and a Science.*

## 5.2 GISS Senior School Teachers and Organisational Structure



\* taught in German / \*\*taught in both German & English

## 5.3 Breadth and Depth of Study in Subject Groups 1–6

### Group 1: Studies in Language and Literature

Developing an understanding of the nature and value of one's own culture is a fundamental starting point for any educational programme claiming to be international. In this regard, the study of languages has a special role to play. To enable students to deepen their understanding of the literature of their mother tongue culture, 45 different languages in group 1 are regularly available for selection.

However, provided that there is sufficient written literature in a language and that the request is received well in advance of the examination, Language A examinations are provided in any language, no matter how rarely or widely spoken it may be. Therefore, beyond the 45 languages regularly available, the IBO can offer a wide range, from Albanian, Asante and Bemba, to Xhosa, Yoruba and Zulu. Therefore, if we have students at GISS who have another first language apart from English or German, they have the opportunity to study that language as a standard level self-taught subject.

The distinguishing aims of all languages in group 1 are those that:

- encourage a personal appreciation of literature and develop an understanding of the techniques involved in literary criticism
- develop the students' powers of expression, both in oral and written communication, and provide the opportunity for practising and developing the skills involved in writing and speaking in a variety of styles and situations
- broaden the students' perspective through the study of works from other cultures and languages.

### **Group 2: Language Acquisition**

The underlying principle of requiring the study of a second language is to promote cultural understanding through language and, in this case, an understanding of other cultures through the study of other languages. The main emphasis of the modern language courses is on language acquisition and usage, from the comparatively elementary, practical usage at *ab initio* level, to the advanced usage at Language B HL. For bilingual or near-bilingual students there is the option of taking a second language in group 1 ("Language A") instead of (or in addition to) a language in group 2. Many students at GISS are genuinely bilingual and choose this option, leading to the bilingual diploma or "Gemischtsprachiges IB" (see below).

Group 2 language choices are:

Language B HL (need at least 4-5 years of previous learning of reading, writing, speaking & listening)

Language B SL (need at least 2-3 years of previous learning of reading, writing, speaking & listening)

Language *ab initio* (for students with very little previous experience in the language)

### **Group 3: Individuals and Societies**

The subjects offered in this group all provide for the development of a critical appreciation of human experience and behaviour, the varieties of physical, economic and social environments that people inhabit, and the history of social and cultural institutions.

The subjects are designed to foster in students the capacity to identify, to analyse critically and to evaluate theories, concepts and arguments relating to the nature and activities of individuals and societies. Students come to an appreciation of the way in which learning is relevant to both the culture in which the student lives and the culture of other societies. They are encouraged to recognize that human attitudes and opinions are widely diverse and to understand that a study of society requires appreciation of such diversity.

The distinguishing aims of all subjects in group 3 are those that:

- encourage the systematic and critical study of human experience and behaviour, physical, economic and social environments, and the history and development of social and cultural institutions
- promote the appreciation of the way in which learning is relevant to both the culture in which the student lives, and the culture of other societies
- develop awareness in the student that human attitudes and opinions are widely diverse and that a study of society requires an appreciation of such diversity.

Psychology SL is offered through an online course provided by Pamoja Education. The course is supervised at GISS through the site-based coordinator, Annie Thomson.

### **Group 4: Sciences**

The experimental sciences offered in this group provide opportunities for scientific exploration and creativity within global contexts. Each subject contains a body of knowledge, methods and techniques which students are required to learn and apply. In their application of scientific method, students develop an ability to analyse, evaluate and synthesize scientific information.

A compulsory group 4 project encourages students to appreciate the environmental, social and ethical implications of science. This exercise is a collaborative experience where the emphasis is on the *processes* involved in scientific investigation rather than the *products* of such investigation.

Furthermore, the collaboration is interdisciplinary: within the sciences' groups, students analyse a topic or problem which can be investigated in each of the science disciplines offered by the school, and they practice their experimental and investigative skills. By this means, an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method is encouraged, and an opportunity to explore scientific solutions to global questions is provided.

The distinguishing aims of all subjects in group 4 are those that:

- provide opportunities for scientific study and creativity within global contexts that will stimulate and challenge students
- enable students to apply and use a body of knowledge including methods and techniques that characterize science and technology
- engender an awareness of the need for, and the value of, effective collaboration and communication during scientific activities
- raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology
- develop an appreciation of possibilities and limitations associated with science and scientists.

### **Group 5: Mathematics**

Because mathematics enters people's daily lives in so many ways, it is a compulsory area of study for every student. However, because each candidate has different needs, interests and abilities, and will use mathematics to serve different purposes, a variety of courses is offered.

The mathematics subjects aim to enable candidates to develop mathematical knowledge, concepts and principles; to develop logical, critical and creative thinking; and to employ and refine their powers of abstraction and generalization. Students are encouraged to appreciate the international dimensions of mathematics and the multiplicity of its cultural and historical perspectives – they are also encouraged to engage in mathematical pursuits, and to develop an appreciation of the beauty, power and practicality of the discipline.

The subjects in this group are designed to cater for a range of mathematical ability and to provide the mathematical support for the students' other subjects (such as economics and the experimental sciences) and their university and career aspirations. This is particularly important for those students at GISS who may later wish to study in Germany, the mathematical requirements for which our curriculum allows.

The distinguishing aims of all subjects in group 5 are those that enable students to:

- appreciate the international dimensions of mathematics and the multiplicity of its cultural and historical perspectives
- employ and refine the powers of abstraction and generalization
- gain an enhanced awareness of, and utilize the potential of, technological developments in a variety of mathematical contexts.

### **Group 6: The Arts**

The subject in group 6 is interpretative in approach and allows for significant choice of content. This feature, which is appreciated by students and teachers, allows a high degree of adaptability to different cultural contexts, and to the strengths and interests of teachers and their students. The emphasis in all the subjects is on creativity: the making of art in the context of disciplined, practical research into the relevant genres.

Historically, arts assessments in the IB Diploma Programme emphasized imaginative and creative thinking and expression, in both subject matter and technique. More recently, it was recognized that this was a western-orientated bias. In many non-western cultures, 16 to 19-year-olds are taught to imitate the ideas and to practise the skills of the masters. The western-orientated assessment criteria rewarded the students who took risks, experimented, and were adventurous; students from many non-western cultures were discouraged from risk-taking and experiment until they had perfected

their skills. Importantly, the syllabuses and assessments of the current arts subjects have removed much of this bias, and now reflect an eclectic attempt to combine contrasting aesthetics and forms of assessment from around the world.

The distinguishing aims of visual arts are to:

- promote visual and contextual knowledge of art from various cultures
- encourage the pursuit of quality through experimentation and purposeful creative work in various expressive media.

## 5.4 The Pivotal Role of the Core

### Theory of Knowledge (ToK)

The Theory of Knowledge (TOK) requirement is central to the educational philosophy of the Diploma Programme. It offers students and their teachers the opportunity to reflect critically on diverse ways of knowing and on areas of knowledge, and to consider the role and nature of knowledge in their own culture, in the cultures of others and in the wider world. It prompts students' awareness of themselves as thinkers, encouraging them to become more acquainted with the complexity of knowledge and to recognize the need to act responsibly in an increasingly interconnected but uncertain world.

As a thoughtful and purposeful inquiry into different ways of knowing, and into different kinds of knowledge, TOK is composed almost entirely of questions. The most central of these questions is "How do we know?"

The critical reflection encouraged in students is a foundation for developing international awareness. All academic subjects aim to encourage in all students an appreciation and understanding of cultures and attitudes other than their own, but in this particular respect, TOK has a special role to play.

It is a stated aim of TOK that students should become aware of the interpretative nature of knowledge, including personal and ideological biases, regardless of whether, ultimately, these biases are retained, revised or rejected. Students are required to demonstrate an awareness of the values and the limitations of their individual outlook, and of the views common to the communities and cultures to which they belong.

In coming to understand the strengths and limitations of their own and others' cultural perspectives, students are better able to evaluate their own views and their own level of intercultural understanding.

TOK also has an important role to play in providing coherence for a student's IB Diploma Programme. Exploration of the nature of knowledge in TOK transcends and links academic subject areas, demonstrating for students the ways in which they can apply their own knowledge with greater awareness and credibility.

### The Extended Essay (EE)

A required component, the extended essay is an independent, self-directed piece of research, culminating in a 4000-word essay. It is given much importance by students, teachers and universities, because it provides practical preparation for the kinds of undergraduate research required at tertiary level. From the choice of a suitable research question to the final completion of the 4000-word essay, students must produce their piece within the constraints of time, essay length and available resources. This component provides an opportunity to engage in an in-depth study of a topic of interest within a chosen subject.

Emphasis is placed on the research process, on the appropriate formulation of a research question, on personal engagement in the exploration of the topic, and on communication of ideas and development of argument. It develops the capacity to analyse, synthesize and evaluate knowledge, with a personal choice of topic from within any subject area. Students are supported

and encouraged throughout the research and writing process with advice and guidance from a supervisor.

### **Creativity, Action, Service (CAS)**

Creativity, action, service (CAS) is a framework for experiential learning and reflection about that learning. This process of application and reflection provides an opportunity to extend what is learned in the classroom and, in turn, for the CAS experience to have an impact on classroom learning.

CAS is intended to provide experiences for students to develop self-confidence and empathy, and a willingness to help others. They may directly confront or indirectly engage in work on global problems, or work directly with other people at a local level, developing their capacity to function collaboratively and effectively with others.

The IBO's aim of educating the whole person comes alive in a practical and demonstrable way through CAS, when students are involved in the community, whether at a local, national or international level. The three elements of CAS are mutually reinforcing. Together, they enable students to recognize that there are many opportunities to learn about life, self and others, and to inspire confidence, determination and commitment. Creative and physical activities are particularly important for adolescents and they offer many favourable situations for involvement and enjoyment at a time that is for many young people stressful and uncertain. The service element of CAS is perhaps the most significant of the three, in terms of the development of respect for others, and of responsibility and empathy.

We have a CAS Coordinator at GISS, Ms Ulrike Miehle, who should be consulted on all CAS issues.

## **6.0 Assessment and the Award of the IB Diploma**

Assessment of student performance within the IB Diploma Programme takes a wide variety of forms: the overall assessment structure for each subject ensures that student performance is measured in relation to all the objectives for that subject. Typical subject objectives include some that refer to knowledge and understanding of subject content, and also many that refer to particular types of skills relevant to the subject.

For example, an ability to engage in independent literary criticism, to analyse, evaluate and integrate source material, to construct scientific hypotheses and evaluate scientific methods, to make inductive generalizations and to produce works of art with imagination and creativity, all relate to the objectives for particular subjects. It is clear that a wide variety of approaches to assessment is needed to provide students with suitable contexts in which to demonstrate their capabilities.

In nearly all Diploma Programme subjects, at least some of the assessment is carried out within the school by teachers, who mark individual pieces of work produced as part of the course of study. Such assessments by teachers are checked through the sampling of work from every school. If necessary, the teachers' marking is adjusted by moderators, who ensure that a common standard is applied across all schools.

The kind of work that is internally assessed includes oral exercises in the language subjects, projects, student portfolios, class presentations, practical laboratory work in the sciences and mathematical investigations. The principal aim of conducting internal assessment is 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.

Some assessment tasks are conducted and overseen by teachers, but are then marked by examiners outside the school. These tasks are carried out by students at a time mutually convenient to them and to the school's schedule, and without the restrictions of external examination conditions. They generally involve the production of a substantial piece of writing that has been researched and developed over a period of time. Such assessment tasks include written tasks for Language A, essays for Theory of Knowledge, and Extended Essays. The role of the teacher in

assessing these pieces of work is less significant than it is for internally assessed tasks: all such pieces of work are sent to external examiners to maximize objectivity in the marking. In visual arts, the studio exhibition is videotaped and submitted to external examiners for assessment.

The use of identical examination papers across the world for each subject ensures a strong element of parity of assessment for the IB Diploma Programme, reinforcing its coherence.

Examinations are taken by diploma candidates at the end of the two-year course of study, although in some cases it may be possible to enter for one or two SL subjects as "anticipated" examinations at the end of the first year of study. All examination papers are taken by candidates under the strict conditions prescribed by the IBO, with a fixed time limit, in the absence of any external resource or communication with other candidates, and with no prior knowledge of the questions.

The nature of the examination questions varies considerably from paper to paper and from subject to subject. Objective tests comprising a set of multiple choice questions are used in some subjects, but short answer questions, structured questions, extended response questions, essay questions, data analysis questions, text analysis questions and case study questions are all used where appropriate. This variety of question types allows for a greater number of subject objectives to be assessed, and also reduces bias towards those students from a particular culture who might have greater experience in responding to one particular type of test (for example, tests composed entirely of essay questions or of multiple choice questions).

Examination sessions are held in May each year, with results published in early July. Between the sitting of examinations and the release of results, all the external marking is completed, culminating in grade award meetings for each subject, to determine the final subject grades.

During the marking, each examiner submits a sample of work to a senior examiner who checks it for accuracy and consistency. Where examiners are found to be overgenerous or harsh in their marking, adjustments are made to their marks. Where examiners are found to be inconsistent or unacceptably inaccurate, their total allocation is re-marked by senior examiners. At grade award meetings, the senior examining team for each subject reviews the effectiveness of each examination paper and the overall student performance on each paper.

Assessment in the Diploma Programme is criterion related, which means that each student's final subject result is determined by the level of their performance as measured against a published set of criteria. These criteria describe the level of achievement expected for the award of each grade. Final subject results are not determined by norm-referencing, nor by awarding fixed percentages of each grade to the overall distribution of candidates. Each subject is graded on a scale from one point (the lowest) to seven points (the highest).

Each diploma student takes six subjects, most taking three at higher level and three at standard level across at least groups 1 to 5 of the diploma model. In addition, there is a maximum of three bonus points available for combined performance in the Extended Essay and Theory of Knowledge.

Thus, the maximum possible score is 45 points. The minimum score needed to gain the diploma is 24 points, provided that certain additional conditions are met. These conditions, which relate to the distribution of points across the different subjects, are published on the following page.

## 6.1 Article 12: Award of the IB Diploma

**12.1** All assessment components for each of the six subjects and the additional IB Diploma requirements must be completed in order to qualify for the award of the IB Diploma.

**12.2** The IB Diploma will be awarded to a candidate whose total score is 24 points or above, provided all the following requirements have been met.

- (a) Numeric grades have been awarded in all six subjects registered for the IB Diploma.
- (b) All CAS requirements have been met.
- (c) Grades A (highest) to D (lowest) have been awarded for both Theory of Knowledge and the Extended Essay. An E in either of these leads to automatic non-award of the Diploma.
- (d) There is no grade 1 in any subject.
- (e) There is no grade 2 at higher level.
- (f) There is no more than one grade 2 at standard level.
- (g) Overall, there are no more than three grades 3 or below.
- (h) 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).
- (i) 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).
- (j) The final award committee has not judged the candidate to be guilty of malpractice.

**12.4** A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB Diploma.

## 6.2 The Bilingual Diploma

Students who take two languages in group 1 and attain a grade 3 or higher in both are awarded the Bilingual IB Diploma (typically German A and English A). Students who only have one Language A can obtain the Bilingual Diploma by choosing a subject in group 3 or 4 that is taught in a language other than their Language A (eg. Group 1: English A and Group 4: Biologie OR Group 1: German A and Group 3: Economics). Again, the student needs to attain a grade 3 or higher in both these subjects.

## 6.3 Regrades and Retakes

Students who have not passed the diploma or are disappointed with their passing score have two options: they can ask for a regrade of individual subjects and/or they may retake individual subjects.

### Regrades

A regrade means the student's work will be looked at again by the IBO (by a Senior or Chief Examiner). Following a regrade, the score can be raised or lowered. All externally assessed components (exams and, if applicable, Written Task, Extended Essay, TOK Essay) can be regraded (but not the Internal Assessment). The decision whether to ask for a regrade should be informed by a scale score analysis (ie how close the student is to the next full grade), which is provided by the IB Coordinator, and can also be found in the student's results release portal after log-in on the IBO public website after release of detailed results by the IBO on July 6<sup>th</sup>. The IBO charges a fee for a regrade (approx. USD 100 per assessment item – but this is not payable if the grade is changed!).

## Retakes

A retake involves resitting all examination papers in one (or more) subject(s). Students can choose to carry over marks from Internal Assessment and/or coursework (eg Written Task), or can resubmit these, although in this case they would have to attend classes in the six months leading up to the exam. Unlike the regrade, there is no risk involved in retaking – the higher grade counts. However, there are higher costs involved: students have to pay a one-off fee of 145usd plus 100usd per subject, plus additional school fees to cover invigilation and courier shipment of exams.

Retakes can be done either at GISS or at any other IB school (provided they agree).

Students can retake up to two times, but should note that the first (cheaper) registration deadline for November exams is quite soon after issue of results (6 July).

## 7.0 Award of the IB Diploma and University Placement

We have a German university advisor on the school staff, who should be consulted for advice on the complex task of researching and preparing for university applications. However, students and families are encouraged to start the process of researching university placement as soon as possible, even before IB subjects are chosen.

Because most GISS students go on to study in either Australia or German speaking countries, we have included some important points for consideration on university placement in these countries. The school website also has a wealth of information to help when choosing a course and university. Students wishing to study outside of Germany/Australia should contact the Head of Senior School/IB Coordinator for guidance.

### 7.1 Germany: “Gemischtsprachiges IB”

Because of an agreement between the International Baccalaureate Organisation and the Cultural Ministry of Germany (Vereinbarung über die Anerkennung des "International Baccalaureate Diploma/Diplome du Baccalauréat International"), students who complete an IB Diploma following certain conditions are eligible for university placement in Germany. The detailed conditions are reprinted in German below, but in brief they are:

- two languages taken as Language A, OR one language taken as Language A and one at Language B HL
- either a science or maths has to be taken at HL
- maths studies is not an option
- at least 5 subjects must be awarded grade 4 or higher; one grade 3 can be compensated for by a grade 5 at the same (or higher) level

#### 7.1.1 Vereinbarung über die Anerkennung des "International Baccalaureate Diploma/Diplome du Baccalauréat International"

See appendix

## 7.2 Austria

Zulassung zum Studium, Internationales Bakkalaureat, Anerkennung (IB-Empfehlung 2011)

Das Bundesministerium für Bildung, Wissenschaft und Kultur in seiner Funktion als ENIC NARIC AUSTRIA empfiehlt, das Internationale Bakkalaureat, im Folgenden kurz „IB“ genannt, für die Zulassung zum Studium in Österreich wie folgt anzuerkennen:

1. Ein nach den Bestimmungen der „International Baccalaureate Organization“ (<http://www.ibo.org>) erworbenes „IB Diploma“ ist für die Zulassung zum Studium an einer österreichischen Universität beziehungsweise an einem Fachhochschul-Studiengang als ausländisches Reifezeugnis anzusehen. Dies gilt auch dann, wenn das IB an einer in Österreich gelegenen Schule absolviert wurde.

2. Die allgemeine Universitätsreife ist wie folgt zu beurteilen:

(a) Das IB Diploma ist ein Zeugnis gemäß § 64 Abs. 1 Z 3 des Universitätsgesetzes 2002 – UG, BGBl. I Nr. 120/2002, bzw. § 4 Abs. 3 Z 3 des Fachhochschul-Studiengesetzes – FHStG, BGBl. Nr. 340/1993, in der geltenden Fassung. Die Gleichwertigkeit mit einem österreichischen Reifezeugnis ist nicht unmittelbar aufgrund einer völkerrechtlichen Vereinbarung gegeben, auch wenn das IB an einer in einem „Konventionsstaat“ gelegenen Schule absolviert wurde. Allerdings ist das IB der Hauptanwendungsfall der Empfehlung des Ausschusses gemäß dem Lissabonner Anerkennungsübereinkommen über internationale Zugangsqualifikationen: [http://www.coe.int/t/dg4/highereducation/recognition/International%20Access%20Qualifications\\_EN.asp](http://www.coe.int/t/dg4/highereducation/recognition/International%20Access%20Qualifications_EN.asp)

(b) Dabei wird die Berücksichtigung der im Folgenden angeführten Grundsätze empfohlen:

aa. Aus den folgenden sechs Gruppen müssen sechs (maximal sieben) Unterrichtsgegenstände gewählt werden. Die Nomenklatur der Gruppen bezieht sich auf das Curriculum Model der International Baccalaureate Organization, Route des Morillons 15, CH-1218 Grand-Saconnex, Genf (Homepage: <http://www.ibo.org/>). Dies sind alle Kurse, die im IB Diploma Programme (IBDP) angeboten werden können; es bleibt den Schulen überlassen, ein für sie passendes Programm zu erstellen.

- **Gruppe 1: Language A (Sprache auf Muttersprachenniveau)** □ Literature A HL/SL □ Language and literature A HL/SL □ IB English A SL: Literature and Performance
- **Gruppe 2: Second Language (Zweitsprache oder Fremdsprache)** □ Language B HL/BSL/Ab Initio SL
- **Gruppe 3: Individuals and Societies** □ Business and management HL/SL □ Economics HL/SL □ Geography HL/SL □ History HL/SL □ Information technology in a global society HL/SL □ Philosophy HL/SL □ Psychology HL/SL □ Social and cultural anthropology HL/SL □ Environmental systems and societies SL (*kann auch für Gruppe 4 zählen*)
- **Gruppe 4: Experimental Sciences** □ Biology HL/SL □ Chemistry HL/SL □ Physics HL/SL □ Design technology HL/SL □ Environmental systems and societies SL (*kann auch für Gruppe 3 zählen*)
- **Gruppe 5: Mathematics and Computer Science** □ Mathematics HL/SL □ Mathematical studies SL □ Further mathematics SL □ Zusatzwahlgegenstand: Computer science HL/SL
- **Gruppe 6: The Arts** □ Music HL/SL □ Drama HL/SL □ Visual arts HL/SL □ Film HL/SL

bb. Ein volles IB Diploma setzt sich wie folgt zusammen:

- Absolvierung zweier gewählter Sprachen (entweder je eine Sprache aus den Gruppen 1 und 2 oder beide Sprachen aus Gruppe 1), wobei eine dieser Sprachen auch Deutsch – als Muttersprache oder als Fremdsprache – sein kann, aber nicht sein muss. Im IB gibt es Curricula für mehr als 150 Sprachen auf HL/SL. Wurden beide Sprachen aus der Gruppe 1 gewählt oder ist die Sprache A eine andere als die

Unterrichtssprache, ergibt das ein Bilinguales Diplom (dieses hat allerdings auf die Gesamtpunktzahl keinen Einfluss);

- Absolvierung jeweils eines Unterrichtsgegenstandes aus den Gruppen 3, 4 und 5;
- Absolvierung eines Unterrichtsgegenstandes entweder aus Gruppe 6 oder zusätzlich aus den Gruppen 1 bis 5;
- Abfassung einer Fachbereichsarbeit (Extended essay, 4000 Wörter), Absolvierung eines Kurses aus Wissenstheorie (Theory of knowledge, TOK) sowie Erfüllung der CAS-Aktivitäten (Creativity, action und service).

cc. Mindestens drei (maximal vier) der sechs Unterrichtsgegenstände müssen im Higher Level (HL) und drei (wenn vier im HL absolviert wurden, dann nur zwei) im Standard Level (SL) absolviert worden sein.

dd. Die Notenskala/Punkteskala reicht von 1 bis 7, wobei 7 die beste Note ist. Die Note 3 entspricht einem Genügend (pass grade); unter besonderen Umständen kann eine Note 2 in einem SL akzeptiert werden, wenn die anderen beiden SL-Unterrichtsgegenstände gemeinsam 7 Punkte haben. Die drei HL müssen eine Gesamtpunktzahl von 12 haben, keine Note darf unter 3 sein. Für die Fachbereichsarbeit und den TOK-Kurs kann man bis zu drei Bonuspunkten bekommen. Erfüllt man keine dieser Bedingungen bzw. schließt man negativ ab, kann das zum Verfehlen des gesamten Diploms führen, ungeachtet guter Einzelprüfungsergebnisse.

ee. Die Summe der Einzelnoten und der Bonuspunkte (maximal 3) der sechs Prüfungsgegenstände muss mindestens 24 Punkte ergeben. Die Höchstpunktzahl ist  $4 \times 7 = 28$  plus 3 Bonuspunkte für TOK und Fachbereichsarbeit).

c. Wird das Diplom verfehlt bzw. negativ abgeschlossen, wird keine Diplomurkunde, sondern nur eine Zertifikatsurkunde („IB Certificates“) ausgestellt. Diese ist kein Reifezeugnis.

3. Die besondere Universitätsreife gemäß § 65 UG ist, wo sie überhaupt erforderlich ist, wie folgt zu beurteilen:

Da sich die territoriale Gültigkeit des IB nicht auf einen bestimmten Staat bezieht, kommt das Tatbestandsmerkmal „Ausstellungsstaat“ für Inhaber/innen eines IB Diplomas nicht zur Anwendung. Es sollten daher keine gesonderten Nachweise über die besondere Universitätsreife verlangt werden.

4. Auf das Erfordernis ausreichender Deutschkenntnisse gemäß § 63 Abs. 10 UG bzw. allenfalls gemäß § 4 Abs. 7 FHStG wird besonders hingewiesen. Wenn der Gegenstand Deutsch im IB Diploma aufscheint, ist diese Kenntnis damit nachgewiesen. Andernfalls müssten die Kenntnisse entweder zweifelsfrei vorliegen (z.B. Deutsch als Muttersprache) oder anders nachgewiesen werden.

5. Zum Zweck der Zulassung zum Studium wird empfohlen, sich zum frühestmöglichen Zeitpunkt mit derjenigen Universität bzw. mit der Leitung desjenigen Fachhochschul-Studienganges in Verbindung zu setzen, an der/dem voraussichtlich die Aufnahme eines Studiums angestrebt wird. Die Richtlinien des Bundesministeriums für Wissenschaft und Forschung stellen nur eine Empfehlung dar; die tatsächliche Entscheidung über die Zulassung nimmt die betreffende Hochschuleinrichtung im Rahmen der rechtlichen Grundlagen vor.

Diese Empfehlung gilt ab 1. Oktober 2011. Sie ersetzt die Version BMWF-GZ 53.910/0003-III/7/2011 und die IB-Empfehlung 2006 vom 26. Mai 2006, GZ BMBWK53.910/2-VII/11/2006.

## 7.3 Switzerland

Bewertung ausländischer Vorbildungsausweise: allgemeine Bestimmungen für alle Länder

### Anerkanntes Reifezeugnis

- Baccalauréat International

### mit folgenden allgemein bildenden Fächern

1. Erstsprache
2. Zweitsprache
3. Mathematik (Higher Level / Standard Level)
4. Naturwissenschaften (Biologie, Chemie oder Physik)
5. Geistes- und Sozialwissenschaften (Geographie, Geschichte oder Wirtschaft)
6. frei wählbar (ein Fach aus Kategorie 2, 4 oder 5)

Sprachanforderungen bzw. -prüfungen bleiben vorbehalten.

### Anerkannt sind folgende Fächer

- Toutes les langues / all languages
- Economie / economics
- Commerce et gestion / business and management
- Géographie / geography
- Histoire / history
- Biologie / biology
- Chimie / chemistry
- Physique / physics
- Mathématiques niveau moyen ou supérieur / mathematics standard or higher level

### Zulassungsbedingungen der einzelnen Universitäten

gültig für das Studienjahr 2012/13

	<b>Baccalauréat</b> (HL: Higher Level; SL: Standard Level)	<b>International</b>
<b>Basel</b>	Anerkannt, sofern 32 von 42 Punkten (ohne Bonuspunkte) und 6 Fächer gemäß unten aufgeführtem Fächerkanon ausgewiesen werden. Mindestens 3 Fächer müssen im Higher Level abgeschlossen werden (wovon ein mathematisch-naturwissenschaftliches Fach) Bei Electives zusätzlich: Computer Science, Music, Philosophy, Psychology, Social Anthropology	
<b>Bern</b>	Anerkannt, sofern 32 von 42 Punkten (ohne Bonuspunkte) und 6 Fächer gemäß oben aufgeführtem Fächerkanon ausgewiesen werden. Mindestens 3 Fächer müssen im Higher Level abgeschlossen werden (wovon ein mathematisch-naturwissenschaftliches Fach)	
<b>Fribourg</b>	Anerkannt, sofern 32 von 42 Punkten (ohne Bonuspunkte) und 6 Fächer gemäss oben aufgeführtem Fächerkanon ausgewiesen werden. Mindestens 3 Fächer müssen im Higher Level abgeschlossen werden (wovon ein mathematisch-naturwissenschaftliches Fach) Reconnu avec une moyenne minimum de 32 (sans les points de bonification) sur 42 points et comportant 6 branches selon le canon des branches ci-dessus , dont au minimum 3 branches en Higher Level (dont un sujet en mathématiques/sciences naturelles)	
<b>Genève</b>	Reconnu avec une moyenne minimum de 32 (sans les points de bonification) sur 42 points et comportant 6 branches selon le canon des branches ci-dessus, dont au minimum 3 branches en Higher Level (dont un sujet en mathématiques/sciences naturelles)	
<b>Lausanne</b>	Reconnu avec une moyenne minimum de 32 (sans les points de bonification) sur 42 points et comportant 6 branches selon le canon des branches ci-dessus , dont au minimum 3 branches en Higher Level (dont un sujet en mathématiques/sciences naturelles)	
<b>Luzern</b>	Anerkannt, sofern 32 von 42 Punkten (ohne Bonuspunkte) und 6 Fächer gemäß oben aufgeführtem Fächerkanon ausgewiesen werden. Mindestens 3 Fächer müssen im Higher Level abgeschlossen werden (wovon ein mathematisch-naturwissenschaftliches Fach)	
<b>Neuchâtel</b>	Reconnu avec une moyenne minimum de 32 (sans les points de bonification) sur 42 points et comportant 6 branches selon le canon des branches ci-dessus , dont au minimum 3 branches en Higher Level (dont un sujet en mathématiques/sciences naturelles)	

<b>St. Gallen</b>	Anerkannt, sofern 32 von 42 Punkten (ohne Bonuspunkte) und 6 Fächer gemäss oben aufgeführtem Fächerkanon ausgewiesen werden. Mindestens 3 Fächer müssen im Higher Level abgeschlossen werden (wovon ein mathematisch-naturwissenschaftliches Fach) + HSG-Zulassungsprüfung
<b>USI</b>	Reconnu avec une moyenne minimum de 32 (sans les points de bonification) sur 42 points et comportant 6 branches selon le canon des branches ci-dessus, dont au minimum 3 branches en Higher Level (dont un sujet en mathématiques/sciences naturelles)
<b>Zürich</b>	Anerkannt, sofern 32 von 42 Punkten (ohne Bonuspunkte) und 6 Fächer gemäss oben aufgeführtem Fächerkanon ausgewiesen werden. Mindestens 3 Fächer müssen im Higher Level abgeschlossen werden (wovon ein mathematisch-naturwissenschaftliches Fach)
<b>EPFL</b>	Admission en 1ère année sans examen, pour autant que les conditions suivantes soient remplies: 1. 38 points sur 42 (sans les points de bonification); 2. les mathématiques, une des branches parmi la physique, chimie (et biologie jusqu'à la rentrée 2011/2012 inclus) ainsi qu'une langue moderne en Higher Level (une langue en niveau A1 ou A2 SL compte également comme HL); 3. 3 branches supplémentaires en Standard Level parmi les disciplines suivantes: sciences naturelles, géographie, histoire, économie, une langue moderne, mathématiques appliquées. Sinon: examen d'admission réduit EPFL
<b>ETHZ</b>	Prüfungsfreie Zulassung, sofern folgende Bedingungen erfüllt sind: 1. 38 von 42 Punkten (ohne Bonuspunkte); 2. a) Mathematik, b) eines der Fächer Physik, Chemie oder Biologie und eine Sprache müssen im Higher Level abgeschlossen worden sein; 3. 3 weitere Fächer aus folgenden Disziplinen müssen mindestens im Standard Level abgeschlossen worden sein: Physik, Naturwissenschaften, Geografie, Geschichte, Wirtschaft, nur 1 weitere Sprache, Darstellende Geometrie, Informatik. Andernfalls: reduzierte ETH-Aufnahmeprüfung

ETHZ = Eidgenössische Technische Hochschule Zürich

EPFL = Ecole Polytechnique Federale de Lausanne

USI = Università della Svizzera italiana, Lugano

	<b>Allgemein bildende Fächer</b>	<b>Branches de formation générale</b>
1	Erstsprache (Muttersprache)	Première langue (langue maternelle)
2	Zweitsprache	Deuxième langue
3	Mathematik	Mathématiques
4	Naturwissenschaften (Biologie, Chemie oder Physik)	Sciences naturelles (biologie, chimie ou physique)
5	Geistes- und Sozialwissenschaften (Geographie, Geschichte oder Wirtschaft/Recht)	Sciences humaines et sociales (géographie, histoire ou économie/droit)
6	frei wählbar (ein Fach aus Kategorie 2, 4 oder 5)	choix libre (une branche parmi les branches 2, 4 ou 5)

#### Zulassung Universität Basel:

	<b>IB Group</b>	<b>IB Subjects</b>
1	First Language	First Language
2	Second Language	German, English, French, Classical Greek, Italian, Latin, Russian, Spanish
3	Individuals and Society	History, Geography, Economics
4	Experimental Sciences	Physics, Biology, Chemistry
5	Mathematics	Mathematics ( <i>Math Studies are not accepted</i> )
6	Electives	Computer Science, Music, Philosophy, Psychology, Social Anthropology or a further subject from groups 2, 3 and 4

#### Admission Université de Genève:

	<b>Branches de formation générale</b>
1	Première langue (langue maternelle)
2	Deuxième langue (français, allemand, anglais, italien, espagnol, russe, grec, latin)
3	Mathématiques
4	Sciences naturelles (biologie, chimie ou physique)
5	Sciences humaines et sociales (géographie, histoire ou économie/droit)
6	choix libre (une branche parmi les branches 2, 4 ou 5 ou philosophie-pédagogie-psychologie, arts visuels, musique)

## 7.4 Australia

The IB Diploma is gaining popularity across Australia, and is increasingly being recognised as a superior high school preparation programme for university studies in this country. Results are centrally collected for the state university placement centres, and the Australasian Conference of Tertiary Admissions Centres (ACTAC) produces a combined conversion table. This table changes from year to year. The relevant table for students graduating in May of a given year is published in April immediately preceding final examinations. Individual universities have started accepting direct applications from IB students, bypassing the university admissions centre.

### 7.4.1 The Combined IB Conversion Table

This Table shows the last 3 years of converted IB results for university admissions in NSW & ACT, Queensland, Tasmania, Victoria and Western Australia. Note: South Australia uses a different (more favourable) conversion table.

<b>Passing IB Diploma Score</b>	<b>Abitur</b>	<b>Combined Rank 2012 (for entry Feb 2013)</b>	<b>Combined Rank 2013 (for entry Feb 2014)</b>	<b>Combined Rank 2014 (for entry Feb 2015)</b>
45	1.0	99.95	99.95	99.95
44	1.0	99.85	99.80	99.85
43	1.0	99.65	99.60	99.70
42	1.0	99.35	99.25	99.40
41	1.2	98.80	98.70	98.80
40	1.3	98.20	98.05	98.15
39	1.5	97.50	97.30	97.35
38	1.7	96.80	96.30	96.35
37	1.8	95.90	95.50	95.45
36	2.0	94.85	94.30	94.05
35	2.2	93.35	92.85	92.80
34	2.3	92.00	91.35	91.45
33	2.5	90.55	89.75	89.85
32	2.7	88.70	88.00	87.95
31	2.8	86.40	85.80	85.95
30	3.0	83.70	83.25	83.00
29	3.2	81.10	80.75	80.25
28	3.3	79.10	78.75	77.90
27	3.5	76.75	76.80	75.40
26	3.7	74.35	74.60	72.75
25	3.8	71.65	72.20	69.65
24	4.0	68.25	69.35	66.10

## 8.0 Student and Teacher Planning

The IB Diploma is a very demanding course in terms of various challenges it sets for students and teachers. In order to help the programme run efficiently, and in order to help students develop the necessary skills of planning and time management which will help them navigate the programme successfully, we have developed a range of planning instruments.

### 8.1 The IB Calendar

This is developed by the IB staff before the beginning of the academic year to help them to plan out major assessment tasks for that year. In this way, it is hoped that major assessment tasks can be spread out as much as possible. Note that it does not contain all assessment items and dates. Many continuous assessment items will be included on the 'Semester Assessment Layouts' (see below) and will not be included on the IB Calendar. Students can add other items to their own copies and develop an individualised version. The point of it is to plan out the large items as a staff together, and to give students a tool for planning across their whole diploma programme. Students will be issued with the IB Calendar in the first week of the academic year.

### 8.2 Semester Assessment Layouts

These are distributed by course teachers at the beginning of the semester. They outline all assessment tasks which will be expected to be submitted by students in their different courses. With all of these layouts, students can effectively plan out their work efforts so as to maximize effectiveness and ensure that all deadlines are met. Note that the Assessment Layouts are often included in the Course Outlines/Scope & Sequence (see below).

### 8.3 Course Outlines/Scope & Sequence

These are distributed by course teachers at the beginning of each academic year. They outline a plan of the course content which will be covered and when the different parts of the course will be started and completed. These plans give indications, and will often change over the year. However, they give students a good idea of the progress they are making through the course. Note that the Course Outlines often include the Assessment Layouts. These outline the assessment tasks which will be expected to be submitted by students in their different courses. With all of these layouts, students can effectively plan out their work efforts so as to maximize effectiveness and ensure that all deadlines are met.

### 8.4 Student Diaries

Student diaries are an essential piece of equipment for any prospective IB student. All students are required to purchase, bring to school every day and to use, a diary. This will be monitored by teachers of the different subject courses and by the Senior School Class Teacher, Counsellor and IB Coordinator.

## 9.0 Open Campus Policy/IB Study Centre

Students in the IB programme are encouraged to develop independent study habits and time management skills. To this effect, students are provided with a study centre where they can work on assignments independently in their free periods.

The school operates an open campus policy for students in Year 11 and 12, meaning they are not required to be in school when they have no classes and can leave the campus during breaks and free periods if they choose.

However, the open campus privilege may be withdrawn in certain cases as outlined below.

**Original Version Approved by School:            23/07/2012**

## 10.0 Policy-Process for Assignment Submission & Academic Performance

**S 1:** Students are to be fully briefed on the finer details of each type of assignment and assessment criteria by their course teacher. A submission date is set and communicated to the students.

**S 2:** If it is a large assignment over a long period of time, submission/presentation dates are set for various stages during the process of its completion (e.g. proposal / outlines / source research / drafts). Although a teacher might not actually grade or mark the work during the process, they must still scrutinize students work during the process. This is not only necessary to ensure that students will meet the final submission date, but also to ensure maximum support for the student and to avoid plagiarism issues.

**S3:** If a student fails to meet a submission date, the teacher may extend the deadline at his/her discretion if a valid reason is presented. If the student then submits the work in accordance with the new deadline (usually the next day or two) no further action is required.

**S4:** Should a student fail to meet the second deadline or persistently miss deadlines, he/she is asked to meet with the teacher for a brief conference. This must take place as soon as possible, preferably on the same day, but not during the normal class time with the class present. During this conference, the following points may be covered:

- why has the submission date not been met.
- the importance of meeting submission dates from a pedagogical perspective.
- the importance of meeting submission dates from a time management perspective, both for students and teachers.
- the importance of meeting submission dates from a class morale perspective.
- a **new submission date** is agreed upon. This must be reasonable for both parties and take into account the need the processing of assignments by the IB Coordinator.
- the IB Coordinator is notified.

**S5:** If, following this conference, a student does not meet his/her work commitments or falls behind in an IB relevant assessment a formal meeting will be arranged with the student, the teacher and the IB Coordinator. This will usually result in a final warning (in writing) that the student is about to lose open campus privileges.

**S6:** If there is no improvement, the student's open campus privileges are withdrawn. The student will then be expected to be present at school from 8.45am to 3.15pm (or 4.00pm where there is a timetabled class in period 8) regardless of whether he or she has classes. The student will be helped to draw up a study plan, utilising all free periods (minus one break for lunch) for independent study in the subjects that most need attention. This study time is to be conducted in the IB study centre and it

is the students' responsibility to have their presence signed off by a teacher, the CAS coordinator, the receptionist or the IB Coordinator. The withdrawal of open campus privileges will be reviewed after a set period of time and may be extended until there is clear evidence of improvement.

Before withdrawal of open campus privileges, a student and their parent/guardian will be given a final warning in writing. Likewise, the withdrawal and initial duration will be communicated in writing.

**S7:** Where students appear to be falling behind due to poor effort, as expressed in the quarterly or semester report cards, the same course of action (withdrawal of open campus privileges, creation of study plan) may be advisable. In such cases, the IB Coordinator will first meet with the student and his/her parents to discuss the issue and the student will be given the opportunity to improve.

## 10.1 IB Coursework

Special provision is required for IB coursework. If a student fails to submit a piece of IB coursework, he or she will not be eligible for a grade in that subject, thereby forfeiting the entire IB Diploma. In order to avoid this scenario, the school may decide to remove a student who has failed to meet the school internal deadlines for IB coursework from class and get the student to produce a draft version of the relevant IB assignment in school, under exam conditions and without access to the internet. This work may then be submitted if the student fails to meet any further deadlines set by the teacher or IB Coordinator. The result will be a low score in this component and a poor grade in the subject, and should be avoided where possible.

This procedure may also be applied where there is any doubt over the authenticity of coursework submitted by students. In order to avoid any ambiguity and the above scenario, students are strongly advised to adhere to deadlines regarding IB coursework.

**Original Version Approved by School:** 02/02/2004

**Actual Policy Reviewed and Accepted:** 23/07/2012

## 11.0 Policy-Attendance and Absence

### Responsibility of the Student

i) Students are required to sign in and out every time they enter/leave the school. This is an important requirement that enables us to check attendance in the case of a fire alarm or emergency. Failure to comply with this practice may result in disciplinary action.

ii) Students must attend all lessons unless they are sick or have a written dispensation from the Principal.

iii) Upon return to school (the first day back), the student should have organised a written and signed note to explain their absence, and should have this in their possession. This should either be;

- a note from a parent,
- a note from Ulrike Miehle (if the student is an overseas student),
- a doctor's certificate for the whole time of absence (if more than 2 days), a Principal signed note (if the student had received a special dispensation from the Principal prior to their absence),
- a doctor's certificate (if the student was absent when an assignment was due or an examination or test was taken).

**NOTE:** A telephone call is polite, but the student will still need to organise a written and signed note to explain their absence.

(iv) The student should show to and get a signature on this note from **all** course teachers whose lessons they missed during their absence.

- (v) When the student has completed this, they must give the note to their 'Klassenlehrer' for filing.
- (vi) It is the responsibility of the student to catch up on all work and information which they missed during their absence.
- (vii) If a student has not handed in an assignment or homework due to absence, they must hand that assignment or homework in on their first day back at school. If they have missed an examination or test due to absence, they must be prepared to take it on the first day of return, or, if the course teacher decides, on a newly set date. In the case of a Principal's special dispensation, students must ensure that all assignment/assessment/examination responsibilities have been taken account of before they leave school.

### Responsibility of the Subject Course Teacher

- i) If a student is not in a lesson, the course teacher is to mark the date of absence in their 'Kursheft'. This is standard practice.
- ii) At the beginning of the next lesson when the student returns, the teacher asks to **see** and must **sign** either;
- a note from a parent,
  - a note from Ulrike Miehle (if the student is an overseas student),
  - a doctor's certificate for the whole time of absence (if more than 2 days),
  - a Principal signed note (if the student had received a special dispensation from the Principal prior to their absence),
  - a doctor's certificate (if the student was absent when an assignment was due or an examination or test was taken).
- NOTE:** A telephone call is polite, but the student will still need to organise a written and signed note to explain their absence.
- iii) If the student doesn't bring in the note on their first day back, the course teacher is to remind the student to bring it the next lesson.
- iv) If the student hasn't brought back the note within a week, the course teacher is to inform the 'Klassenlehrer'.
- v) When the student has shown the note to the course teacher, the course teacher is to mark this in their 'Kursheft' over the top of the original entry. A highlighter pen, pencil or red tick might be useful for this task.
- vi) The teacher is to offer support to the student to help them catch up on missed work or information. However, they can expect previously set work to be handed in on the day of return.
- vii) The course teacher is to keep a running check on the percentage of lessons which the students have missed.
- viii) If the percentage of lessons missed goes over 20% at any phase during the course, the course teacher needs to inform the student, the 'Klassenlehrer' and the IB Coordinator.

**NOTE:** At this stage, the 'Klassenlehrer' and IB Coordinator will run a check on overall attendance for overseas students across all subjects. If it is found that the students has attended less than 80% of the scheduled contact hours for the IB course, the school must report the student to the department of Education, Science and Training in accordance with EOS Act 2000 and the National Code.

### Responsibility of the 'Klassenlehrer'

- i) If a student is absent for more than two days, the 'Klassenlehrer' should make enquiries to find out what the problem is and if there is anything which we can do as a school to give support.
- ii) If a course teacher informs the 'Klassenlehrer' that a note has not been shown to explain absence, then the 'Klassenlehrer' should speak with the student to ensure a prompt resolution to the issue.
- iii) The 'Klassenlehrer' should file the absence notes in an organised fashion and investigate any inconsistencies.

iv) The 'Klassenlehrer' should work together with the IB Coordinator to try and resolve any issues with regard to a large absence rate.

**Original Version Approved by School:** 06/02/04

**Actual Policy Reviewed and Accepted:** 23/07/2012

**\*NOTE:** Amended 03/07 in accordance with EOS Act 2000 and the National Code.

## 12.0 Policy-IB Language Oral Examinations

### Principles:

- Students come to us with a wide variety of skill levels and experience.
- Students need practice in oral examinations.
- Oral examinations are a part of the learning process.
- Students mature as the course continues, even from the beginning to the end of Grade 12.
- Examinations have to be consistent in format and assessment for all students in any given course (see subject guides and the *Handbook of Procedures*).
- The process has to be manageable for students and staff.
- We have to weigh up the advantages of assessing students later in the course with the advantages of offering oral examinations shortly after the examinable sections are taught, appropriate programme or, time management issues and the heavy work load for teachers and students as the course draws to a conclusion.

*All language courses (A/B/ab initio) are slightly different in oral examination procedures and structure. However, a common approach, as outlined in policy, is advantageous in reducing confusion and inconsistencies. It will make it easier for students, teachers and parents to understand our expectations.*

### Common Approach

S 1: Students are fully briefed on the finer details of each type of oral examination in the course and are familiarized with the assessment criteria. This might include listening or watching examples of such examinations and how they are assessed. They might even complete examples with their colleagues in class.

S 2: At the appropriate time in the course, students complete the first example of the appropriate type of oral exam. Teachers complete and record the assessment, and give reasonable feedback to the students. In the case of A1 languages, this might be a 'mock examination' on texts other than those studied for the course, and need not necessarily be used for final IB assessment. The decision on whether it be a 'mock examination' or an IB assessable examination, dependent on class size and breadth of topic choices, rests with the course teacher.

S 3: At least one IB assessable oral examination should be taken in the last phase of the course. Teachers complete and record the assessment, and give reasonable feedback to the students.

S 4: If the subject guide specifies more than 2 examples of any given type of oral examination, then enough examples should be completed during the course to ensure a manageable workload. However, S3 still applies.

**Original Version Approved by School:** 18/11/03

**Actual Policy Reviewed and Accepted:** 23/07/2012

## 13.0 Policy-The Process of Reporting Student Achievement

There are various formal and informal levels of reporting student achievement.

### Informal in the Classroom:

Where teachers give constant feedback to students on their progress. This might include feedback on oral contributions or the completion of homework and other smaller exercises.

### Formal in the Classroom:

Where teachers give written comments on work completed.

### Quarterly Update Reports:

These are issued to students and parents after every quarter, and give them an effort and academic grade for every taught subject. They are presented on the same form over the year so that students and parents can track academic and effort progress over any given academic year over the 2 year course.

The academic grade is cumulative, taking into account all relevant assessment components and holistic judgments. They should give an indication as to the student's academic standing within the course up to that point in time. As the course progresses, the expectations will increase to a point towards Term 3 in Year 12, where expectations should align with IB standards. Thus, these academic grades should converge with IB predicted grades which need to be sent to the IBO at the end of Term 3 of Year 12. The IB grading scale of 7 to 1 is used.

#### **Academische Leistung/ Academic Grade**

7 = ausgezeichnete Leistung / Excellent Performance

6 = sehr gute Leistung / Very Good Performance

5 = gute Leistung / Good Performance

4 = befriedigende Leistung / Satisfactory Performance

3 = mittelmäßige Leistung / Mediocre Performance

2 = Schlechte leistung / Poor Performance

1 = sehr schlechte Leistung / Minimal Performance

When calculating a student's academic grade, teachers take into account their overall performance across all types of assessment tasks completed so far in the course. The grade must therefore be consistent with previous grades given. A jump of 2 or 3 grades might indicate that assessment has not been regular or consistent enough. Students should be receiving feedback on assessment work every 2-4 weeks.

The effort grade gives an indication of a student's effort and engagement, and will usually give an indication of academic potential and attitude. An effort grading scale of A to E is used.

#### **Arbeitsverhalten / Effort Grade**

A = ausgezeichnete Arbeitsverhalten / Outstanding effort

B = gute Arbeitsverhalten / Good effort

C = befriedigende Arbeitsverhalten / Satisfactory effort

D = mittelmäßige Arbeitsverhalte / Mediocre effort

E = unzureichende Arbeitsverhalten / Poor effort

**Semester Reports:**

These are issued to students and parents after every semester and give them a cumulative academic grade for the semester for every taught subject. These correspond with academic grades on the quarterly updates. Another grade on these reports are examination grades, reflecting student achievement on the formal examinations which are held in school towards the end of each semester. Semester reports also indicate student achievement across a variety of general learning expectations which are common to all subjects, and subject specific learning objectives, which correspond to those outlined by the IBO in their subject guides. Teachers also include written comments on student progress in that subject.

**IB Coordinator Reporting on Student Progress:**

Student progress is discussed at every IB Teacher's meeting, approximately once per month, where a plan of action is usually formulated. The emphasis of this review is to check student progress with regard to potential results for the completed IB Diploma. Where there is cause for concern across a range of subjects, the IB Coordinator will contact the student's parents or guardians to discuss possible causes and solutions.

'Klassenlehrer' and the IB Coordinator undertake ongoing checks of overall academic achievement for overseas students. If it is found that a student does not maintain satisfactory academic results for the IB course, the school must report the student to the department of Education, Science and Training in accordance with EOS Act 2000 and the National Code.

**Parent/Student & Teacher Afternoons/Nights:**

These are held two times a year to give an opportunity for parents and students to receive formal oral feedback on student progress.

**Final IB Diploma Results:**

These are determined by student results in written examinations and internal assessment components as determined by the IBO. They are reported to students from the IBO on July 6<sup>th</sup> directly via a secure log-in portal on the IBO public website, and paper copies of IB Diploma Certificates and Academic Transcripts are couriered to the school afterwards; usually by late August. It is imperative that graduates leave their courier and digital contact information with the IB Coordinator so their transcripts & certificates can be forwarded.

**Original Version Approved by School:**

**20/02/05**

**Actual Policy Reviewed and Accepted:**

**23/07/2012**

## 14.0 Policy – Personal Displays of Affection

It is recognised that at times special bonds may form between two students. In the interest of creating and maintaining a peaceful and effective learning environment, student couples are discouraged from excessive displays of personal affection. All students should be aware of this policy, and perceived infringements should in the first instance be pointed out to any offending students by their peers. If the behaviour is disputed or continues, the matter should be brought to the attention of the student counsellor in the first instance, who will try to resolve the issue by talking to the students in question. Should this not prove effective, the issue will be taken up by the Head of Senior Secondary and may lead to disciplinary consequences.

**Original Version Approved by School:**

**23/07/2012**

## 15.0 Return of Books and Materials

Before officially leaving school the school, on the last day of exams or immediately after the last examination in each subject, please return all books and materials which were issued to you for that subject and then have your teacher sign off on each subject on the 'release form' below. If you have lost books or materials, please find out from that teacher the replacement cost of the lost materials/books, and take a cheque or cash of that value to the Accounts Office in Admin. You will be issued with an itemised receipt that you can show to your teacher as proof of payment, so they can then sign off your 'release form'. When you have collected the signatures from all your teachers and the Librarian, return the completed form to the IB Coordinator.

Grade 12 students need to complete this process by the Wednesday before Graduation (usually the last Friday in May) in order to receive their GISS Graduation and IB Diploma documentation.

<b>SCHOOL RELEASE FORM</b>			<b>NAME:</b>	<b>DATE:</b>
<b>Subject</b>	<b>Teacher</b>	<b>Signature (All Books / Materials / Payments Received)</b>		
1. Gr1				
2. Gr 2				
3. Gr 3				
4. Gr 4				
5. Gr 5				
6. Gr 6				
7. Theory of Knowledge	V. Gillig/A.Thomson			
8. CAS Coordinator	U. Miehle			
9. Librarian	S. Burkhart			
10. IB Coordinator	A. Thomson			

## 16.0 Agreement for Students Over 18 Years of Age

Privacy requirements indicate that the German International School Sydney, its teachers and administrators, shouldn't release information about anyone over 18 years of age without their prior consent. This means that without your consent, we would not inform your parents or guardians about your progress and your successes, nor would we raise any issues of concern with them. This is an untenable situation for the German International School Sydney, where we recognize and encourage the important role played by parents in supporting students in their further education at the school, especially in a demanding programme such as the IB Diploma.

Therefore, we ask that you sign the following agreement so that we can contact your parents and guardians, and thereby release some information to them about you. We strongly believe that having such an agreement in place is in the best interests of the students concerned.

I, \_\_\_\_\_, aged \_\_\_\_\_, agree that the German International School teachers and administrators may contact my parents, and thereby release some information about me to them.

SIGNATURE OF STUDENT: \_\_\_\_\_ DATE: \_\_\_\_\_

SIGNATURE OF WITNESS: \_\_\_\_\_ DATE: \_\_\_\_\_

**APPENDIX:** *Vereinbarung über die Anerkennung des "International Baccalaureate Diploma/ Diplôme du Baccalauréat International"*

Sekretariat der Ständigen Konferenz  
der Kultusminister der Länder  
in der Bundesrepublik Deutschland

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**Vereinbarung über die Anerkennung des  
"International Baccalaureate Diploma/  
Diplôme du Baccalauréat International"**

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(Beschluss der Kultusministerkonferenz vom 10.03.1986 i.d.F. vom 17.06.2011)

## Vereinbarung über die Anerkennung des "International Baccalaureate Diploma/ Diplôme du Baccalauréat International"

(Beschluss der Kultusministerkonferenz vom 10.03.1986 i.d.F. vom 17.06.2011)

1. Ein nach den Bestimmungen der/des "International Baccalaureate Organisation/Office du Baccalauréat International" erworbenes "International Baccalaureate Diploma/Diplôme du Baccalauréat International" wird als Hochschulzugangsbefähigung anerkannt, wenn es nach einem Besuch von mindestens zwölf aufsteigenden Jahrgangsstufen an Schulen mit Vollzeitunterricht erworben worden ist und die nachstehenden Bedingungen erfüllt sind:

a) Unter den sechs Prüfungsfächern des "International Baccalaureate Diploma/Diplôme du Baccalauréat International" (IB) müssen folgende nach der Terminologie des IB bezeichnete Fächer sein:

- zwei Sprachen auf dem Niveau A oder B (davon mindestens eine fortgesetzte Fremdsprache als "Language A"<sup>1</sup> oder „Language B HL“<sup>2</sup>),
- ein naturwissenschaftliches Fach (Biology, Chemistry, Physics),
- Mathematik (Mathematical Methods<sup>3</sup> oder Mathematics HL oder Further Mathematics in Verbindung mit Mathematics HL)
- ein gesellschaftswissenschaftliches Fach (History, Geography, Economics).

Das sechste verbindliche Fach kann außer den genannten Fächern eines der nachfolgenden nach der Terminologie des IB bezeichneten Fächer sein:

- Art/Design<sup>4</sup>, Music, Theatre Arts<sup>5</sup>; Film, Literature and Performance, eine weitere moderne Fremdsprache; Latin, Classical Greek; General Chemistry;

<sup>1</sup> Ab Prüfung 2013 Language A: Language and Literature oder Language A: Literature.

<sup>2</sup> Gilt ab Prüfung 2013.

<sup>3</sup> Heißt ab Prüfung 2006 Mathematics SL.

<sup>4</sup> Heißt seit Mai 2000 Visual Arts.

<sup>5</sup> Heißt ab Prüfung 2009 Theatre.

Applied Chemistry, Environmental Systems<sup>6</sup>, Computer Science, Design Technology, Philosophy, Psychology, Social Anthropology, Business and Organisation<sup>7</sup>.

- b) Unter den drei im Rahmen des "International Baccalaureate Diploma/Diplôme du Baccalauréat International" auf dem „Higher Level“ nachzuweisenden Fächern muss entweder Mathematik oder ein naturwissenschaftliches Fach, d. h. Biology, Chemistry oder Physics, sein.
- c) Alle Fächer müssen bis zum Ende des Bildungsganges durchgängig belegt worden sein.
- d) Die geforderten sechs Fächer müssen mindestens mit der IB-Note 4 benotet sein<sup>8</sup>. Sofern in nur einem Fach die IB-Note 3 vorliegt, kann diese ausgeglichen werden, wenn in einem weiteren Fach auf mindestens demselben Anspruchsniveau mindestens die IB-Note 5 und insgesamt mindestens 24 Punkte erzielt worden sind.
- e) Deutsche Zeugnisinhaber, die an einer Schule im Ausland mit IB-Programm Deutsch nicht betreiben, müssen vor Aufnahme eines Studiums in Deutschland hinreichende Deutschkenntnisse nachweisen; das Nähere wird durch landesrechtliche Bestimmungen geregelt.

<sup>6</sup> Heißt ab Prüfung 2010 Environmental Systems and Societies.

<sup>7</sup> Heißt seit Mai 2000 Business and Management.

<sup>8</sup> (IB-Nichtbestehensnoten: 1 = very poor/très faible  
2 = poor/faible  
3 = mediocre/médiocre  
IB-Bestehensnoten: 4 = satisfactory/satisfisant  
5 = good/bon  
6 = very good/très bon  
7 = excellent/excellent)

2. Sofern die Bedingungen gemäß Ziffer 1 nicht erfüllt sind, ist zur Anerkennung als Hochschulzugangsberechtigung das erfolgreiche Ablegen einer zusätzlichen Prüfung gemäß der "Rahmenordnung für den Hochschulzugang mit ausländischen Bildungsnachweisen, für die Ausbildung an den Studienkollegs und für die Feststellungsprüfung" (Beschluss der Kultusministerkonferenz vom 15.04.1994 in der jeweils geltenden Fassung) erforderlich. Die Anerkennung als Hochschulzugangsberechtigung wird auch möglich durch den erfolgreichen Besuch eines Studienjahres in einem Land, dessen Reifezeugnisse in Deutschland den Hochschulzugang direkt oder nach einem einjährigen erfolgreichen Studium eröffnen.
  
3. Die Durchschnittsnote für ein "International Baccalaureate Diploma/Diplome du Baccalauréat International" wird in dem Land berechnet, in dem das Zeugnis bewertet wird. Dabei wird das Verfahren gemäß der "Vereinbarung über die Festsetzung der Gesamtnote bei ausländischen Hochschulzugangsberechtigungen" (Beschluss der Kultusministerkonferenz vom 15.03.1991 in der jeweils geltenden Fassung) mit der nachstehenden, auf das IB bezogenen spezifischen Regelung zugrundegelegt.

Bei der Berechnung der Durchschnittsnote (N) wird von der im "International Baccalaureate Diploma/Diplome du Baccalauréat International" ausgewiesenen Gesamtpunktzahl (P) sowie von 42 Punkten als maximaler Punktzahl (P<sub>max</sub>) und von 24 Punkten als minimaler Punktzahl (P<sub>min</sub>) ausgegangen; dabei werden die ggf. erreichten Zusatzpunkte mitberücksichtigt, Gesamtpunktzahlen zwischen 42 (P<sub>max</sub>) und 45 Punkten (höchst-mögliche Punktzahl des IB zuzüglich der maximal erreichbaren 3 Zusatzpunkte) werden der deutschen Durchschnittsnote 1,0 gleichgesetzt.

Die Umrechnung erfolgt nach folgender Formel:

N	=	1 + 3	$\frac{P_{max} - P}{P_{max} - P_{min}}$
mit			
N	=	gesuchte Note (Durchschnittsnote)	
P	=	im Zeugnis ausgewiesene Gesamtpunktzahl	

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$P_{max}$	=	42 Punkte (IB-Gesamtpunktzahl ohne Zusatzpunkte)
$P_{min}$	=	24 Punkte (unterer Eckwert)
$N$	=	1,0 (für $42 \leq P \leq 45$ )

4. Die IBO unterrichtet die Kultusministerkonferenz kontinuierlich über eventuelle Änderungen der Abschlussprüfung (Anforderungen, Inhalte, Organisation) und gibt der deutschen Schulaufsicht Gelegenheit, Einblick in die Arbeit der Schulen zu nehmen. Bei Beratungsbedarf oder auf Wunsch eines Landes prüft der Beirat für die Zentralstelle für ausländisches Bildungswesen (ZAB), ob die Voraussetzungen für die Anerkennung des IB noch gegeben sind.
5. Dieser Beschluss tritt am Tage der Verabschiedung durch die Kultusministerkonferenz in Kraft.