



THE INTERNATIONAL SCHOOL IN GENOA
SINCE 1966

The IB Diploma Programme

For 11th grade families

Tuesday, 14 November 2023
8:30 - 9:30

Agenda

1. Mission
2. IB learner profile
3. External and internal assessments
4. Grade boundaries
5. Core components: EE, TOK, CAS
6. Tracking student progress in ManageBac
7. Academic integrity
8. Deadlines
9. Time management
10. Working with students
11. Q&A

Activator

Take a moment to reflect on your initial post-high school experience (university or work).

- What skills did you find you needed most from your personal high school experience?
- What skills do you wish you had prior to starting work or university?





THE INTERNATIONAL SCHOOL IN GENOA

SINCE 1966

MISSION STATEMENT

We are a community of adaptable learners who inspire a love of learning that extends beyond the walls of the school.

The following principles are the foundations upon which our school is built:

Respect

We foster respect for self, others and the environment, which is based on compassion, inclusivity and a celebration of diversity. We embrace the interconnectedness of our world, while maintaining a sense of individual identity.

Responsibility

We develop creative problem solvers who have the capacity to enact positive change, and who feel empowered to take action in their immediate and global environment.

Reaching for Excellence

We nurture the confidence, imagination and resilience that form the pathways to individual success.

Respect, Responsibility and Reaching for Excellence

IB learner profile

- As IB learners we strive to be:
 - inquirers
 - knowledgeable
 - thinkers
 - communicators
 - principled
 - open-minded
 - caring
 - risk-takers
 - balanced
 - reflective



External and internal assessments (IA's)

The final grade for each subject is made up of grades given on external assessments (“papers” or exams in most subjects) and on internal assessments.

While external assessments are marked by external examiners, internal assessments are marked first by teachers, and then a sample is sent to an examiner for moderation.

Examples of external assessments and internal assessments:

Economics higher level:

20% of final mark - Paper 1

30% of final mark - Paper 2

30% of final mark - Paper 3

20% of final mark - IA
(portfolio of 3 commentaries)

Economics standard level:

30% of final mark - Paper 1

40% of final mark - Paper 2

No paper 3 at SL.

30% of final mark - IA
(portfolio of 3 commentaries)

External and internal assessments (IA's)

Examples of external assessments and internal assessments:

English A L&L higher level:

35% of final mark - Paper 1

25% of final mark - Paper 2

20% of final mark - HL essay

20% of final mark - IA
(individual oral)

English A L&L standard level:

35% of final mark - Paper 1

35% of final mark - Paper 2

No HL essay at SL.

30% of final mark - IA
(individual oral)

External and internal assessments (IA's)

Examples of external assessments and internal assessments:

Biology higher level:

36% of final mark - Papers 1A&1B*

44% of final mark - Paper 2

20% of final mark - IA
(scientific investigation)

Biology standard level:

36% of final mark - Papers 1A&1B*

44% of final mark - Paper 2

20% of final mark - IA
(scientific investigation)

* The number of marks for papers 1A & 1B varies by level (HL or SL).

External and internal assessments (IA's)

Examples of external assessments and internal assessments:

Theory of knowledge (TOK):

67% of final mark - TOK essay on a prescribed title

33% of final mark - IA (Theory of knowledge exhibition)

Internal assessments (IA's)

Key characteristics of IA's:

- “Internal assessment is an integral part of the course and is compulsory for both SL and HL students. It enables students **to demonstrate the application of skills and knowledge**, and **to pursue their personal interests**, without the time limitations and other constraints that are associated with written examinations.”
- Time will be spent both in class and outside of class on the IA's for all subjects. Teachers provide guidance on:
 - The nature of the task / requirements
 - The assessment criteria
 - Academic honesty
- Students will produce **one draft** of an IA for teacher feedback. Teachers do not explicitly correct errors, but provide guidance and feedback.
- Following feedback on the draft, students submit a final that will be marked by the teacher.
- Teachers submit samples to trained IB examiners for moderation. Examiners can request more samples.

Internal assessments (IA's)

Advice:

Students should spend a proportional amount of time on their IA's!

If it's only worth 20% of their final mark, they should spend 20% of their time working on it or preparing for it.

Grade boundaries

AFTER evaluating all students' assessments (internal and external), the IB sets grade boundaries for all assessment components and for final subject grades at the end of each marking session (e.g. in June 2025 for the current 11th graders).

These grade boundaries can change from year to year.

Example from May 2019:

PAPER 1 (MCQ)			PAPER THREE			PAPER TWO			PRACTICAL WORK			FINAL		
Grade	From	To	Grade	From	To	Grade	From	To	Grade	From	To	Grade	From	To
1	0	10	1	0	6	1	0	8	1	0	3	1	0	15
2	11	13	2	7	13	2	9	16	2	4	6	2	16	26
3	14	16	3	14	18	3	17	23	3	7	10	3	27	37
4	17	21	4	19	24	4	24	33	4	11	13	4	38	51
5	22	26	5	25	29	5	34	43	5	14	16	5	52	63
6	27	31	6	30	35	6	44	53	6	17	19	6	64	76
7	32	40	7	35	45	7	54	72	7	20	24	7	77	100

Core components: Extended Essay

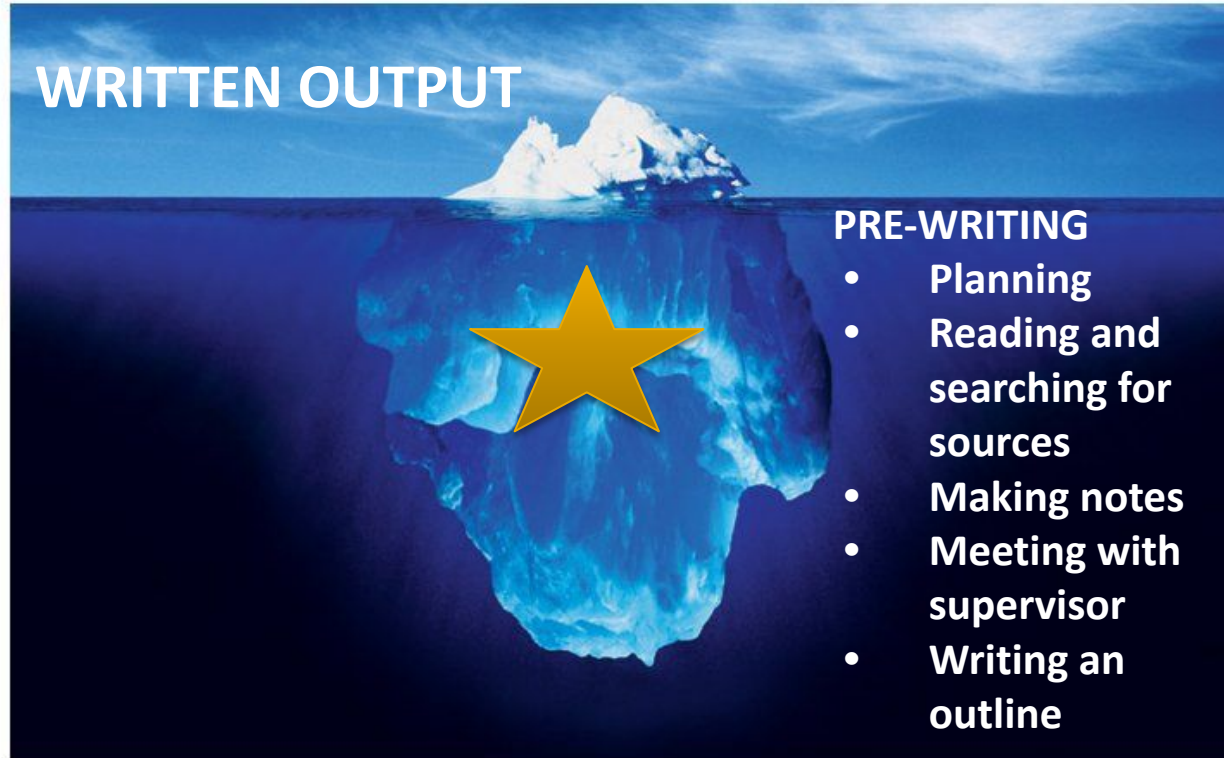
Aims:

- **Engage** in independent research with intellectual initiative and rigour
- **Develop** research, thinking, self-management and communication skills
- **Reflect** on what has been learned throughout the research and writing process.

Key features of the Extended Essay

- The process helps prepare students for success at university and in other pathways beyond the Diploma Programme.
- A piece of independent research on a topic chosen by the student in consultation with a supervisor in the school.
- A formal piece of sustained academic writing
 - Essay: no more than 4,000 words
 - RPPF (Reflections on planning and progress form): no more than 500 words.
- Student time: approximately 40 hours of work total.
- Supervisor time: circa 3–5 hours, including 3 mandatory reflection sessions.
- In combination with TOK, up to 3 bonus points.
- Grade: must be D or higher, otherwise no IB diploma!

Core components: **Extended Essay**



Core components: Extended Essay

Resources for students

ManageBac → IB Manager → More → Files → EE folder - class of 2025

- Deadlines
- Contract
- Candidate checklist (based on the assessment criteria)
- Assessment criteria
- Information about how to prepare for and what to expect in all reflection sessions
- Workshop for students. This has a number of important links for students.

Core components: Theory of Knowledge

“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 is "How do we know?", while other questions include:

- What counts as evidence for X?
- How do we judge which is the best model of Y?
- What does theory Z mean in the real world?

Through discussions of these and other questions, students gain greater awareness of their personal and ideological assumptions, as well as developing an appreciation of the diversity and richness of cultural perspectives.”

Assessment:

“The exhibition requires the students to create an exhibition of three objects that explores how TOK manifests in the world around us.

The essay focuses on a conceptual issue in TOK. For example, it may ask students to discuss the claim that the methodologies used to produce knowledge depend on the use to which that knowledge will be used.”

Core components: Theory of Knowledge

Sample past TOK essay prompts:

- “To what extent are areas of knowledge shaped by their past? Consider with reference to two areas of knowledge*.”
- “‘There is no reason why we cannot link facts and theories across disciplines and create a common groundwork of explanation.’ To what extent do you agree with this statement?”
- “There is no such thing as a neutral question. Evaluate this statement with reference to two areas of knowledge.”
- “‘The task of history is the discovering of the constant and universal principles of human nature.’ To what extent are history and one other area of knowledge successful in this task?”

* Areas of knowledge: History, The human sciences, The natural sciences, The arts, Mathematics

Core components: Bonus points for EE and TOK

Bonus points		TOK				
		A	B	C	D	E
EE	A	3	3	2	2	Failing condition
	B	3	2	2	1	Failing condition
	C	2	2	1	0	Failing condition
	D	2	1	0	0	Failing condition
	E	Failing Condition	Failing condition	Failing condition	Failing condition	Failing condition

Core components: CAS (Creativity, Action, Service)

Students submit reflections and provide evidence of their progress towards meeting the 7 learning outcomes. It is not formally assessed.

- **Creativity** – arts, and other experiences that involve creative thinking.
- **Activity** – physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the DP.
- **Service** – an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

CAS project: students are challenged to:

- show initiative
- demonstrate perseverance
- develop skills such as collaboration, problem solving and decision making.

Core components: CAS (Creativity, Action, Service)

CAS learning outcomes:

1. Identify own strengths and develop areas for growth
2. Demonstrate that challenges have been undertaken, developing new skills in the process
3. Demonstrate how to initiate and plan a CAS experience
4. Show commitment to and perseverance in CAS experiences
5. Demonstrate the skills and recognize the benefits of working collaboratively
6. Demonstrate engagement with issues of global significance
7. Recognize and consider the ethics of choices and actions

Core components: CAS (Creativity, Action, Service)

The screenshot shows a user interface for a CAS portfolio. At the top, there are navigation tabs: Plan, CAS (selected), Extended E..., TOK Exhibit..., TOK Essay, Discussions, and More. Below the tabs is a blue header with the word "Worksheet" and a right-pointing arrow. A green banner features a profile picture of a woman, the name "Chloe Epelbaum", and the text "Overall CAS Progress: Excellent". Below this are three filter buttons: "Experiences (6)", "Documents (10)", and "Notes & Interviews (5)". A yellow announcement box contains a warning icon and the text: "Announcement: Congratulations on starting your final year of the IB Programme! Please be sure to add your personal goals in your Portfolio". Underneath is a section titled "Aims & Goals" with an "Edit" button. The text in this section reads: "My goals for the CAS programme are to learn to better manage my time with commitments outside of school. In the past, I've struggled a little with staying on top of multiple tasks, and really want to improve in this area. I also hope to grow my leadership skills through CAS, by volunteering as much as possible for leadership roles in my community, in service and in my creative endeavours! I'm aiming to complete at least four or five different CAS experiences and to push my boundaries, getting outside my comfort zone with what I would normally do with my spare time outside of school." At the bottom, there are two more filter buttons: "Experiences (6)" and "Timeline".

Plan CAS Extended E... TOK Exhibit... TOK Essay Discussions More

Worksheet

Chloe Epelbaum
Overall CAS Progress: Excellent

Experiences (6) Documents (10) Notes & Interviews (5)

Announcement
Congratulations on starting your final year of the IB Programme! Please be sure to add your personal goals in your **Portfolio**

Aims & Goals Edit

My goals for the CAS programme are to learn to better manage my time with commitments outside of school. In the past, I've struggled a little with staying on top of multiple tasks, and really want to improve in this area. I also hope to grow my leadership skills through CAS, by volunteering as much as possible for leadership roles in my community, in service and in my creative endeavours! I'm aiming to complete at least four or five different CAS experiences and to push my boundaries, getting outside my comfort zone with what I would normally do with my spare time outside of school.

Experiences (6) Experiences Timeline

Tracking student progress in ManageBac

The screenshot displays the ManageBac interface for a student named Chloe. On the left is a dark sidebar with navigation options: General, **Dashboard** (circled in red), Portfolio, Parents Association, Discussions, Academics, Academic Profile, Explore, and Guides & Handbooks. The main area shows a 'Next 2 Weeks' calendar view with tabs for 'My Full Calendar', 'Timetables', and 'Calendar'. The calendar grid shows tasks for each day from Sunday to Saturday. Below the calendar is an 'Upcoming' section with a filter bar containing 'All', 'Online Lessons', 'Deadlines', 'Events', and 'Tasks' (circled in red). The first task listed is 'Industrial Revolution Practice Quiz'.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Today Homework Due ⓘ 8AM Industrial Revolution Practice Quiz ⓘ 8AM Black Elk Speaks Auditions ⓘ + 6 more	20 10:30AM eAssessment - Points Quiz ⓘ 11:30AM Trivia! ⓘ 4PM Presentation: History of Chess Artificial Intelligence ⓘ + 1 more	21 12:30PM Online Lesson ⓘ 2:10PM Research Paper Outline ⓘ 3:40PM Presentation: The Microbiome ⓘ + 1 more	22 10AM Regression Lines ⓘ 10:35AM Meet and Greet With the Locals ⓘ	23 8:15AM Poetry Test ⓘ 3PM Cell Dissection Exam ⓘ	24 Student Check In ⓘ 8:10AM Final Quarter Exam ⓘ 9AM Group Debate ⓘ + 3 more	25 State Chess Tournament ⓘ 3PM DNA Quiz ⓘ 3:40PM Presentation: Healthy Eating ⓘ
26 3:05PM Cold War Essay ⓘ 11:50PM Handing Out School Supplies to the Local School ⓘ	27 10AM Extended Closed Problem-Solving Worksheet 2 ⓘ 12:40PM Paint a Band Poster ⓘ	28 7AM Presentations Due ⓘ 9AM Read a Selected Short Story by Anton Chekhov ⓘ 1PM Fourth EE Deadline ⓘ + 1 more	29 11:55AM Trip to the market ⓘ	30 Field Trip to Lebanese Museum Beirut ⓘ	1 9AM Proposal completed ⓘ	2 10AM Detailed Plan and Research ⓘ 3:05PM World War II Paper ⓘ

Upcoming

All Online Lessons Deadlines Events **Tasks**

SEP Industrial Revolution Practice Quiz ⓘ

Tracking student progress in ManageBac

 Upcoming




All

 Online Lessons

 Deadlines

 Events

 Tasks

SEP 19	Industrial Revolution Practice Quiz ⓘ Summative Quiz Sunday at 8:00 AM	 Not Assessed Yet
SEP 19	Ideas for the Exploration ⓘ Formative Writing Pending Sunday at 10:00 AM	 Not Assessed Yet
SEP 19	Industrial Revolution Quiz ⓘ Formative Quiz Sunday at 11:05 AM	 Not Assessed Yet
SEP 19	The Scientific Method ⓘ HL SL Summative Quiz Sunday at 3:35 PM	7 20 / 20 pts
Great work!		
SEP 20	eAssessment - Points Quiz ⓘ HL SL Summative Exam Submitted Online Assessment Monday at 10:30 AM	5 69 / 80 pts

Tracking student progress in ManageBac



Classes

● August 2021 – June 2022: First Term (current)

List View

Weekly View



IB DP History HL (DP 2) 1 HL



0 Absences

5 Units

9 Tasks

6 Messages

Overall Task Completion



■ Tasks & Deadlines - 6 ■ Submitted - 3 ■ Late - 0 ■ Pending - 0

Upcoming Tasks

SEP

Industrial Revolution Practice Quiz

Tracking student progress in ManageBac

 Classes

● August 2021 – June 2022: First Term (current)

List View

Weekly View

 IB DP History HL (DP 2) 1 HL



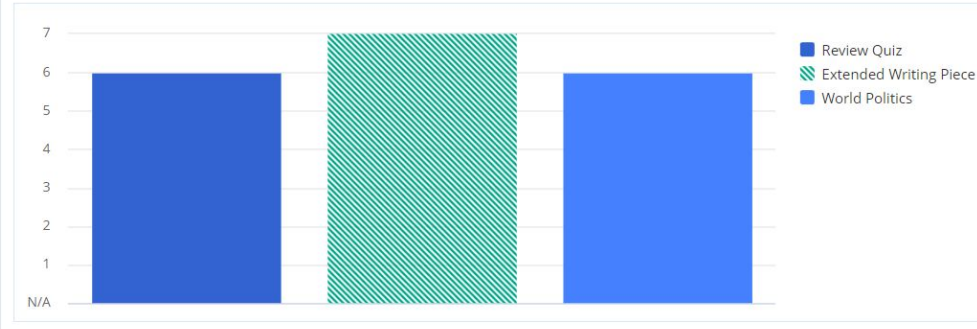
0 Absences

5 Units

9 Tasks

6 Messages

Assessment



Upcoming Tasks

SEP Industrial Revolution Practice Quiz



Academic integrity

Excerpts from the ISG Values Pledge:

·Honest:

We are truthful. We speak the truth and we defend the truth.

·Respectful:

We treat others as we would like to be treated. We behave with academic integrity and virtue and we demonstrate respect. Work that is submitted as our own is our own.

·Responsible:

We take ownership of your own actions. Understanding that when mistakes are made taking responsibility is the best way to move forward.

·Conscientious:

We are thorough, careful, and attentive towards our work. We complete all tasks with the desire to do well.”

Excerpts from the IB learner profile:

“As IB learners we strive to be:

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

Academic integrity

1. Can you confirm that the work you are submitting is your own, authentic and unaided work?

2. Can you confirm that you have correctly acknowledged each use of the words, work and/or ideas of others, whether written, oral, or visual?

Academic integrity

MLA format

- IB Manual: Effective citing and referencing
- Checklists (“Documentation checklist” and “Elements to be included in a reference”)

Student responsibilities

Students are responsible for ensuring that they are active in their own learning and follow the ISG academic integrity expectations. They should seek support from their teachers and learning support staff.

Students should:

- Create/complete work that is authentic and genuine
- Demonstrate and reflect their personal level of achievement in their work and complete work to the best of their ability
- Follow the age-appropriate expectations of referencing and academic integrity (referencing, sources, bibliography)
- Understand the ISG policy on academic integrity
- Report suspected instances of academic misconduct to their teachers, principal and programme coordinator
- Respond to academic misconduct inquiries honestly

Complete their own work and abstain from assisting or receiving assistance from others

Consequences

Students risk not only not earning a grade in a given subject (and hence not the IB diploma) if they are found guilty of academic malpractice, but it is possible if the case is serious enough that they may not be given any future opportunities by the IB to attempt the diploma again.

Deadlines

All Internal assessments and some external assessment tasks (e.g., the English A L&L HL essay and the Extended Essay) will have established deadlines for both the draft and final. (All EE deadlines are already posted in ManageBac.)

Deadlines will be spread across the two years, spanning from January of 11th grade (initial reflection for EE) to spring of 12th grade.

One of the biggest favors students can do for themselves is respect these deadlines!

Tracking student progress in ManageBac

< Today > December 2022



Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sun
28 3:15PM Grade 12 Economics: Paper 2, Avocados <i>i</i>	29 8:15AM Mandarin 12 AI/Paper 2 Exercise <i>i</i>	30 8:15AM TOK Essay - draft due <i>i</i> 8:40AM TOK Writing the third interaction comment to your TOK essay <i>i</i>	1 3:40PM French B - IA - Individual Oral Assessments end <i>i</i>	2 12PM Comparative Study <i>i</i>	3 7:45AM December SAT at ISG <i>i</i>	
5 9AM Math AA - IA Draft Due <i>i</i> 8:15PM Summative Part A <i>i</i>	6 2:40PM Summative Part B <i>i</i>	7	8	9	10	
12	13	14	15	16	17	

Time management

- Set and monitor realistic goals
 - Start with long-term goals, then set several short-term goals that help you achieve the long-term ones
- Create a realistic study plan
 - Be specific. Don't say "study math", but "review exponential and trigonometric functions."
 - Read ahead
 - Scaffold your studying, so that you come back to big ideas.
- Find study buddies / groups
- Do not wait until the last minute. That's when errors are most likely to come up.
- Put your phone in another room or use an app to limit notifications.
- Stay on top of your calendar and ManageBac.
- Plan your summer well.
- Seek help when needed - before you need it!
- Balance and breaks!

Resources for DP students

- **Weekly Advisory periods**

- All students use one of their weekly Study Periods as an Advisory period.
- There are 5 Advisory periods per week - 1 for each group of students. The Advisory period typically lasts 30 minutes.

- **Weekly emails**

- Example: “11th grade / Class of 2025: Notices for week of 2023-11-13”

- **ManageBac → IB Manager → More → Files**

- EE folder - class of 2025
- Future planning - class of 2025
- Other resources, including the IB’s Effective citing and referencing manual

Questions and Thank you!

