

The International School of Egypt

International Baccalaureate 2022-2023

Student Handbook

ISE Mission and Vision Statements

Mission: The International School of Egypt (ISE) is a co-educational, multinational, college preparatory school that provides an experience with an international education and rigorous assessment. ISE is dedicated to educational excellence and committed to developing in each student a love of learning and the discipline necessary to become contributing, ethical citizen through intercultural understanding, respect, and collaboration.

Vision: The International School of Egypt strives to create an atmosphere where students will grow to be creative, curious, caring, knowledgeable and contributing members of a global community.

IB Mission Statement

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

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

The IB Learner Profile

The IB learner profile represents 10 attributes valued by IB World Schools. We strongly believe that these attributes help students become responsible members of the world.

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.

Risk-takers 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 consider their own learning and experience. They can assess and understand their strengths and limitations to support their learning and personal development.

What is the Diploma Programme?

The IB Diploma Programme (DP) is an academically challenging and balanced programme of education that prepares students, aged 16 to 19, for success at university and their life. It has been created to develop the intellectual, social, emotional, and physical skills of students. The IB Diploma Programme is recognized by the world's leading universities.

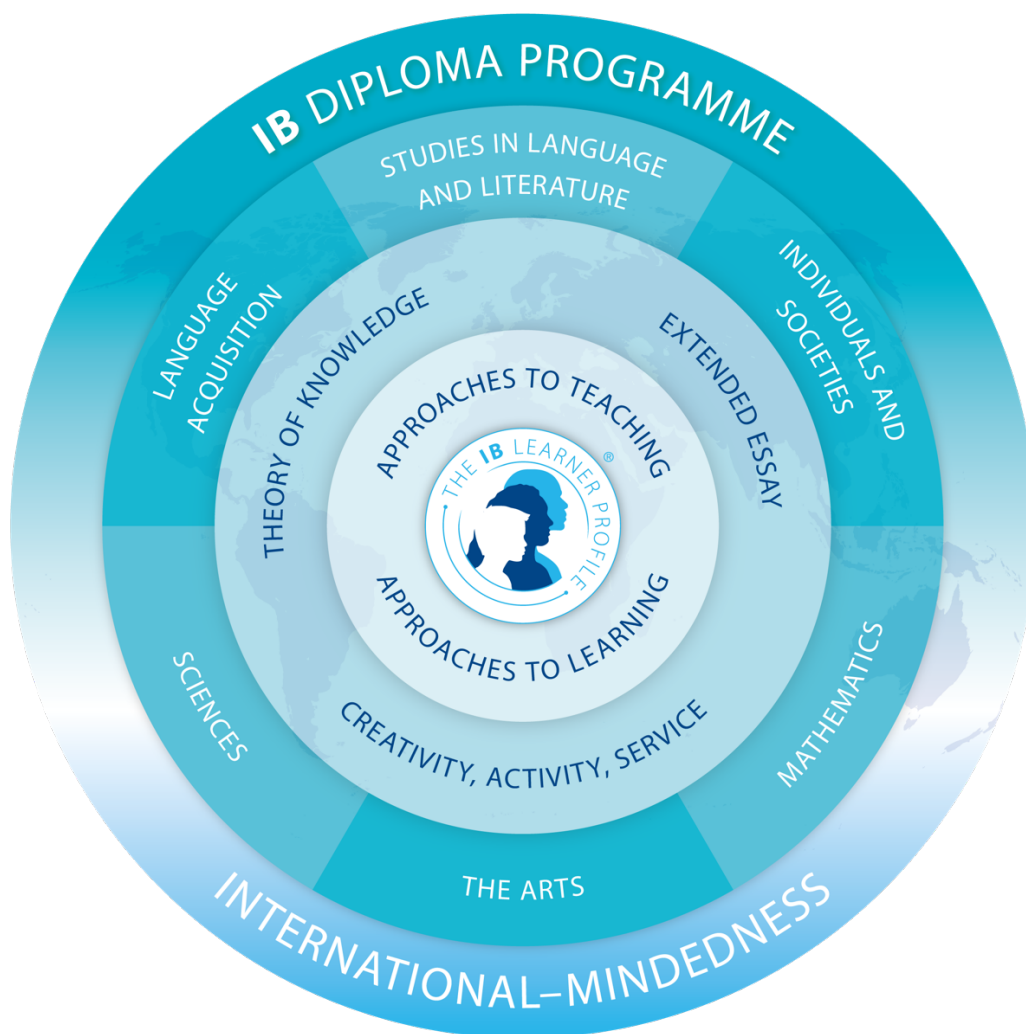
IB DP students will:

- Develop intellectual, physical, and emotional skills
- Acquire the new knowledge and understand the connections between different areas of life studying courses from 6 subject groups.
- Acquire the learning skills that will prepare them for college
- Study at least two languages that help them understand different cultures.
- Make connections across different subjects through the Theory of Knowledge course. Theory of knowledge is a course on critical thinking that makes connections across the academic disciplines and explores the nature of knowledge.
- Undertake research into an area of interest through the extended essay. The extended essay is an in-depth, externally assessed, independent research project into a topic of the student's choice. Up to 4,000 words in length, it promotes high-level research and writing skills, intellectual discovery, and creativity.
- Express their personal and interpersonal interest through creativity, activity, and service. CAS encourages engagement in the arts, creative thinking, a healthy lifestyle, and a sense of social responsibility.

IB DP contains six subject groups together with the DP core:

1. Creativity, activity, service (CAS)
2. The extended essay (EE).
3. Theory of knowledge (TOK).

This is illustrated by the Diploma Programme model below.



Choosing Subjects for a Diploma

Subject groups

Group 1: Studies in Languages and Literature

1. English Literature A

Group 2: Language acquisition

1. Arabic B

Group 3: Individuals and Societies

1. Economics
2. Business Management

Group 4: Sciences

1. Biology
2. Chemistry
3. Physics

Group 5: Mathematics

1. Analysis and Approaches

Group 6: Arts

1. Visual Arts

Selecting subjects from groups 1 to 6

When selecting subjects for a diploma:

- At least three and not more than four subjects must be selected at higher level (HL) and the others at standard level (SL).
- One subject must be selected from each of groups 1 to 5.
- The sixth subject must be selected from group 6 or from groups 3 or 4.
- Instead of a group 6 subject a candidate may offer an additional subject chosen from groups 3 or 4.

No candidate may count towards the diploma:

- The same subject twice, regardless of whether higher level or standard level.
- The same language for group 1 and group 2

Subjects Groups

Group 1: Studies in Language and Literature

English A: Literature (SL/HL)

Course description:

The language A Literature course introduces students to the analysis of literary texts. It is the course through which the IB's policy of mother-tongue entitlement is delivered.

The course is organized into three areas of exploration and seven central concepts and focuses on the study of literary works. Together, the three areas of exploration of the course add up to a comprehensive exploration of literature from a variety of cultures, literary forms, and periods. Students learn to appreciate the artistry of literature and develop the ability to reflect critically on their reading, presenting literary analysis powerfully through both oral and written communication.

Assessment

Standard Level	High Level
External Assessment 70%	External Assessment 80%
Paper 1: Textual analysis (1 hour 15 minutes) The paper consists of two unseen texts. Students write an analysis of one of these texts. (20 marks) 35%	Paper 1: Comparative textual analysis (2 hours 15 minutes) The paper consists of two pairs of unseen texts. Students write a comparative analysis of one pair of texts. (40 marks) 35%
Paper 2: Essay (1 hour 45 minutes) In response to one of six questions students write an essay based on both the literary texts studied in part 3. The questions are the same at HL but the assessment criteria are different. (30 marks) 35%	Paper 2: Essay (1 hour 45 minutes) In response to one of six questions students write an essay based on at least two of the literary texts studied in part 3. The questions are the same at SL, but the assessment criteria are different. (30 marks) 25% HL essay: Students submit an essay on one non-literary text or a collection of non-literary texts by one same author, or a literary text or work studied during the course. 1200 – 1500 words (20 marks) 20%
Internal Assessment 30 %	Internal Assessment 20 %
Individual oral commentary: (15 mins) Students comment on an extract from a literary text studied in part 4 of the course. Students are given two guiding questions. (40 marks) 30%	Individual oral commentary: (15 mins) Students comment on an extract from a literary text studied in part 4 of the course. Students are given two guiding questions. (40 marks) 20%

Group 2: Language Acquisition

Arabic B (SL/HL)

Course Description

Students must study at least one subject from group 2.

The main emphasis Arabic B is on the acquisition and use of language in a range of contexts and for different purposes while, at the same time, promoting an understanding of another culture through the study of its language.

Arabic Language B is a two-year course for students with some background in Arabic Language. Arabic B Syllabus focuses on the learning of language through meaning. By the end of the course, students are able to communicate in the language through the study of language, themes, and texts. They understand how language works and acquire receptive, productive, and interactive skills across a range of contexts.

Arabic B syllabus is organized into five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet.

Assessment

External Assessment 75%	External Assessment 75%
Paper 1 Writing 1 hr 15 min Producing a text based on a choice of specific text types (e.g., article, speech, letter, flyer) of 250-400 words length. 25 %	Paper 1 Writing 1 hr 30 min Producing a text based on a choice of specific text types (e.g., article, speech, letter, flyer) of 450-600 words length. 25%
Paper 2 Receptive skills – listening and reading (separate sections) Listening comp. – 45 min Reading comp. – 1 hr 50%	Paper 2 Receptive skills – listening and reading (separate sections) Listening comp. – 1 hr Reading comp. – 1 hr 50%
Internal Assessment 25 %	Internal Assessment 25 %
Internal Assessment Individual oral 12-15 min + 15 min of preparation 25%	Internal Assessment Individual oral 12-15 min + 20 min of preparation for HL, this is based on an extract of one of the two literary works studied during the

	course	25%
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Group 3 – Individuals and Societies

Business Management

Course Description

The business management course is designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques.

Students learn to analyse, discuss, and evaluate business activities at local, national, and international levels. The course covers a range of organizations from all sectors, as well as the socio-cultural and economic contexts in which those organizations operate.

Assessment

Standard Level	High Level
External Assessment 70%	External Assessment 80%
<u>Paper 1: (1 hour and 30 mins)- [35%]</u> Based on a pre-released statement that specifies the context and background for the unseen case study (30 marks) Section A: Students answer all structured questions in this section based on the case study (20 marks) Section B: Students answer one out of two extended response questions based on the case study (10 marks)	<u>Paper 1 (1 hour and 30 minutes)- [25%]</u> Based on a pre-released statement that specifies the context and background for the unseen case study (30 marks) Section A: Students answer all structured questions in this section based on the case study (20 marks) Section B: Students answer one out of two extended response questions based on the case study (10 marks)

<p><u>Paper 2: (1 hour & 30 minutes) - [35%]</u></p> <p>Based on unseen stimulus material (40 marks)</p> <p>Section A: Students answer all structured questions in this section based on the unseen stimulus material (20 marks)</p> <p>Section B: Students answer one out of two questions comprised of some structured questions and an extended response question based on the unseen stimulus material (20 marks)</p>	<p><u>Paper 2 (1 hour and 45 minutes) - [30%]</u> Based on the unseen stimulus material (50 marks)</p> <p>Section A Students answer all structured questions in this section based on the unseen stimulus material (30 marks)</p> <p>Section B Students answer one out of two questions comprised of some structured questions and an extended response question based on the unseen stimulus material (20 marks)</p> <p><u>Paper 3 (1 hour and 15 minutes) - (25%)</u></p> <p>Based on unseen stimulus material about a social enterprise (25 marks)</p> <p>Students answer one compulsory question based on the unseen stimulus material.</p>
<p>Internal Assessment 30%</p>	<p>Internal Assessment 20%</p>
<p>Business research project Students produce a research project about a real business issue or problem facing a particular organization using a conceptual lens. Maximum 1,800 words. (25 marks)</p>	<p>Business research project Students produce a research project about a real business issue or problem facing a particular organization using a conceptual lens. Maximum 1,800 words. (25 marks)</p>

Economics

Course description

Economics is an exciting, dynamic subject that allows students to develop an understanding of the complexities and **interdependence** of economic activities in a rapidly changing world.

At the heart of economic theory is the problem of **scarcity**. While the world's population has unlimited needs and wants, there are limited resources to satisfy these needs and wants. As a result of this scarcity, **choices** must be made. The DP economics course, at both SL and HL, uses economic theories to examine the ways in which these choices are made:

- At the level of producers and consumers in individual markets (microeconomics)
- At the level of the government and the national economy (macroeconomics)
- At an international level where countries are becoming increasingly interdependent through international trade and the movement of labour and capital (the global economy).

Standard Level	High Level
External Assessment 80%	External Assessment 80%
<p>Paper 1: Extended Response (1 hour and 30 minutes) An extended response paper (50 marks) Section A/ Syllabus content:</p> <p>section 1— microeconomics. Students answer one question from a choice of two. (25 marks) Section B/ Syllabus content:</p> <p>section 2— macroeconomics. Students answer one question from a choice of two. (25 marks) 40 %</p>	<p>Paper 1: Case Study Paper 1 (1 hour and 30 minutes) An extended response paper (50 marks) Section A Syllabus content:</p> <p>section 1—microeconomics. Students answer one question from a choice of two. (25 marks) Section B Syllabus content:</p> <p>section 2— macroeconomics. Students answer one question from a choice of two. (25 marks) 30 %</p>
<p>Paper 2: Data Response (1 hour and 30 min) (40 marks) Section A /Syllabus content:</p> <p>section 3—international economics. Students answer one question from a choice of two. (20 marks) Section B /Syllabus content:</p> <p>section 4— development economics. Students answer one question from a choice of two. (20 marks) 40 %</p>	<p>Paper 2: Course topics Section A /Syllabus content:</p> <p>section 3— international economics. Students answer one question from a choice of two. (20 marks) Section B/ Syllabus content:</p> <p>section 4— development economics. Students answer one question from a choice of two. (20 marks) 30 %</p>
	<p>Paper 3: HL Extension paper Sections 1 to 4—microeconomics, macroeconomics, international economics, development economics Students answer two questions from a choice of three. (25 marks per questions) 20 %</p>
Internal Assessment 20 %	Internal Assessment 20 %
<p>Student Portfolio: Consists of three commentaries, based on different sections of the syllabus and on published extracts from the news media. <i>Maximum 750 words x 3 (45 marks)</i></p>	<p>Student Portfolio: Consists of three commentaries, based on different sections of the syllabus and on published extracts from the news media. <i>Maximum 750 words x 3 (45 marks)</i></p>

Group 4: Sciences

Biology

Course description

During Biology course students should become aware of how scientists work and communicate with each other. Students have opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers, and evaluate and communicate their findings. The investigations may be laboratory based or they may make use of simulations and data bases.

Assessment

Standard Level	High Level
External Assessment 80%	External Assessment 80%
Paper 1: Multiple-choice Questions 20%	Paper 1: Multiple -choice Questions 20%
Paper 2: Data –based question 40%	Paper 2: Data –based question 36%
Paper 3: short-answer questions 20 %	Paper 3: short-answer questions 24 %
Internal Practical Assessment 20%	Internal Practical Assessment 20%
<p>Group 4 Project The Group 4 Project is compulsory for all group 4 students and takes place at the end of the academic year in IB1. Completion of this component is obligatory; failure to complete this component of the course will result in an automatic failure of the group 4 subject, and consequently, the IB Diploma or DP course.</p>	

Chemistry

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills.

It is often called the central science as chemical principles underpin both the physical environment in which we live and all biological systems. Apart from being a subject worthy of study, chemistry is often a prerequisite for many other courses in higher education, such as medicine, biological science, and environmental science.

Students develop the skills to work independently on their own design, but also collegiately, including collaboration with schools in different regions, to mirror the way in which scientific research is conducted in the wider community.

Assessment

Standard Level	High Level
External Assessment 80%	External Assessment 80%
Paper 1: Multiple-choice Questions 20%	Paper 1: Multiple -choice Questions 20%
Paper 2: Data –based question 40%	Paper 2: Data –based question 36%
Paper 3: short-answer questions 20 %	Paper 3: short-answer questions 24 %
Internal Practical Assessment 20%	Internal Practical Assessment 20%
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Physics

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself from the very smallest particles to the vast distances between galaxies.

Despite the exciting and extraordinary development of ideas throughout the history of physics, observations remain essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations.

Assessment

Standard Level	High Level
External Assessment 80%	External Assessment 80%
Paper 1: Multiple-choice Questions 20%	Paper 1: Multiple -choice Questions 20%
Paper 2: Data –based question 40%	Paper 2: Data –based question 36%
Paper 3: short-answer questions 20 %	Paper 3: short-answer questions 24 %
Internal Practical Assessment 20%	Internal Practical Assessment 20%
Group 4 Project The Group 4 Project is compulsory for all group 4 students and takes place at the end of the academic year in IB1. Completion of this component is obligatory; failure to complete this component of the course will result in an automatic failure of the group 4 subject, and consequently, the IB Diploma or DP course.	

Group 5 – Mathematics: Analysis and Approaches SL/HL

Analysis and Approaches is course for students who enjoy studying mathematics, investigate and create the new mathematical arguments and develop mathematical thinking. Students will be able to explore different applications of these mathematical knowledge and ideas. Analysis and approaches include calculus, algebraic, graphical, and numerical approaches. This subject is suitable for students who will go on to study undergraduate courses with substantial mathematics content.

Assessment

Standard Level	High Level
External assessment 80%	External assessment 80%
Paper 1 (1.5 hours) No calculators allowed. Section A: compulsory short-response questions based on the syllabus. Section B: compulsory extended-response questions based on the syllabus. 40%	Paper 1 (2 hours) No calculators allowed. Section A: compulsory short-response questions based on the syllabus. Section B: compulsory extended-response questions based on the syllabus. 30%
Paper 2 (1.5 hours) Calculators are allowed Section A: compulsory short-response questions based on the syllabus. Section B: compulsory extended-response questions based on the syllabus. 40%	Paper 2 (2 hours) Calculators are allowed Section A: compulsory short-response questions based on the syllabus. Section B: compulsory extended-response questions based on the syllabus. 30%
	Paper 3 (1 hour) Calculators are allowed Two compulsory extended response problem-solving questions. 20%
Internal practical assessment 20%	Internal practical assessment 20%

Group 6 – Visual Arts

The visual arts are an integral part of everyday life, permeating all levels of human creativity, expression, communication and understanding.

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

study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

Supporting the International Baccalaureate mission statement and learner profile, the course encourages students to actively explore the visual arts within and across a variety of local, regional, national, international, and intercultural contexts. Through inquiry, investigation, reflection and creative application, visual arts students develop an appreciation for the expressive and aesthetic diversity in the world around them, becoming critically informed makers and consumers of visual culture.

Assessment

Standard Level	High Level
<p>Part 1: Comparative study 20% Students at SL analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects, and artifacts from differing cultural contexts.</p> <ul style="list-style-type: none"> • SL students submit 10–15 screens which examine and compare at least three artworks, at least two of which should be by different artists. <p>The work selected for comparison and analysis should come from contrasting contexts (local, national, international and/or intercultural).</p> <ul style="list-style-type: none"> • SL students submit a list of sources used. 	<p>Part 1: Comparative study 20% Students at HL analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artefacts from differing cultural contexts.</p> <ul style="list-style-type: none"> • HL students submit 10–15 screens which examine and compare at least three artworks, at least two of which need to be by different artists. <p>The works selected for comparison and analysis should come from contrasting contexts (local, national, international and/or intercultural).</p> <ul style="list-style-type: none"> • HL students submit 3–5 screens which analyse the extent to which their work and practices have been influenced by the art and artists examined. • HL students submit a list of sources used.
<p>Part 2: Process portfolio 40% Students at SL submit carefully selected materials which evidence their experimentation, exploration, manipulation, and refinement of a variety of visual arts activities during the two-year course.</p> <ul style="list-style-type: none"> • SL students submit 9–18 screens which evidence their sustained experimentation, exploration, manipulation, and refinement of a variety of art-making activities. For SL students the submitted work must be in at least two artmaking forms, each from separate columns of the art-making forms table. 	<p>Part 2: Process portfolio 40% Students at HL submit carefully selected materials which evidence their experimentation, exploration, manipulation, and refinement of a variety of visual arts activities during the two-year course.</p> <ul style="list-style-type: none"> • HL students submit 13–25 screens which evidence their sustained experimentation, exploration, manipulation, and refinement of a variety of art-making activities. For HL students the submitted work must have been created in at least three art-making forms, selected from a minimum of two columns of the art-making forms table.

<p>Part 3: Exhibition Students at SL submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas, and practices appropriate to visual communication.</p> <ul style="list-style-type: none"> • SL students submit a curatorial rationale that does not exceed 400 words. • SL students submit 4–7 artworks. • SL students submit exhibition text (stating the title, medium, size and intention) for each selected artwork. <p>SL students may submit two photographs of their overall exhibition. These exhibition photographs provide an understanding of the context of the exhibition and the size and scope of the works. While the photographs will not be used to assess individual artworks, they may give the moderator insight into how a candidate has considered the overall experience of the viewer in their exhibition</p>	<p>Part 3: Exhibition Students at HL submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas, and practices appropriate to visual communication.</p> <ul style="list-style-type: none"> • HL students submit a curatorial rationale that does not exceed 700 words. • HL students submit 8–11 artworks. • HL students submit exhibition text (stating the title, medium, size and intention) for each selected artwork. <p>HL students may submit two photographs of their overall exhibition. These exhibition photographs provide an understanding of the context of the exhibition and the size and scope of the works. While the photographs will not be used to assess individual artworks, they may give the moderator insight into how a candidate has considered the overall experience of the viewer in their exhibition.</p>
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The International School of Egypt is offering the online DP Pamoja courses. These courses will be delivered via an online platform “Pamoja Provider of IB DP Courses” and is limited to a maximum enrolment level of five students. These students will work under the guidance of an onsite coordinator (SBC) who will monitor student progress as they work in the Pamoja Education online environment. Only highly motivated students with high effort scores will be permitted to enrol in this course. Please note that there will be a non- refundable fee policy associated with the delivery of the online courses. Dropping the course will not result in any refund of the course fees paid to Pamoja Education. Only selected students will be able to complete these online offerings.

Please see the IB DPC for more information on registration for an online course.

Assessment

At the end of the Diploma Programme students are supposed to take external exams that are marked by external IB examiners. Students are required to take internal assessments that are marked by ISE teachers and moderated externally by IB.

Exams are in May and results are released in July.

The marks awarded for each course range from 1 (lowest) to 7 (highest). Up to three additional points are added for their combined results on theory of knowledge and the extended essay. The core's extended essay and TOK are each marked on an A (highest) to E (lowest) scale. CAS is not marked, but completion is required to earn the diploma.

The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole programme and to satisfactory participation in the creativity, action, and service requirement.

The highest score that can be awarded is 45 points: *6 courses × 7 points, plus 3 points for the core.*

Assessment is criterion-related and student performance is measured against the criteria of each subject curriculum. Student performance is not assessed against the performance of other IB DP students.

Diploma Programme course results are awarded to students who take individual DP courses (for example, Chemistry HL or Business Management SL) but do not enrol in the full DP. A student may take as many or as few DP courses as their school allows. Students earn course results (1 to 7) for each course taken.

The Diploma Programme Core

The core of the curriculum model consists of three elements.

Theory of Knowledge (TOK)

Theory of knowledge (TOK) plays a special role in the International Baccalaureate Diploma Programme by providing an opportunity for students to reflect on the nature of knowledge, and on how we know what we claim to know.

It is one of the components of the DP core and is mandatory for all students. The TOK requirement is central to the educational philosophy of the DP.

How is TOK structured?

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 of TOK

There are two assessment tasks in the TOK course.

• **The TOK exhibition (10 marks- $\frac{1}{3}$ of the total grade= 33%)** assesses the ability of the student to show how TOK manifests in the world around us. The exhibition is an internal assessment component; it is marked by the teacher and is externally moderated by the IB. The TOK exhibition task has been explicitly designed to be completed during the first year of the DP.

For this task, students are required to create an exhibition of three objects that connect to one of the 35 "IA prompts". Students must select just one IA prompt on which to base their exhibition, and all three objects must be linked to the same IA prompt. Students are required to create an exhibition comprising three objects, or images of objects, and an accompanying written commentary on each object. To enable their exhibition to be marked by their TOK teacher and for samples of student work to be submitted to the IB for moderation, students are required to produce a single file containing:

- A title clearly indicating their selected IA prompt
- Images of their three objects
- A typed commentary on each object that identifies each object and its specific real-world context, justifies its inclusion in the exhibition and links to the IA prompt (maximum 950 words)
- Appropriate citations and references.

Each student must create an individual exhibition. Group work may not be undertaken by students. Multiple students in the same TOK class are permitted to create exhibitions on the same IA prompt. However, students in the same class are not permitted to use any of the same objects.

- **The TOK essay (10 marks= $\frac{2}{3}$ = 67% of the total grade)** engages students in a more formal and sustained piece of writing in response to a title focused on the areas of knowledge. The essay is an external assessment component; it is marked by IB examiners. The essay must be a maximum of 1,600 words and must be on one of the six prescribed titles issued by the IB for each examination session.

What is the significance of TOK?

TOK aims to make students aware of the interpretative nature of knowledge, including personal ideological biases – whether these biases are retained, revised, or rejected.

It offers students and their teachers the opportunity to:

- Reflect critically on diverse ways of knowing and on areas of knowledge
- Consider the role and nature of knowledge in their own culture, in the cultures of others and in the wider world.

In addition, TOK prompts students to:

- Be aware of themselves as thinkers, encouraging them to become more acquainted with the complexity of knowledge
- Recognize the need to act responsibly in an increasingly interconnected but uncertain world.

TOK also provides coherence for the student, by linking academic subject areas as well as transcending them.

It therefore demonstrates the ways in which the student can apply their knowledge with greater awareness and credibility.

Creativity, Activity, Service (CAS)

Creativity, activity, service (CAS) is one of the three essential elements that every student must complete as part of the Diploma Programme.

Studied throughout the Diploma Programme, CAS involves students in a range of activities alongside their academic studies.

It is not formally assessed. However, students reflect on their CAS experiences as part of the DP and provide evidence of achieving the seven learning outcomes for CAS.

How is CAS structured?

The three strands of CAS, which are often interwoven with activities, are characterized as follows:

- **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.

In order to demonstrate these concepts, students are required to undertake a CAS project. The project challenges students to:

- Show initiative
- Demonstrate perseverance
- Develop skills such as collaboration, problem solving and decision making.

What is the significance of CAS?

CAS enables students to enhance their personal and interpersonal development by learning through experience.

It provides opportunities for self-determination and collaboration with others, fostering a sense of accomplishment and enjoyment from their work.

At the same time, CAS is an important counterbalance to the academic pressures of the DP. The CAS programme formally begins at the start of the Diploma Programme and continues regularly, ideally on a weekly basis, for at least 18 months with a reasonable balance between creativity, activity, and service.

All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and for student reflections; it is not formally assessed.

Completion of CAS is based on student achievement of the seven CAS learning outcomes. Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome.

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

Extended Essay

Nature of the Extended Essay

In brief, the Extended Essay is:

- The major example of a piece of work where the students have the opportunity to show knowledge, understanding and enthusiasm about a topic of their own choice.
 - A piece of formally structured, independent writing about a topic chosen by the student in conjunction with a supervisor in the school.
- a piece of writing that enables students to pursue in-depth independent research on a focused topic.
- Chosen from the list of approved DP subjects.
 - An essay containing up to 4,000 words, accompanied by a reflection form (RPPF) of maximum 500 words.

Moreover, the Extended Essay is:

- Mandatory for all Diploma Programme students
- The outcome of 40-45 hours of work by the student.
- Externally assessed in accordance with 5 criteria and, together with the TOK grade, contributes up to three additional points towards the total score for the IB diploma.
- Awarded a grade ranging from A to E, A being excellent, while E is considered to be a failing condition for the IB Diploma Programme.

Subjects and Topics

Students may write an Extended Essay in all subjects offered within the IBDP at ISE. However, it is highly recommended that students should choose a subject you are enrolled in.

The subjects available are:

Group 1: Language A: English Literature

Group 2: Language B: Arabic

Group 3: Economics, Business Management

Group 4: Chemistry, Physics, Biology

Group 5: Mathematics: Analysis and Approaches

Group 6: Visual arts

Roles and Responsibilities

Your responsibilities

1. Choose a subject from the available EE subject list.
2. Decide on a research question.
3. Ensure that the starting point for your essay is a subject that is available.
4. Carefully reflect on the reasons for your choice of subject.
5. Conduct the research.

6. Meet all internal deadlines.
7. Familiarize yourself with the necessary requirements and criteria.
8. Attend three mandatory reflection sessions.
9. Record your formal reflection statements, 500 words in total, on your **Reflections on Progress and Planning Form (RPPF)**
10. Check and proofread the final version of their extended essay.
11. Acknowledge all your resources.

Your supervisor

Your supervisor will presumably be a teacher in the subject in which you decided to write the essay. One of the IB requirements is that one of the teachers in your school is your supervisor. Another condition is that the teacher is not related to you, meaning that your parents or private tutors cannot be your supervisors. To sum things up, the supervisor of your choice should:

1. Be familiar with the subject-specific requirements and the assessment criteria
2. Provide advice and necessary guidance on your research question and methodology
3. Meet with you at least 3 times (Reflections on Progress and Planning Form sessions), if not more (the so-called 'check-ins')
4. Meet with you when needed to reflect upon your progress
5. Comment on **one** completed draft only
6. Spend between three to five hours with you
7. Authenticate your work.

Your Extended Essay Coordinator

Your Extended Essay Coordinator is the primary link connecting the IB and your school. Your Extended Essay Coordinator may:

1. Conduct the introduction, provide explanation, and supervise the reflection sessions.
2. Support supervisors and students by providing exemplars of extended essays.
3. Explain the importance of the extended essay and the requirement of achieving the minimum of a D grade so as to be awarded the IB diploma.
4. Explain to students the requirement to spend approximately 40 hours working on their extended essay.

Your DP Coordinator

The Diploma Programme coordinator has a crucial role as a pedagogical leader. The DP coordinator may:

1. Ensure that you meet all your deadlines.
2. Occasionally check your progress.

Your Librarian

Librarians are important, being interdisciplinary educators capable of working across different subject areas.

The librarian may:

1. Support students hone their information literacy.
2. Help students develop their research skills.
3. Help students evaluate and find reliable resources
4. Help students with data visualization

RRS and RPPF

The RRS stands for **Researcher's Reflection Space**. It is a student's physical or virtual learning environment, helping students record their reflections on current reading, thinking, and writing. The purpose of the RRS is to prepare students for the mandatory reflection sessions with their supervisor. The RRS **does not** affect the extended essay assessment.

The **RPPF** stands for **Reflections on Planning and Progress Form**. The RPPF is required by the IB, and it will be closely read and analysed by the examiner in order to determine marks for Criterion E: Engagement. The purpose of RPPF is to authenticate your work as original and free from plagiarism or collusion. Each student will submit three entries, the total word counts not exceeding 500 words.

These entries **may** include:

1. Annotations
2. Diaries or journals
3. Graphic organizers
4. To-do-lists
5. Observations
6. Questions to be answered and explored
7. A list of possible sources

These entries **should** include:

1. **First reflection:** The first reflection session addresses the initial ideas and methodology to be engaged. You may explain the topic of your choice and the reasons why you chose that specific topic. Another thing to be mentioned is related to possible sources and what you hope to achieve by focusing on the chosen topic. The first reflection session should also dwell on questions to be answered and challenges to be overcome.
2. **Interim reflection:** The interim (second) reflection session takes place before the completion of the first full draft. It should contain the comments on the progress so far. It might address the following question: What remains to be done?
3. **Viva voce:** The final reflection session is called viva voce. This is a brief conference between the student and the supervisor, lasting between 10 and 15 minutes. The viva voce session is an assessed part of the extended essay. The final reflection session provides the supervisor with an opportunity to ask the candidate various open-ended questions that demonstrate evidence of the student's engagement and learning experience. The viva voce form should include the following: comments

made by the supervisor; the student's comments; finally, the supervisor's impression concerning the student's engagement during the research process. It is also an opportunity to reflect on the research process, including the successful and challenging parts as well.

4. Supervisor's comments.

Tips:

1. You may want to assess yourself according to the required criteria. While it is not a must, it may prove to be helpful and point out the arts of the essay you need to revise.
2. Following this final session, the candidate will complete the last student comment section of the RPPF (Reflections on planning and progress form), sign, date, and submit it to their supervisor. In turn, the supervisor will add their own comments, sign, and date the form. The supervisor's comments might influence the examiner's marks for Criterion E (Engagement). Keeping an engagement (reflection) journal may be conducive to a positive comment on the RPPF.

Agreement between Candidate and Supervisor

A Student

I, [insert name], a candidate of the IB Diploma Programme, acknowledge that the extended essay, as a mandatory part of the Diploma Programme, is my sole responsibility.

I, therefore, promise to abide by the following requirements:

1. Agree to abide by all the specified deadlines,
2. I agree that I will be solely responsible for any breaches of academic honesty in the writing of my essay,
3. Choose a subject of interest,
4. Identify the topic and formulate a research question,
5. Formulate a plan for investigation,
6. Conduct research,
7. Independently write my essay,
8. Understand and will abide by the school policy concerning academic honesty, and will meticulously cite all references and sources of presented ideas, quotations, data, diagrams, illustrations, and other relevant information that I may use in my extended essay,
9. Avoid plagiarism and collusion,
10. Attend all the meetings and meet the required deadlines,
11. Attend three formal reflection sessions and one session to discuss a complete draft of the essay with my supervisor,
12. Complete and submit the Reflections on Planning and Progress Form (RPPF).
13. By choosing to write an extended essay in a subject area I have not completed a course in, I understand that it is done against the guidance of the IB Programme, and I may receive a lower grade due to a lack of proper background in the subject
14. knowledge in the subject

A Supervisor

As an extended essay supervisor, I acknowledge that it is my responsibility to support and guide my candidate to the utmost. I will:

1. Be familiar with the subject-specific requirements and the assessment, as well as the IB rules and regulations, as mandated by the extended essay guide,
2. Provide advice and necessary guidance on the candidate's research question and methodology,
3. Meet with the candidate at least 3 times (Reflections on Progress and Planning Form sessions), if not more (the so-called 'check-ins') in order to discuss planning and progress for each of the three required reflection sessions,
4. Read and comment on one completed draft only,
5. Not annotate or alter the candidate's essay in any way,
6. Spend between three to five hours with the candidate,
7. Authenticate the candidate's work,
8. monitor deadlines and the candidate's progress on the RPPF,
9. Provide comments on the candidate's planning and progress on the Reflections on Progress and Planning Form.

Deadlines:

Before this date, I, the candidate, vouch that I:

- [insert date] have read and understood the latest version of the International School of Egypt’s Extended Essay Guide.
- [insert date] will share a specific topic for my extended essay and share the question as basis for research question (RQ).
- [insert date] will meet with my supervisor in order to discuss my research question and write my first entry on my Reflections on Planning and Progress Form (RPPF).
- [insert date] will finalize my RQ, write a formal outline of my essay, discuss with my supervisor the progress so far and reflect on them in an interim RPPF session.
- [insert date] will use my Researcher's Reflection Space to take notes, record my reflections on current reading, thinking, and writing, and conduct research.
- [insert date] will submit a complete draft to my supervisor,
- [insert date] will discuss the complete draft with my supervisor, including reflections on the writing process, available resources, and possible obstacles.
- [insert date] will revise and, if necessary, rewrite my EE taking into consideration comments provided by my supervisor, and upload the final version of the essay.
- [Insert date] will engage in a viva voce reflection session with my supervisor, submit the final entry on my RPPF and sign off on my extended essay.

Agreement signed by

_____	_____	_____
Candidate’s name	Date	Signature
_____	_____	_____
Supervisor’s name	Date	Signature
_____	_____	_____
Parent’s/ Guardian’s name	Date	Signature

Extended Essay Timeline

	Action	Responsibility	Dates	Comments
Step 1	Initial explanation of the EE process	EE Coordinator/students		EE requirements. Introducing the research process. Referencing. Research skills. Academic honesty.
Step 2	Choose a subject of interest. Identify the topic	Student	Year 1 September- October	Meeting the subject-related teacher/librarian/EE coordinator
Step 3	Extended Essay Topic Request Form	Student and EE Coordinator	Year 1 November	Fill in the EE Form #1
Step 4	Choose the supervisor	EE Coordinator/DP Coordinator	Year 1 End of November	All students will be assigned a supervisor
Step 5	Supervisor Meeting (Sources and Content Knowledge) -Sharing a specific topic for investigation -Sharing the question as basis for RQ Students must post a brief summary of the meeting on Google Doc - Formulate a plan for investigation -Identify responsibilities and expectations -Present relevant guiding documents - Students will reflect on progress made concerning the collection of sources, along with quality and reliability of those sources	Student/Supervisor	Year 1 Mid December (prior to winter break)	All students will present a clear topic for investigation and an initial question that will serve as the starting point for a research question. Fill in the EE Form #2

	-Agree upon the date for the next meeting			
Step 6	<p>Supervisor Meeting (Content Knowledge and Outline) Refining the Research Question Review the plan for investigation Review the relevance of the annotated bibliography -Review draft research question - Review a tentative outline of the essay</p>	Supervisor	Year 1 Beginning of April	<p>By this date, students need to have filled in and have signed EE form #3 Evidence and Research and Readiness to start Writing</p> <p>Nota Bene: Supervisors will submit Progress Report #1 to the EE Coordinator/ DP Coordinator on student's readiness to start the research phase of writing process.</p>
Step 7	<p>Research phase: Collect, analyse, and interpret relevant information - Review and analyse evidence in terms of its relevance for the research question - Share findings and reviews with the supervisor according to the schedule</p>	Student	Year 1 Beginning of June	<p>By this date, students need to have EE sheet #4 Update on Write up phase-filled and copy submitted to the EE Coordinator</p> <p>Nota Bene: Supervisors will submit to the EE Coordinator/IB Coordinator Progress Report 2. Supervisors will estimate the student's readiness to begin the actual writing phase of the process.</p>
Step 8	<p>Essay Writing Review the initial outline in conjunction with research findings and/or evidence First complete draft of EE must be uploaded to ManageBac. The first draft must include a title page, table of contents, page numbers, body of essay with parenthetical</p>	Student	Year 2 End of September	<p>A full draft needs to be finished and presented to the supervisor.</p> <p>Supervisor role in this phase is as follows: - lend a helping hand throughout the writing process - Provide assistance and guidance concerning the format, focus and function of main elements of extended essay (Introduction, conclusion, and abstract)</p>

	<p>citations, reference page (MLA), and appendices (if needed). Format your first draft as you would your final draft.</p>			
Step 9	<p>Review the complete first draft of the essay including the title page, abstract, references & bibliography and appendices (if needed).</p>	Supervisor		<p>According to the IB rules, the supervisor's duty is to read and comment on the complete first draft. Main points to be discussed are as follows: organization, errors, and whether or not arguments made address the research question Discussion upon the supervisor's comments on the draft and ensuring that the student is ready to edit and revise the draft for the final version of the EE. However, supervisor may not edit, revise, or rewrite any part of the essay.</p>
Step 10	<p>Revise the complete first draft in accordance with the supervisor's comments and suggestions and submit the final draft to the supervisor.</p>	Student	Year 2 Mid October	<p>Students will receive the feedback from their supervisors. They will have the final opportunity to work on the essay for submission comments within 3 weeks of the deadline.</p>
Step 11	<p>Final interview: Provide students with an instruction on the purpose, format, and the interview expectations</p>		Year 2 November	<p>Viva Voce During the final meeting the supervisor will conduct a final interview with the candidate. This meeting will provide the candidate with an opportunity to reflect on the learning process.</p>
Step 12	<p>Grading and Report: The essay will be graded in accordance with the assessment criteria</p>	Supervisor	Year 2 Mid December	

	A report will be written in accordance with IB guidelines Reflections on Progress and Planning Form will be completed (RPPF)			
Step 13	Final submission: Complete the EE coversheet Sign to confirm authenticity	Student/Supervisor		Final Submission

IB Deadline Procedures

All ISE students must meet the required deadlines in order to develop an important skill for their future academic and career. ISE is determined to support all students in planning and organizing their time to meet internal and external deadlines.

This procedure applies to Internal Assessments, Extended Essays, TOK, and externally marked IB components.

- The student receives an internal deadlines calendar with all due dates of the different assessments. ISE expects that the student submits his/her work on time.
- Missed deadlines will impact student grades for the late assignments
- Students who are missing deadlines consistently will be subject to administration review of their position in the IB.

ISE IB DP Course Approval Form

Student Name: Date:

Full Diploma Students are required to select one course from each of the six groups. Group six (Visual Arts) can be dropped, and the sixth course would be selected from any of the other five groups. Students are required to select **at least three SL courses** and a **maximum of four HL** (Higher Level) courses, the **rest of the courses are studied at the SL** (Standard Level).

Summary of the Full Diploma Requirements

Full IB Diploma Programme	Register for six DP courses, three of which are at HL Higher Level
Extended Essay EE	Complete an original research report of 4,000 words
Theory of knowledge TOK	Complete the internally assessed TOK presentation and submit one final essay for external assessment
Creativity, Activity, and Service CAS	Meet all learning outcomes of the CAS Programme
Internal Assessments	Submit IA coursework for all six courses
External Examinations	Sit for external examinations in all six courses
Government Requirements	Passing Arabic, Religious Studies and Civic Exams required by the Ministry of Education
Total Points	A minimum of 24 points is required across all six subjects
Final Award	IB Diploma and NAC Diploma (For American Diploma Students)

Drop and Add Policy:

1. A period of two weeks, including induction week, will be offered to DP students to drop and add courses. Student must fill in a request form and decision will be made subject to availability. If the school cannot compel to the request made, the student will have to stay at the original choice he/she made.
2. In case of dropping the whole programme for academic incompetence, there are two safe stops decided for that purpose: at the end of the first semester of DPY1 & at the end of DPY1. The student loses the right to make subject choices back to the American Diploma section; he/she will have to abide to what the schedules can offer him /her at this time of the year. IBDPY1 school fees are non-refundable in that case as well.
3. In case of dropping the whole programme at the end of the first semester of DPY1 or at the end of DPY1 the student will have to go back to American Diploma G11 classes.

I, the parent of the student -----, am aware of the Drop and Add Policy for IBDP.

Student Name and Signature -----

Parent Name and Signature -----

ISE University Counsellor -----

DPC Signature -----

Date Approved -----

Admission Policy

The International School of Egypt offers the International Baccalaureate Diploma Programme (IBDP) and its engaging and challenging curriculum which encourages critical thinking, intercultural understanding, and respect.

The IBDP is created for young people who are between 16 and 18 years.

ISE IBDP admission policy supports academic success and ensures that students take courses which are both challenging and manageable. Students must have a solid background in English, Mathematics, and Science to enter the IBDP.

Admission shall not be denied because of nationality or race. The primary aim is to accept all qualified applicants who passed the required admission tests and provide facilities needed for the expected enrolment.

IBDP provides students with a depth of rigorous academic study and prepares them for university. All subjects are offered at high and standard levels to satisfy students' needs. Three additional program elements are Theory of Knowledge, Extended Essay, and participation in the CAS Program.

1. Academic requirements for students doing the full diploma and IB courses

- A. ISE Students doing the full diploma and courses
 - Students must have a B average at the end of grade 10 in the following subjects: English, Mathematics, Science, Arabic, English Social Studies, Foreign Language.
 - Students should pass Mathematics and English admission tests.
- B. External Middle Years Programme (MYP) students
 - A minimum score of 4 in each of the following subject groups: language & literature, language acquisition, individuals & societies, science, and maths.
 - Completion and passing of Personal Project and Service.
 - One teacher recommendation that describes behaviour, attendance, motivation, and commitment.
- C. External non-MYP students
 - Students should pass Mathematics and English admission tests.
 - One teacher recommendation that describes behaviour, attendance, motivation, and commitment.
 - School transcripts.
- D. Transfer students

Students who transfer from other IBDP schools may apply. The International School of Egypt will work with other DP coordinators to have a smooth transition. If an appropriate subject or level is not available at the International School of Egypt, parents may need to pay

the cost of an online course. If a student is transferred from another IB World school after Grade 11 and course outlines are different in his/her previous school, the student is responsible for self-studying the topics that were covered at ISE by the end of Grade 11.

2. Interview (ISE, external students, and their parents)

All applicants will be interviewed to identify their level of commitment and abilities required for IBDP, as well as their level of oral English fluency. Applicants' parents will be interviewed to determine their understanding and commitment to the IBDP. After the interview, the applicant's potential to succeed in all components of IBDP will be considered.

All candidates must sign a learning contract that states that they are aware of the rigor of the programme and are committed to its academic deadlines.

All candidates must sign an academic honesty contract.

ISE admission policy includes welcoming students with a variety of different abilities. In some instances, a student may be advised to withdraw from the full diploma program and transfer to the American Diploma Program. The decision to do so is made in consultation with the student's parents, teachers, school counsellor, and the DP Coordinator.

3. Further Admission Information

Students may select to participate in IBDP Programme:

- As an IB Diploma candidate
- As an IB Course candidate

ISE recommends selecting the full IB Diploma. However, the decision on the path is taken in consultation with a student's parents, teachers, school counsellor, and the DP Coordinator.

Candidates for admission to the International School of Egypt IB World School must demonstrate that they are students who embrace the IB Learner Profile. For students not pursuing the IB Diploma program, it is possible to register for individual IB subjects and complete courses of study, including the IB Exam. Individual IB Course qualifications may be used to help for admission at certain colleges and universities.

IB Diploma students choose 6 subjects, 3 at higher level and 3 at standard level. Also, Theory of Knowledge, the Extended Essay and the Creativity, Activity and Service Program are required for the IB Diploma Programme. Students can choose the level of the course they want. All courses are offered at Standard and High level.

All students communicate with the DP Coordinator, college counsellor and IBDP teachers about their course selections.

Academic Integrity Policy

1. Philosophy of Academic Integrity

The International School of Egypt acknowledges that through approaches to learning (ATL) in the IB Programme, students develop skills that have relevance across the curriculum and help them “learn how to learn”. The ATL skills are as follows:

- Self-management
- Social
- Communication
- Thinking
- Research

Academic integrity is part of being “principled”, a learner profile attribute where learners strive to “act with integrity and honesty” as we question, inquire and act.

The International School of Egypt (ISE) prepares IB Students to embrace the IB Learner Profile. This includes being principled with integrity and honesty. ISE supports the IB’s zero tolerance policy on Academic Honesty.

The International School of Egypt is committed to creating and promoting a culture of Academic Integrity, by modelling, embracing, and leading by example in all academic disciplines and subjects.

2. Purpose of Academic Integrity

All students enrolled in the IB DP must understand the definition and significance that relate to academic honesty, especially intellectual property, and authenticity. However, a conceptual understanding alone is not sufficient; they must have the knowledge and practical skills to apply such concepts to their work.

The International School of Egypt supports and promotes the principles of properly executed academic research and in all forms of assessment. All members of the ISE school community have a responsibility that this knowledge and practice apply in all settings and that all members share the same philosophy and understanding of the policy.

3. Maintaining Academic Integrity

The presentation and acceptance of an authentic piece of work is essential to good scholarship and practice. An authentic piece of student work is one that fully expresses the language, thoughts, expression, and synthesis of that student. Where the work of another person is represented in the students' work, whether in the form of direct quotation or paraphrase, the source(s) of those ideas or the work must be fully and appropriately acknowledged otherwise it constitutes misconduct. EE Coordinator teach students how to cite resources during Extended Essay lessons (biweekly).

4. Definition of Misconduct

The IB defines student academic misconduct as deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment.

Misconduct includes/not limited to:

- **Plagiarism** - representation of the ideas or work of another person as the candidate's own.
- **Collusion**: allowing one's work to be copied or submitted for assessment by another.
- **Duplication of Work**: this is defined as the presentation of the same work for different assessment components and/or diploma requirements.
- **Unfair Advantage** – a behaviour for an individual student that affects the results of another student.

The ISE academically honest student DOES:

- Properly cite all materials used in Academic Research.
- Understand the concept of plagiarism.
- Understand and abide by the school's rules concerning cheating.
- Acknowledge, in a specific manner, help from another person.
- Ask beforehand what kind of outside help is permissible.

The ISE academically honest student DOES NOT:

- Copy someone else's work.
- Allow someone to copy their work.
- Submit work done by another student, a parent, a friend, and/or a private tutor.
- Use notes during a test, unless allowed by the teacher or the examination rules.
- Purchase and submit work written or completed by someone else.

5. Investigation of Intentional Misconduct

- The teacher will notify the respective Programme Coordinator with supporting documentation if misconduct is suspected.
- The Programme Coordinator will determine whether misconduct has taken place based on information gathered through the investigation.
- The Programme Coordinator will inform the parents of the process irrespective of the outcome.
- If evidence of misconduct is confirmed, the student and parents will be notified in writing and informed of the consequences.
- An appeal must be submitted within 5 working school days of the date of the letter. The principal will consider the appeal. The principal's decision will be final and will be communicated to the student and parents in writing.
- Copies of all records of investigation, correspondence and the assessment item will be kept in the student's subject file. All official documentation will be submitted to the IB Diploma Program.

6. Internal Assessment Tasks

First offence: Students are awarded a level of zero for all criteria the task is assessed against. If any collusion took place, all parties involved will take a zero for all criteria. Parents, teachers, and school administration will be notified.

Second offence: Students are awarded a level of zero for all criteria the task is assessed against. Parents, teachers, and school administration will be notified.

Up to 3 days Out of School Suspension is given to the student and behavioural probation is applied.

7. Externally assessed IBDP assessment tasks

- In the case of externally assessed components, such as the extended essay, or theory of knowledge essay, and as a consequence the student would not be eligible for a final grade in the subject concerned.
- Students must not take any unauthorized materials into the examination room.

- A student found in possession of unauthorized materials during an examination, regardless of intent or if the material is used, is still considered to be in breach of regulations and will be investigated by the IB.
- If a student is found to be in breach of regulations, the school must contact the IB within 24 hours of the external examination, EE or TOK to report the incident.
- This may seriously impact on the student's eligibility for the Diploma under IB rules.

8. Consequences of Misconduct

If the final conclusion is that a case of misconduct has been established:

- No grade will be awarded in the subject concerned.
- No diploma will be awarded to the candidate.
- A Diploma Programme course results will be awarded for other subjects where no misconduct has occurred.

9. Roles and Responsibilities of the Programme Coordinators

- Establish a school culture that actively encourages academic honesty.
- Support the IBO fully in the prevention, detection, and investigation of misconduct.
- Make students aware of their responsibilities regarding Academic Honesty.
- Explain the Academic Integrity Policy to all school stakeholders at workshops.

10. Roles and Responsibilities of the Teacher:

- Teachers will reinforce the DP Academic Honesty Student Guide throughout the course.
- Provide students with consistent advice and practice whenever necessary.
- Provide students with clear guidelines on academic writing and referencing styles required in each subject.
- Moderate samples of student work primarily for standardization of grades but also for checking any suspicious pieces of work relating to potential misconduct.
- Run all student work through TurnItIn.com as a precautionary check.
- Report any misconduct to the DP Coordinator.

11. Roles and Responsibilities of the Student:

- Take responsibility for ensuring that all work submitted for assessment is authentic, with the correct citation system.
- Are responsible for complying with expectations regarding meeting deadlines and absences.
- Run all work through TurnItIn.com as a precautionary check.
- Should seek clarity from Teachers, Librarian, and/or DP Coordinator during the assignment process and regarding any aspect of Academic Integrity guidelines.

Language Policy

1. Language Philosophy

The International School of Egypt acknowledges that language is crucial to learning. All teachers are responsible for the language development of their students and facilitate communication through the planning and instruction methods.

ISE aligns with the IB Language Acquisition Guide which states that language:

- Is valued as central to developing critical thinking and is considered essential for the cultivation of intercultural awareness and the development of internationally minded and responsible members of local, national, and global communities.
- Is integral to exploring and sustaining personal development and cultural identity and provides an intellectual framework to support conceptual development.
- Greatly contributes to the holistic development of students and to the strengthening of lifelong learning skills.
- Equips students with the necessary multiliteracy skills and attitudes, enabling them to communicate successfully in various global contexts and build intercultural understanding.

ISE highly supports maintenance of students' mother tongue and gaining proficiency in additional languages. Our primary goal is that our students will be able to communicate in more than one language through intercultural understanding and respect.

At ISE, we strongly believe that students best learn language through developing the student's communication skills, working in a range of authentic contexts and purposes, and developing multiliteracy skills.

ISE focuses on creating and sustaining a safe learning environment in which students are successfully acquiring second language proficiency.

2. School Language Profile

A. Diploma Programme Admission

External candidates (non-ISE middle school students) are admitted to the Diploma Programme based on:

- a. the results of entrance exams in English Language, Mathematics, and Science.
- b. an interview with both the student and the parent(s).
- c. the previous results and recommendations from the students' former schools.

A final decision is taken using a comprehensive analysis based on a, b, and c above.

P.S. Check the Admission Policy for more details.

B. Language Groups in the School Community

The majority of ISE students speak native-level Arabic with most students spending their pre-IB education in international/language schools. Most students have native or near native level Arabic proficiency, although some students who have lived abroad come to the IB DP might express weaknesses in their academic Arabic. In this case, students can have extra classes with their Arabic teachers. All Arabic teachers are required to give support classes to students who are facing difficulties during their free time.

All Egyptian students are required to take the mandatory governmental exams. There are students who are exempted from taking these exams and non-Egyptian students. They are encouraged to learn Arabic and attend Arabic lessons with their classmates without having the same assessment as other students who are more proficient in Arabic.

The language of instruction is English. The IBDP staff shows high levels of English proficiency and communicate with students in English. The majority of ISE parents are bilingual speakers and official communication with stakeholders is conducted in English. In order to communicate with all stakeholders, the important documentation related to IBDP will be translated to Arabic.

C. Language of Instruction

The language of instruction of the Diploma Programme subjects is English, except for the Arabic language courses.

The language courses offered in Years 11 and 12 are:

Group A	Group B
English Literature A SL	Arabic Language B SL
English Literature A HL	Arabic Language B HL

3. Placement of students into Diploma Programme Language Classes

All IB Diploma candidates must study English A, whether SL or HL. At ISE, students' choice between SL and HL is based on their fluency and ability to communicate their ideas in English. All Egyptian students, including dual passport holders, must study Arabic. Non-Egyptian students who cannot study Arabic B, can take an online Language B course through Pomoja, an authorized IB online courses provider.

All Egyptian students are required to achieve a passing level in the mandatory government exams for Arabic and Religion. ISE provides the required instruction hours in Arabic Language in order that students are academically prepared for these requirements. IB Arabic B course includes all required concepts and prepares students for the mandatory government exams.

English Language and Arabic Departments at ISE will inform the DP Coordinator if there are any concerns over the suitability of a student for a particular Diploma Programme Language course. The DP Coordinator and IB Language teachers will communicate to students and parents regarding any concerns, taking into account their academic standing, their previous language courses, and their future goals.

Students with the appropriate language and academic skills in English and other core subjects are encouraged to pursue a full Diploma Programme.

4. Supporting Language Development

A. Provision of Language Development Opportunities

Students are encouraged to use English at all times, both inside and outside the classroom. The primary goal of the language program at ISE is to help students develop their communication skills and achieve their personal growth through strong emphasis on language.

Academic Integrity Policy is communicated to all stakeholders and is consistently used in all research assignments. A proper citation practice lessons and workshops are held each semester in order to help students avoid plagiarism. Students who need English support have an opportunity to take extra classes with their English teachers during their free time.

B. Resources

Paper dictionaries are available for students in the library.

The library and language online subscriptions (My Perspectives Savvas Realize and Egyptian Knowledge Bank) also provide students with access to a growing collection of books, electronic resources, and various sources of information in English and Arabic. This practice supports additional language development.

5. Spelling Protocols

ISE does not require students to follow any country-specific spelling system.

6. Preferred Bibliographic styles.

ISE requires students to follow MLA bibliography format.

Inclusion Policy

The International School of Egypt IB Diploma Programme (IBDP) makes it available to all students from grades 11 and 12. The IBDP is aiming to offer a positive and healthy learning environment to meet learners' needs and encourage them to achieve the best results.

The International School of Egypt understands that:

- students have different social and cultural backgrounds and differ by their beliefs, traditions, and academic standing.
- all students with different educational needs should be supported by school staff in order to achieve their best potentials and personal targets.
- school qualified teachers should create and implement as many as possible classroom strategies and learning techniques to be able to satisfy the needs of **special educational needs** (SEN) students.
- SEN students should have an opportunity to be recognized and receive support and guidance from the school staff.
- A clear and consistent communication process should be established between IBDP staff and SEN students/parents.

The International school of Egypt follows the IB's philosophy on inclusion through using IBDP standards and practices:

- The school supports access for students to the IB programme(s) and philosophy.
- The school develops and implements policies and procedures that support the programme.
- The school provides support for its students with learning and/or special educational needs and support for their teachers.
- Collaborative planning and reflection incorporate differentiation for students' learning needs and styles.
- Teaching and learning differentiate instruction to meet students' learning needs and styles.

Admission

Students are admitted to IBDP based on:

- admission tests in Math, Science, and English.
- application form, previous school reports, recommendations from teachers.
- interview with the students and their parents.

According to the above statements, students might not be admitted to the IB DP if a special SEN support is required that cannot be provided by school staff.

Special Educational Needs in IBDP

The International School of Egypt focuses on identifying SEN students as early as possible. If students have special educational needs, their subject teachers should create, implement, and follow up on special educational plans and differentiation strategies to achieve their learning goals. If students need educational support in any of the core subjects, they should contact their subject teachers. Subject teachers are required to give extra lessons to the students with educational needs during their free time (lunch break or study hall lessons)

If all steps above are not successful and the student is still facing learning difficulties, a meeting with the student and his/her parents should be scheduled. In some instances, a student may be advised to withdraw from the full diploma program and transfer to the American Diploma Program. They still have an option to take the IB courses. The decision to do so is made in consultation with a student's parents, teachers, school counsellor, and the DP Coordinator.

If SEN students need to get extra time for one or more IB DP exams, The International School of Egypt should make the following arrangements requiring authorization based on the IBDP Access and Inclusion Policy:

A request for special educational requirements should be sent 6 months before the exam session.

IB DP Coordinator should state the areas of concern, for example: mental health, anxiety, physical or medical conditions. Student and parent approval should be received by the IBDP Coordinator.

The International School of Egypt should send to IB the following documents:

1. The student referral to the college counsellor.
2. The IB counsellor should administer a student test in the area of concern. This test should be created by the school.
3. IB should receive the test scores.
4. At least one evidence of unsuccessful student's work in one subject only. The work should be written in English with teacher instructions.
5. Teacher feedback on the piece of work.
6. Evidence of providing extra support related to student learning needs and the reason why the support did not work.
7. Detailed teacher observation and evaluation of student educational learning needs and academic performance in the subject.

The following steps are also acceptable:

- Evidence of records from a previous school about the special assessment arrangements.
- Anecdotal observations from the school, for example: correspondence from a class teacher or school counsellor.
- An individualized educational plan (IEP)

Procedures at the International School of Egypt for offering the IB Support.

1. The DP Coordinator communicates with the school community about the importance of inclusion and supports the students with special educational needs. It's done through information meetings with students and parents. They should be aware that they can send a request for SEN support if they observe their children need it.
2. The DP Coordinator explains to staff and promotes the philosophy of inclusion program through information meetings and workshops. All staff should be aware of ISE SEN Policy procedures.
3. The DP Coordinator should be notified by DP Teachers if they feel a student has special educational needs.
4. DP Coordinator will communicate with the student and his/her parents and clarify the types of IB support that can be given to the student.

5. If the student and his/her parents agree to proceed, the school counsellor should be informed and meet with the student and parents.
6. The school counsellor should suggest the outside medical services where the student can be tested.
7. The student's teachers should submit a piece of the student's work with their comments that might indicate the suspected learning difficulties.
8. The outside medical investigation and student's work sample should be sent to the IB.
9. The IB will make the final decision if accommodation can be granted.

Assessment Policy

1. Philosophy of Assessment

The main goal of assessment at the International School of Egypt is supporting and improving student's growth and achievement, providing a measurement against course objectives to meet IB expectations and requirements. Evaluation of students' learning should be varied in nature and allow them to show their level of knowledge and understanding.

Assessment at the International school of Egypt is criterion-referenced and has educational values.

The school's assessment policy applies to all students and communicated to all members of the school's community. It's aligned with schools and IB mission statements.

2. Assessment Practices

The Diploma Program (DP) is a two-year program with external examinations at the end of the 12th grade. IB assessment criteria are followed by all members of the school's community.

The aims of assessment in the Diploma Programme are:

- To support educational goals and motivate students for effective learning.
- To evaluate course objectives and requirements.
- To ensure effective teaching and learning to meet the examination requirements.
- To understand the assessment expectations, standards and practices that should be communicated during different classroom activities and instruction.

DP core focuses on students' educational experience and encourages them to implement their knowledge and skills in different areas and subjects.

The three core elements are:

- **Theory of knowledge**, in which students learn about the nature of knowledge and understand how we know that the new knowledge is true.
- **The extended essay**, which is an independent, self-directed 4,000-word piece of research.

- **Creativity, activity, service**, in which students gain new experiences in three areas and complete a final project.

In addition to the 3 core elements, students' study 1 course from each of the six subject groups: 1 - Language A, 2 - Language B, 3 - Individuals and Societies, 4 - Experimental Sciences, 5 - Mathematics, and 6 - Arts). Group 6 subject can be replaced by a subject from any other group.

For each course, students receive grades ranging from 7 to 1, with 7 being the highest. A student's final Diploma result score is out of 45 points of which 42 are made up of the combined scores for each of the six subjects. The remaining three points come from the successful completion of the DP Core: Theory of Knowledge (TOK) and Extended Essay (EE).

The diploma is awarded to students who gain at least 24 points, subject to a certain minimum level of performance including successful completion of the three essential elements of the DP core.

Internal examinations are held two times during Grade 11 in December and June. Mock exam is held in April to prepare students for the official external IB examinations in Grade 12.

During the DP program, students will sit for several external and internal assessments.

Formative Assessment

Formative assessment focuses on the process of collecting, analysing and interpreting evidence to improve student learning and understanding. It helps teachers and students know how learning is progressing.

Students take part in the formative assessment through their own learning, peer collaboration, informative teacher feedback, conferences, and discussions. Teachers use different IB sources, subject criteria, and grade descriptors to create questions for internal assessments. Daily formative assessment is used to collect sufficient information about students' learning and level of knowledge. This data is used to evaluate and strengthen our learning process and practices, determine students' strengths and weaknesses, to differentiate instruction based on student needs.

The examples of formative assessments are:

- Classroom observation
- Anecdotal records
- Student reflection
- Peer and individual review
- Portfolios
- Student teacher conferences
- Journals/Projects/Performances
- Pre-tests
- Practical laboratory work

Summative Assessment

Summative assessments ensure that the learning process is assessed at the end of a certain period. It helps the teacher to identify the effectiveness of instruction.

Summative assessments are given regularly to determine student's knowledge and are graded by teachers. The type of each summative assessment is explained to the students ahead of time.

At ISE, G11 IBDP students sit for two summative assessments while the G12 IBDP students sit for one summative assessment before their IB May exams. The first Progress Report is issued in December and the second Progress Report is issued in March. In addition, report cards are issued at the end of the academic year.

Summative assessment is used:

- To identify and measure students' progress and growth.
- To facilitate students' understanding and reflecting of their progress.
- To provide feedback on students' learning.
- To communicate about how students are performing against the IB subject criteria.
- To prepare students for external assessments.

All reports are communicated to the students and the parents via Jupiter, the school's platform. Summative assessments are used in determining predicted grades for students.

The examples of summative assessments include are:

- Unit/chapter tests
- Research Papers
- Semester\midterm exams
- Individual or group projects or presentations
- Exhibition
- Final draft lab reports
- Oral commentaries
- Mathematical investigations

Feedback and Reflection

Teachers record and post students' grades on Jupiter- the school's platform- and provide feedback to the students and parents. Subject criteria and objectives are used in grading students' work in order to provide a clear understanding on students' performance and academic standing.

Parent-teacher conferences are held twice during the academic year and whenever necessary. If there are concerns about a student's performance, parents and teachers may request parent-teacher conferences at any time during the year.

Grade 11 Summative Assessment

December exams cover the work for the first semester and resemble the IB exams as closely as possible. It allows students to become familiar with the expectations and requirements of the IB examinations.

June exams cover the whole year's work and resemble the IB exams as closely as possible.

Promotion from Grade 11 to Grade 12

- Diploma students in Grade 11 must achieve a 4 or above in HL subjects, 3 or above in SL subjects, and a total of 24 points in order to be promoted to 12th grade.
- If a student is not achieving a grade of 4 in an HL subject may drop to SL in the subject, provided that the student has a total 3 HL and 3 SL subjects at the end.

- If a student gets a failing grade in up to two subjects, a parent-subject teacher-DP Coordinator meeting will be scheduled to determine the ways to improve student' performance. In order to be promoted to grade 12 the student must re-take that exam in August, prior to the start of the new academic year.

Grade 12

Predicted Grades for Universities

- In 12th grade, teachers are required to provide the College Counsellor with Predicted Grades for university application purposes. This may happen at different times, depending on the location of the university being applied to.
- These grades are based on the 11th grade exam results and the teacher's overall evaluation on students' performance in 11th grade.
- Predicted grades are realistically optimistic and should in no way compromise the professionalism of the teacher or the credibility of the school.
- Students are not allowed to know their predicted grades.

Internal Assessment

Internal assessment is graded by teachers over the course. They mark students' pieces of work according to the IB criteria and this grade counts as a part of the overall IB score. A sample of the teacher-marked work is sent to an IB moderator and evaluated according to the IB criteria and rubric. Teachers evaluate students' work as individual learners and not in comparison to the work of other individuals.

Each class has at least one internal assessment (IA). IAs have different requirements and formats for each subject. IA calendar is designed in collaboration with all IB teachers to arrange the due dates and avoid a convergence of due dates for multiple tasks.

Internal Assessment will be standardized within one department.

External Assessment

Students are externally assessed exams for each class. Examinations are one form of assessment, involving candidates completing IB set questions under tightly controlled conditions. Sometimes the overall assessment of a candidate will be broken down into several separate pieces taken at different times. Examinations are sent to an IB examiner who uses a mark scheme to assess exams. External Assessments are conducted and overseen by the teachers or proctors and then sent to be graded externally by qualified examiners. IB examiners use a mark scheme to assess exams. Examples of external assessments include Extended Essay, TOK Prescribed Title Essays, and the end of course exams.

For each class IA (30%) and exams (70%) are totalled for the final score on the 1 through 7 scale.

Local Requirements

All Egyptian students are required to achieve a passing level in the mandatory governmental exams for Arabic and Religion. ISE provides the required instruction hours in Arabic Language in order that students are academically prepared for these requirements. IB Arabic B course includes all required concepts and prepares students for the mandatory governmental exams.

Arabic governmental exams are held in June of DP2 and do not overlap with IB exams. No preparation is required for the mandatory governmental Arabic exams.

Award of the diploma

Core requirements

- Students must study six subjects plus the three core subjects—EE, TOK and CAS. They must accumulate no fewer than 24 points from assessment in these subjects, in addition to grade stipulations.
- They must meet all of the additional requirements*.
- They must meet all of the requirements within a maximum of three examination sessions.
- Candidates who successfully meet these conditions will be awarded the diploma.
- Each subject is graded 1–7, with 7 being the highest grade.
- TOK and the EE are graded A–E, with A being the highest grade. These two grades are then combined in the diploma points matrix to contribute between 0 and 3 points to the total.
- CAS is not assessed but must be completed in order to pass the diploma.
- The overall maximum points from subject grades, TOK and the EE is therefore 45: $((6 \times 7) + 3)$.
- The minimum threshold for the award of the diploma is 24 points. If a candidate scores less than 24 points, the diploma is not awarded.

Core points matrix

The core is worth between zero and three points towards the overall diploma points. The candidate can also fail to achieve the diploma certificate if they obtain a grade E in either TOK or EE or if they do not complete CAS.

The number of points is calculated using the table below.

Core points matrix:

TOK/EE	A	B	C	D	E
A	3	3	2	2	Failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing condition				

Additional requirements:

There are additional requirements for the award of the diploma.

- CAS requirements have been met.
- There is no "N" awarded for TOK, the EE or for a contributing subject.
- There is no grade E awarded for TOK and/or the EE.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (HL or SL).
- There are no more than three grade 3s or below awarded (HL or SL).
- The candidate has gained 12 points or more on HL subjects. (For candidates who register for four HL subjects, the three highest grades count.)
- The candidate has gained 9 points or more on SL subjects. (Candidates who register for two SL subjects must gain at least 5 points at SL.)
- The candidate has not received a penalty for academic misconduct from the final award committee.

Diploma Programme Course Candidates

Diploma Programme Course Candidates are the students who study and take the IB internal and external examinations for subjects but select not to take the entire IB Diploma. The subjects selected are referred to as DP courses and may include the core requirements. DP Course Candidates receive DP Course Results. The grades for theory of knowledge and the extended essay will be recorded on the **DP Course Results** and the completion of CAS, if appropriate.

Inclusive assessment arrangements

Following IB principles, ISE believes that all candidates must be allowed to take their examinations under conditions that are as fair as possible. Special test administration arrangements are planned if needed. Please refer to the SEN policy for more details.

The IB in relation to the American Diploma

IB Grade Conversion

Jupiter is ISE's e-system for students, parents, teachers, and administration. Teachers upload videos, assignments, support materials, assessment results and announce class events for students and parents. Jupiter provides students, parents, and teachers with a continuous and clear indication of a student's grades and progress.

Grades for IB are calculated according to the scale in the table below:

American Diploma	IB Equivalent	Letter Grade	GPA	IB scale
97-100	87-100	A+	4	7
93-96	80-86	A	4	6
89-92	70-79	A-	3.7	5
86 - 88	65-69	B+	3.3	4
83 - 85	60-64	B	3	
79 - 82	55-59	B-	2.7	
76 - 78	50-54	C+	2.3	
73 - 75	45-49	C	2	3
69 - 72	40-44	C-	1.7	
66 - 68	35-39	D+	1.3	2
63 - 65	33-34	D	1	
60 - 62	32	D-	0.7	1
Below 60	Below 32	F	0	0

The grades offered are based on the IB diploma grading System for the six subjects and the core and are as follows:

Grade	Standards of Performance	Grade descriptors of Level Achieved
7	Excellent Performance	Thorough understanding of the concept, knowledge and skills, ability to apply faultlessly, demonstrate originality, evidence of analysis, synthesis, and evaluation where appropriate and produces work of high quality.
6	Very Good Performance	Thorough understanding of the concept, knowledge and skills, ability to apply them, generally demonstrate evidence of analysis, synthesis, and evaluation where appropriate.
5	Good Performance	A sound understanding of the concept, knowledge and skills, ability to apply them, generally shows evidence of analysis, synthesis and evaluation and occasionally demonstrates originality and insight.
4	Satisfactory Performance	A good general understanding of the concept, knowledge and skills, ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis, and evaluation.
3	Mediocre Performance	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the concept, knowledge and skills and is only able to apply them fully in normal situations with support
2	Poor Performance	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the concept, knowledge and skills and is only able to apply them fully in normal situations with support
1	Very Poor Performance	Minimal achievement in terms of the objectives

Grading/Calculation

Each trimester's final grade will count one-third of the overall yearly average for a course. The final year result will be the average of the year's 3 terms.

Teachers use IB resources, past papers, and Question Banks in creating assessments for students. All internal assessments like homework, classwork, projects, tests, quizzes, and other tasks are created to allow students to practice for the final IB exam, demonstrate their learning and understanding, build confidence in their own work and understand the criteria for producing a quality product.

Students at Risk

If students are facing learning difficulties and showing low progress, they are considered as students at risk. An action plan should be created by the DP Coordinator and subject teachers in cooperation with the parent(s) and the student. If the student is not able to manage the workload and meet the requirements of more than three subjects till the end of Grade 11, a meeting with the parent and the student should be scheduled to discuss the student's academic standing or transfer to the American Division.