



World School

THE

**INTERNATIONAL
BACCALAUREATE**



**AT THE
AMERICAN SCHOOL OF
PARIS**

**DIPLOMA PLANNER
2009 - 2011**



World school

Education for Life

Through comprehensive and balanced curriculum coupled with challenging assessments, the International Baccalaureate Organization aims to assist schools in their endeavors to develop the individual talents of young people and teach them to relate the experience of the classroom to the realities of the world outside. Beyond intellectual rigor and high academic standards, strong emphasis is placed on the ideals of international understanding and responsible citizenship, to the end that IB students may become critical and compassionate thinkers, lifelong learners and informed participants in local and world affairs, conscious of the shared humanity that binds all people together while respecting the variety of cultures and attitudes that makes for the richness of life.

Diploma Planner Contents

The Diploma Program	1
The IB Diploma at the American School of Paris	2
Award of the Diploma	6
The Diploma Planner	8
Acceptance into Diploma program	11
School/Personal details	12
Diploma Details	12
The Extended Essay	14
The Extended Essay Timetable	21
CAS Program	28
CAS diary	30
CAS evaluation	32
Time table of events	35
Remarks and commentaries	36

The Diploma Program

The International Baccalaureate Diploma Program is a rigorous pre-university course of studies, leading to examinations, which meet the needs of highly motivated secondary school students between the ages of 16 and 19 years. Designed as a comprehensive two-year curriculum that allows its graduates to fulfill requirements of various national education systems, the diploma model is based on the pattern of no single country but incorporates the best elements of several. The program is available in English, French and Spanish.

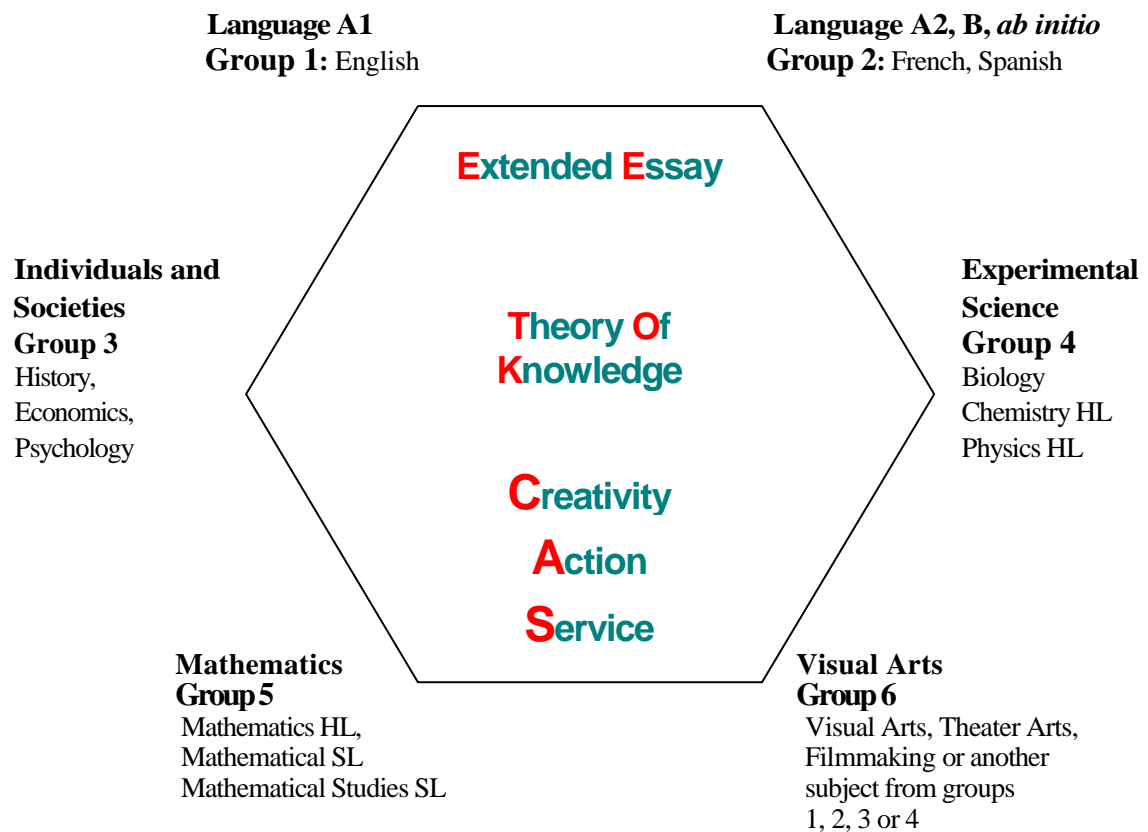
Representing a common curriculum worldwide, the program enables internationally mobile students to transfer from one IB school to another and offers a highly respected international set of courses to those who remain closer to home. Its reputation for rigorous assessment gives IB diploma holders access to the world's leading universities and solid preparation for high achievement once enrolled.

Is the program for you?

Some questions for you to answer:

- 1 Are you ready for a rigorous pre-university course of study?
- 2 Are you motivated and ready to work hard?
- 3 Are you ready to be challenged in the way you think?
- 4 Are you willing to develop awareness, concern and the ability to work cooperatively with others?

The International Baccalaureate Diploma Program at the American School of Paris



Diploma candidates are required to select one subject from each of the six subject groups.

At least three and not more than four are taken at higher level (HL), the others at standard level (SL).

The Diploma Program

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Unique Characteristics

The program offers special features in addition to the traditional strengths of a liberal arts curriculum.

- **Theory of Knowledge (TOK)** is a required interdisciplinary course intended to stimulate critical reflection upon the knowledge and experience gained inside and outside the classroom. TOK challenges students to question the bases of knowledge, to be aware of subjective and ideological biases, and to develop a personal mode of thought based on analysis of evidence expressed in rational argument. The key element in the IBO's educational philosophy, Theory of Knowledge seeks to develop a coherent approach to learning that transcends and unifies the academic subjects and encourages appreciation of other cultural perspectives.
- **Creativity, Action, Service** is known by its acronym CAS and is a fundamental part of the diploma curriculum. The CAS requirement (150 hours) takes seriously the importance of life outside the world of scholarship, providing a refreshing counterbalance to the academic self-absorption some may feel within a demanding school program. Participation in theatre productions, sports and community service activities encourages young people to share their energies and special talents while developing awareness, concern and the ability to work cooperatively with others. The goal of educating the whole person and fostering a more compassionate citizenry comes alive in an immediate way when students reach beyond themselves and their books.
- Diploma candidates are required to undertake original research and write an **extended essay** of some 4000 words. This project (40 hours) offers the opportunity to investigate a topic of special interest and acquaints students with the kind of independent research and writing skills expected at university. There are currently 60 subjects, including more than 35 languages, in which the essay may be written.

The Curriculum

International curriculum planners seek to ensure that the organization's educational aims are embodied in the structure and content of the program itself. The diploma is displayed in the shape of a hexagon with six academic areas surrounding the core. Subjects are studied concurrently and students are exposed to the two great traditions of learning: the humanities and the sciences.

Diploma candidates are required to select one subject from each of the six subject groups. At least three and not more than four are taken at higher level (HL), the others at standard level (SL). HL courses represent 240 teaching hours, SL courses cover 150 hours. By arranging work in this fashion, students are able to explore some subjects in depth and some more broadly over the two-year period; this is a deliberate compromise between the early specialization preferred in some national systems and the breadth found in others.

Distribution requirements ensure that the science-oriented student is challenged to learn a foreign language and that the natural linguist becomes familiar with laboratory procedures. While overall balance is maintained, flexibility in choosing higher-level concentrations allows the student to pursue areas of personal interest and to meet special requirements for university entrance.

Assessing Student Work

Responsibility for all academic judgments about the quality of candidates' work rests with more than 3500 examiners worldwide, led by chief examiners with international authority. A variety of assessment methods are used to value both the content and the process of academic achievement and to take into account different learning styles and cultural patterns.

Conventional external examination techniques are chosen from a range of options: oral and written, long and short responses, data-based questions, essays, and multiple-choice questions. These are complemented by internal assessment of coursework by the teachers responsible for evaluating students over the two-year period. With classroom teachers and international examiners working in partnership, the emphasis is on ensuring that students have ample opportunity to demonstrate what they know and are able to communicate.

The Grading System

The grading system used by the International Baccalaureate Organization is criterion-referenced. This means that each student's performance is measured against well-defined levels of achievement consistent from one examination session to the next. Grades are not simply awarded "on a curve" to a certain percentage of candidates but rather reflect attainment of knowledge and skills relative to set standards equally applied to all schools. Validity, reliability and fairness are the watchwords of the IBO's international assessment strategy.

Each of the six IB subjects which contribute toward the individual candidate's IB diploma is assessed on the scale of 1 to 7. The word descriptions for each of these grades are as follows:

1	Very Poor
2	Poor
3	Mediocre
4	Satisfactory
5	Good
6	Very Good
7	Excellent

Each of the six IB subjects studied by the student counts for a maximum of 7 points; allowing a maximum total of 42 points. The Theory of Knowledge course and the Extended Essay carry an extra 3 points bringing the maximum total to 45. Apart from various specific failing conditions (see page 6) a candidate needs 24 points to acquire a diploma.

Award of the Diploma

The award of the diploma requires students to meet defined standards and conditions including a minimum total of 24 points and the satisfactory completion of the extended essay, Theory of Knowledge course (TOK) and CAS (creativity, action, service) activities. The maximum score of 45 includes three points for the combination of the extended essay and work in TOK. All students are encouraged to engage in the full program. Those who fail to satisfy all requirements or who elect to take fewer than six subjects are awarded certificates.

Award of Diploma Points

Each subject is assessed on a 1 to 7 scale.

This gives a maximum of 42 points for the 6 academic subjects.

The extended essay contributes to the overall diploma score through the award of points in conjunction with Theory of Knowledge. A maximum of 3 points are awarded according to a candidate's combined performance in both the Extended Essay and Theory of Knowledge.

The maximum diploma score is 45 points.

The total number of points awarded is determined by the combination of the performance levels achieved by the candidate in both the Extended Essay and Theory of Knowledge according to the matrix below:

		Theory of Knowledge				
		Excellent	Good	Satisfactory	Mediocre	Elementary
Extended Essay	Excellent	3	3	2	2	1
	Good	3	2	1	1	0
	Satisfactory	2	1	1	0	0
	Mediocre	2	1	0	0	0
	Elementary	1	0	0	0	0

University Recognition

IB graduates gain admission to selective colleges and universities throughout the world. Students with strong IB examination results may also receive advanced standing or course credit, depending upon the policy of the institution they are attending. In addition, formal agreements exist between the IBO and many ministries of education.

IB graduates get their results, if they have their PIN, the first week of July. Their PIN is available from the IB coordinator.

If students want their scores to go directly from IBO to their university of choice, they must ask the IB coordinator well before the examination period.

Award of the diploma

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

The **IB diploma will be awarded** to a candidate whose total score is **24, 25, 26 or 27** points, provided all the following requirements have been met:

- (a) numeric grades have been awarded in all six subjects registered for the diploma
- (b) an approved program of CAS has been completed
- (c) grades A (highest) to D have been awarded for both Theory of Knowledge and an extended essay.
- (d) there is no grade 1 in any subject
- (e) there is no grade 2 at higher level
- (f) there is no more than one grade 2 at standard level
- (g) overall, there are no more than three grades 3 or below
- (h) at least 12 points have been gained on higher level subjects (candidates who register for four higher level subjects must gain at least 16 points at higher level)
- (i) at least 9 points have been gained on standard level subjects (candidates who register for two standard level subjects must gain at least 6 points at standard level)
- (j) the final award committee has not judged the candidate to be guilty of malpractice

The **IB diploma will be awarded** to a candidate whose total score is **28 points or above**, provided all the following requirements have been met (differences with the above scheme are highlighted):

- (a) numeric grades have been awarded in all six subjects registered for the diploma
- (b) an approved program of CAS has been completed
- (c) grades A to E have been awarded for either Theory of Knowledge and an extended essay, with a grade of at least D in one of them
- (d) there is no grade 1 in any subject
- (e) there is no more than one grade 2 at higher level
- (f) there are no more than two grades 2 at standard level**
- (g) overall, there are no more than three grades 3 or below
- (h) at least 11 points have been gained on higher level subjects (candidates who register for four higher level subjects must gain at least 14 points at higher level)**
- (i) at least 8 points have been gained on standard level subjects (candidates who register for two standard level subjects must gain at least 5 points at standard level)**
- (j) the final award committee has not judged the candidate to be guilty of malpractice.

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

A bilingual diploma will be awarded to a successful candidate who takes a language A1 and a language A2.

PLEASE NOTE THAT A GRADE OF “E” IN BOTH EXTENDED ESSAY AND TOK WILL RESULT IN NON-AWARDING OF THE DIPLOMA.

The IB Diploma Model at the American School of Paris

Diploma candidates are required to select one subject from each of the six subject groups.

At least three and not more than four are taken at higher level (HL), the others at standard level (SL).

Distribution requirements ensure that the science-oriented student is challenged to learn a foreign language and that the natural linguist becomes familiar with laboratory procedures.

While overall balance is maintained, flexibility in choosing higher-level concentrations allows the student to pursue areas of personal interest and to meet special requirements for university entrance.

Language A1

First language, including the study of selections from world literature

Language A2, B, ab initio

Second modern language

Individuals and Societies

History, Economics, Psychology

Experimental Sciences

Biology, Chemistry HL, Physics HL

Mathematics

Mathematics HL, Mathematics SL, Mathematics Studies SL

Arts and Electives

Visual Arts, Theatre Arts, Filmmaking

A third modern language,

A second subject from group 3 or group 4,

Plus

Theory of Knowledge (TOK) the required interdisciplinary course.

Creativity, Action, Service (CAS) requirement.

An **Extended Essay** of some 4000 words

The Diploma Planner

The purpose of the Diploma Planner is to:

- 1 Help students manage their time over the two years of the Diploma Program. In particular in planning for and meeting the deadlines for internally assessed course work and the Extended Essay.
- 2 Help students organize and record their progress through the Creativity, Action and Service (CAS) component of the Diploma.
- 3 Help students, teachers and parents' record and monitor academic progress over the two years of the program.

Planning a Two Year Schedule

ASP has eight academic blocks A to H and operates on a four day rotating schedule as below.

PERIOD	1	2	3	4	5	6	7
	8:45-9:55	9:00-10:20	10:30-11:50	11:55-12:45	12:45-13:15	13:15-14:05	14:10-15:30
ALPHA	I	A	G	L1	E2		B
				E1	L2		
BETA	I	H	D	L1	F2		C
				F1	L2		
GAMMA	I	G	A	L1	B2		E
				B1	L2		
DELTA	I	D	H	L1	C2		F
				C1	L2		

Most IB courses are scheduled into one block which meets two out of four days, with the exception of the one year intensive standard level courses in the humanities. Standard Level Economics 401, History 401 and Psychology 401 are each scheduled into two blocks and meet three out of four days. They prepare students to take the standard level examination at the end of one year and they also serve as the first year of a two-year sequence leading to the Higher Level examination. Theory of Knowledge (TOK) is taught over two years and meets one out of four days. The Intensive French 1/2 and Intensive French 3/4 courses each meet in G and H blocks and meet so every day.

The IB Planning schedule on the next page is used to ensure that students have a valid two year program without any major conflicts.

IB Diploma Candidate Scheduling

2008-2009 School Year

	08-09	09-10
	First Year Class Block	Second Year Class Block
English A-1		
En 401--IB SL/HL I	A or B or C or D or G or H	
En 502--IB SL A-1		F
En 501--IB HL A-1		F
French A-2		
Fr Bilingue 2	B	
Fr Bilingue 3--IB SL A-2	G or B	G
Fr Bilingue 4--IB HL A-2		E
French B		
Fr 1	D or E	
Fr 2	B or C or G	
Fr 1/2 <i>Ab initio</i> year 1	G and H	
Fr 3 <i>Ab initio</i> year 2		C or E or F or G
Fr 3/4--IB SL I B	G and H	
Fr 4--IB SL I B	B or C or F	
Fr 5--IB SL II /HL I B	E or F	E or F
Fr 6--IB HL II B		E
Spanish B		
Sp 1-- <i>ab initio</i> year 1	D or E	
Sp 2-- <i>ab initio</i> year 2 SL		A
Sp 3--IB SL I	E	
Sp 4--IB SL II/HL I	C or H	C or H
Sp 5--IB HL II		C or H
Social Studies		
Economics 401--IB SL/HL I	E&D (β) or F&D (δ) or B&H (β)	
Economics 501--IB HL II		A
History 401--IB SL/HL I	A&G (γ) or B&E (α)	
History 501 B--IB HL II		H
Psychology 401--IB SL/HL I	D&E (α) or H&G (γ)	
Psychology 501--IB HL II		C
Sciences		
Biology 401 HL/SL I	A or F	
Biology 502 IB SL II		B
Biology 501 IB HL II		B
Chemistry 401 SL/HL I	A or E	
Chemistry 501 HL II		C
Physics 401 IB HL I	C or F	
Physics 501 IB HL II		B
Mathematics		
Math 302--IB MS SL I	B or F or H	
Math 402 C--IB MS SL II	G	G
Math 402B--IB MM SL I	C	
Math 502 B--IB MM SL II		G
Math 401--IB HL I	B or C	
Math 501--IB HL II		G
Other Sixth Subjects		
Theater Arts 401/501/2--IB SL/HL	H	H
Visual Arts 401/501/2--IB SL/HL	A or B	A or B
Film-Making 401/501/2--IB SL/HL	A or H	H
Theory of Knowledge		
	D (β) or E (γ) or G (α)	A or C or H
	D (δ)	

Acceptance into the Diploma Program

Acceptance into the IB Diploma Program is based on teacher recommendations and/or academic records.

Once accepted into the program Diploma candidates undertake to:

1. Keep their Diploma Planner in good order and up to date.
2. Meet all deadlines set for internally assessed course work and the Extended Essay.
3. Keep an ongoing record of their activities, which make up the Community, Action, and Service (CAS) component of the Diploma.
4. Keep a record of the topic and research question they have chosen for their Extended Essay. This includes recording their meetings with their supervisor.

Student.....

Signature.....

Date.....

Parent/Guardian.....

Signature.....

Date.....

I.B. Coordinator.....

Signature.....

Date.....

Students will **only** be accepted as IB Diploma candidates when they and their parents have signed that they accept the above commitments.

Students who fail to meet these obligations will face the prospect of being excluded from the program.

NB:STUDENTS MUST VERIFY E-MAIL ON THEIR ASP E-MAIL ADDRESS; ALL IB CORRESPONDENCE WILL BE SENT HERE.

School Details

American School of Paris - 41, rue Pasteur - 92210 Saint Cloud - France
 IB/AP coordinator: Brian Brazeau e-mail: bbrazeau@asparis.fr Tel. 01 41 12 82 71
 CAS coordinator: Sandy Karam e-mail: skaram@asparis.fr Tel. 01 41 12 82 98
 Fax 01 41 12 82 70

Personal Details

Name	
Date of Birth	day month year
Nationality	
1st language	
2nd language	
Student ASP e-mail	
Parent e-mail (you must inform the school if this changes)	

Diploma Details Proposed course of Study

Higher Level Subjects				
Standard Level Subjects				anticipated *

IB Coordinator Signature:

.....

Date:

Student Signature:

.....

Parent Signature:

.....

Date:

Date:

Academic Record Year 1

Subject	1 st Qtr	2 nd Qtr	1 st Sem. exam	1 st Sem.	3 rd Qtr	4 th Qtr	2 nd Sem. exam	2 nd Sem.

Academic Record Year 2

Subject	1 st Qtr	2 nd Qtr	1 st Sem. exam	1 st Sem.	3 rd Qtr	4 th Qtr	2 nd Sem. exam	2 nd Sem.

The Extended Essay: The Opportunity to Explore

The Nature of the Extended Essay

The Extended Essay is defined as an in depth study of a limited topic within a subject. Its purpose is to provide candidates with an opportunity to engage in independent research. Emphasis is placed on the process of engaging in personal research, on the communication of ideas and information in a logical and coherent manner and on overall presentation of the extended essay in compliance with the guidelines.

The Choice of Subject

The subject must be chosen from the IB approved list. The subject chosen for the extended essay does not have to be one of the subjects being studied by the candidate for the diploma, but care should be taken to choose a subject about which the candidate has sufficient knowledge and skills. Candidates should also base the choice of subject on the level of personal interest they have in that subject.

Preparing the Essay the Choice of Topic

The topic of the extended essay is the particular area of study within the chosen subject. Candidates should aim to choose a topic that is both interesting and challenging to them.

The topic chosen should be limited in scope and sufficiently narrow to allow candidates to examine an issue or problem in depth. It should present the candidate with opportunity to collect or generate information and/or data for analysis and evaluation. Candidates are not expected to make a contribution to knowledge within a subject.

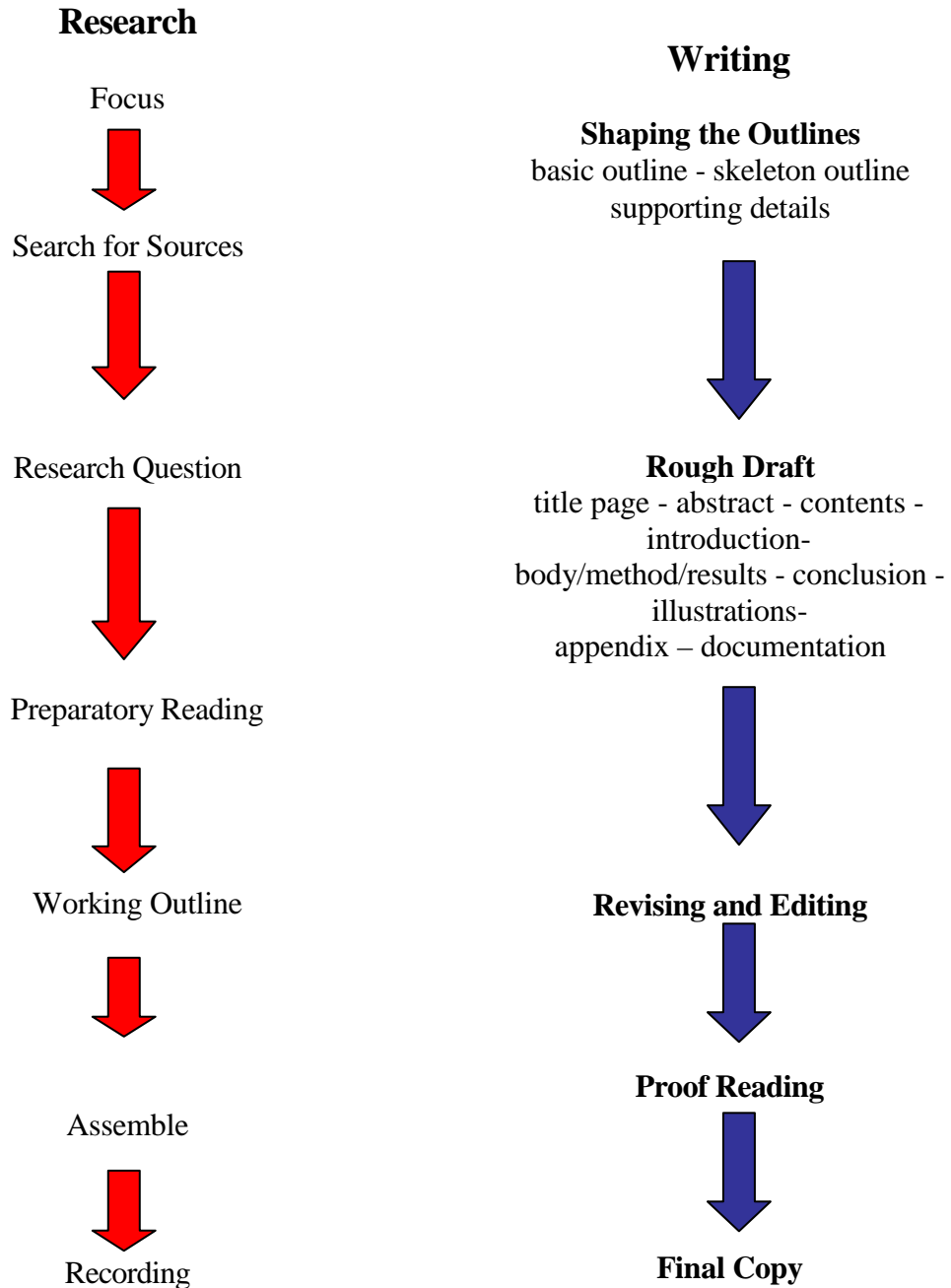
The IB publishes a booklet, which contains the general guidelines and subject specific guidelines for the extended essay. Students should get a copy of the general guidelines from the IB coordinator and the subject specific guidelines from their essay supervisor.

The Research Question

When an appropriate topic has been chosen candidates should narrow the focus of the investigation and formulate a specific research question. For many extended essays this will be phrased in the form of a question but alternatives such as launching the investigation with a hypothesis are acceptable.

The Extended Essay

The Research and Writing Process



The Extended Essay

Organizing the Essay

Introduction

The introduction should include:

- an indication of why the topic chosen is interesting, important or worthy of study
- some background information and to place the topic in appropriate context
- an indication of whether the topic has been narrowed in an appropriate context
- a clearly stated and precisely stated research question
- a clear concluding statement of the thesis and argument

Body/Development

The essential feature of the major section, or body, of the essay is the systematic development of a convincing answer to the research question.

Conclusion

The requirements of the conclusion are that it is

- is clearly stated
- is relevant to the research question being investigated
- is substantiated by the evidence presented
- indicates issues unresolved questions and new questions that have emerged from the research

The Length of the Extended Essay

The upper limit for all extended essays is 4000 words. This includes the introduction, body, the conclusion and any quotations but does not include the abstract, acknowledgements, the contents page, diagrams, bibliography, and appendices.

Title

The title should provide a clear indication of the focus of the essay.

Abstract

An abstract not exceeding 300 words presents a synopsis of the extended essay.

Bibliography

The direct or indirect use of the words of another person written oral or electronic must be acknowledged appropriately.

IB suggests you spend **40 hours** on the Extended Essay.

Supervision

The extended essay supervisor has four principal responsibilities:

- to encourage and support the candidate throughout the research and writing of the extended essay
- to provide the candidate with advice and guidance in the skills of undertaking research
- to ensure that the extended essay is the candidate's own work.
- to complete the supervisor's report.

It is recommended that candidates spend around 40 hours in total on the extended essay. The amount of time spent by the supervisor with each candidate will vary depending on circumstances but will usually be two to three hours in total. To help candidates organize the time they spend on the extended essay the IB encourages schools to set internal deadlines for important stages in writing the extended essay.

The supervisor must provide advice and guidance appropriate to the particular requirements of the candidate including assistance with

- defining a suitable topic
- formulating a research question
- access to appropriate resources (such as people, a library, a laboratory)
- techniques of gathering and analyzing information/evidence/data
- documentation methods for acknowledging sources
- writing an abstract

The Extended Essay Assessment

Overall Assessment:

- A work of an excellent standard
- B work of a good standard
- C work of a satisfactory standard
- D work of a mediocre standard
- E work of an elementary standard

Assessment Criteria

A - Research question *This criterion assesses the extent to which the purpose of the essay is specified. In many subjects, the aim of the essay will normally be expressed as a question and, therefore, this criterion is called the “research question”. However, certain disciplines may permit or encourage different ways of formulating the research task.*

B - Introduction *This criterion assesses the extent to which the introduction makes clear how the research question relates to existing knowledge on the topic and explains how the topic chosen is significant and worthy of investigation.*

C - Investigation *This criterion assesses the extent to which the investigation is planned and an appropriate range of sources has been consulted, or data has been gathered, that is relevant to the research question.*

D - Knowledge and understanding of the topic studied *This criterion assesses the extent to which the research question lends itself to a systematic investigation in the subject in which the essay is registered and how the investigation relates to the principal lines of inquiry in the relevant field.*

E - Reasoned argument *This criterion assesses the extent to which the essay uses the material collected to present ideas in a logical and coherent manner, and develops a reasoned argument in relation to the research question.*

F - Application of analytical and evaluative skills appropriate to the subject *This criterion assesses the extent to which analytical and evaluative skills are used.*

G - Use of language appropriate to the subject *This criterion assesses the extent to which language and terminology are used are appropriate to the subject.*

H – Conclusion *his criterion assesses the extent to which the essay incorporates a conclusion that is relevant to the research question and is consistent with the evidence presented in the essay.*

I - Formal presentation *This criterion assesses the extent to which the layout, organization, appearance and formal elements of the essay consistently follow a standard format. The formal elements are: title page, table of contents, page numbers, illustrative material, quotations, documentation (including references, citations and bibliography) and appendices (if used).*

J – Abstract *The requirements for the abstract are for it to state clearly the research question that was investigated, how the investigation was undertaken and the conclusion(s) of the essay.*

K- Holistic judgment *The purpose of this criterion is to assess the qualities that distinguish an essay from the average, such as intellectual initiative, depth of understanding and insight.*

The following pages give the marks available for each criterion.

A - Research question(Objectives 1 and 2) <i>This criterion assesses the extent to which the purpose of the essay is specified. In many subjects, the aim of the essay will normally be expressed as a question and, therefore, this criterion is called the “research question”. However, certain disciplines may permit or encourage different ways of formulating the research task.</i>	
The research question is not stated in the introduction or does not lend itself to a systematic investigation in an extended essay in the subject in which it is registered.	0
The research question is stated in the introduction but is not clearly expressed or is too broad in scope to be treated effectively within the word limit.	1
The research question is clearly stated in the introduction and sharply focused,making effective treatment possible within the word limit.	2
B - Introduction (Objectives 1 and 5) <i>This criterion assesses the extent to which the introduction makes clear how the research question relates to existing knowledge on the topic and explains how the topic chosen is significant and worthy of</i>	
Little or no attempt is made to set the research question into context. There is little or no attempt to explain the significance of the topic.	0
Some attempt is made to set the research question into context. There is some attempt to explain the significance of the topic and why it is worthy of investigation.	1
The context of the research question is clearly demonstrated. The introduction clearly explains the significance of the topic and why it is worthy of investigation.	2
C - Investigation (Objectives 1 and 3) <i>This criterion assesses the extent to which the investigation is planned and an appropriate range of sources has been consulted, or data has been gathered, that is relevant to the research question. Where the research question does not lend itself to a systematic investigation in the subject in which the essay is registered, the maximum level that can be awarded for this criterion is 2.</i>	
There is little or no evidence that sources have been consulted or data gathered,and little or no evidence of planning in the investigation.	0
A range of inappropriate sources has been consulted, or inappropriate data has been gathered, and there is little evidence that the investigation has been planned.	1
A limited range of appropriate sources has been consulted, or data has been gathered, and some relevant material has been selected. There is evidence of some planning in the investigation.	2
A sufficient range of appropriate sources has been consulted, or data has been gathered, and relevant material has been selected. The investigation has been satisfactorily planned.	3
An imaginative range of appropriate sources has been consulted, or data has been gathered, and relevant material has been carefully selected. The investigation has been well planned.	4
D - Knowledge and understanding of the topic studied (Objectives 3 and 7) <i>Where the research question does not lend itself to a systematic investigation in the subject in which the essay is registered, the maximum level that can be awarded for this criterion is 2. “Academic context”, as used in this guide, can be defined as the current state of the field of study under investigation. However, this is to be understood in relation to what can reasonably be expected of a pre-university student. For example, to obtain a level 4, it would be sufficient to relate the investigation to the principal lines of inquiry in the relevant field; detailed, comprehensive knowledge is not required.</i>	
The essay demonstrates no real knowledge or understanding of the topic studied.	0
The essay demonstrates some knowledge but little understanding of the topic studied. The essay shows little awareness of an academic context for the investigation.	1
The essay demonstrates an adequate knowledge and some understanding of the topic studied. The essay shows some awareness of an academic context for the investigation.	2
The essay demonstrates a good knowledge and understanding of the topic studied. Where appropriate, the essay successfully outlines an academic context for the investigation.	3
The essay demonstrates a very good knowledge and understanding of the topic studied. Where appropriate, the essay clearly and precisely locates the investigation in an academic context.	4

E - Reasoned argument (Objectives 1 and 4) <i>This criterion assesses the extent to which the essay uses the material collected to present ideas in a logical and coherent manner, and develops a reasoned argument in relation to the research question. Where the research question does not lend itself to a systematic investigation in the subject in which the essay is registered, the maximum level that can be awarded for this criterion is 2.</i>	
There is no attempt to develop a reasoned argument in relation to the research question.	0
There is a limited or superficial attempt to present ideas in a logical and coherent manner, and to develop a reasoned argument in relation to the research question.	1
There is some attempt to present ideas in a logical and coherent manner, and to develop a reasoned argument in relation to the research question, but this is only partially successful.	2
Ideas are presented in a logical and coherent manner, and a reasoned argument is developed in relation to the research question, but with some weaknesses.	3
Ideas are presented clearly and in a logical and coherent manner. The essay succeeds in developing a reasoned and convincing argument in relation to the research question.	4
F - Application of analytical and evaluative skills appropriate to the subject (Objective 7)	
The essay shows no application of appropriate analytical and evaluative skills.	0
The essay shows little application of appropriate analytical and evaluative skills.	1
The essay shows some application of appropriate analytical and evaluative skills, which may be only partially effective.	2
The essay shows sound application of appropriate analytical and evaluative skills.	3
The essay shows effective and sophisticated application of appropriate analytical and evaluative skills.	4
G - Use of language appropriate to the subject (Objective 6)	
The language used is inaccurate and unclear. There is no effective use of terminology appropriate to the subject.	0
The language used sometimes communicates clearly but does not do so consistently. The use of terminology appropriate to the subject is only partly accurate.	1
The language used for the most part communicates clearly. The use of terminology appropriate to the subject is usually	2
The language used communicates clearly. The use of terminology appropriate to the subject is accurate, although there may be occasional lapses.	3
The language used communicates clearly and precisely. Terminology appropriate to the subject is used accurately, with skill and understanding.	4
H - Conclusion (Objectives 1,4 and 5) <i>This criterion assesses the extent to which the essay incorporates a conclusion that is relevant to the research question and is consistent with the evidence presented in the essay.</i>	
Little or no attempt is made to provide a conclusion that is relevant to the research question.	0
A conclusion is attempted that is relevant to the research question but may not be entirely consistent with the evidence presented in the essay.	1
An effective conclusion is clearly stated; it is relevant to the research question and consistent with the evidence presented in the essay. It should include unresolved questions where appropriate to the subject concerned.	2
I - Formal presentation (Objective 5) <i>This criterion assesses the extent to which the layout, organization, appearance and formal elements of the essay consistently follow a standard format. The formal elements are: title page, table of contents, page numbers, illustrative material, quotations, documentation (including references, citations and bibliography) and appendices</i>	
The formal presentation is unacceptable, or the essay exceeds 4,000 words.	0
The formal presentation is poor.	1
The formal presentation is satisfactory.	2
The formal presentation is good.	3
The formal presentation is excellent.	4
J - Abstract (Objective 5) <i>The requirements for the abstract are for it to state clearly the research question that was investigated, how the investigation was undertaken and the conclusion(s) of the essay.</i>	
The abstract exceeds 300 words or one or more of the required elements of an abstract (listed above) is missing.	0
The abstract contains the elements listed above but they are not all clearly stated.	1
The abstract clearly states all the elements listed above.	2
K- Holistic judgment (Objective 1) <i>The purpose of this criterion is to assess the qualities that distinguish an essay from the average, such as intellectual initiative, depth of understanding and insight. While these qualities will be clearly present in the best work, less successful essays may also show some evidence of them and should be rewarded under this criterion.</i>	
The essay shows no evidence of such qualities.	0
The essay shows little evidence of such qualities.	1
The essay shows some evidence of such qualities.	2
The essay shows clear evidence of such qualities.	3
The essay shows considerable evidence of such qualities.	4

Th

Extended Essay timetable IB 2011 Exams

Remember to read the general and subject specific guidelines carefully before you get started.

2010

March 31	Complete extended essay sign up - (Form 1) listing subject, area of research and supervisor
May 3	Research: research question chosen Complete extended essay sign up - (Form 2) with research question
May / June	Preparation / discussion with supervisor
July/ August	Significant time over vacation spent on research and writing preliminary draft.
September 10	Draft to supervisor (3000 words/or subject-specific equivalent) - (Form 3) ***NB: No preliminary draft; no initial registration with IB as a diploma candidate***
October 1	Interim draft (1) (mid-quarter) to supervisor - (Form 4) Interim Draft of 4000 words (or subject-specific equivalent of a FULL draft of the essay) should include a) Introduction b) Development of work done to date c) Draft conclusion concerning results to date
October 22	Interim draft (2) to supervisor - (Form 5) First Quarter Grade given according to criteria Draft integrating the suggestions from supervisor on previous copy of 4000 words should include a) Introduction b) Development of work done to date c) Draft conclusion concerning results to date.
December 10	Mid-quarter grade for second Quarter on Final Draft (Form 6)

2011

January 12	Completed Essay (2 copies) to Supervisor Second Quarter Grade and First Semester Grade - (Form 7) given according to criteria
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The Extended Essay Sign Up

Remember to read the general and subject specific guidelines carefully.

Form 1 - to be completed by April 1, 2010			
Name			
Subject			
Topic			
supervisor		signature	date
IB coordinator		signature	date

Form 2 - to be completed by May 3, 2010			
Name			
Subject			
Topic			
Research Question			
supervisor		signature	date
IB coordinator		signature	date

Remember:

****Your registration as a diploma candidate with IB will only be confirmed when you have completed the Extended Essay.****

Progress through the Extended Essay

Date:	Form 3 - to be completed by September 10, 2010
Student Name	
Supervisor Name	
Subject	
Topic	
Research Question	
	<p>To be completed by the supervisor. Draft of 3000 words (or subject equivalent) completed? Please check the case.</p> <ul style="list-style-type: none">a) Fullyb) Partiallyc) Not done <p>Supervisor signature _____</p>

Date:	Form4 - to be completed by October 1, 2010 mid-quarter Q1
Student Name	
Supervisor Name	
Subject	
Topic	
Research Question	
	<p>To be completed by the supervisor.</p> <p>Draft of 4000 (or subject equivalent equal to a FULL draft of the essay) words should include</p> <ol style="list-style-type: none"> a) Introduction b) Development of work done to date c) Conclusion concerning results to date. <p>Progress report grade_____</p> <p>Supervisor signature_____</p>

Date:	Form 5- to be completed by October 22, 2010. Q1 Grade																																												
Student Name																																													
Supervisor Name																																													
Subject																																													
Topic																																													
Research Question																																													
Grading Guidelines	<p>Interim Draft Criteria</p> <table> <tr> <td>In excess of 3000 words</td> <td>4</td> </tr> <tr> <td>1500 -2000 words</td> <td>3</td> </tr> <tr> <td>1000- 1500 words</td> <td>2</td> </tr> <tr> <td>500 – 1000</td> <td>1</td> </tr> <tr> <td>Less than 500</td> <td>0</td> </tr> </table> <table> <tr> <td>8=A</td> <td>Introduction complete</td> <td>2</td> </tr> <tr> <td>7=A-</td> <td>Introduction partially done</td> <td>1</td> </tr> <tr> <td>6=B</td> <td>No introduction</td> <td>0</td> </tr> <tr> <td>5=B-</td> <td></td> <td></td> </tr> <tr> <td>4=C</td> <td></td> <td></td> </tr> <tr> <td>3=C-</td> <td></td> <td></td> </tr> <tr> <td>2=D</td> <td></td> <td></td> </tr> <tr> <td>1=D-</td> <td></td> <td></td> </tr> <tr> <td>0=F</td> <td>Draft conclusion done</td> <td>2</td> </tr> <tr> <td></td> <td>Draft conclusion attempted</td> <td>1</td> </tr> <tr> <td></td> <td>No conclusion</td> <td>0</td> </tr> </table> <p>Total: _____</p> <p>First Quarter Grade:_____</p> <p>Supervisor signature:_____</p>		In excess of 3000 words	4	1500 -2000 words	3	1000- 1500 words	2	500 – 1000	1	Less than 500	0	8=A	Introduction complete	2	7=A-	Introduction partially done	1	6=B	No introduction	0	5=B-			4=C			3=C-			2=D			1=D-			0=F	Draft conclusion done	2		Draft conclusion attempted	1		No conclusion	0
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4=C																																													
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2=D																																													
1=D-																																													
0=F	Draft conclusion done	2																																											
	Draft conclusion attempted	1																																											
	No conclusion	0																																											

Date:	Form 6- to be completed by December 10, 2010 mid-quarter for second Quarter on Final Draft after corrections
Student Name	
Supervisor Name	
Subject	
Topic	
Research Question	
	<p>To be completed by the supervisor.</p> <p>Final Draft in excess of 3000 words completed and taking into account earlier supervisor suggestions. This should include a well defined introduction, development and conclusion. Should contain all essential references, properly formatted.</p> <p>Progress Grade:_____</p> <p>Supervisor signature:_____</p>

Date:	Form 7 - to be completed by January 12, 2011 Final Essay
Student Name	
Supervisor Name	
Subject	
Topic	
Research Question	
Grading Guidelines 36=A+ 34=A 32=A- 30=B+ 28=B 26=B- 24=C+ 22=C 20=C- 18=D+ 16=D 14=D- <14=F	Final essay to supervisor. Graded according to criteria on the following pages. Second Quarter Grade: _____ Semester Grade: _____ Supervisor signature: _____

Creativity, Action, Service (CAS)

CAS supervisor: Ms. Sandra Karam, e-mail skaram@asparis.fr

The CAS requirement takes seriously the importance of life outside the world of scholarship, providing a refreshing counterbalance to the academic self absorption some may feel within a demanding school program.

Participation in theatre productions, sports and community service activities encourages young people to share their energies and special talents while developing awareness, concern, and the ability to work cooperatively with others.

The IB goal of educating the whole person and fostering a more compassionate citizenry comes alive in an immediate way when students reach beyond themselves and their books.

The philosophy and spirit that informs the CAS requirement is based on several assumptions:

- Education does not begin or end in the classroom or examination hall and the most essential elements of both may exist outside of both,
- An international education must go well beyond the provision of information and is involved in the development of attitudes and values that transcend barriers of race, class, religion, gender or politics.
- Service to the community (local, national or international) is a complement to intellectual development and the academic curriculum.
- IB schools have a special challenge and opportunity to establish links with the local community and, by doing so, to further international understanding.
- Creativity and action should play an equal part with service in any CAS program. CAS should: challenge and extend the individual student; develop a spirit of discovery and self reliance; encourage new skills and interests and inspire a sense of responsibility towards all members of the community.

CAS activities are often the source of genuine pride and satisfaction for students and create a distinct and lasting impression of the IB Diploma program experience.

Creativity, Action, Service (CAS)

Nature of the Program

CAS - Creativity, Action, Service - is a fundamental part of all diploma students' programs.

The emphasis of CAS is on experiential learning. Students are expected to be involved for the equivalent of at least three to four hours a week over two years in either a balanced range of different activities or in a single project.

Creativity is interpreted as imaginatively as possible to cover a range of arts and other activities and to include creativity by the individual student in designing and carrying out service projects.

Action can include participation in expeditions, individual and team sports and physical training; it can also include carrying out creative and service projects as well as training for service.

Service is community or social service; it can include environmental and international projects.

The Aims of a CAS program

CAS programs are designed:

- to provide a challenge to each student in the three areas - Creativity , Action, Service
- to provide opportunities for service (service may extend beyond the local community to include the environment or the international community).
- to complement the academic disciplines of the curriculum and to provide balance to the demands of scholarship placed upon the IB student.
- to challenge and extend the individual by developing a spirit of discovery, self reliance and responsibility
- to encourage the development of the student's individual skills and interests.

Self - Evaluations

A written critical self evaluation of personal performance is required from students for each activity. Students should consider in their evaluations:

- the extent to which they have developed personally as a result of the CAS activity
- the understanding skills and values acquired through the experience
- how others may have benefited from the activity

Self evaluations should be reflective rather than descriptive narrative reports.

Records all CAS activities should be kept in this planner.

CAS record	
Activity:	date:
number of hours:	signature of supervisor:
Activity:	date:
number of hours:	signature of supervisor:
Activity:	date:
number of hours:	signature of supervisor:

CAS record	
Activity:	date:
number of hours:	signature of supervisor:
Activity:	date:
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CAS record	
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CAS record	
Activity:	date:
number of hours:	signature of supervisor:
Activity:	date:
number of hours:	signature of supervisor:
Activity:	date:
number of hours:	signature of supervisor:

CAS - Self Evaluation - Creativity

school name		code	session
candidate name		Ref. No.	
activity	Creativity	Hours (approx.)	
<p>Candidate self evaluation:</p> <p>Write a clear and full description of your personal participation in the CAS activity you should reflect on:</p> <ul style="list-style-type: none"> • the extent to which you have developed personally as a result of the activity • the understanding of skills and values which you have acquired; • the benefit that you consider the activity was, or may be, to others. <p>Explain how one or more of the three CAS components were incorporated into this activity.</p>			
signature of candidate		date	
signature of CAS coordinator		date	

CAS - Self Evaluation - Action

school name		code	session
candidate name		Ref. No.	
activity	Action	Hours (approx.)	
<p>Candidate self evaluation:</p> <p>Write a clear and full description of your personal participation in the CAS activity you should reflect on:</p> <ul style="list-style-type: none"> • the extent to which you have developed personally as a result of the activity • the understanding of skills and values which you have acquired; • the benefit that you consider the activity was, or may be, to others. <p>Explain how one or more of the three CAS components were incorporated into this activity.</p>			
signature of candidate		date	
signature of CAS coordinator		date	

CAS - Self Evaluation - Service

school name		code	session
candidate name		Ref. No.	
activity	Service	Hours (approx.)	
<p>Candidate self evaluation:</p> <p>Write a clear and full description of your personal participation in the CAS activity you should reflect on:</p> <ul style="list-style-type: none"> • the extent to which you have developed personally as a result of the activity • the understanding of skills and values which you have acquired; • the benefit that you consider the activity was, or may be, to others. <p>Explain how one or more of the three CAS components were incorporated into this activity.</p>			
signature of candidate		date	
signature of CAS coordinator		date	

Timetable of Events

Diploma Time Line

2009

March-June	Sign up for Diploma, choose subjects and plan two-year sequence with IB Coordinator
September	Check that school schedule corresponds with selections made in IB Planner, see IB coordinator if you wish to make changes. Start CAS activities; Meet with Ms. Karam
October	Sign up for Anticipated and Extra Certificate Subjects.
November	Complete IB planner and turn in to IB Coordinator.
December	Continue CAS activities.

2010

January	Extended Essay Seminar. Turn in IB planner with first semester details updated.
February	Continue work on CAS. Begin thinking of Extended Essay subject and Supervisor.
March	Complete Form 1 Extended Essay sign up.
April	Complete Form 2 Extended Essay with research question.
May	IB Examinations for Anticipated and Extra Certificate Subjects.
June	Continue CAS activities and meetings with Extended Essay Supervisor.
July -August	Write preliminary draft of Extended Essay
September	Turn in preliminary draft of Extended Essay to Supervisor (Form 3).
October	Sign up for remainder of IB examinations. Turn in first draft of Extended Essay to supervisor for midterm (Form 4).and first quarter grade (Form 5).
November	Continue CAS and Extended Essay revisions.
December	Turn in Final Draft (1) of Extended Essay to supervisor for midterm grade. (Form 6).Continue CAS and Extended Essay revisions.

2011

January	Turn in Final Draft (2) of Extended Essay to supervisor for second quarter grade and semester grade. (Form 7).
February	Complete CAS activities.
March	Complete all internal assessments.
April	Review for IB examinations.
May	IB examinations.
June	Relax
July	IB results!!

