



International Baccalaureate Diploma Programme

Handbook (class of 2021)

(Effective September 2019)



ANATOLIA COLLEGE

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1. INTRODUCTION

The International Baccalaureate Diploma Programme is an increasingly popular international qualification for secondary education. It is one of the three educational programmes offered by the International Baccalaureate Organisation (IBO), a non-profit organisation. The IB Diploma is a two-year course for 16-19 year-olds in 11th and 12th grades. It is taught in either English, French or Spanish (**at Anatolia, the programme is taught entirely in English**). The IBDP is offered only by those schools that comply with the strict academic requirements stipulated by the International Baccalaureate Organization (IBO), based in Geneva, Switzerland: Anatolia College has been recognised as an “IB World School” and authorised to offer the IBDP since October of 1997.

Successful completion of the IBDP leads to the award of the “IB Diploma”, a widely recognised and well-appreciated qualification for University entry in most countries around the world. The IBDP is an academically challenging and balanced programme of education, designed to prepare students for effective participation in a rapidly evolving and increasingly global society. Its flexibility allows for adaptation to the diverse needs and personal interests of students and makes it a very suitable study course for them.

The Greek government has recognized the International Baccalaureate Diploma and by law has granted its equivalence to that of a Greek Lykeion Diploma (“Apolytirio”).

2. WHO IS THE IB PROGRAMME SUITABLE FOR?

The IBO’s mission is “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 mission statement is reflected in the “IB learner profile”, a set of learning outcomes that can inspire, motivate and focus the work of schools and teachers. The table below provides further details on these attributes.

IB learners strive to be:

Inquirers	<i>We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</i>
Knowledgeable	<i>We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</i>
Thinkers	<i>We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</i>
Communicators	<i>We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</i>
Principled	<i>We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</i>
Open-minded	<i>We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</i>
Caring	<i>We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</i>
Risk-takers	<i>We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</i>
Balanced	<i>We understand the importance of balancing different aspects of our lives – intellectual, physical and emotional – to achieve wellbeing for ourselves and others. We recognise our interdependence with other people and with the world in which we live.</i>
Reflective	<i>We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</i>

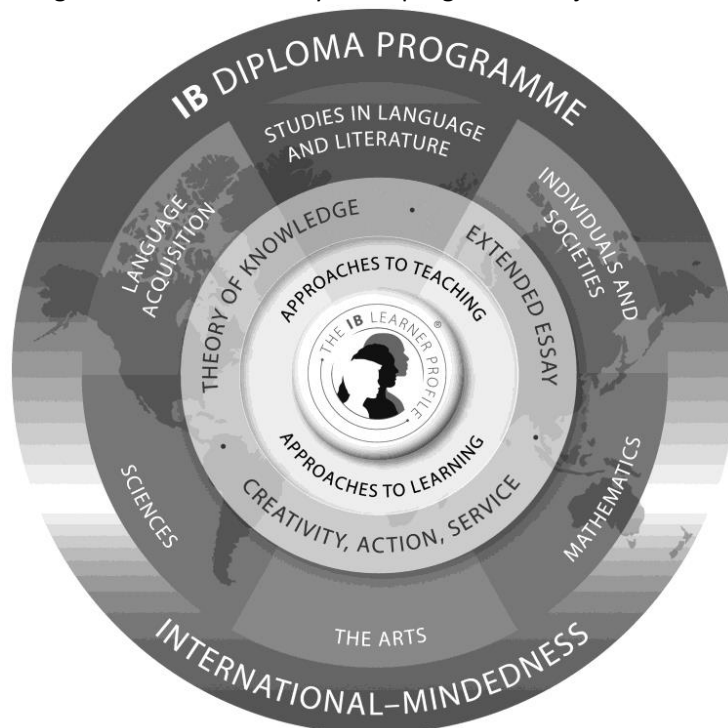
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Clearly, a student applying for enrolment in the IBDP accepts the IB philosophy as described in the IBO mission statement and is eager to strive to develop the IB Learner attributes.

The Greek legal framework limits students following the IBDP to entry in foreign universities. A basic prerequisite for anyone wishing to attend the programme is a very good knowledge of the English language (at least at an “advanced” level), as all subjects are taught in English. In consultation with IBDP administrators or faculty, students choose which subjects to study and at which level (Higher or Standard), balancing their interests, the field that they ultimately intend to follow and the requirements of universities to which they will be applying.

3. STRUCTURE OF THE CURRICULUM

The IBDP is represented as a circular shape, divided into concentric parts, highlighting the interconnectedness of different elements. In the outer circle the model presents international-mindedness, a central aspect of the IBDP philosophy encompassing all of the programme's elements. Different subjects are presented as six academic areas which support and are supported by the three central core requirements: all students are expected to fulfill obligations relative to the core requirements and would choose to study one subject from each of the six academic areas, three at Higher Level (240 teaching hours) and another three at Standard Level (150 teaching hours). The structure of the curriculum aims to encourage concurrent learning of a range of subjects, ensuring both breadth and depth of study. In the centre, surrounding the student, the model presents the fundamental "IB Learner" attributes listed previously while specific reference is made to approaches to teaching and learning that would effectively serve programme objectives.



3.1. CORE REQUIREMENTS

There are three core requirements that are compulsory for all IB candidates in order for them to obtain the IB Diploma:

1. Theory of Knowledge / 2. The Extended Essay / 3. The Creativity, Activity, Service Program (C.A.S.)

Students may be awarded 0-3 IB Diploma points depending on their combined performance in TOK and the EE (see paragraph 6.1)

3.1.1 Theory of Knowledge

Theory of Knowledge is a course of study (2 hours per week) in which students are encouraged to approach the process of acquiring Knowledge from different perspectives. It aims at helping students become familiar with the problems of how knowledge advances and how we validate knowledge, with problems related to the value-systems we employ when making knowledge claims, while at the same time it aims to develop students' ability to view knowledge claims critically and to become argumentative.

Students are assessed on the basis of a 1600 word essay on a topic selected from a list issued by the IBO every year, and on the basis of an individual or group class presentation (with a duration of approximately 10-minutes per student) accompanied by a "written presentation planning document". The essay is externally assessed, while the presentation is internally assessed by the teacher.

3.1.2. The Extended Essay

The Extended Essay constitutes the first approach, on the students' behalf, to the most essential aspect of academic life: research. It exposes the student to a more personal type of research in one of the subject areas offered by the IB Programme. Each student undertakes a 4000-word essay in the discipline of his/her choice beginning in February of the first year in the IB programme and brings it to completion by December of the second year. The process includes use of the "researcher's reflection space" and three compulsory written reflections.

Students choose the subject and topic for their Extended Essay. During the whole process of completing the Extended Essay students are assigned a supervisor appointed by the school. The role of the supervisor is to guide and advise students in the skills of undertaking research and to ensure that the Essay conforms to requirements specified by the IBO. Supervision is limited however to 3-5 hours in total, according to the IBO directive. Once the essay is complete the student has to present it orally to the supervisor or members of the teaching body. This interview aims to establish the essay's authenticity and review the gains and difficulties encountered in the process for the student.

The Extended Essay is assessed externally by examiners appointed by the IBO.

3.1.3. C.A.S.: (Creativity, Action, Service)

In addition to their academic duties, students have to participate in activities, which contribute to the further development and enrichment of their personality and interests. These fall into three categories:

Creativity: arts, and other experiences that involve creative thinking.

Action: physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma Program.

Service: an unpaid and voluntary exchange that has a learning benefit for the student.

To fulfil CAS requirements a student must show active participation in all three fields, provide evidence that he/she has achieved specified learning outcomes and have taken part in a CAS project involving systematic actions lasting for at least one month. The CAS advisor that the school appoints for every student assists with the preparation of a personal activity programme that is representative of the student's interests, while at the same time supervising the programme's progress. Anatolia College organizes a number of activities on a permanent basis and for the whole school ("clubs" – extracurricular programme). Some of the CAS requirements can be met by participation in these activities.

3.2. CHOICE OF SUBJECTS

The IBDP, in addition to the core requirements, comprises of six subject groups. Most subjects are offered at two different levels, **Higher Level (HL) and Standard Level (SL)**.

Students study six subjects, choosing one from groups 1-5; their sixth subject may be chosen from group 6 or any other subject group. At least three - but no more than four - of the chosen subjects must be at Higher Level. Their selection of subjects should be based on their interests, their aptitude and the requirements of Universities they intend to apply to. Students and their legal guardians are strongly advised to discuss subject choices with IBDP administrators (Coordinator, Deputy Coordinator or Class Advisor) before making their final decisions.

It is the school that primarily directs a student's choice of language courses (Group 1 and Group 2 subjects), so that students are placed in a course that is suitably challenging for them. The school organises corresponding processes to determine the student's competency in the target language; these may include a review of the student's scholarship exam script, written placement tests, or class discussion/exercise. Similarly, the school will review scholarship exam scripts or Mathematics placement test results to determine the Mathematics course that seems most suitable for them.

Subjects that are selected by fewer than 7 students may still be offered but at extra charge, according to a table of additional fees published by the school. The school reserves the right to cancel a class if fewer than 7 students enrol.

3.3. SUBJECTS OFFERED

Students studying towards the full Diploma need to select one course from each group, three courses at HL and three at SL. In subjects with enrollment of fewer than 7 students, additional fees will apply, as announced by the school. **Note that because of scheduling restrictions some combinations may prove impossible. In that case you may be asked to change your choice of subjects.**

Student's Name:

		Higher	Standard
Group 1	STUDIES IN LANGUAGE & LITERATURE (Language A)		
	English A - Literature	<input type="checkbox"/>	<input type="checkbox"/>
	English A - Language & Literature	<input type="checkbox"/>	<input type="checkbox"/>
	Modern Greek A - Literature	<input type="checkbox"/>	<input type="checkbox"/>
	Other Language A (as a self-taught course)		<input type="checkbox"/>
Group 2	LANGUAGE ACQUISITION		
(Not compulsory if you have chosen 2 subjects from group 1)	English B	<input type="checkbox"/>	
	Spanish for beginners (Ab Initio)		<input type="checkbox"/>
	Spanish B (additional fees if fewer than 7 students enroll)	<input type="checkbox"/>	<input type="checkbox"/>
	French B (additional fees if fewer than 7 students enroll)	<input type="checkbox"/>	<input type="checkbox"/>
	German B (additional fees if fewer than 7 students enroll)	<input type="checkbox"/>	<input type="checkbox"/>
	Chinese - Mandarin Ab initio (as an online course*)		<input type="checkbox"/>
Group 3	INDIVIDUALS AND SOCIETIES		
	Business Management		
	Economics	<input type="checkbox"/>	<input type="checkbox"/>
	Global Politics	<input type="checkbox"/>	<input type="checkbox"/>
	History	<input type="checkbox"/>	<input type="checkbox"/>
	Psychology	<input type="checkbox"/>	<input type="checkbox"/>
	World Art & Cultures		<input type="checkbox"/>
	Environmental Systems & Societies (or as a Group 4 subject)		<input type="checkbox"/>
Group 4	NATURAL SCIENCES		
	Environmental Systems & Societies (or as a Group 3 Subject)		<input type="checkbox"/>
	Biology	<input type="checkbox"/>	<input type="checkbox"/>
	Chemistry	<input type="checkbox"/>	<input type="checkbox"/>
	Computer Science	<input type="checkbox"/>	
	Physics	<input type="checkbox"/>	<input type="checkbox"/>
Group 5	MATHEMATICS		
	Mathematics Higher Level - Analysis and Approaches	<input type="checkbox"/>	
	Mathematical Standard Level - Analysis and Approaches		<input type="checkbox"/>
	Mathematics Standard Level - Applications and Interpretations		<input type="checkbox"/>
Group 6	ARTS AND ELECTIVES		
Or another Group 1, 2,3, or 4 subject	Visual Arts	<input type="checkbox"/>	<input type="checkbox"/>
	Theatre	<input type="checkbox"/>	<input type="checkbox"/>
	Film (as an online course*)	<input type="checkbox"/>	<input type="checkbox"/>
	Music (additional fees if fewer than 7 students enroll)	<input type="checkbox"/>	<input type="checkbox"/>

* An additional fee of approx. 1,100 euros is charged for online courses.

Signed by Student _____ Parent _____

4. ACADEMIC INTEGRITY

For further information on academic integrity and misconduct, see IBO “General Regulations”, articles 20 and 21, and the school’s IBDP “Academic Honesty Policy” which outlines school philosophy and procedures related to this section.

It is the school’s duty to ensure that all pieces of work sent to the IBO for assessment are the original work of the candidates and comply with the requirements of each subject. To that effect the student must be in touch with the teacher/supervisor throughout all stages of each assignment, from its planning to its final stages. Failure to do so may result in the assignment not being accepted for assessment. Before any assignment is sent out, students are asked to sign a form confirming that it is their own work; the teacher-supervisor also has to affirm that to the best of his/her knowledge it is the original work of the candidate. If a supervisor suspects academic misconduct then the work will not be accepted (see IBO “General Regulations”, article 21.1) and the incident will be addressed according to procedures stipulated in the school’s academic honesty policy; if misconduct is identified after the work has been submitted to the IBO for assessment, then it is the responsibility of the IBDP Coordinator to inform the IBO (see IBO “General Regulations”, article 21.1); this in turn might result in a serious reduction of the student’s grade, might constitute a failing condition resulting in the non-award of the IB Diploma or even lead to disqualification from any future IBDP examination session. The IBO is entitled to conduct an investigation into academic misconduct even after a candidate’s results have been issued (see IBO “General Regulations”, article 21, sections 7-10).

The IBO defines academic misconduct in article 20 of the “General Regulations” for the DP as: “behaviour (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another candidate is also regarded as academic misconduct. Academic misconduct is a breach of these regulations and includes, but is not restricted to, the following:

- a. plagiarism—this is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment
- b. collusion—this is defined as supporting academic misconduct by another candidate, for example, allowing one’s work to be copied or submitted for assessment by another
- c. duplication of work—this is defined as the presentation of the same work for different assessment components and/or DP core requirements
- d. misconduct during an IB examination (for example, taking unauthorized material into an examination, behaviour that disrupts the examination or distracts other candidates, or communicating with another candidate)

e. any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, falsifying a CAS record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination via any form of communication/media). “

All incoming students and parents are expected to be familiar with school and IBO policy concerning academic integrity and misconduct, as outlined in these regulations and in the school’s “Academic Honesty Policy”; to this effect, the school asks that all students and parents sign a statement, that they have read and understood regulations contained in this handbook, including procedures related to academic integrity. The school further undertakes to highlight sections of these regulations in student and/or parent orientation sessions.

5. ELIGIBILITY TO REGISTER FOR THE IB EXAMS

The IBO delegates to schools the right to decide which students are eligible to take part in the final IB Diploma exams. The student has to be in good standing with the school, before the school registers him/her for the exams. **A breach of the General IBO regulations or of the regulations contained in this handbook might result in the school denying the student registration for the exams until the school is satisfied that the student has complied with requirements.**

5.1. ACADEMIC PERFORMANCE – ADVANCE TO 2ND YEAR

The school strongly recommends that students repeat year 1 of the IB Diploma program, if one of the following is the case at the end of their first year:

- i) their total in the six subjects is under 24 points.
 - ii) they have a grade 1 or 2 in any subject, even if their overall average is above 24 points.
- Students who nevertheless decide to continue into the 2nd year should accept the serious possibility of failing the Diploma.

5.2. ATTENDANCE –ABSENCES

The IBO prescribes a minimum of 100 hours of class attendance for TOK, 150 hours for every Standard Level subject and a minimum of 240 hours for every Higher Level subject that a student has selected. This practically means that a student cannot miss more than 12 hours of TOK and should not be absent in total more than 120 hours over the two years, regardless of whether these absences are excused or not.

IBO regulations clearly stipulate that it is the responsibility of the school to approve a student’s registration for the final IB examinations. If a student has not completed the minimum hours of attendance, the IB faculty is eligible to approve or deny the registration following extensive review of ,the student’s particular circumstances during formal meeting time. The student’s attendance record is available to university application advisors who may comment about punctuality and diligence in their reference letters to universities.

5.3. DEADLINES

The IBDP is a demanding program that requires systematic study habits and very good time management. Throughout its two years students will be asked to meet a number of deadlines

regarding the submission of assignments. Depending on the subject, these take the form of written essays, commentaries or research projects, lab reports, oral presentations, etc. To aid the students in planning their work every year the faculty puts together a calendar, which distributes the workload in a rational way throughout the year. Non-compliance with a deadline may result in the work not being accepted, which in turn may lead to the non-award of the IB Diploma.

All penalties incurred are recorded in the student's file and may subsequently appear as points of note in the reference letters that the school provides.

Article 3.3 of the IBO General regulations makes it clear that:

"Candidates are required to act in a responsible and ethical manner throughout their participation in the DP, as determined by the IB Organization at its sole discretion, which includes not engaging in academic misconduct (as defined in article 20), and must be in good standing at the school at the time of the examinations."

5.4. CONDUCT / ETHICAL BEHAVIOUR

The rules stipulated in the Anatolia High School regulations and all of the rules regulating behaviour in schools throughout Greece apply to IB students as well. In addition the school retains its right not to register for the final exams those students who in any way violate the IBO Diploma Programme General Regulations (see above) and/or the rules outlined in the present Handbook or the Anatolia High School Handbook.

5.5. OUTSTANDING FEES

Article 3.3 of the IBO General Regulations quoted above stipulates that candidates should be **"in good standing"** with the school at the time of examinations. **This clause gives schools the right to withdraw a candidate from an examination session and defer him/her to a future one if any tuition fees remain outstanding without the school's consent.**

6. ASSESSMENT OF STUDENT WORK

6.1. OVERVIEW

Please refer to the school's document "Assessment Policy 2017" for further details on assessment.

Students are assessed in two ways:

- **Externally:** graded by independent examiners, selected by the IBO. The grades they issue usually count for about 70% of the final grade in a subject.
- **Internally:** when a schoolteacher assesses a student's progress throughout the program according to procedures and criteria stipulated by the IBO. About 30% of the final grade in each subject is based on internal assessment, which, depending on the subject's Demands, may include presentations, written essays, Lab experiments and reports.

In each of the six subjects, a student receives a final overall grade between 1 and 7:

7	Excellent performance
6	Very good performance
5	Good performance
4	Satisfactory performance
3	Mediocre performance
2	Poor performance
1	Very poor performance
N	Grade not awarded

Up to 3 additional points can be awarded on the basis of students' achievement level in the core requirements (see table below):

		Theory of knowledge					
		Excellent A	Good B	Satisfactory C	Mediocre D	Elementary E	No grade N
Extended Essay	Excellent - A	3	3	2	2	Failing condition	Failing condition
	Good - B	3	2	2	1		
	Satisfactory - C	2	2	1	0		
	Mediocre - D	2	1	0	0		
	Elementary - E	Failing condition					
	No Grade - N	Failing condition					

Failing condition: Diploma NOT awarded regardless of total number of Diploma points

The IB Diploma will be awarded to students on the basis of their overall score derived by adding final grades in all six subjects and additional points from the Extended Essay and Theory of Knowledge. (See par. 6.3)

Alongside the internally or externally assessed components, students are assessed with respect to their participation in class, their consistency in meeting deadlines and their progress. For that purpose, the academic year is divided into three terms, with students receiving grades at the end of each. In-school written examinations are set in June of the first year (end-of-year examinations) and in March of the second year (Mock exams). The three terms count for 20% each and the end-of-year or mock examination 40%. **The average of those weighted elements at the finish of IB1 produces the year average, which in turn is the deciding factor for the extraction of the predicted grade offered to Universities, if required (see par. 7).**

6.2. PROGRESS REPORTS

Parents and legal guardians are informed of students' progress by grade reports sent after the end of each term and by parent-teacher meetings (two afternoon meetings during the year and weekly morning consultations). A copy of the yearly calendar detailing all the major deadlines throughout the year is electronically made available to students in June of the previous year.

6.3. AWARD OF THE IB DIPLOMA (see IBO "General Regulations", article 13.2)

The IB Diploma will be awarded to a candidate provided all the following requirements have been met.

- a. CAS requirements have been met.
- b. The candidate's total points are 24 or more.
- c. There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject.
- d. There is no grade E awarded for theory of knowledge and/or the extended essay.
- e. There is no grade 1 awarded in a subject/level.
- f. There are no more than two grade 2s awarded (HL or SL).
- g. There are no more than three grade 3s or below awarded (HL or SL).
- h. The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- i. The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
- j. The candidate has not received a penalty for academic misconduct from the Final Award Committee.

6.4. FINAL IBDP RESULTS

Final IB Diploma results are made available to schools in the afternoon of July 5th of the students' graduating year. The school releases copies of results to students on the same day. In addition, students receive a personal pin code which they can use to access their results electronically on July 6th. **The IBO gives schools the right to withdraw a candidate's results in cases where there are outstanding fees.**

6.5. ENQUIRY UPON RESULTS – REQUEST FOR REMARK

IBO regulations allow parents and students to request the re-examination of the externally assessed components for any subject. The request, called enquiry upon results, can only be made through the school and is charged extra by the IBO. **It may result in no change of grade or a higher grade but also could give a lower grade to the student.**

6.6. RESITTING FOR THE IB DIPLOMA

Should a student fail to be awarded the International Baccalaureate Diploma as a result of gaining low grades in a certain subject or subjects, he/she has the right to improve his/her grade(s), by either re-attending classes in the subject(s), and/or by simply re-sitting the exam(s). Choosing to re-attend classes gives a student the chance to also improve his/her grade in the internally assessed component. (Approximately 25% of the total grade in each subject is derived from what is termed "Internal Assessment"). The school welcomes registration to retake examinations in the following May session but will only accept registration for the November examination session in exceptional cases and on the condition that this registration has been approved by IBDP faculty during formal meeting time. The fee for repeating a subject or subjects varies depending on the total number of hours that one is required to attend in order to re-sit for the International Baccalaureate Diploma.

A student is allowed to sit a *maximum of three examination sessions* (regardless of number of subjects examined) in order to satisfy the requirements for the award of the IB diploma.

6.7. ASSESSMENT INCLUSION ARRANGEMENTS – SPECIAL EDUCATIONAL NEEDS

In accordance with the Anatolia College Mission Statement, the IBDP programme has an **equal opportunities policy**. We therefore provide an educational programme with equal opportunities in an inclusive environment, while encouraging students to achieve their full potential. The programme welcomes individuals with special educational needs, provided that the nature and severity of their difficulties can be accommodated for within the school and allows for them to complete the Diploma programme requirements.

Please refer to the school document "Special Educational Needs Policy" for details on related policies and procedures, including assessment inclusion arrangements.

7. PREDICTED GRADES – APPLICATIONS TO UNIVERSITIES

Before embarking on the IB Diploma programme students are offered counselling and support in choosing the subjects and the level they are going to study. IB teachers and the US College Counselling office provide guidance and advice in choosing universities, courses, and filling out application forms. Students complete applications to universities between September and January of their 2nd year in the IB Programme in accordance with deadlines set out in the Calendar.

University admission officers increasingly look for the following characteristics in applicants seeking a place at University:

Self-organization: ability to meet coursework deadlines; follow assignment guidelines; answer assignment questions; and balance study with other work and family and social life.

Independence: ability to read independently outside set texts; learn from and act on feedback; prepare for study outside the classroom; ask guidance; and make independent judgments

Motivation: willingness to engage with studies; persist with tough topics; participate in class; put effort into studies; show enthusiasm for learning; and take advantage of learning opportunities outside the curriculum.

Most universities admit candidates on the basis of five standards:

- 1) Grade reports from the last three years in school
- 2) The student's personal statement or essay samples
- 3) Predicted grades provided by the school
- 4) Reference letters provided by the IB Coordinator and/or by IB teachers-advisors
- 5) The student's performance in tasks required by certain courses of study or universities (tests, interviews, portfolios, etc)

Candidates ought to know and accept the following regarding predicted grades and the procedure of applying to Universities:

- Predicted grades are based on the overall progress of the students, their reliability and their commitment to the DP Programme in general. This means they are largely based on the average achieved in the first year of the programme; if a student does not achieve satisfactory results in the first year, he/she should not expect high-predicted grades, even if there are signs of improvement in the beginning of the second year.
- In addition to the predicted grades sent out with student applications to American universities between September and January of IB2, the US College Counselling office will also supply universities that have made offers to IBDP students with the final predicted grades that the school submits to the IB in April before the May examination session. Please note that if a student's performance deteriorates in the period between the two sets of predicted grades, this could have an impact upon their university placement.
- Securing a place in a University does not depend only on predicted grades. Great importance is placed on the Personal Statement or a sample of a written essay listed

by many universities as a part of the package that supports the candidate's application form. If a student's response to those requirements is not of a high standard - even if predicted grades are high – he/she is not likely to get an offer from a top University.

- Disciplinary problems recorded by the school are reported to universities when asked to evaluate a candidate's application.

8. EQUIVALENCE OF IB DIPLOMA TO GREEK HIGH SCHOOL “APOLYTIRIO”

According to regulations set by the Greek Ministry of Education, Greek students attending the IB Diploma programme are additionally required to attend a Greek History course as well as Greek Language/Literature classes, so that the IB Diploma be recognized as 'equivalent' to the Greek 'Apolytirion'. Grades in those two subjects are awarded according to what applies for the Greek Lykeion.

9. PARTICIPATION IN SCHOOL TRIPS AND DELEGATIONS

Participation in school trips and delegations is strongly encouraged, as an opportunity to enrich a student's curriculum or explore their talents. At the same time, before committing to such activities, students are advised to consider their absence record, workload and overall academic performance. Participation is strongly discouraged if the trip results in the student missing classes and that student has received warnings about excessive absences or academic performance.

The IB Faculty may not grant permission for any student to join school trips or school delegations if there are significant outstanding fees.

10. GRADUATION CEREMONY – “COMMENCEMENT”

IB students participate in the graduation ceremony (Commencement) together with the rest of the Anatolia students.

At Commencement, prizes are awarded for academic excellence to the three best graduating students (see “Assessment Policy”, article H). Because the graduation ceremony usually takes place before the official IBO results are out, IB Faculty approves academic excellence awards after review of the arithmetic grade averages of students over both years in the Programme. The awards are ranked and the student awarded first place is automatically recognised as class valedictorian. In the case of a tie, first place is decided on the basis of decimal points. Only full Diploma students who have been at the IBDP programme of Anatolia College for both years are eligible for an award, who must additionally have demonstrated impeccable conduct. (Please refer to the school's “Assessment Policy” for further details).

11. SCHOOL FEES AND OTHER FINANCIAL MATTERS

11.1. PAYMENT OF SCHOOL FEES

School fees are paid as shown below:

1. **Reservation** of a place in the IB Program: Upon acceptance of a student in the IB Programme, the sum of € 1,500 should be paid (within ten days, non-refundable) for the reservation of a place in the Program.

2. **First instalment:** paid in June for the official registration.

The amount already paid for the reservation of a place, will subsequently be incorporated in the first instalment. Also in June, students staying in the boarding house have to pay a first instalment for the boarding house. The first instalment is non-refundable in case a student withdraws after June 30th.

3. **Second instalment:** in the beginning of the School Year, in September.

The second instalment incorporates transportation charges. Parents may choose not to use the school buses, in which case a 500 euro discount is applied. Part-time IB students are not to be charged for transportation, unless they request to use the school bus; in this instance they will be charged accordingly. The second instalment for the boarding house (if applicable) is also payable in September.

4. **Last instalment:** The outstanding sum is payable in January.

The following expenses are **not included** in the school fees:

- Boarding house charges (if applicable), payable in three instalments.
- The cost of textbooks, calculators and other necessary materials.
- Fees paid to the IBO (see below)

11.2. FEES PAYABLE DIRECTLY TO THE IBO

The following fees, payable by the school to the IBO, are also charged:

- Exam fees for the official International Baccalaureate exams at the end of the second year of study (approximately €620 in 2019).
- Legalisation of the IB Diploma (approximately €120).
- Re-sit examination fees, if necessary
- Requests for remarks, if asked

The above fees are paid to the IBO, through the school. Bank transfer charges are also born by the student.

IBDP applicants and their parents/legal guardians must sign a statement affirming that they have read and that they accept the IBO General Regulations and the school regulations contained in this handbook. The statement is attached to the IBDP application form and – once signed - will be kept on file.

12. IBO – DIPLOMA PROGRAMME GENERAL REGULATIONS

What follows are the Diploma Programme General Regulations as published by the IBO in September 2016.

Published September 2016

Published by
International Baccalaureate Organization 15 Route des Morillons
1218 Le Grand-Saconnex Geneva, Switzerland

Represented by
IB Publishing Ltd, Churchillplein 6, The Hague, 2517JW The Netherlands

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I. General

Article 1: Scope

- 1.1 The International Baccalaureate Organization (hereinafter, together with its affiliated entities, the “IB”) is a foundation that has developed and offers four programmes of international education: the Primary Years Programme (“PYP”), the Middle Years Programme (“MYP”), the Diploma Programme (“DP”) and the International Baccalaureate Career-related Programme (“CP”). It authorizes schools (known as IB World Schools and hereinafter “schools”) to offer one or more of these programmes to their students (hereinafter “candidates”).

2. 1.2 This document describes the regulations that apply to those schools that have been authorized as IB World Schools to offer the DP and is intended for schools, candidates and their legal guardians. When used herein the term “legal guardians” encompasses parents and individuals with legal guardianship of any candidate enrolled in the DP. If a candidate is of legal age, the school’s duties towards legal guardians specified herein also apply towards the candidate.
3. 1.3 The IB has developed the DP as a pre-college/pre-university programme aimed at candidates in the 16–19 age range. It is implemented in the last two years of secondary education. The DP is designed to lead to “The Diploma of the International Baccalaureate” (hereinafter “IB Diploma”) or “Diploma Programme Course Results” (hereinafter “DP Course Results”) for subjects/elements forming part of the DP.
4. 1.4 These regulations are intended as guidance for schools about their roles and responsibilities, and as information for candidates and legal guardians about the IB and the DP.

Article 2: Role and responsibilities of schools

1. 2.1 In addition to articles in these *General regulations: Diploma Programme* (hereinafter “general regulations”) schools must comply with the *Rules for IB World Schools: Diploma Programme*, available in a separate document, as well as with the administrative requirements detailed in the *Handbook of procedures for the Diploma Programme* (hereinafter “handbook”), which is the handbook for DP coordinators and teachers and is supplied to schools by the IB.
2. 2.2 Because the IB is not a teaching institution and does not provide teaching services to candidates, the DP is implemented and taught by IB World Schools. The schools are entirely independent from the IB and are responsible for the implementation and quality of teaching of the DP, whether courses are provided solely in the classroom or by means of a combination of classroom-based and online courses offered by an IB-approved online course provider.
3. 2.3 Schools are responsible for informing candidates and legal guardians about the general characteristics of the DP and how the school implements it. Additionally, schools must inform candidates and legal guardians of the assessment services offered by the IB and any restrictions or prohibitions that apply to the DP.
4. 2.4 The IB cannot guarantee that a school will remain capable and willing to implement the DP. Consequently, schools bear sole responsibility towards candidates and legal guardians if, for any reason, a school’s authorization to implement the DP is withdrawn by the IB or a school decides to terminate its authorization.
5. 2.5 The IB sets the curriculum and assessment requirements leading to the award of the IB Diploma or DP Course Results and is the sole organization entitled to award them. The IB Diploma or DP Course Results is awarded to candidates who have satisfied the assessment requirements in accordance with these general regulations and the administrative requirements detailed in the handbook. Schools must comply with the details, deadlines and procedures stated in the handbook for the relevant examination session.

6. 2.6 Schools are responsible for ensuring that candidates comply with all assessment requirements for the DP. If candidates do not comply with these requirements, then no grade will be awarded in the subject(s)/element(s) concerned.
7. 2.7 To qualify for the award of the IB Diploma a candidate must follow the course of study and undertake assessment for the DP at a school authorized to offer the DP or via an IB-approved online course provider. In addition to subject requirements, the IB Diploma has three further requirements (collectively known as the “core”): an extended essay and theory of knowledge, which are both assessed, as well as creativity, activity, service (hereinafter “CAS”), a programme of activities that must be successfully completed.
8. 2.8 A candidate will be awarded DP Course Results if they follow the course of study and assessment for the selected subject(s) and/or one or more core elements. Subjects of the DP normally include both internal and external assessment.
9. 2.9 Schools are responsible for appointing a DP coordinator to manage the implementation of the DP in the school. This person will be available during the written examinations in May/November and when results are issued to ensure that all candidates receive their results. Additionally, schools must ensure that an appropriate contact person, who may or may not be the coordinator, is available after results have been issued to candidates to request the enquiry upon results service on their behalf and/or register them for the forthcoming examination session, if appropriate.
10. 2.10 Schools are responsible for the secure storage of IB examination stationery and examination papers for a forthcoming examination session and for the conduct of the examinations according to the procedures described in *The conduct of IB Diploma Programme examinations*. The school must immediately notify the IB via IB Answers of any breach in the procedure for the secure storage of such material. The school must provide the IB with statements and other relevant information concerning the breach and reasonably cooperate with the IB in investigating and addressing such a breach.

Article 3: Candidates and their legal guardian(s)

1. 3.1 Except where provided otherwise in these general regulations or the handbook, candidates and their legal guardian(s) must use the school’s DP coordinator as the intermediary for any communication with the IB. If either a candidate or his or her legal guardian(s) has a question about the general characteristics of the DP, its administration or how the school implements it, they must raise the matter with the school’s DP coordinator.
2. 3.2 Candidates, whether studying for the IB Diploma or DP Course Results, must complete all requirements within the two-year period of the programme or within an extended period of study if a candidate retakes one or more subjects.
3. 3.3 Candidates are required to act in a responsible and ethical manner throughout their participation in the DP, as determined by the IB at its sole discretion, which includes not engaging in academic misconduct (as defined in article 20), and must be in good standing at the school at the time of the examinations.

4. 3.4 The IB is entitled to refuse to mark or moderate assessment submissions if a candidate has acted in an irresponsible or unethical manner in connection with that part of assessment for the DP, or if a candidate submits inappropriate material that is unrelated to the content of the assessment. In such cases the Final Award Committee (defined in article 16) is entitled to take action.

Article 4: Equal opportunities statement

1. 4.1 It is the practice of the IB to make its programmes available to all students from IB World Schools. No student will be excluded by the IB on the grounds of race, nationality or national origin, ethnicity, culture, gender, age, sexual orientation, religious affiliation, political beliefs, disability or any other personal characteristic as prohibited by law. Schools must implement their duties under these rules in a manner that enables this practice to be upheld.
2. 4.2 It is the practice of the IB to make its assessment available to all candidates from IB World Schools who have fulfilled the school's and the IB's academic requirements and paid the required fees to register for an IB examination session. No candidate will be excluded by the IB on the grounds of race, nationality or national origin, ethnicity, culture, gender, age, sexual orientation, religious affiliation, political beliefs, disability or any other personal characteristic as prohibited by law. Schools must implement their duties under these rules in a manner that enables this practice to be upheld. The IB will make all reasonable efforts and/or accommodations, or as may otherwise be required by law, to enable candidates to participate in its assessments.

Article 5: Recognition of the IB Diploma

The IB actively promotes wide recognition and acceptance of the IB Diploma as a basis for the exit of secondary/high school education and/or entry to courses at universities and other institutions of higher/ further education, but the requirements of individual institutions and the relevant authorities of a country are beyond the IB's control and subject to change. The IB, therefore, does not guarantee recognition of the IB Diploma or DP Course Results, and does not accept responsibility for the consequences of any change in recognition practice by a university or other institution or relevant authorities in a country. Consequently, candidates and legal guardians bear the sole responsibility for verifying the entry requirements of the universities and other institutions of higher/further education to which they are interested in applying.

Article 6: Property and copyright in materials produced by candidates

1. 6.1 Candidates produce materials in a variety of forms that are submitted to the IB as part of the assessment requirements. These assessment materials (hereinafter "materials") include all forms of written work, audio and visual materials, computer programs and data and, in certain cases, may contain images or voices of the candidates.

2. 6.2 Candidates retain copyright in all materials submitted for assessment purposes, but by submitting those materials, subject to article 6.4, candidates and their legal guardians thereby grant the IB a non-exclusive, charge-free, worldwide licence, for the duration of the applicable jurisdiction's copyright protection, to reproduce submitted materials, to use the image and voice of the candidate where they appear on audio or video materials and to reproduce any musical performances in any medium for assessment, educational, training, commercial and/or promotional purposes relating to the IB's activities, or to related activities of which it approves. Such licences become effective from the date of submission to the IB.
3. 6.3 Where the IB uses these materials for purposes other than assessment, it may modify, translate or otherwise change them to meet particular needs and will, in most cases, anonymize them before publication in print or in electronic form. If the purpose of the publication is to focus on work of a particularly high standard, then the candidate and school may be identified. In such cases, the IB will inform the school beforehand and the school will inform the candidate.
4. 6.4 Under exceptional circumstances a candidate and/or a candidate's legal guardian may withdraw the aspects of the licence relating to use of a candidate's work outside an assessment context as referred to in article 6.2 for a specific piece of work. In such cases, the IB must be notified in accordance with the procedure described in the handbook. The candidate must submit a written notification to the school's DP coordinator who has the duty to inform the IB by the due date set forth in the handbook. In these cases, the IB will use the material only for assessment purposes as defined in article 6.5.
5. 6.5 Under the licence granted upon submission for assessment purposes, the IB can electronically scan, store or reproduce submitted materials in any medium in order to allow the materials to be communicated to examiners, moderators and any other persons involved in the assessment process or any subsequent appeals (including third-party vendors and/or services providers). The materials may also be used in the training of examiners. Materials for which a candidate has withdrawn the aspects of the licence relating to use of candidate work outside an assessment context will not be placed in any IB publications or used for any commercial or promotional purposes.
6. 6.6 Materials submitted for assessment, or reproductions of them, are either internally assessed by teachers in the schools (whose marks are moderated) or externally assessed by IB examiners. Wherever the materials or reproductions are held during their assessment, for example, by the school or a third party, they are always held on behalf of the IB and in a manner that is compliant with applicable privacy regulations.
7. 6.7 All materials submitted to the IB for assessment, and reproductions of such materials, become the property of the IB. Once the materials have been assessed, the IB is entitled to retain the materials for record-keeping purposes or to eventually destroy them according to its needs and legal obligations.
8. 6.8 Candidates are entitled to request the return of a copy of their externally assessed work, provided such application is made for a May session by 15 September in the same year and for a November session by 15 March of the following year. In all cases, to be valid the application must be submitted to the IB by the school's DP coordinator according to the procedures stated in the handbook.

Article 7: Use of candidate data

1. 7.1 “Candidate data” under these general regulations is any information or data relating to a candidate that can identify the candidate or make the candidate identifiable, whether by itself or in combination with other information, such as name, address, email address(es), date of birth, phone number(s), financial information, assessment results, materials, image, voice, and/or mental and physical health information.
2. 7.2 The IB operates globally and is subject to a variety of legal requirements about personal data, personal information and privacy; therefore, it manages protecting candidate data on a global basis. Schools are based all over the world and are subject to data protection and privacy laws and regulations regarding candidate data in their respective countries. Each school hereby represents and warrants to the IB that it complies with the applicable data protection and privacy laws in its respective country with regard to candidate data, and will fully cooperate with the IB in complying with any such laws.
3. 7.3 The IB shall not be responsible for schools’ compliance with any data protection or privacy law applicable to them, and schools undertake to hold the IB harmless with regard to any legal action taken by candidates, their legal guardians or other third parties with respect to any data protection or privacy law.
4. 7.4 Each school hereby represents and warrants to the IB that any collection, processing and/or sharing of candidate data with the IB is done in accordance with all data protection and privacy laws that may be applicable to them. To the extent required under data protection or privacy law applicable to them, each school undertakes to seek express consent from candidates and/or their legal guardians for processing of candidate data for the purposes listed in article 7.6.
5. 7.5 Each school hereby undertakes, to the extent required under the applicable law of its respective country, to only use or process the candidate data as necessary for the purpose for which it was collected as defined in article 7.6. Each school further hereby undertakes that, to the extent required under applicable law, they have implemented appropriate technical and organizational measures to protect candidate data against unauthorized or unlawful processing and against accidental loss, destruction, damage, alteration or disclosure, and that they have taken reasonable measures to ensure the reliability of, and compliance by, any employees who have access to candidate data.
6. 7.6 Candidate data may be used:
 1. to register candidates in the DP and administer the DP and its requirements for the candidate and school, including sensitive personal data if making determinations about assessment accommodations
 2. to provide DP support and services for the candidate and school, including website services and online forums, assessment services and accommodations, delivery of courses online to the candidate and assisting candidates and their school with providing information to institutions of higher education (such as universities and colleges or governmental authorities related to admission to institutions of higher education)

3. for use in research and statistical analysis related to the IB's mission, including research on assessments and results and the effectiveness of the DP
 4. for advertising and promotional purposes for the IB (such as student and/or alumni networks and social media platforms)
 5. for educational, training, commercial and other compatible purposes
 6. to engage in and process transactions with the candidate or school
 7. to fulfill statutory, regulatory, reporting and/or legal obligations.
7. 7.7 To the extent required under data protection or privacy law applicable to them, schools undertake to fully and duly inform, and obtain the consent of, each candidate and/or their legal guardian, that the schools and/or the IB may transfer candidate data outside the country in which it was initially collected and to a country that may not have sufficient and adequate or comparable levels of data protection, in some cases to third parties, for the purposes discussed above. To the extent required under applicable law, the schools shall inform candidates about third parties to whom their candidate data may be transferred. With regard to the IB, such third parties include schools, approved online course providers, institutions of higher education (such as colleges and universities or governmental authorities related to admission to institutions of higher education), ministries and departments of education, assessment service providers (such as examiners, moderators, third-party vendors, and other persons involved in the assessment process or any subsequent appeals), and other contractors of the IB. Each school shall ensure that any transfers are done in compliance with requirements governing international and onward data transfers. Each school represents and warrants to the IB that any candidate data transferred to the IB by the school may be further transferred as described above without violating the privacy or data protection rights of any candidates.
8. 7.8 Candidates or their legal guardians may inquire as to the nature of the candidate data processed about them by their schools to the extent permitted under data protection or privacy law applicable to the candidate and his or her respective school.

Each school undertakes that a candidate or his or her legal guardian may direct their requests to the school in accordance with their local legal requirements. Schools may not generally make requests from the IB for candidate data on behalf of a candidate. In the event that the IB receives a request regarding candidate data from a candidate or his or her legal guardian, each school undertakes to provide the IB with full cooperation and assistance.

II. The Diploma Programme

Article 8: Content and requirements of the IB Diploma

1. 8.1 Candidates for the IB Diploma must satisfy assessment requirements in six subjects and the core. All higher level subjects, the core and at least one standard level subject must be taught over the two years of the programme. Should circumstances demand it, up to two standard level subjects may be taught during

the first year and assessed at the end of that first year as anticipated subjects. It is also permissible, should circumstances require it, to teach one standard level subject during the first year and one standard level subject during the second year, with assessment requirements met at the end of each corresponding year. Language ab initio and pilot subjects must always be taught throughout the two years of the programme.

2. 8.2 The six subjects must be selected from six groups as described in the relevant handbook for the examination session, with at least three and not more than four subjects being offered at higher level and the others at standard level. Recommended teaching time is 240 hours for higher level courses and 150 hours for standard level courses.
3. 8.3 In addition to the six subjects, candidates for the IB Diploma must complete the core requirements of:
 1. a course in theory of knowledge including the required assessment, for which the IB recommends at least 100 hours of teaching over the two-year period of the DP
 2. CAS activities, for which the IB recommends at least 150 hours for the required combination of experiences
 3. an extended essay in a subject available for this purpose to be submitted for assessment, for which the IB recommends approximately 40 hours of work by candidates.
4. 8.4 A subject or subjects (or core requirement) taken by a candidate in addition to the six subjects for the IB Diploma cannot contribute to the award of an IB Diploma.
5. 8.5 It is the school's responsibility to ensure that each candidate submitting an extended essay is supervised by a teacher at the school with appropriate qualifications and/or experience in the subject chosen by the candidate and is familiar with the DP. The supervisor may not be a relative of the candidate nor a person who is not a teacher at the school.
6. 8.6 An IB Diploma candidate must be registered for an extended essay in one of the DP subjects listed in the handbook as available for the relevant examination session. The extended essay does not have to be written in a subject that has been selected as one of that candidate's six diploma subjects, subject to the advice and approval of the school.
7. 8.7 Extended essays in group 2 are intended for language acquisition learners. Candidates are not permitted to submit a group 2 extended essay in their group 1 language(s).
8. 8.8 Retake candidates (as defined in 11.4) wanting to improve the grade for their extended essay may submit either a revised or a new extended essay. If a higher grade is not obtained, the grade from the original essay will stand. A new extended essay can be registered in the same or in a different DP subject.
9. 8.9 The IB may develop new subjects on a pilot basis which a limited number of schools may offer on the understanding that the syllabus content and assessment methods may change during the lifetime of the syllabus. A pilot subject must be taught over the two years of the programme and therefore cannot be taken as an anticipated subject. A pilot subject in groups 1, 2, 3 or 4 can contribute to the award of a Bilingual IB Diploma (defined in article 14.2).

10. 8.10 An interdisciplinary subject meets the requirements of two groups through a single subject. In accordance with article 8.4, a further subject must then be chosen to meet the requirement of six subjects for the IB Diploma. The additional subject may be chosen from any group, including one already covered by the interdisciplinary subject. An interdisciplinary subject can contribute to the award of a Bilingual IB Diploma.
11. 8.11 A school-based syllabus (hereinafter “SBS”) may be designed by a school according to its own needs and teaching resources and is developed in consultation with and approved by the IB. An SBS may only be offered at standard level. Only schools that have already entered candidates for two DP examination sessions may offer an SBS. The syllabuses have to be approved by the IB before teaching can commence and are subject to periodic review. Subject to the appropriate group criteria being satisfied, an SBS may be authorized as an alternative to a subject in groups 2, 3 4 or 6. In such circumstances, an individual candidate may use the subject to fulfill the requirements of one group, but not two. No candidate may be registered for more than one SBS, or for an SBS and a pilot subject for the IB Diploma. An SBS cannot contribute to the award of a Bilingual IB Diploma.
12. 8.12 If the conditions of entry into an institution of higher/further education require an IB Diploma Candidate to have completed subjects different from that specified in the current handbook, a candidate may be allowed to make a reasonable substitution on presentation of appropriate university admissions documentary evidence to the IB by the DP coordinator at the candidate’s school. This is referred to as a “non-regular” diploma and the combination of subjects must be authorized by the IB.

Article 9: Diploma Programme Course Candidates

1. 9.1 Candidates who study and are assessed for subjects, but choose not to take the entire IB Diploma, are referred to as Diploma Programme Course Candidates (“DP Course Candidates”). The subjects chosen are referred to as DP courses and may include the core requirements of theory of knowledge, the extended essay and/or completion of a CAS programme. 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 as well as the completion of CAS, if appropriate.
2. 9.2 With regard to DP core requirements, a DP Course Candidate may register for more than one extended essay in the same session. An IB Diploma Candidate may register for a second extended essay as a DP Course Candidate, if this is required for exceptional reasons. No candidate, regardless of his or her registration category, is permitted to register for theory of knowledge or the CAS programme more than once in the same session.
3. 9.3 Any subject or core requirement taken by a DP Course Candidate cannot subsequently contribute to the award of an IB Diploma.
4. 9.4 The regulations and procedures that apply to IB Diploma Candidates in respect of theory of knowledge, the extended essay and CAS also apply to DP Course Candidates.

Article 10: Response languages

1. 10.1 In groups 1 and 2 candidates must complete their examinations and other forms of assessment in the target language. For subjects in groups 3 to 6, and theory of knowledge, candidates must use English, French or Spanish as their response language. Other response languages (including Chinese, German and Japanese) are also available for certain subjects, as stated in the handbook. An extended essay in groups 1 and 2 must be written in the language of the subject chosen and for subjects in groups 3 to 6 an extended essay must be presented in English, French or Spanish. Other available response languages for an extended essay, and exceptions to the above, are specified in the handbook.
2. 10.2 Candidates may be permitted to write their examinations and other forms of assessment in languages other than English, French or Spanish for certain IB projects in groups 3 and 4, theory of knowledge and the extended essay. If the conditions detailed in article 13 are met, this will lead to the award of a Bilingual IB Diploma. The IB reserves the right to make such languages for such projects mainstream from time to time and therefore available to all candidates as response languages upon notice by the IB.

10.3 The same response language must be used for all components of a subject. However, if a subject is being retaken and the desired response language is not available in the target session for the subject concerned, internal assessment can be carried over from a previous session resulting in more than one response language for the same subject.

III. Assessment

Article 11: Candidate registration

1. 11.1 Candidate registration is an application by a candidate to take DP assessments. The registration process is conducted using the IB information system (IBIS), a secure web-based service used by DP coordinators. Registration must be undertaken by the school's DP coordinator. No other method is available to register candidates. Candidates cannot register themselves for an examination session or make amendments to an existing registration. This cannot be done on their behalf by their legal guardian(s) either.
2. 11.2 A candidate for the IB Diploma or DP Course Results must be registered by a school for each intended examination session and must take the requisite courses and assessments at that school. The school must complete the registration requirements on behalf of the candidate and pay the related fees by the relevant deadlines. It is the sole responsibility of the school to ensure that candidates are registered correctly for an examination session.
3. 11.3 A school may accept an external candidate from another IB World School authorized to offer the DP if the school the candidate normally attends does not offer a particular IB subject. However, all academic and administrative responsibility for that candidate will remain with the school that has registered or will register that candidate for a DP examination session. The candidate must

not be registered by both schools, unless advised to do so by the IB. Similarly, in the case of a retake candidate, the school at which he or she is registered must accept all academic and administrative responsibility for that candidate and cannot be delegated elsewhere. Candidates taking online courses with an IB-approved online provider are subject to the conditions specified in the current handbook.

4. 11.4 The following categories of registration are available.
 1. Anticipated: for candidates intending to complete the requirements for one or two standard level subjects (excluding languages ab initio and pilot subjects) at the end of their first year of the DP
 2. Diploma: for candidates intending to complete the requirements for the award of an IB Diploma
 3. Course: for candidates taking one or more subjects and/or core requirements who are not seeking the award of the IB Diploma
 4. Retake: for previous IB Diploma Candidates who are seeking to improve on their results
5. 11.5 If an IB Diploma Candidate retakes a subject to improve his or her results, the highest grade for the subject/core requirement will contribute to the award of the IB Diploma. Similarly, if an anticipated candidate retakes a subject in his or her IB Diploma session, the highest grade will normally contribute to the award of the IB Diploma.

Article 12: Grades

Performance in each subject is graded on a scale of 7 points (maximum) down to 1 point (minimum). Performance in theory of knowledge and the extended essay are each graded on a scale of A (maximum) to E (minimum). The CAS requirement is not assessed. For the IB Diploma, a maximum of 3 points is awarded for combined performance in theory of knowledge and the extended essay. The maximum total DP points score is 45.

Article 13: Award of the IB Diploma

1. 13.1 All assessment components for each of the six subjects and the additional Diploma requirements must be completed in order to qualify for the award of the IB Diploma, except under the conditions stipulated in articles 18 and 19 of these regulations.
2. 13.2 The IB Diploma will be awarded to a candidate provided all the following requirements have been met.
 1. CAS requirements have been met.
 2. The candidate's total points are 24 or more.
 3. There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject.
 4. There is no grade E awarded for theory of knowledge and/or the extended essay.
 5. There is no grade 1 awarded in a subject/level.
 6. There are no more than two grade 2s awarded (HL or SL).

7. There are no more than three grade 3s or below awarded (HL or SL).
 8. The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
 9. 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).
 10. The candidate has not received a penalty for academic misconduct from the Final Award Committee.
3. 13.3 A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB Diploma. The examination sessions need not be consecutive.

Article 14: Form of the results

1. 14.1 Successful IB Diploma Candidates will receive an IB Diploma and a document entitled "Diploma Programme (DP) Results" listing the total IB Diploma points score, the subject grades, confirmation of the completion of all CAS requirements and any points awarded and individual grades for the combination of theory of knowledge and the extended essay.
2. 14.2 A Bilingual IB Diploma will be awarded to a successful candidate who fulfills one or both of the following criteria.
 1. Completion of two languages selected from group 1 with the award of a grade 3 or higher in both
 2. Completion of one of the subjects from group 3 or group 4 in a language that is not the same as the candidate's group 1 language. The candidate must attain a grade 3 or higher in both the group 1 language and the subject from group 3 or 4.
3. 14.3 An IB Diploma Candidate who fails to satisfy the requirements for the award of an IB Diploma will receive DP Course Results indicating the grades obtained in individual subjects, together with results in theory of knowledge and the extended essay, and confirmation of the completion of all CAS requirements, as appropriate.
4. 14.4 DP Course Candidates receive DP Course Results indicating the results obtained in individual subjects and the core requirements, as appropriate.

Article 15: Enquiry upon results

1. 15.1 A candidate's assessment material may be re-marked, returned to the school (in electronic format or as a photocopy) and/or subject to re-moderation (for internal assessment) as part of the enquiry upon results service, the details and fees for which are specified in the handbook. The categories and conditions of this service are subject to change and therefore are in accordance with the details given in the handbook for the examination session concerned. All enquiries upon results must be submitted by the school on behalf of the candidate.
2. 15.2 Re-marking a candidate's assessment material may lead to a higher or a lower grade for the subject. Therefore, before submitting a request for an enquiry

upon results service that may result in a change of grade, the school must obtain the written consent of the candidate or his or her legal guardian ensuring that the candidate and/or the legal guardian are aware that the grade may go up or down.

3. 15.3 If the school's DP coordinator believes the process leading to the grade upon re-marking or re-moderation did not respect the procedures defined in these general regulations and/or the handbook, the coordinator may request, on behalf of the candidate, a report on the re-mark. Before requesting a report the school must obtain the consent of the candidate(s) or his or her legal guardian(s).
4. 15.4 Beyond the enquiry upon results service, the coordinator may not request a subsequent re-marking of work or a further moderation of marks for internal assessment. However, the candidate is entitled to submit an appeal under the conditions defined in article 22.

Article 16: IB DP Final Award Committee

1. 16.1 The IB DP Final Award Committee is the body that formally awards the IB Diploma and DP Course Results on the basis of the grades determined by grade award procedures. The award is made by the committee on behalf of the IB Board of Governors.
2. 16.2 The Final Award Committee consists of representatives of the IB Board of Governors, of the Examining Board and senior IB assessment staff, and is chaired by the chair of the Examining Board. The IB Board of Governors established the Examining Board, which comprises senior IB examiners, with the principal aim of safeguarding and enhancing the academic standards of the DP.
3. 16.3 The Final Award Committee may delegate decisions on cases of alleged academic misconduct to a sub-committee, but the Final Award Committee is the body that has authority to make the final decision in all special cases (as defined in section IV) with respect to the award of the IB Diploma and DP Course Results.

IV. Special cases

Article 17: Candidates with assessment access requirements

1. 17.1 A learning support requirement(s) is any permanent or temporary requirement(s) that could put a candidate at a disadvantage and prevent him or her from being able to demonstrate his or her skills and knowledge adequately or as may otherwise be defined by law.
2. 17.2 The IB is able to offer minimal guidance on the teaching of candidates with learning support requirements. However, it is the responsibility of the school to identify and meet the individual needs of candidates enrolled in the school.
3. 17.3 A learning support requirement(s) often necessitates assessment access arrangements. The IB is able to authorize inclusive assessment arrangements for a candidate with assessment access requirements.
4. 17.4 If a candidate needs inclusive assessment arrangements, the DP coordinator must make such arrangements and, where appropriate, request authorization for

inclusive assessment arrangements from the IB according to procedures stated in the handbook.

5. 17.5 If the inclusive assessment arrangements authorized by the IB are considered inappropriate for a candidate by a school, a candidate or the candidate's legal guardian(s), the DP coordinator may request a re-evaluation of the candidate's needs to decide whether the authorized arrangements are appropriate. A first re-evaluation of the arrangements will be undertaken by the IB staff who authorized the arrangements. If the first re-evaluation does not then meet with agreement from the school, a second re-evaluation will be undertaken jointly by persons with appropriate qualifications, one who is an IB employee not involved in the original decision and one who is not an employee of the IB. No further re-evaluations are possible after the second re-evaluation. The IB must receive any re-evaluation request from the DP coordinator within one month of the coordinator having received initial confirmation of the authorized inclusive assessment arrangements or the result of the first re-evaluation request, as appropriate.
6. 17.6 If a candidate is granted inclusive assessment arrangements (and these are properly implemented by the school), candidates and/or their legal guardian(s) are not entitled to claim that they are affected by adverse circumstances in the event that assessment results following such arrangements are not at levels desired and/or anticipated by candidates. The authorization of inclusive assessment arrangements is the sole accommodation by the IB for candidates with learning support requirements.

Article 18: Candidates affected by adverse circumstances

1. 18.1 Adverse circumstances are defined as those beyond the control of the candidate that might be detrimental to his or her assessment performance, including severe stress, exceptionally difficult family circumstances, bereavement or events that may threaten the health or safety of candidates. The same circumstances may affect a group of candidates or all candidates within a school. Adverse circumstances do not include:
 1. shortcomings on the part of the school at which the candidate is registered, including, but not limited to, errors, mistakes, or negligence of a school with respect to registration of candidates, timeliness of requests for inclusive assessment arrangements or consideration of adverse circumstances, implementation of authorized inclusive assessment arrangements, and requests for extensions under article 18.2
 2. the failure of candidates to improve performance despite receiving authorized inclusive assessment arrangements.
2. 18.2 Where a candidate or group of candidates is affected by adverse circumstances prior to the submission of early components (for example, the extended essay, theory of knowledge essay or internal assessment marks/sample work), an extension to the submission deadline may be authorized by the IB upon receipt of the required documentation (available in the handbook) from the school. An extension must be formally authorized by the IB and is the only possible accommodation that can be offered.

3. 18.3 Any application for special consideration in cases of adverse circumstances must be submitted to the IB by the school's DP coordinator on behalf of the candidate(s). The application must be received within 10 calendar days of the completion of the final assessment component of the subject concerned and must be supported by a statement written by the DP coordinator as well as by appropriate evidence.
4. 18.4 If the IB accepts that the performance of a candidate has been affected by adverse circumstances, the IB may, at its discretion, give special consideration to the case, provided that this would not give an advantage in comparison with other candidates. If a candidate's circumstances are deemed "adverse" and qualify for special consideration, an adjustment will be made to the candidate's total mark in the affected subject(s) and/or IB Diploma requirement(s). If the candidate is within one or two scaled marks of the next higher grade boundary, the candidate's grade in the affected subject(s) (and only

in such affected subjects) will be raised; in the case of theory of knowledge and the extended essay, one mark away from the next higher grade boundary is required for a grade adjustment to be made. This is the only possible accommodation for candidates in the event of adverse circumstances. If a candidate's marks are not within the required range, then no adjustment will be made.

Article 19: Candidates with incomplete assessment

1. 19.1 "Incomplete assessment" means that a candidate has not submitted one or more components of the assessment requirements in a subject.
2. 19.2 Any application for special consideration in cases of incomplete assessment must be submitted to the IB by the school's DP coordinator on behalf of the candidate. The application must be received within 10 calendar days of the completion of the final assessment component of the subject concerned and must be supported by a statement written by the DP coordinator as well as by appropriate evidence.
3. 19.3 In cases of incomplete assessment in a subject, the IB may, at its discretion, award a grade for the subject if both of the following circumstances are established.
 1. An acceptable reason is provided by the school for the incomplete assessment being beyond the candidate's control, such as illness or injury, the death or funeral of a close relative, unavoidable attendance at a hospital or court of law.
 2. The candidate has submitted sufficient work, leading to at least 50 per cent of the total marks available in that subject and including an externally assessed component.
4. 19.4 If both of the foregoing conditions are fulfilled, marks for the missing component will be calculated using an established procedure and based on the candidate's marks for completed components as well as on the distribution of marks of other candidates in the same subject. If more than one examination is missed, it will be at the discretion of the Final Award Committee whether grades are issued to the candidate in the subjects concerned. The determination of a mark for a missing component by statistical means and "consideration" (as

described in article 18.4) will not be applied to the same subject/level being assessed.

5. 19.5 The grounds for incomplete assessment, such as forced school closure during the written examinations in May or November, may affect a group of candidates or all candidates in the school. In a case where more than one candidate is affected, the Final Award Committee will give the same consideration to all candidates.

Article 20: Candidates suspected of academic misconduct

The IB defines academic misconduct as behaviour (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another candidate is also regarded as academic misconduct. Academic misconduct is a breach of these regulations and includes, but is not restricted to:

plagiarism—this is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment

collusion—this is defined as supporting academic misconduct by another candidate, for example, allowing one’s work to be copied or submitted for assessment by another

duplication of work—this is defined as the presentation of the same work for different assessment components and/or DP core requirements

misconduct during an IB examination (for example, taking unauthorized material into an examination, behaviour that disrupts the examination or distracts other candidates, or communicating with another candidate)

unethical behaviour such as the inclusion of inappropriate material in any assessment materials or the breach of ethical guidelines when conducting research

any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, falsifying a CAS record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination via any form of communication/media).

Article 21: Investigating cases of suspected academic misconduct

21.1 If questions arise about the authenticity of a candidate’s work before submission for assessment, the situation must be resolved within the school. If possible academic misconduct (for example, plagiarism, collusion) is identified after a candidate’s work has been submitted to the IB for assessment, the school’s DP coordinator must inform the IB as soon as possible.

21.2 When a school, an examiner or the IB establishes evidence to suspect academic misconduct by a candidate, the school will be required to conduct an investigation and provide the IB with statements and other relevant documentation concerning the case. If a school fails to support the investigation into possible academic misconduct, no grade will be awarded to the candidate in the subject(s) concerned.

21.3 If the IB notifies a school that a candidate is suspected of academic misconduct and that the IB has the intention of initiating an investigation, at the discretion of the head of school it is permissible for the candidate to be withdrawn from the session or from the subject(s) in which academic misconduct may have occurred. However, at the discretion of the IB the investigation into the suspected academic misconduct by the candidate may still proceed and a decision be reached on whether to uphold or dismiss academic misconduct. If a candidate is withdrawn from a subject no mark for that subject may contribute to the award of a grade in a future examination session.

21.4 Candidates suspected of academic misconduct must be invited, through the school's DP coordinator, to present a written statement that addresses the suspicion of academic misconduct. If a candidate declines to present a statement, the investigation and decision on whether the candidate is in breach of regulations will still proceed.

21.5 The majority of cases of suspected academic misconduct will be presented to a sub-committee of the Final Award Committee. The sub-committee will normally comprise IB staff, school representatives, and chief/deputy chief examiners, but any group or combination of these persons may make decisions on cases subject to the approval of the Final Award Committee. The sub-committee will be chaired by the chair or vice-chair of the Final Award Committee, or a chief examiner nominated by the vice-chair.

21.6 Decisions of the sub-committee are made on behalf of and under the supervision of the Final Award Committee. After reviewing all statements and evidence collected during the investigation, the sub-committee will decide whether to dismiss the suspicion of academic misconduct, uphold it, or ask for further investigations to be made. If the sub-committee is unable to reach a decision, then the case will be referred to the Final Award Committee.

21.7 If the sub-committee decides that a case of academic misconduct has been established, a penalty will be applied in the subject(s) concerned. The penalty will, in the judgment of the sub-committee, be proportionate with the severity of the misconduct.

21.8 If no grade is issued for a subject that contributes to a candidate's IB Diploma, no IB Diploma will be awarded to the candidate. DP Course Results will be awarded for other subjects in which no academic misconduct has occurred. Except in cases of serious or repeated misconduct, the candidate will be permitted to register for future examination sessions, which may include the session that follows six months later, if the relevant registration deadlines are met. In the case of an IB Diploma Candidate, if the session in which the academic misconduct has been established is the candidate's third examination session towards achieving the award of the IB Diploma, no further IB examination sessions will be permitted.

21.9 If the candidate has already been found in breach of regulations in any previous session, this will normally lead to disqualification from participation in any future examination session.

21.10 If there is substantive evidence, the IB is entitled to conduct an investigation into academic misconduct after a candidate's results have been issued. If academic misconduct is subsequently established by the Final Award Committee, or its sub-committee, the candidate's grade for the subject(s) concerned may be withdrawn from the candidate which will also result in the withdrawal of his or her IB Diploma where applicable.

V. Appeals

Article 22 Admissibility of an appeal

1. 22.1 The IB accepts appeals in relation to five areas of decision-making during an examination session. Appeals are possible against:
 1. results—when a school has reason to believe that a candidate's results are inaccurate after all appropriate enquiry upon results procedures have been completed
 2. a decision upholding academic misconduct, but not the penalties imposed for misconduct
 3. a decision in respect of special consideration—following a decision not to give special consideration to a candidate as a consequence of alleged adverse circumstances
 4. a decision in respect of inclusive assessment arrangements
 5. an administrative decision not covered by one or more of the foregoing circumstances that affects the results of one or more candidates.
2. 22.2 The appeals process is divided into two stages. Each stage will usually require the payment of a fee. The fee will be refunded if the decision being appealed changes.
3. 22.3 A stage one appeal can only be requested by the head of school or by the DP coordinator from the school at which the candidate (known as the appellant) was registered.
4. 22.4 A stage one appeal is a review of the case by senior assessment officers of the IB who were not directly involved in making the original decision.
5. 22.5 A stage two appeal can be requested directly by a candidate or his or her legal guardian(s) in addition to the head of school and DP coordinator if the outcome of a stage one appeal is not satisfactory.
6. 22.6 The stage two process grants the candidate a formal hearing by a constituted panel with one member independent from the IB. A request for appeal at either stage must be submitted with a completed appeal request form that can be obtained from the IB via the IB Answers service. Detailed information on the appeals process can be found in *Diploma Programme: Assessment appeals procedure*, which can be also obtained from the IB Answers service.

Article 26: Governing law

These general regulations and all other procedures relating to the assessment requirements of the IB Diploma shall be governed by and construed in accordance with the laws of Switzerland without reference to its conflict of laws or similar provisions that would mandate or permit application of the substantive law of any other jurisdiction.

Article 27: Arbitration

Any dispute, controversy or claim arising out of, or in relation to, these general regulations, including the interpretation, validity, breach or termination thereof, shall be finally settled by arbitration by the Geneva Chamber of Commerce in accordance with the Swiss Rules of International Arbitration of the Swiss Chambers' Arbitration Institution ("Rules") in force on the date when the notice of arbitration is submitted in accordance with such Rules. The number of arbitrators shall be one, the seat of the arbitration shall be Geneva and the arbitral proceedings shall be conducted in English. The parties hereby agree to use information technology systems and electronic communications to the extent permitted in conducting any arbitral proceedings. Notwithstanding the foregoing, the IB may seek injunctive relief with respect to a violation of intellectual property rights or confidentiality obligations in any applicable jurisdiction.

Article 28: Entry into force and transitory rules

The IB may amend these general regulations from time to time. This version of the general regulations enters into force on 1 September 2016 and applies to all candidates commencing the DP on or after that date.

IBDP applicants and their parents/legal guardians must sign a statement affirming that they have read and that they accept the IBO General Regulations and the school regulations contained in this handbook. The statement is attached to the IBDP application form and – once signed - will be kept on file.