

DP STUDENT AGENDA

All the information you need about the IB DP Programme

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CONGRATULATIONS!

Dear IB DP student,

I would like to welcome you to the 2023/2024 school year and to commend you on your choice to enroll in the International Baccalaureate Diploma Programme (IBDP) at Spojená škola, Pankúchova 6, a programme that focuses on the education of the "whole person"

and commits itself to an education based on a global perspective. Continuous research also demonstrates the lifelong benefits of this rigorous curriculum and experience. Further information about the thoroughness, requirements and general information concerning the IB Diploma Programme

are located online, the address is www.ibo.org. The site includes pertinent information including college requirements and admission information, overall university policies and the specific requirements of the IB Diploma.

All the information you need to know right now can be found on the following pages.

IB DP Student's Agenda

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1 Who is who? / Contact details

School address: Spojená škola, Pankúchova 6, 851 04 Bratislava

School website: www.gympaba.sk

Phone number: +421 262 312 706

Head of school: PaedDr. Zuzana Butler butler@gympaba.sk

Deputy Head: Mgr. Róbert Mezei mezei@gympaba.sk

Mgr. Ján Antal antal@gympaba.sk

Deputy Head of International section: PaedDr. Katarína Patúcová

patucova@gympaba.sk

School Administrator: Ing. Lenka Peschlová peschlova@gympaba.sk

IB DP coordinator: Mgr. Jana Sláviková slavikova@gympaba.sk

CAS coordinator: Grace M. Sprockett, MSc. sprockett@gympaba.sk

EE coordinator: Monika Saganová, PGDE saganova@gympaba.sk

TOK coordinator: Mgr. Jana Sláviková slavikova@gympaba.sk

Librarian: Mgr. Anna Kotulová kotulova@gympaba.sk

School counsellor: Mgr. Katarína Hlavnová hlavnova@gympaba.sk

School psychologist: Mgr. Michaela Artemiou artemiou@gympaba.sk

Other IB programmes coordinators:

PYP coordinator: PaedDr. Katarína Patúcová patucova@gympaba.sk

MYP coordinator: PaedDr. Silvia Dadajová dadajova@gympaba.sk

Subject teachers: surname@gympaba.sk

2 Team Me

Who is in your team? How can they help you? Have you asked them?

Consider your family, friends, school staff, counsellors, librarians.

How can each person play their part in helping you through the Diploma Programme?

Team Me		
Player's name	Player's role: How can they help me?	What do I need to ask them to do?

3 About Diploma Programme

Spojená škola, Pankúchova 6 welcomes you aboard. In our view, you have picked the best, the DP curriculum that gives the very best preparation for not just university entry, but for life. The aim of introducing an IB international programme into our school is to improve the quality of education through the standards and procedures used in IB. The IB offers a continuum of three international educational programmes. The programmes encourage personal and academic achievement and challenge students to excel in their studies and in their personal development. IB programmes differ from other curricula because:

- They encourage students of all ages to think critically and work cooperatively.
- They develop independently of government and national systems, including research quality practice and the global school community.
- They encourage students of all ages to be interested in local and global contexts.
- They develop multilingual students.

IB schools usually provide a continuum of education consisting of four programs, linked by a single IB philosophy and approaches to teaching and learning. The programs are designed to encourage students' personal and academic achievements and encourage them to perform well in their studies and personal development.

INTERNATIONAL BACCALAUREATE 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 programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

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SPOJENÁ ŠKOLA, PANKÚCHOVA 6 MISSION STATEMENT

We aim to share and apply a common philosophy – a commitment to a high quality, challenging, international education founded in the principle of linking theory, practice and real-life situations. We promote international mindedness whilst respecting and supporting the development of students' needs and their unique personalities and supporting them to become multi-lingual lifelong learners who help to create peaceful and better world.

3.1 IB LEARNER PROFILE

What is the IB Learner Profile?

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

IB learners strive to be:

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas, and issue that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups, and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values, and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion, and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical, and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

3.2 Programme Overview

As part of the IB Diploma, students select a total of six subjects: three are studied in-depth, **Higher Level**, three others provide breadth, **Standard Level**. At the same time as studying the academic subjects there are other compulsory core elements.

IBDP Subjects are divided into six groups:

- **Group 1:** Studies in Language & Literature, at Spojená škola, Pankúchova 6, our students can choose English or Slovak (literature only).
- **Group 2:** Studies in Language Acquisition. This is the study of a second language, at Spojená škola, Pankúchova 6, our students can currently pick from Spanish, French or German.
- **Group 3:** Individuals and Societies. Studying any one of these subjects provides for the development of a critical appreciation of human experience and behaviour, the varieties of physical, economic and social environments that people inhabit, the history of social and cultural institutions. Typical choices may include: Psychology, History, Geography, Economics.
- **Group 4:** Sciences: Biology, Chemistry or Physics.
- **Group 5:** Mathematics - Analysis and Approaches
- **Group 6:** A second subject from Group 3 or 4

IBDP Core

The core is designed to develop you into an all-round leader of the future. This is an aspect of the IBDP that greatly distinguishes it from other curriculums - it enhances your suitability for the top universities and helps shape you into a well-rounded applicant. The Core elements include:

1. Theory of knowledge
2. Extended essay
3. CAS (Creativity, Activity, Service)

Theory of Knowledge is a 100-hour course taught over 2 years about critical thinking and inquiry into the nature of knowledge. It is assessed through an oral presentation and a 1600-word essay.

The Extended Essay is a 4000-word independent research essay into a topic that the student is interested in. The student is guided by a supervisor.

CAS is a journey of self-discovery in which students participate in a range of activities to meet eight learning outcomes

3.3 Grading

All IB courses, HL and SL, are graded on the IB 7-point scale:

Grade	Descriptor
7	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking. The student produces work of high quality.
6	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking.
5	Thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student occasionally demonstrates originality, insight, and analytical thinking.
4	General understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of analytical thinking.
3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully to normal situations with support.
2	Very limited achievement in terms of the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully to normal situations, even with support.
1	Minimal achievement in terms of the objectives

- There are an additional maximum 3 bonus points available for Theory of Knowledge and the Extended Essay in combination.
- To be awarded the IB Diploma, a student must score 24 points overall and have no failing condition. (Please refer to 'IB Diploma Requirements' below).
- The pass mark in each subject is 4 points.
- The maximum possible score is 45 points.

3.4 IB Diploma requirements

To qualify for the award of the IB Diploma a student must receive a combined score of 24 points across 6 subjects with at least 12 points from higher level subjects and a minimum of 9 points from standard level subject.

Conditions for the award of the IB Diploma

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
- (d) There is no grade E awarded for theory of knowledge and/or the extended essay.
- (e) There is no grade 1 in any subject.
- (f) There are no more than two grade 2s awarded (HL or SL).
- (g) There are no more than three grades 3 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 Standard Level.)

Retaking the IB Diploma Examinations

A student who fails the IB Diploma will be issued with separate certificates in each subject passed. Should the student wish to pursue the full IB Diploma, retake examinations are available, either in November (if requested immediately) or in the following May. Students may choose which subjects to retake; they do not have to retake every subject. It is usually advisable to register for the May exams, as this permits the student to redo non-examination (internally and externally assessed) components. In November, only the exam papers themselves may be redone. A student may not retake a subject more than twice.

4 DP Preliminary Assessment calendar

DP 1 Year 1 2023/2024

Deadline	Subject	Assessment
November 2023		
3rd November 2023	Economics	Internal assessment - Introduction and explanation of internal assessment structure
January 2024		
11 January 2024	All	Parent Conference
15 January 2024	CAS	Introduction + distribution of handbook
31 January 2024	EE	First consultation with supervisor
February 2024		
1 February 2024	CAS	Parent Meeting + Info Session
15 February 2024	CAS	Community Partnership Meeting/Info Session
25 February 2024	History	IA Historical Investigation Topic Chosen + Approved
March 2024		
4th March 2024	Economics	Internal assessment - 1st commentary draft
15 March 2024	CAS	1st formal interview with CAS coordinator + begin CAS project
April 2024		
8 April 2024	Economics	Internal assessment - 1st commentary final draft submission
15 April 2024	CAS	Meeting with CAS Advisor
19 April	Physics	Internal Assessment Rough draft
28 April 2024	History	Draft IA Essay Due
30 April	EE	First reflection and research outline
May 2024		
2 May	Psychology SL/HL	Internal Assessment Outline
15 May 2024	CAS	Meeting with CAS Advisor
19 May 2024	History	Final IA Essay Due

20 May 2024	EE	First 500 words
23 May 2024	All	Parent conference
June 2024		
7 June	Physics	Internal Assessment Final Draft
12.-14. June	TOK	TOK exhibition
15 June 2024	CAS	Meeting with CAS Advisor
21 June	EE	Second reflection
22 June	Language A literature Slovak	Individual Oral

DP2 Year 2

2024/2025

Deadline	Subject	Assessment
September 2024		
12 September	All	Parent conference
15 September 2024	CAS	2nd formal meeting with CAS coordinator + check-in
16-24th September 2024	History	Field Trip to ???
October 2024		
8 October	EE	First draft due
10 October	Psychology SL/HL	Internal Assessment Rough Draft
15 October 2024	CAS	Meeting with CAS Advisor
28 October 2024	Economics	Internal assessment - 2nd commentary – draft
November 2024		
4 November	Psychology SL/HL	Internal Assessment Final Draft
11 November 2024	Mathematics	IA - topic and outline submission
15 November 2024	CAS	Meeting with CAS Advisor
15 november 2024	Biology HL/SL	Internal Assessment RoughDraft
December 2024		
2 December 2024	Economics	Internal assessment - 2nd commentary – final draft submission
10 December	English A: LangLit	IA - Individual oral

	SL/HL	
15 December 2024	CAS	Meeting with CAS Advisor
15 December 2024	Biology	Internal Assessment Final Draft
15 December	EE	Final reflection
January 2025		
15 January 2025	CAS	Meeting with CAS Advisor
17 January 2025	EE	Final submission
28 January 2025	Chemistry SL/HL	Internal assessment Rough Draft
31 January 2025	Mathematics	IA - Draft submission
February 2025		
18 February	Geography	IA -draft
28. Feb. 2025	TOK	TOK essay - final draft
15 February 2025	CAS	Meeting with CAS Advisor
24 February	Economics	Internal assessment 3rd commentary-draft
20 February 2025	Chemistry SL/HL	Internal Assessment Final Draft
March 2025		
3 - 4 March	Language B	IA - Individual Oral (English, German, French)
14 March	Mathematics	IA - Final Submission
18 March	Geography	IA - Final Submission
15 March 2025	CAS	3rd formal meeting with CAS coordinator + check-in
20 March 2025	Lang. A: Literature Slovak	HL essay
April 2025		
1st April 2025	Economics	Internal assessment 3rd commentary- final draft submission
30 April 2025	CAS	Final CAS Portfolio + Reflection Due
May 2025		
	All subjects	IBDP Examinations

5 Policies at Spojená škola, Pankúchova 6

5.1 Diploma Programme Academic Honesty Policy

1. Philosophy of Academic Honesty

All IB learners strive to be 'principled' acting with 'integrity and honesty', with a strong sense of justice and respect for the individual, groups and individuals.

Spojená škola, Pankúchova 6 supports the IB's zero tolerance policy on Academic Honesty.

Academic honesty is seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role-modeling and taught skills.

Spojená škola, Pankúchova 6 is committed to creating and promoting a culture of Academic Honesty.

The DP Coordinator, subject teachers and homeroom teachers have the responsibility of promoting a culture of academic honesty through the Programmes, both to students and parents. Homeroom teachers will highlight philosophy and practice regarding Academic Honesty on a regular basis.

Academic Honesty Posters will be on display in the IB corridor and in classrooms. Each Diploma class homeroom will have Diploma Academic Honesty posters on the wall which will be referred to by the Coordinator and staff.

The link between Academic Honesty and the Learner profile attribute of Principled will be made clear to students.

Although it is probably easier to explain to candidates what constitutes academic dishonesty, with direct references to plagiarism, collusion and cheating in examinations, whenever possible the topic must be treated in a positive way, stressing the benefits of properly conducted academic research and a respect for the integrity of all forms of assessment for the Diploma Programme.

2. Purpose of an Academic Honesty Policy

All students enrolled in the IB must understand the basic meaning and significance of concepts 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.

Spojená škola, Pankúchova 6 supports and promotes the principles of properly conducted academic research and the respect for integrity in all forms of assessment. Thus, all members of the school community have a responsibility to ensure that they are familiar with generally accepted standards and requirements of academic honesty.

3. Maintaining Academic Honesty

The presentation of an authentic piece of work is essential to good scholarship and practice. An authentic piece of work is one that is based on the student's individual and original ideas

with the ideas and work of others fully acknowledged.

Therefore, all assignments for assessment, regardless of their format, **must wholly and authentically use that student's own language, expression and ideas**. Where the ideas or work of another person are represented within a student's 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.

4. Definition of misconduct

Misconduct is a behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components.

Misconduct includes:

- **plagiarism**: this is defined as the representation of the ideas or work of another person as the candidate's own
- **collusion**: this is defined as supporting misconduct by another candidate, as in 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
- any other behaviour that gains an **unfair advantage** for a student or that affects the results of another student.

5. Investigation of Intentional Misconduct

1. The teacher will notify the DP Coordinator with supporting documentation if misconduct is suspected. The teacher will not make an open allegation to the student and any suspicion of misconduct will be kept confidential to the process.
2. The Coordinator will determine whether misconduct has taken place based on information gathered through the investigation. The investigation will include interviewing the student and allowing the student to provide an explanation.
3. The Coordinator will inform the parents of the process irrespective of the outcome.
4. If evidence of misconduct is confirmed, the student and parents will be notified in writing and informed of the consequences.
5. An appeal must be submitted within 7 school days of the date of the letter. The Deputy Principal for international programmes of Spojená škola, Pankúchova 6 will consider the appeal. The Deputy Principal's decision will be final and will be communicated to the student and parents in writing.
6. Copies of all records of investigation, correspondence and the assessment item will be kept on the student's subject file.

6. DP internally assessed tasks

Following investigation of an allegation of misconduct, the following consequences will be applied:

- *First offence:* redo a different, yet similar, assessment task. The subject teacher must report the incident to the Coordinator. The incident will be documented and reported to parents.
- *Second offence:* be awarded an achievement level of zero for all criteria the task is assessed against. All parties involved in any acts of collusion will also receive an achievement level of zero. A note justifying any thus awarded “0” will be included in the student’s report comments. Parents, homeroom teachers, and school administration will be notified.

7. Externally assessed IBDP assessment tasks

If any part or whole of the student’s work is suspected of not being authentic, that work **must not be submitted to the IBO as authentic work**. One of the following courses of action may be followed:

1. If misconduct is identified **prior** to the formal submission date to the school but prior to submission to the IB, then the work will be required to be revised and resubmitted in time to meet the formal assessment due date. If the student fails to resubmit by the formal date, an NA will be recorded.
2. If misconduct is detected, once the assessment has been formally submitted on the due date and confirmed following investigation, an NA will be recorded on the appropriate mark sheet and no grade will be awarded for the subject concerned. This may seriously impact on the student’s eligibility for the Diploma under IB rules.
3. If teachers detect misconduct after work has been formally submitted and accepted for assessment to the IB, the IB must be informed. The IB Diploma or a Certificate may be withdrawn from a candidate at any time if misconduct is subsequently established.

8. Consequences of Misconduct

1. **Penalties are imposed on a candidate found guilty of misconduct in order to:**
 - Ensure that the candidate does not gain an unfair advantage
 - Maintain the integrity of the examination session by excluding those candidates who have abused the system
 - Deter other candidates from taking the same action.
2. **The following circumstances are those that most commonly give rise to an investigation.**
 - The DP coordinator informs the IB that he / she suspects that work submitted to the IB for assessment (or as part of a sample for the purpose of moderation) may not be the authentic work of the candidate.
 - DP coordinator informs the IB that misconduct may have taken place during an examination.

- An examiner suspects misconduct and provides evidence to justify his or her suspicion.
 - An IB member of staff randomly checking assessment material identifies possible plagiarism using a web-based application.
3. **If the final award committee decides 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.
4. **If the final award committee decides that an academic infringement (some attempt by the candidate to acknowledge the source) has been established:**
- No mark will be awarded for the component or part(s) of the component.
 - The candidate will still be eligible for a grade in the subject or diploma requirement concerned.

In-school assessment tasks

Following investigation of an allegation of misconduct, if on the balance of probabilities, a student has committed misconduct then the following consequences will be applied:

1. If misconduct is identified prior to the formal submission date, then the work will be required to be revised and resubmitted in time to meet the formal assessment due date. If the student fails to resubmit by the formal date, an NA will be recorded.
2. If misconduct is detected on the due date and confirmed following investigation, an NA will be recorded on the appropriate mark sheet and no grade will be awarded for the subject concerned. The end of term report will reflect the student has not demonstrated the course requirements for the given academic period.
3. The student will be required to resubmit the assignment which will be marked for diagnostic purposes and in order for the student to complete IB course fulfillment requirement.

9. Roles and Responsibilities of the Programme Coordinators:

1. Understand what constitutes academic honesty and an authentic piece of work.
2. Know the consequences of being found guilty of misconduct.
3. Establish a school culture that actively encourages academic honesty.
4. Support the IBO fully in the prevention, detection and investigation of misconduct.
5. Understand additional responsibilities in the event of a candidate being investigated for misconduct.
6. Make students aware of their responsibilities regarding Academic honesty.

7. Explain the Academic Honesty policy to parents at teacher-parent conferences.
8. Give students the `Academic Honesty in the Diploma Programme, Student Guide`. Refer to this document throughout the school.
9. Show and consistently remind teachers to use the internal `DP Authenticity of Work Form` which students sign when submitting work.

10. Roles and Responsibilities of the Teacher:

1. Provide instruction and scaffolding necessary for students to use ethical research practices including opportunities for feedback via the drafting process.
2. Provide students with consistent advice on good academic practice whenever necessary.
3. Support the school's Academic Honesty Policy and complies with the adopted convention (MLA) for citing and acknowledging sources.
4. Confirm, to the best of his or her knowledge, all students' work accepted or submitted for assessment is the authentic work of the student.
5. Provide students with clear guidelines on academic writing and referencing styles required in each subject.
6. Provide clear guidelines on group work, especially concerning assessment and division of tasks among group members and monitoring of group work to ensure fair assessment.
7. Moderate samples of student work primarily for standardization of grades but also for checking any suspicious pieces of work relating to potential misconduct.
8. Ensure students sign the internal `DP Authenticity of Work Form` when submitting work when handing in Internal Assessment work.
9. Run all student final drafts through [TurnItIn.com](https://www.turnitin.com) as a precautionary check. Report any misconduct to the DP Coordinator.

11. Roles and Responsibilities of the Student:

1. Have ultimate responsibility for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged using the MLA citation system.
2. Should seek clarity from Teachers and Teacher Librarian during assignment process and regarding any aspect of Academic Honesty guidelines.

References

- *Academic Honesty (2009 updated 2011)*
- *Diploma Programme: From Principles into Practice (2009)*
- *Handbook of Procedures for the Diploma Programme (2016)*
- *Grisham IB World School Academic Honesty Policy (2009)*
- *General Regulations: Diploma Programme (2007)*
- *Ethical Practice in the Diploma Programme (2006)*

5.2 Diploma Programme Assessment Policy

Assessment plays a crucial role in supporting learning as well as in measuring learning. In the Diploma Programme (DP), assessment is intended to support curricular goals and to encourage appropriate student learning.

Our IBDP policy is based on the subject specific criteria published by the IBO. We believe that assessment should be designed to improve student learning, teaching practice, and provide feedback to all stakeholders. Teachers will give ongoing formative assessments that will prepare students for summative assessment tasks.

Assessment provides students, teachers and parents with feedback necessary to direct and support future learning and teaching within each Diploma subject.

Purpose of assessment

Assessments should provide a tool for continuous improvement of the students' academic and personal development aiming at succeeding the full IB programme.

In this process the teacher should use the assessment to

- encourage the students to unfold their full potential
- support the students in the process of reaching the learning goals
- inform the students how they can improve further.

Additionally, the students should be supported by:

- clear understanding of the learning goals in each subject.
- responsibility for their own learning
- personal goals in the process of their education
- learning environment that supports positive self-esteem

Assessment Practices

Assessment can be used for a variety of purposes.

Formative assessment provides detailed feedback to teachers and their students on the nature of students' strengths and weaknesses, and helps develop students' capabilities. Formative assessment identifies the knowledge, skills and understanding.

IBDP at Spojená škola, Pankúchova 6 uses a number of practices and instruments:

- Student self-evaluation supported by the teacher
- Use of detailed assessment criteria (rubrics, anecdotal reports, portfolios, exemplars)
- Peer evaluation mediated by the teacher

Homework as Assessment

Homework provides multiple opportunities to inform learning in the classroom and also provide feedback to teachers, students and parents on understanding of taught concepts. At Spojená škola, Pankúchova 6 home tasks are designed as: a review, extension or application of tasks associated with classroom activities and curriculum areas, collection of materials and/or information for use in class, continuation of classroom work, projects, essays and research.

Summative assessment is defined as assessment directly contributing to the final diploma qualification. Most of these assessments are externally assessed and include examinations or work completed during the course and then sent to an external examiner.

Reporting

Students receive a formal report two times a year (January, June) on each student's subject. ATLs are reported on at the end of term one and two.

The following terms are used for students and teachers to describe competence in the ATL strategies:

<i>ME</i> <i>Meeting all expectations</i>	<i>AE</i> <i>Approaching expectations</i>	<i>PE</i> <i>Partially meeting expectations</i>	<i>NE</i> <i>Not meeting expectations</i>	<i>NA</i> <i>Not assessed</i>
The student regularly demonstrates proficiency in the majority of the expectations for his/her grade.	The student is beginning to meet the expectations for his/her grade. The student is beginning to grasp and apply key concepts, processes and skills for his/her grade.	The student's learning is partially at the expected level and there are more areas that require attention and support. The student has difficulties to grasp and apply key concepts, processes and skills for his/her grade.	The student is not meeting the expectations for his/her grade. The student is not grasping key concepts, processes and essential skills for his/her grade.	Not reported this term.

At each of these reporting times, Diploma Programme students receive a Report card on each subject.

Reports include grades and comments from subject teachers regarding student performance against Diploma Programme course objectives. Reports also include assessment grades for each criterion, with at least one grade per criteria per term. Support is given to staff in writing reports through staff training sessions.

As well as reports, the school holds three parent conferences per academic year where teachers provide feedback to students and their parents / guardians to inform and improve student learning.

When a teacher has concerns regarding the progress of students, they will inform the relevant stakeholder (student, parent, homeroom teacher, Diploma Coordinator) at the earliest opportunity and arrange a meeting if deemed necessary.

Internal Assessment timelines.

The timeline will help staff plan their delivery of the intended curriculum, meeting the aims of the DP assessment schedule in manageable loads.

Teachers will input their subject's internal DP summative internal assessment timelines on the 'IA dates' document which will be shared with staff through a Google Doc via internal email and on the DP noticeboard in the staff room and with students and parents through email and at parent workshops.

Timelines should be well designed to:

- Reduce stress on students.
- Allow teachers to provide feedback on drafts.

- Check that the work is authentic, meeting the requirements set out by the IB in the 'Academic Honesty' document.
- Prepare moderation samples required by the IB.

Diploma requirements

- DP category candidates must study 6 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.
- 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 (SL or HL).
 - There are no more than three grade 3s or below awarded (SL or HL).
 - The candidate has gained 12 points or more on HL subjects.
 - The candidate has gained 9 points or more on SL subjects.
 - The candidate has not received a penalty for academic misconduct from the Final Award Committee.
- They must meet all the requirements within a maximum of three examination sessions.
- Candidates who successfully meet these conditions will be awarded the diploma.

The IB diploma is awarded based on performance across all parts of the DP.

- Each subject is graded 1-7, with 7 being the highest grade. For the details about grade descriptors in the different subject groups, see the following document: <https://www.ibo.org/contentassets/0b0b7a097ca2498ea50a9e41d9e1d1cf/dp-grade-descriptors-en.pdf>
- These grades are also used as points in determining if the diploma can be awarded.
- TOK and the EE are graded A-E, with A being the highest grade. These two grades are then combined to contribute between 0 to 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.

References:

- Assessment principles and practices – Quality assessments in a digital age: Cardiff: International Baccalaureate Organisation (2019)
- Grade descriptors International Baccalaureate Organization (UK) Ltd Cardiff, Wales (2017)
- Guidelines for developing a school assessment policy in the Diploma Programme. International Baccalaureate Organization (2010).
- Tamagawa Academy Assessment Policy https://www.tamagawa.jp/academy/ib_e/dp/assessmentpolicy.html

6 School Canteen / School Cafeteria information

School lunches support academic success – Students spend around 6 hours per day in the classroom. Without the proper fuel, though, students can quickly run out of steam and lose interest in schoolwork. Nutritious meals, such as those provided by our school cafeteria, provide students with adequate fuel that can keep them energized and focused all day. They offer a variety and well-balanced nutritious meals at a low cost. Plus, a healthy diet will also support a healthy immune system.

The daily menu is posted in the school cafeteria. Weekly menus can be found on Edupage or on the school website: <https://gympaba.edupage.org/menu/>

➤ Ordering school meals

Our school uses pre-paid system for lunch. Each student must fill in the registration form at the cafeteria manager's office and will be provided with their unique variable symbol and bank account number.

➤ Cancelling the meals

You can cancel your meals in the following ways:

1. **by phone** - If you are ill and cannot attend school that day, please, telephone **+421262312902** by **8:00 a.m.**. After 8:00 cancellation is no longer possible. You can leave the message on the answer phone any time.
2. **by using a school lunch kiosk** – you can cancel your meals one day or several days in advance when the kiosk is on.
3. **in writing** - write your name, date(s) and class and put the message into the post box at the front door of the school cafeteria.
4. **via internet** – after you activate your lunch account at www.strava.cz you can cancel your lunch one day or several days in advance.

Cancelling by mistake

If you cancel your lunch by mistake, you can get the meal only **after 2 p.m.**

➤ Checks

Checks to be paid will be delivered to your email account. Make sure you fill in the application form given by the cafeteria manager correctly.

If you cancel your lunch before the checks are generated, your account will already be credited and the sum for the following month will be lower. If you cancel the lunch after the checks are printed, your account will be credited the month later.

Bank account Number: **IBAN: SK50 8180 0000 0070 0065 1171**

The payment for school lunch has to be made in advance by the end of the month. If you want to pay for February, you must make a payment by the end of January. If you use INTERNET BANKING, make sure you use the **correct variable symbol and your name**. If you fail to use the correct variable symbol, we cannot identify your payment.

➤ Sickness

If you are ill and cannot attend school that day, you must cancel the meal. The lunch **cannot** be taken home in a lunch box.

➤ Meal options

Usually, there are 2 meal options. The second option is available only if there are over 50 orders. If there are fewer than 50 orders, only one meal option served.

➤ **September 2 & June 30 (The first and the last school day)**

We do not cook and serve lunch on the first and the last school day.

➤ **The school leavers**

The students in their final year are supposed to give the manager the bank account number where the unused credit will be sent. This must be done no later than 3 months after you leave school.

➤ **How to contact the school canteen manager**

Please, contact the manager on +421262312902. If the answer phone is on, leave your phone number and we will contact you as soon as we can.

7 Self-Management: What does the IB say I should be doing?

The International Baccalaureate believes that to successfully navigate yourself through the Diploma Programme, and to best prepare yourselves for your final exams you should be demonstrating the following on a regular basis:

- Meet deadlines
- Revise and improve on work previously submitted
- Set your own learning goals
- Break down a larger task into specific steps
- Look for personal relevance in the subject matter
- Practise or discuss strategies to increase concentration
- Respond to feedback
- Be well organised regarding use of planner/homework/notes/locker
- Be punctual
- Learn from failures or mistakes
- Understand that you do not have to get everything right the first time
- Try different approaches to revising

Which skills are you doing consistently?

What targets do you have regarding self-management?

Self- Management Targets	How I will achieve this target. Consider what you need to do in future and / or change from your present performance.	Evidence I have met my target.

Reflection	
What went well in attempting to meet my target?	
What do I need to do / change in order to meet my target?	
How has my performance in lessons / assessments / work-life balance changed since I attempted to meet my target?	

8 Subject folders: Getting your work in order

In order to help your organisation, which will lead to better self-management, you should keep your work in your subject folders.

It is vital to keep your work in order of the syllabus to help you when transforming the work from each section into revision documents.

Below is a list of documents that you should have in each subject folder to ensure that they are kept up to date.

If you do not have one or more documents for a subject, you must speak to your subject teacher to find out how to get them.

Requirements for your daily folder:

- **Syllabus:** Is there an overview? Is it broken down?
- **Assessment components:** Is there an overview of each assessment? Are the criteria included? Is this being referred to?
- **Grade descriptors:** Are they being referred to?
- **Classwork notes and independent study:** Is the work organised into sub folders? Is there any evidence of revision materials?
- **Tracker / assessment record**
- **Assessed work / feedback:** Include your responses to feedback given
- **Homework feedback dialogue:** Has feedback been acted on?
- **Past papers / mark schemes / examiner reports**
- **Evidence of wider research / extra practice / reading around the subject**

9 Deadlines Calendar

Knowing your deadlines is vital in order for you to be able to make sure each piece of work is handed in on time and so that you can plan your other work around them. You must work your deadlines into your daily plan and homework plan.

Both, Edupage and Toddle will remind you of the important deadlines. However, creating a deadline calendar on your own and making your deadlines “visible” is strongly recommended.

Missing a deadline results in work piling up, which will result in stress. The International Baccalaureate will not give any deadline extensions and will back schools in not accepting work handed in after the school’s internal deadline. Draft deadlines are just as important as final deadlines as you need to give teachers enough time to read and comment on your work. Your final deadline will not be moved if you miss a draft deadline, meaning you will receive less time to make any necessary changes to your work.

In order to keep on top of your deadlines you must make sure you:

- are fully aware of each exam component for each subject you take
- speak to your teacher to clarify when the first and final drafts of each piece of work are due
- order your other work and commitments around these dates to ensure that you will be able to meet the deadlines. If you feel you are in danger of missing a deadline you must speak to your subject teacher as soon as possible.

10 Homework timetable

In order to help your organisation with homework on a weekly basis, please copy use the timetable by clicking on the following link:

https://docs.google.com/document/d/1UkKp9Sa60eSpFIGtWZ5wdo1ePiXUODkSMEVCMfV8_VY/edit

The planner asks you to consider the following strategies put into place to help complete each piece of homework:

- Resources needed
- Speak to teacher
- Use study hall.
- Use buddy groups
- Use library before / after school

For each piece of homework, the planner asks you to consider:

- When you received the homework
- How long you have to do it
- The time and place available to complete it
- How you can fit it into your day

11 Revision Techniques

The importance of revision cannot be underestimated. It is a chance to review the content you have covered in each of your subjects, as well as practice the skills that you will be tested against in your exams. This will ensure that you are as well prepared as possible when it comes to the day of the exam, confident in the subject knowledge and what each type of exam question is asking of you.

There are many different ways to revise for exams. It is vital to understand which way works for you, as this will not only help you remember important information, but also make revision seem a positive activity, often resulting in a new product that suits how you learn, and less of a chore. If you pick the wrong way(s) to revise, you are in danger of not retaining the information and turning yourself off the process.

This booklet explains the process and the learning outcomes of 12 different revision techniques. Different revision techniques work for different students; go through each of them to work out which one(s) suits your learning style as early as possible to make the most out of your revision time. You may find that different techniques work for you for different subjects / types of exams.

Where applicable, we have inserted a link to YouTube videos to accompany some of the techniques. The videos were created by Oliver Furnival and are shared with his permission. Copy and paste the link underneath the title to see how to put the techniques into practice.

Revision does not need to be only subject specific. It is a good idea to look at when the same skill or command term appears across the different subject that you study. This could result in you revising the skill of `analyse`, `outline` or `discuss` and practicing it across relevant subjects where the command term is used to ensure you are doing exactly what the question in the exam is asking.

Please look through your **Revision Techniques** booklet to see how to create each revision resource and to decide which one suits the way you learn and remember information from the following choices, which, where applicable, include a YouTube link with an explanation of how to set them up:

- Getting your work in order: <https://www.youtube.com/watch?v=Nav0Q2vnTFw&t=4s>
- Past Papers: <https://www.youtube.com/watch?v=9uRL0xP6Sy4&t=103s>
- Presentations (visual and auditory): <https://www.youtube.com/watch?v=B6R-0ZKMmgc&t=26s>
- Mind Maps: <https://www.youtube.com/watch?v=Ej6jVqBObqg&t=686s>
- Revision Posters: <https://www.youtube.com/watch?v=1-j6FURXrTM&t=2s>
- Flashcards: <https://www.youtube.com/watch?v=P9JyMI1MJZs&t=240s>
- Quizzes: <https://www.youtube.com/watch?v=F283CqWMajA&t=3s>
- Checklists: https://www.youtube.com/watch?v=lrNHixu_Orw&t=7s
- Memory games: <https://www.youtube.com/watch?v=xAxk8hP-f0&t=5s>
- Note taking
- Revision notes around the house

12 Work Environment

Finding a comfortable working environment is vital in ensuring that you make the most out of your private study time. There is no 'one size fits all' for the perfect work environment. While there are some general conditions that are important, the time and place can depend on how you work best.

Go through the following questions to help you find the best working environment for you.

a) Where and when is the best place to do homework and revision?

Look through the following factors and create an 'ideal' working environment for homework.

- **Time:** When do you work best: Straight after school? After dinner? Late at night?
- **Place:** Do you work best at school, home or at the library? Is it comfortable (desk / chairs)?
- **Place to keep work:** Where do you keep books and folders? Is there enough space to keep them organised?
- **Noise:** Can you find somewhere quiet? If you have siblings can you work out a system that fits all?
- **Food and Drink:** Do you work best before or after meals? What should / shouldn't you eat or drink while studying?
- **Distractions:** What works best for you regarding phones or computers? Can you work with them in the room?
- **Music:** Can you work to music? Have you created work playlists? Does background spoken radio or podcasts help you study?

b) Is it distraction free?

The place you choose must be free of disturbance from any external causes and it should be peaceful to work. If your mind is peaceful without any disturbances you can work with ease and work without any mistakes or errors. In case of children, they are easily diverted to disturbance so you have to choose the place which is distraction free. A house with many family members, sometimes make it difficult to concentrate. Usually a closed-door room is advisable.

c) Is it comfortable?

You should start your work at a place which is comfortable. A suffocating place doesn't allow you to work. Check whether the chairs and tables are comfortable enough that does not put you in pain after long hours. If the things are good to go with your work, it will be easy to work long time. A pillow at the back may help you sit comfortably. It is advised not to sit on bed to do homework. A right posture is to be maintained to sit for hours.

d) Do you have all the resources to do your homework in hand?

As an old saying- time and tide waits for none. You have to arrange all the things which are required for your homework. Resources like pen, paper, other stationery and water by your side should be kept handy. Best is to always do your homework at your study table, which should be always kept ready with sharpened pencils, pens, erasers, notepads with blank sheets, a bottle of water. Every weekend, make it a point that you discard not working pens, used notepads etc.

13 Stress relief

Preparing for assessments and exams can get stressful, which can have the knock-on effect of stopping us preparing to the best of our ability. Here are ten strategies to consider to help reduce your stress levels, followed by some websites with a wide range of ideas.

1. Get plenty of sleep

Try to keep your sleep routine as regular as possible. Get at least 8 hours sleep a night.

2. Take a break

This is really important, you should give yourself plenty of short breaks as you revise, this keeps you fresher for longer, so you will learn more.

3. Time for yourself

Try to leave enough time in your revision for some fun. You will need to put your books down and do something you enjoy for a while if you want to stay in a good mood.

4. Be realistic

Don't try to do too much work each day. If you overdo it you won't take in the facts you're revising.

5. Eat and drink properly

It is important to keep your sugars level to avoid highs and lows of energy, by eating slow-release foods like bread, rice, pasta, fruit and vegetables. Drink plenty of water, avoid too much sugar, tea or coffee.

6. Keep active and get some exercise

It's a fantastic stress buster. Go running, skateboarding, play a sport, or just take a walk around the block. You will feel more relaxed. If you're not sleeping very well exercise can make a real difference.

7. Be positive

Don't beat yourself up about things, instead be nice to yourself. Make a quick list of

five things you've done that you are proud of. This will put you in a good mood and you will learn more.

8. Speak to someone

Sharing your concerns with teachers, counsellors, family or friends can help reduce stress. It can give your problems perspective and you can hear new ideas on how to overcome them. Don't go through it alone.

9. Keep things in perspective

Exams are important but they are not as important as you, or your mental health.

10. Get organised

If you have a solid plan and break your work into chunks you won't have the stressful ordeal of not knowing where to start and what to work on.

The following websites give good advice on reducing stress:

- <https://www.studentminds.org.uk/examstress.html>
- https://www.nhs.uk/oneyou/every-mind-matters/stress/?WT.tsrc=Search&WT.mc_id=Stress&gclid=CjwKCAjwxOvsBRAjEiwAuY7L8m1BkTG_mqwmQb2h38vyKalox7YAJ09YZtD2ATRtJ0LMBTNx_J2zDRoCmtAQAvD_BwE
- <https://www.nhs.uk/conditions/stress-anxiety-depression/coping-with-exam-stress/>
- <https://www.daniel-wong.com/2018/09/10/beat-exam-stress/>
- <https://www.timeshighereducation.com/student/advice/how-deal-exam-stress>