



Bladins

International School of Malmö



International Baccalaureate Diploma Programme *Student Handbook*

Academic Year 2018-2019

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WELCOME TO OUR SCHOOL

Dear families,

Welcome to Bladins International School of Malmö, and to the IB Diploma Programme (IBDP). My name is Daniel Nordin Baker, and I am your DP coordinator. It is my job to ensure that all students have the information and resources necessary to reach their fullest potential in this intense, rigorous and highly respected programme of study.



At Bladins International School our aim is to fully develop the students' intellectual, aesthetic, emotional, physical and moral potential and, as a school, serve as an example of educational excellence. In my opinion, the IB Diploma Programme is absolutely one of the best tools we have in our arsenal to help us achieve this aim. I am honoured to be the one leading our young adult learners through this intense, prestigious, rigorous and – most importantly – internationally regarded programme of study. It has been said that it takes a whole village to raise a child. Similarly, it takes a village to successfully implement all of the various elements and requirements of the Diploma Programme. For this reason, I feel very fortunate to be joined by a fantastic team of experienced, enthusiastic and dedicated educators who do a fantastic job of preparing our students for all of the programme requirements.

It gives me great pride to work in a school which offers the full IB continuum of educational programmes – PYP, MYP and DP. One of the features I value most about the IB and its programmes is the focus on lifelong learning. To that end I will be organising a series of parental engagement events over the course of this year to share with you more about the MYP and the work your children – and us – are doing here at BISM. I very much look forward to meeting you at these events, but please also feel free to email me with any questions you have about our Diploma programme.

With my best wishes for the upcoming school year,

A handwritten signature in blue ink, appearing to read 'D Baker', written over a horizontal line.

Daniel Nordin Baker MSc, BSc (PsB) HONS, PGCE, QTS

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OUR MISSION AND VISION

The Bladins International School Mission Statement:

The mission of Bladins International School is to fully develop the students' intellectual, aesthetic, emotional, physical and moral potential and, as a school, serve as an example of educational excellence.

As responsible citizens within society, Bladins students:

- Respect the value of others and have personal values
- Have self-understanding and positive self-image
- Have ethical attitudes towards work and social relations
- Have sound decision-making skills
- Think and act critically, creatively and independently
- Lead a positive and healthy life-style.

As learners with an international perspective, Bladins students:

- Learn how to learn.
- Discover the joy of learning.
- Develop the capacity to solve problems independently and in co-operation with others.
- Acquire knowledge and sensitive awareness of universal ethical and moral issues.
- Develop capabilities in the arts.
- Understand modern technologies and use them wisely and effectively.
- Attain depth and breadth of academic knowledge and understanding.
- Are well prepared for the demands of higher education and of life.

The 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.

INTRODUCTION TO THE IB DIPLOMA PROGRAMME

What is an IB Education?

The IB continuum of international education for 3 to 19-year olds is unique because of its academic and personal rigour. We challenge students to excel in their studies and in their personal growth. We aim to inspire a quest for learning throughout life that is marked by enthusiasm and empathy.

The IB aspires to help schools develop well-rounded students with character who respond to challenges with optimism and an open mind, are confident in their own identities, make ethical decisions, join with others in celebrating our common humanity and are prepared to apply what they learn in the real-world, complex and unpredictable situations.

IB learners strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. These attributes represent a broad range of human capacities and responsibilities that go beyond intellectual development and academic success.

What is the IB Diploma Programme?

The IB Diploma Programme (DP) is a rigorous, academically challenging and balanced programme of education designed to prepare students aged 16 to 19 for success at university and life beyond. The DP aims to encourage students to be knowledgeable, inquiring, caring and compassionate, and to develop intercultural understanding, open-mindedness and the attitudes necessary to respect and evaluate a range of viewpoints. It has been designed to address the intellectual, social, emotional and physical well-being of students. The programme has gained recognition and respect from the world's leading universities.

The Diploma Programme prepares students for effective participation in a rapidly evolving and increasingly global society as they:

- Develop physically, intellectually, emotionally and ethically.
- Acquire breadth and depth of knowledge and understanding, studying courses from six subject groups.
- Develop the skills and a positive attitude towards learning that will prepare them for higher education.
- Study at least two languages and increase understanding of cultures, including their own.
- Make connections across traditional academic disciplines and explore the nature of knowledge through the programme's unique Theory of Knowledge course.
- Undertake in-depth research into an area of interest through the lens of one or more academic disciplines in the extended essay.

- Enhance their personal and interpersonal development through creativity, action and service.

What is the IB Diploma Programme curriculum?

IB Diploma Programme students are required to study 6 subjects from one of the 5 or 6 subject groups outlined in the Diploma Programme model below:



Students must select three subjects at the Higher Level (HL) and three courses at the Standard Level (SL). HL courses represent 240 hours of teaching time, whilst SL courses require 150 hours of teaching time over the two years of the programme. IB Diploma Programme students must also complete the core requirements of Theory of Knowledge (TOK), the Extended Essay (EE) and Creativity, Action and Service (CAS). More information about the core requirements can be found [here](#).

The table below outlines which subjects Bladins International School of Malmö will be offering from the 2017-18 Academic Year in each of the subject groups:

Group 1 Studies in language and literature	Group 2 Language Acquisition	Group 3 Individuals and Societies
<ul style="list-style-type: none"> • English (A) • Swedish (A) • School-supported self-taught language A 	<ul style="list-style-type: none"> • English (B) • Swedish (B) • Spanish ab initio* • German ab initio* 	<ul style="list-style-type: none"> • Business Management • Geography • History • Psychology • Information Technology in a Global Society (ITGS)*
Group 4 Sciences	Group 5 Mathematics	Group 6 The Arts
<ul style="list-style-type: none"> • Biology • Chemistry • Physics • Sports, Exercise and Health Science (SEHS) 	<ul style="list-style-type: none"> • Mathematical Studies SL • Mathematics SL 	<ul style="list-style-type: none"> • Visual Arts*

*Subject to student interest/enrolment

THE IB LEARNER PROFILE

At the centre of every IB Programme of Study is the student. The aim of all IB programmes is to develop internationally minded people who – recognising their common humanity and shared guardianship of the planet – help to create a better and more peaceful world. The qualities embodied in the IB Learner Profile represent essential, transferrable, lifelong skills which are valued by universities, employers and society in general, and are equally applicable to all members of our school community, from students to teachers to principals to parents and support staff.

As an IB learning community, we strive to be:

Inquirers:

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life

Risk-takers:

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Principled:

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

Open minded:

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring:

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Thinkers:

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Knowledgeable:

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.



Balanced:

We understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective:

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Communicators:

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

THE DIPLOMA PROGRAMME CORE

THEORY OF KNOWLEDGE (TOK)

Theory of knowledge (TOK) is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It plays a special role in the DP by providing an opportunity for students to reflect on the nature of knowledge, to make connections between areas of knowledge and to become aware of their own perspectives and those of the various groups whose knowledge they share. It is a core element undertaken by all DP students, and schools are required to devote at least 100 hours of class time to the course.

The overall aim of TOK is to encourage students to formulate answers to the question “how do you know?” in a variety of contexts, and to see the value of that question. This allows students to develop an enduring fascination with the richness of knowledge.

The TOK Curriculum

Knowing about knowing

TOK examines how we know what we claim to know, by encouraging students to analyse knowledge claims and explore knowledge questions. In this part of the course, you will study

- Knowledge claims
- Knowledge question
- Shared versus personal knowledge

Ways of knowing

While there are many ways of knowing (WOKs), TOK identifies eight specific WOKs:

- Language
- Sense perception
- Emotion
- Reason
- Imagination
- Faith
- Intuition
- Memory

Areas of knowledge

TOK distinguishes between eight areas of knowledge:

- Mathematics
- The natural sciences
- The human sciences
- The arts
- History
- Ethics
- Religious knowledge systems
- Indigenous knowledge systems

Students must explore a minimum of four Ways of Knowing (WOK's). Students must also explore a range (6 – 8) of areas of knowledge (AOK's)

Assessment in TOK

Unlike all other IB subjects, assessment in the Theory of Knowledge course is **not** via external examination. However, similar to the main IB academic subjects, there is an Internally assessed component and an externally assessed component of the Theory of Knowledge (TOK) course.

Part 1: External Assessment	Part 2: Internal Assessment
One 1,200 to 1,600-word essay on a title chosen from a list of six prescribed titles.	One presentation to the class by an individual or a group. One written presentation planning document for each student.

TOK contributes to the overall diploma score through the award of points in conjunction with the extended essay. A maximum of three points are awarded according to a student's combined performance in both TOK and the extended essay. (Please refer [to this page](#) of the handbook for more information)

Sample prescribed titles

- Using history and at least one other area of knowledge, examine the claim that it is possible to attain knowledge despite problems of bias and selection.
- It is a capital mistake to theorize before one has data. Insensibly one begins to twist facts to suit theories, instead of theories to suit facts" (Arthur Conan Doyle). Consider the extent to which this statement may be true in two or more areas of knowledge.
- In what ways may disagreement aid the pursuit of knowledge in the natural and human sciences?

THE EXTENDED ESSAY (EE)

The extended essay is a compulsory, externally assessed piece of independent research into a topic chosen by the student and presented as a formal piece of academic writing. The extended essay is intended to promote high-level research and writing skills, intellectual discovery and creativity while engaging students in personal research. This leads to a major piece of formally presented, structured writing of up to 4,000 words in which ideas and findings are communicated in a reasoned, coherent and appropriate manner.

Students are guided through the process of research and writing by an assigned supervisor (a teacher in the school). All students undertake three mandatory reflection sessions with their supervisor, including a short interview, or viva voce, following the completion of the extended essay.

Extended essay topics may be chosen from a list of approved DP subjects – normally one of the student’s six chosen subjects for the IB diploma or the world studies option. World studies provides students with the opportunity to carry out an in-depth interdisciplinary study of an issue of contemporary global significance, using two IB disciplines.

The aims of the extended essay are to provide students with the opportunity to:

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

The research process

1. Choose the approved DP subject.
2. Choose a topic.
3. Undertake some preparatory reading.
4. Formulate a well-focused research question.
5. Plan the research and writing process.
6. Plan a structure (outline headings) for the essay. This may change as the research develops.
7. Carry out the research.

The upper limit of 4,000 words includes the introduction, body, conclusion and any quotations.

Writing and formal presentation

The required elements of the final work to be submitted are as follows.

- Title page
- Contents page
- Introduction
- Body of the essay
- Conclusion
- References and bibliography



Extended Essay Support Website (IB)

You can access the IB’s Extended Essay support website by [clicking on this link](#). If you are reading the paper version of this document, please scan the QR code with your smart phone in order to be directed to the Extended Essay support website.

CREATIVITY, ACTION AND SERVICE (CAS)

Creativity, activity, service (CAS) is at the heart of the DP. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning from the Primary Years Programme (PYP) and Middle Years Programme (MYP).

CAS is organized around the three strands of creativity, activity and service defined as follows:

Creativity: Exploring and extending ideas leading to an original or interpretive product or performance.

Activity: Physical exertion contributing to a healthy lifestyle.

Service: Collaborative and reciprocal engagement with the community in response to an authentic need.

CAS aims to develop students who:

- enjoy and find significance in a range of CAS experiences
- purposefully reflect upon their experiences
- identify goals, develop strategies and determine further actions for personal growth
- explore new possibilities, embrace new challenges and adapt to new roles
- actively participate in planned, sustained and collaborative CAS projects
- understand they are members of local and global communities with responsibilities towards each other and the environment.

CAS Experiences

A CAS experience is a specific event in which the student engages with one or more of the three CAS strands. It can be a single event or an extended series of events. A CAS project is a collaborative series of sequential CAS experiences lasting at least one month. Typically, a student's CAS programme combines planned/unplanned singular and ongoing experiences. All are valuable and may lead to personal development. However, a meaningful CAS programme must be more than just a series of unplanned/singular experiences. Students must be involved in at least one CAS project during the programme.

CAS Portfolio

All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and student reflections. Bladins International School uses ManageBac to keep track of all students' CAS portfolios. The portfolio is not formally assessed.

CAS Learning Outcomes

Completion of CAS is based on student achievement of the seven CAS learning outcomes. Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome. Some learning outcomes may be achieved many times, while others may be achieved less frequently. In their CAS portfolio, students provide the school with evidence of having achieved each learning outcome at least once through their CAS programme.

The seven CAS learning outcomes are:

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

Please refer to the Bladins International School of Malmö CAS handbook for further information.

NOTE: A student who fails to fulfil the CAS requirements of the programme will not be eligible for award of the IB Diploma.

OBTAINING AN IB DIPLOMA

Award of the IB Diploma

The IB diploma is awarded based on performance across all parts of the Diploma Programme. A total of six subjects must be studied, with a combination of standard and higher levels (SL and HL). Students must also complete the “core”, which is made up of creativity, activity, service (CAS), theory of knowledge (TOK) and extended essay (EE).

Each subject is graded 1–7, with 7 being the highest grade. These grades are also used as points (that is, 7 points for a grade 7, and so on) 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 in the diploma points matrix to contribute between 0 and 3 points to the total. CAS is not assessed but must be completed in order to pass the diploma. (Please refer [to this page](#) of the handbook for a copy of the Diploma Programme points matrix.)

The overall maximum points from subject grades and TOK/EE is therefore 45 ((6 × 7) + 3). The minimum threshold for completing the programme is 24 points, below which the diploma is not awarded.

The additional requirements are the following:

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

The Diploma Programme Points matrix

Below is the current Diploma Programme points matrix. This matrix shows how students can earn up to three bonus Diploma points based on their Extended Essay and TOK essay grades.

		Theory of knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
Extended essay	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

ADMISSION TO THE IB DIPLOMA PROGRAMME

Our school is open for applications all year around. Bladins International School admissions policy considers all eligible children. Families are welcome to apply regardless of nationality, ethnicity, gender, religion or ability.

Admission to Bladins International School of Malmö (BISM) is in accordance with Swedish School Law Chapter 24 Paragraph 3. Bladins International School of Malmö can accept families who belong to any one of the four following categories:

PRIORITY LEVEL:	CATEGORY:
1	The family/child are living in Sweden for a short period of time.
2	The family/child have studied/lived abroad under a longer period of time and will complete their education in Sweden.
3	There is significant evidence to prove that the family/child will be leaving Sweden for a longer period of time.
4	The child has the language of instruction as their daily language with one or both parents/guardians and sufficient knowledge in the language to follow the educational plan of the school.

Students in MYP5 who are successfully admitted to DP1 but who **do not** meet the specified admissions criteria will automatically be placed on Academic Probation (see page 20 – 21). They will remain on Academic Probation until the targets set during this process are satisfactorily met. In such cases, these targets will relate to specific academic performance indicators.

BENCHMARK TESTING

All Diploma Programme students will be required to sit the CEM International Baccalaureate Evaluation (CEM IBE) test during their first two months in the Diploma Programme. This test is **in addition to** the admissions test used by the school to determine student entrance into the programme.

To learn more about the CEM IBE assessments, please visit <http://www.cem.org/>

If classes are currently full at the time of application, the school will contact applicants when a place becomes available based on priority groups identified in Chapter 24 of School Law.

PROMOTION CRITERIA: MYP5 – DP1

In order for students in MYP5 to be accepted into the first year of the IB Diploma Programme (DP1) at Bladins International school, they must meet all of the following promotion criteria.

In order to enter DP1, all MYP5 students must:

1. Obtain a minimum of 36 points from the 8 MYP Subject group subjects studied in MYP5.
2. Achieve a minimum MYP Grade of 4 for their Personal Project.
3. Be in good standing with regard to attendance, punctuality and behaviour.
4. Have completed all of the MYP5 requirements in regard to Action and Service.
5. Obtain scores on the cognitive abilities admissions test which indicate that the Diploma Programme is accessible to them.
6. Not be on any form of Warning or Academic Probation in MYP5.
7. Submit the Diploma Programme 'Subject Selection Form" signed by all current teachers as well as parents/guardians. (See Appendix 1)

PROMOTION CRITERIA: DP1 – DP2

In order for students in DP1 to be promoted into the second year of the IB Diploma Programme (DP2) at Bladins International school, they must meet all of the following promotion criteria.

In order to enter DP2, all DP1 students must:

1. Obtain a minimum grade of 3 in **all** subjects by the end of the first year as reported in the final report card of the year, with no other failing conditions. (21 points)
2. Submit the first draft of their Extended Essay by May 25 of the DP1 year.
3. Have completed their Extended Essay Interim Reflection Session with their supervisor and written the reflection on this meeting in the ManageBac worksheet.
4. Complete one long-term CAS Project and write a complete reflection on it in the CAS worksheet.
5. Complete **at least** three short-term CAS Activities and write complete reflections on them in the CAS worksheet.
6. Complete at least one CAS Interview.
7. Be in good standing with regard to attendance, punctuality and behaviour.
8. Not be on any form of Warning or Academic Probation from DP1 related to lateness or attendance.

ACADEMIC PROBATION

In rare instances it may be possible to accept students into Diploma Programme Year 1 who do not meet some or all of the above criteria.

In such cases, students will be placed onto immediate Academic Probation. Details of this process can be found in the BISM Diploma Programme Academic Probation Policy.

OFFER LETTERS

At the end of the process outlined above, students wishing to enter DP1 from MYP5 will be issued with either an unconditional offer, a conditional offer or a rejection letter.

- An **unconditional offer** letter will indicate that the student is accepted into DP1 on the basis of all of the grades and evidence presented. Such students are not expected to meet any further requirements in order to secure their place in DP1.
- A **conditional offer** letter will indicate that the student will be accepted into DP1 provided that certain conditions are met. These conditions will be clearly and explicitly laid out in the conditional offer letter.
- A **rejection** letter will be issued to students who do not meet the entrance requirements for the first year of the Diploma Programme. Relevant alternative options will be discussed with such students at this time.

THE APPLICATION PROCESS FOR MYP 5 & DP 1

FOR EXISTING (INTERNAL) MYP 4 STUDENTS AT BISM:

- All MYP 4 students must apply through the application systems used for all other Swedish students in grade 9. (OpenApply and Gymnasieantagningen)
- All MYP 4 students from BISM can transfer to MYP 5. However, when exiting MYP 5 and transferring to the first year of the IB Diploma Programme (DP 1), students must make sure that they satisfactorily meet the entrance requirements set forth by the school.
- All MYP 4 applicants must achieve satisfactory scores on the MYP 5 entrance examination and placement tests.

FOR ALL NEW (EXTERNAL) CANDIDATES:

- All students must apply to the school in the usual way by following the above detailed application procedure.
- All documentation listed in *Appendix 1* must be supplied and on the students' OpenApply profile.
- All external applicants must take the entrance examination and placement tests.). This can be completed by visiting Bladins International School of Malmö admissions office. In cases where this is not possible or feasible, applicants must make arrangements with their current school for the test to be conducted at their location.
- All national students must apply through the system for applying to Swedish high schools and meet the entrance requirements for BISM, currently 275 points.
- Students transitioning MYP 5 from another school to the Diploma Programme at BISM students must make sure that they satisfactorily meet the entrance requirements set forth by the school.

ACADEMIC HONESTY IN THE DIPLOMA PROGRAMME

SCOPE AND PURPOSE

“Academic honesty is a set of values that promotes personal integrity and good practice in learning and assessment, and in the MYP is part of approaches to learning. The IB recognizes that academic honesty is influenced by factors that include peer pressure, culture, parental expectations, role-modelling and taught skills. Academic honesty can be demonstrated through the dynamic relationship between personal, social and technical skills.” (International Baccalaureate)

In the International Baccalaureate, ‘academic honesty’ is also a principle informed by the attributes of the IB Learner Profile. Ensuring academic honesty is the responsibility of **everybody** at Bladins International School of Malmö. This includes teachers, support staff, administrative staff, students and their parents.

This academic honesty policy pertains to student conduct in:

- Formative and summative work in all subjects.
- Internally moderated and standardised assessed work.
- Externally moderated and standardised assessed work.
- Internal and external IB examinations.

DEFINITIONS OF KEY TERMS

ACADEMIC MISCONDUCT

Academic misconduct is a behaviour (whether deliberate or inadvertent) that results in, or may result in, the student or any other student gaining an unfair advantage (or that disadvantages another student) in one or more assessment component.

PLAGIARISM

Plagiarism is defined by the IB as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgement.

COLLUSION

Collusion is defined by the IB as supporting malpractice by another student. Most often this occurs when one student allows their work to be copied or submitted for assessment by another.

INTELLECTUAL PROPERTY

Intellectual property refers to property which exists as a result of an individual's creativity. This includes music, literary/artistic works, symbols, logos, discoveries and inventions. Intellectual property is a **legal** term which refers to creations of the mind for which exclusive rights are recognised.

AUTHENTIC AUTHORSHIP

Authentic authorship refers to the fact that a student's work must be based on their own, original ideas with the ideas and work of others fully acknowledged.

At Bladins, students are encouraged and required to use the work of others to support their ideas and arguments. However, they are also required to ensure that proper credit and acknowledgement is given.

LIST OF BEHAVIOURS CONSTITUTING ACADEMIC MISCONDUCT

1. Using any intellectual property – which includes such things as ideas, logos, music, literary/artistic works, symbols, images, statistics, pictures, discoveries and inventions – from any physical or digital resource without giving proper credit to the creator of the original intellectual property.
2. Copying or duplicating the work of another student at JBS.
3. Copying or duplicating the work of any student at any school other than JBS.
4. Bringing unauthorised materials into internal or external examinations. Such unauthorised materials include:
 - a. Notes, books, textbooks or other revision materials.
 - b. Digital devices capable of accessing the Internet (iPads, laptops, iPods, tablet computers, smart phones, etc.)
5. Intentionally or unintentionally facilitating academic misconduct by another student.
6. Intentionally or unintentionally failing to follow the instructions for the conduct of external assessments as prescribed by the International Baccalaureate.

LEVELS OF ACADEMIC MISCONDUCT

VIOLATION LEVEL:	EXAMPLES OF BEHAVIOURS/ACTIONS:
1	<ul style="list-style-type: none"> • Copying off another students' homework or class work assignments. • Failure to acknowledge the intellectual property of another person. • Failure to cite sources using the correct MLA convention in a Grade-level appropriate way. • Attempting to submit copied and pasted work from another source as one's own work.
2	<ul style="list-style-type: none"> • Continuing to copy off another students' homework or class work assignments, despite earlier warnings. • Continued failure to acknowledge the intellectual property of others. • Failure to follow earlier instructions regarding expectations for in-text citation of sources using the correct MLA convention in a Grade-level appropriate way. • Continuing to submit copied and pasted work from another source as one's own work, despite earlier warnings.
3	<ul style="list-style-type: none"> • Bringing any unauthorised materials into an internal assessment. • Intentionally or unintentionally facilitating academic misconduct by another student in an internal assessment. • Repeatedly failing to cite sources in the correct manner. • Repeated and consistent failure to use in-text citations correctly, despite instructions and warnings. • Repeatedly copying and pasting large parts of assessment tasks from external sources and submitting it as one's own work.
4	<ul style="list-style-type: none"> • Bringing any unauthorised materials into an external assessment. • Intentionally or unintentionally facilitating academic misconduct by another student in an external assessment. • Intentionally or unintentionally failing to follow the instructions for the conduct of external assessments as prescribed by the International Baccalaureate.

CONSEQUENCES OF ACADEMIC MISCONDUCT

VIOLATION LEVEL:	CONSEQUENCES TO BE ISSUED TO STUDENTS:	
1	<p>Subject teacher to refer the student to the Subject Leader for disciplinary action where appropriate.</p> <p>SUBJECT LEADER/TEACHER TO:</p> <ol style="list-style-type: none"> 1. Contact parents/students via email to inform them of this incident. 2. Inform the mentor and Diploma Programme Coordinator about the violation. 3. Inform the student of a new deadline by which a revised, non-plagiarised piece of work must be submitted. 	
2	<p>SUBJECT TEACHER TO:</p> <ol style="list-style-type: none"> 1. Inform the student that they are being referred to the Programme Coordinator for disciplinary action. 2. Inform the student that they will receive a grade of 0 for the work submitted and that they will not be permitted to re-submit it. 3. Inform the Subject Leader of the violation. 	<p>DP COORDINATOR WILL:</p> <ol style="list-style-type: none"> 1. Contact the student and their parents (where appropriate) to inform them of this repeated violation. 2. Issue the student with a formal written warning, or place the student on Academic Probation.
3/4	<p>SUBJECT TEACHER TO:</p> <ol style="list-style-type: none"> 1. Allow the student to finish the assessment/examination. 2. Inform the student that they are being referred to the Programme Coordinator for disciplinary action. 	<p>DP COORDINATOR WILL:</p> <ol style="list-style-type: none"> 1. Inform the International Baccalaureate of the violation, and record the violation on the students' file. 2. Inform the Head of School of the violation. 3. Organise a meeting between the student, the programme coordinator and the Head of School to discuss the consequences of these actions.

ACADEMIC PROBATION AND MONITORING POLICY

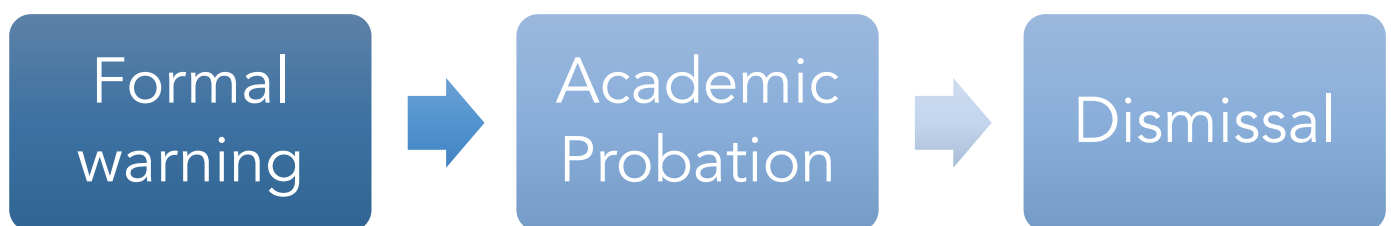
SCOPE AND PURPOSE

This policy applies solely to students who are registered in the MYP5 to DP2 year groups at Bladins International School of Malmö. Students in MYP5 and the IB Diploma Programme at Bladins are above the age of compulsory schooling, and as such are expected to behave in a way which is concomitant with the expectations of a professional learning environment. Their behaviour and conduct is also bound by the Diploma Programme General Regulations (IBO, 2014).

The purpose of this policy is to provide a clear framework for dealing with students or behaviour incidents which contravene the behaviour expectations of our school, and also for dealing with incidents whereby students fail to adhere to the rules set out in the Diploma Programme General Regulations document.

DISCIPLINARY ACTION PROCESS

The disciplinary action steps for students in the IB Diploma is outlined below:



STEP 1: FORMAL WARNING

The Formal Warning is the lowest level sanction that will be imposed upon Diploma Programme students who behaviour falls below the expected standards set by Bladins International School of Malmö.

The Formal Warning is a written document which is issued to students (and parents/guardians) and which remains on their file for the entirety of their time in our Diploma Programme. Students who receive a Formal Warning will have a meeting with the Diploma Programme Coordinator, during which time a Letter of Understanding will be issued. This letter of understanding will outline:

- The expectation that the behaviour will not be repeated.
- The fact that the student will be placed on Academic Probation if this behaviour is repeated.

The Letter of Understanding will be signed by the Diploma Programme Coordinator, the student and the students' parents/guardians (where applicable). Signed copies will be retained by all parties.

STEP 2: ACADEMIC PROBATION

Academic Probation is the highest level sanction that can be imposed upon Diploma Programme students. It is to be used in all cases when students:

- a. Repeat a behaviour, incident or event for which they have previously been issued a formal written warning (see Step 1).
- b. Fail to obtain a minimum IB DP Grade of:
 - i. 3 for any SL subject in any individual reporting session.
 - ii. 4 for any HL subject in any individual reporting session.
- c. Enter the Diploma Programme without having the minimum grades required as per the BISM promotion policy.

Academic Probation is a process. Students have to actively work to remove themselves from probation by setting themselves SMART targets with associated deadlines by which these targets must be met. Any student who is required to be on academic probation will have this process and the requirements fully outlined to them at a meeting with the IB Diploma Programme Coordinator and – where appropriate – the students’ parents/guardians.

During this meeting, Students will be given a probationary period of one academic term to demonstrate that they can meet the targets outlined during the Academic Probation meeting and which are also documented on the Letter of Understanding.

At the end of the probation period, the student will meet with the DP Coordinator to review whether or not the targets have been met. Any student who is unable to satisfactorily meet the targets outlined for them during their period of Academic Probation will be escalated to the dismissal stage of the process.

NOTE: In the case of severe incidents or behaviour/conduct infractions, students do not need to have received a Formal Warning in order to be placed on Academic Probation.

STEP 3: DISMISSAL FROM THE PROGRAMME

Any student failing to meet the targets set for them during the academic probation meeting by the given deadline will be required to withdraw from the IB Diploma Programme. In such cases, the normal school withdrawal processes will apply. Students must complete the DP Sign-out procedure to ensure that all school materials are returned. This will include Library books and all ICT equipment – including MacBooks. The school will notify CSN of the students’ dismissal, and they will be removed from ManageBac and SchoolSoft.

ASSESSMENT & PROGRESS REPORTING IN THE DP

In all IB programmes, assessment forms an integral aspect of teaching and learning. To understand what students have learned, and to monitor their progress, teachers use a range of assessment strategies that provide meaningful feedback. IB assessment supports good classroom practice by encouraging authentic demonstrations of understanding that call for critical and creative thinking

It is important to stress that the single most important aim of DP assessment is that it should support curricular goals and encourage appropriate student learning. This is achieved by the DP assessments measuring students' achievement levels against published criteria that are derived from the course aims and objectives. To be fairly measured students need to understand what the assessment expectations are and these should all be introduced early in the course and be the focus of class and homework activities. The assessment requirements make it clear how summative assessment will be conducted, and how the student will be judged at the end of the course.

All of our teachers have a responsibility to design and provide ongoing **formative assessment** that informs students about their learning. Formative assessment also enables BISM teachers to address the needs of individual learners in their lesson planning and design of learning activities. Formative assessment focuses on assessment as an essential learning process. Schools use a number of practices and instruments to support this including:

- Student self-evaluation supported by the teacher.
- Systematic use of detailed assessment criteria (rubrics, matrices)
- Peer evaluation mediated by the teacher (either face-to-face or using an ICT resource such as a blog).

Assessment instruments primarily designed for formal summative assessment at the end of the course can also be adapted and used formatively as part of the learning process.

SUMMATIVE VERSUS FORMATIVE ASSESSMENT:

Assessment can be used for a variety of purposes. The intended purpose for a given system of assessment will have a major impact on its style and format. For formative assessment, the main purpose is to provide detailed feedback to teachers and their students on the nature of students' strengths and weaknesses, and to help develop students' capabilities. Methods of assessment involving direct interaction between teacher and student are particularly helpful here.

Although the two are inherently linked, an important distinction is to be made between formal summative IB assessment:

- Formal **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.

Some formal summative assessments are internally assessed, requiring the BISM teachers to mark the work to the accepted IB standard. Their standard is then confirmed or moderated by an external moderator.

- **Formative assessment** encompasses “all those activities undertaken by teachers, and/or by their students, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged.” (Black and Wiliam 1998: 7) Formative assessment is therefore a tool or process that teachers can use to improve student learning; it is about assessment for learning, rather than simply assessment of learning.

It is more important that formative assessment correctly identifies the knowledge, skills and understanding that students should develop, rather than accurately measuring the level of each student’s achievement. *Reliability* is therefore a much lower consideration for formative assessment than *validity*.

Summative (terminal) assessment in the DP takes the form of **high-stakes, criterion-related performance assessment**. It is based on the following aims:

1. DP assessment should support the curricular and philosophical goals of the programme, through the encouragement of good classroom practice and appropriate student learning.
2. The published results of DP assessment (that is, subject grades) must have a sufficiently high level of reliability, appropriate to a high-stakes university entrance qualification.
3. DP assessment must reflect the international-mindedness of the programme wherever possible, must avoid cultural bias, and must make appropriate allowance for students working in their second language.
4. DP assessment must pay appropriate attention to the higher-order cognitive skills (synthesis, reflection, evaluation, critical thinking) as well as the more fundamental cognitive skills (knowledge, understanding and application).
5. Assessment for each subject must include a suitable range of tasks and instruments/ components that ensure all objectives for the subject are assessed.
6. The principal means of assessing student achievement and determining subject grades should be the professional judgment of experienced senior examiners, supported by statistical information.

CEM IBE ASSESSMENTS:

Bladins International School of Mamlö makes use the IB Evaluation system developed at the Centre for Evaluation and Monitoring (CEM) based at Durham University in the United Kingdom.

The CEM IBE assessment is a post-16 assessment system designed for schools and colleges following the IB Diploma programme. It provides an individualised learner profile, comprising baseline measures and predictive information to ensure learners maximise their potential. The assessment is computer-based and adaptive for each student. This means that each individual receives a unique assessment tailored for them, with questions varying in difficulty according to the responses given, making it an engaging and time-efficient approach. Furthermore, the CEM IBE system also provides detailed value-added progress information for each student and subject at the end of the course.

How does the CEM IBE assessment work?

The CEM IBE assessment is a computer-based adaptive assessment which provides a baseline measure, and predictions of likely future performance in IB examinations. The assessment is carried out individually on a computer and takes approximately 50 minutes to complete. At Bladins, the CEM IBE assessment is carried out in the first term of the DP1 year.

The assesses the following areas, which research has shown are related to later academic outcomes:

- Vocabulary
- Mathematics
- Non-verbal abilities

What do the CEM IBE assessment results tell us?

CEM IBE is a powerful tool to support individual learning and progress. The baseline assessment can help identify your underlying potential, and helps us as a school to provide students with a comprehensive learner profile to help support their progress.

The predictive feedback provided by the CEM IBE assessment is invaluable for informing motivating and realistic targets for students taking their IB Diploma. The data obtained from the CEM IBE assessments is used to:

1. Help inform student's predicted grades for each IB subject.
2. Show how likely it is for a student to achieve any IB grade in each subject.
3. Set aspirational targets for student achievement. (I.e. it tells students what grade you should be aiming for.)
4. Identify areas of weakness where students might require extra support.
5. Evaluate how much value we add – as a school – to an individual's attainment.

To learn more about the CEM IBE assessments, please visit <http://www.cem.org/>

REPORT CARD TIMELINE:

Over the course of the 2-year IB Diploma Programme, all students will receive 5 report cards. The table below shows when each of these reports are issued, and what information is contained within them.

All report cards are issued digitally via ManageBac, and will be available to view by the end of the week indicated below.

Please note: For a more detailed outline of the entire Diploma Programme Analysis Timeline, please also refer to [Appendix 2](#).

DP1:	DP2:
WEEK 43 First report card issued	WEEK 43 Fourth report card issued
WEEK 7 Second report card issued	WEEK 7 Final DP report card issued
WEEK 24 Third report card issued	

BISM Diploma Programme Report cards have the same, consistent format and content. All DP report cards will consist of formative grades to date (where available) and they also contain information about the students:

- Attendance and punctuality.
- General effort in lessons.
- Targets for improvement (if applicable).
- Attainment and performance.

Report cards will also indicate to students and parents whether the teacher would like to schedule a student-teacher (and parents if student is under 18) conference to discuss the contents of the report card.

CEM IBE Assessment data is not reported on BISM Report Cards, and students are given this information in a separate document directly from the CEM Centre. This will be issued usually two weeks after the baseline assessment test has been carried out.

IBDP RE-MARK (EUR) & RETAKE POLICY

SCOPE AND PURPOSE

The purpose of this policy is to allow Bladins International School of Malmö to outline the procedures and processes used when processing requests from current and former IB Diploma Programme students who request examination retakes or the re-marking of externally assessed coursework components.

DEFINITIONS OF KEY TERMS

RETAKE: The process of retaking or resitting an examination which a BISM IBDP candidate has already sat once before in a previous session.

RE-MARK: Officially known as Enquiry upon Results (EuR), this is the process whereby a candidate can request to have one (or more) of their assessment components for any given subject re-marked by an IB examiner.

RETAKE POLICY

Any current or former student of Bladins International School of Malmö can request to retake an examination which they have previously completed, whether it be to gain a passing grade, or merely improve upon the grade which was originally received. All IB Diploma Students have a maximum of three "chances" to achieve their IB Diploma. It is theoretically thus possible to participate in three separate examination sessions. These do not need to be consecutive.

All examination retakes **must** occur in the May examination session of the academic year in which the student requests the retake. In most cases, this is simply the following calendar year, but exceptions are possible.

Bladins International School of Malmö **does not provide** examination retakes in the November examination session of any calendar year.

Bladins International School of Malmö does not provide a retake facility for external (non-BISM) candidates. Such requests are subsequently ignored.

REMARK (EuR) POLICY

A student who is dissatisfied with their awarded grade can make a request through the IB Diploma Programme Coordinator to have that external assessment component re-graded to see if it results in an improved grade or score. This procedure is known as the Enquiry upon Results (EuR) service.

There are different EuR services that the IB Diploma Programme Coordinator can request based on the nature of the perceived discrepancy. These are:

- **Category 1 re-mark:** The re-mark of externally assessed material for an individual candidate.
- **Category 1 report:** A report on a category 1 re-mark for an individual candidate to ascertain how the points were awarded.
- **Category 2A:** The return of externally assessed material by component for all candidates
- **Category 2B:** The return of externally assessed material by subject/level for an individual candidate
- **Category 3 re-moderation:** The re-moderation of marks for internal assessment by subject/level.

PLEASE NOTE:

- The outcomes of enquiry upon results (EuR) requests are communicated to the IB coordinator only. Should the notifications be required in the coordinator's absence, it is the school's responsibility to make internal arrangements for these to be communicated to a nominee. The IB will not communicate the outcome to anyone other than the IB Diploma Programme coordinator.
- In a Category 1 re-mark, a candidates' grade may be **lowered or raised** as a consequence of this procedure. The school **must** obtain the written consent of a candidate or the candidate's legal guardian(s) before requesting this service. If a school neglects to obtain this consent and a grade is lowered, the original grade will not be reinstated.
- Category 1 reports, and Category 2A and 2B services **do not** result in grade changes.
- Category 2A and 2B: No grade will be changed as a consequence of a category 2 enquiry.
- In a Category 3 re-moderation a candidates' marks and grades may be raised as a consequence of a category 3 enquiry, but **not** lowered.
- In all cases, a students' externally assessed work may be re-marked or re-moderated by the same examiner who marked it originally.

THE SCALE OF FEES

There are fees associated with the processes of requesting a re-mark of external assessment or for re-taking one or more external examinations. These fees are levied by the IB and **must** be paid by the candidate before Bladins International School of Malmö will make any retake or EUR requests to the IB. Invoices will be sent from the DP coordinator to the candidate for prompt settlement. This is to ensure that all deadlines can be met. Additional fees are payable for missed registration deadlines.

The fees for remarking externally assessed work (examinations and internal assessments) and retaking subject-specific examinations are listed below:

SERVICE DESCRIPTION:	FEE (SEK):	FEE (€):
Retake registration fee (<i>before 15th November*</i>)	1 150	118
Retake registration fee (<i>after 15th November</i>)	1 500	157
Retake registration fee (<i>after 15th January</i>)	3 230	338
Subject fee (per subject)	790	82
Retake fee – Extended Essay (EE)	605	63
Retake fee – Theory of Knowledge (TOK)	305	32
Retake fee – Creativity, Action and Service (CAS)	70	7
Late fee** (<i>between 15th November and 15th January</i>)	250	26
Late fee (<i>after 15th January</i>)	1 000	104
Category 1 remark (<i>per candidate/subject/level</i>)	815	85
Category 1 return of material (<i>per candidate/subject/level</i>)	115	12
Category 2A (<i>per subject/level component</i>)	365	38
Category 2B (<i>per candidate/subject/level</i>)	115	12
Category 3 Re- moderation (<i>per subject/level sample</i>)	1 950	204

*Of the following calendar years' examination session.

** The fee is for the addition of a subject and each amendment to a subject, level or response language, including theory of knowledge or an extended essay, after the first registration deadline.

APPENDIX 1: CALENDAR OF INTERNAL ASSESSMENT DEADLINES

	GROUP 1:	GROUP 2:	GROUP 3:	GROUP 4:	GROUP 5:	GROUP 6:	CORE:
SEPTEMBER	WEEK 39 DP2: Swedish A Written assignment: Final Draft	WEEK 39 English B Interactive Oral (HL)		WEEK 37: DP2 Biology IA Data collection DP2 Physics IA: First draft			WEEK 39: DP2 Extended Essay: Final submission deadline
OCTOBER				WEEK 40: DP2 Physics IA: Final draft DP2 Group 4 Presentation WEEK 40: DP2 Biology IA: First draft	WEEK 43: DP2 Maths SL IA: First draft	WEEK 43: DP1 Visual Arts Unit 1 Task – deadline DP2 Visual Arts Unit 6 Task – deadline	WEEK 43: DP1 Extended Essay proposals
NOVEMBER	WEEK 45: DP1 Written Task 1 (HL/SL)	WEEK 45: DP2 English B Interactive Oral	WEEK 46: DP2 History IA: First draft	WEEKS 45-46: DP2 Chemistry IA Data collection DP2 SEHS IA Data collection	WEEK 46: DP2 Maths SL IA: Final draft		WEEK 45: DP1 EE Topics chosen WEEK 46: DP1: First EE Reflection Session deadline
DECEMBER	WEEKS 48-49: DP1 Swedish A IOP WEEK 50: DP2 English A: Written Task (HL/SL)	WEEK 50: DP2 English B: Written Task DP2 Ab initio languages: Written task	WEEK 49: DP2 Geography IA: First Draft DP2 History IA: Final draft	WEEK 49: DP2 Chemistry IA: First Draft DP2 SEHS IA: First Draft DP2 Biology IA: Final Draft	WEEK 49: DP2 Math Studies IA: First draft	WEEK 50: DP1 Visual Arts Unit 2 Task – deadline DP2 Visual Arts Comparative Study: First Draft	WEEK 50: DP2 TOK Essay: First draft

	GROUP 1:	GROUP 2:	GROUP 3:	GROUP 4:	GROUP 5:	GROUP 6:	CORE:
JANUARY	WEEK 2: DP1 English A: FOA				WEEK 3: DP2 Math Studies IA: Final draft		WEEK 3: DP2 TOK Essay: Final draft WEEK 4: DP2 Viva Voce
FEBRUARY	WEEK 7: DP2 English A: Written task (HL/SL)	WEEK 7: DP2 Ab initio languages: Individual Oral assessments	WEEK 7: DP2 Geography IA: Final draft	WEEK 6: DP2 Chemistry IA: Final draft DP2 SEHS IA: Final draft		WEEK 6: DP2 Visual Arts Parts 1, 2 & 3: Final draft WEEK 7: DP2 Visual Arts Rationale and Exhibition text: Final draft	WEEK 7: TOK Presentations WEEK 8: DP1: EE Interim Reflective Session deadline
MARCH	WEEKS 10-11: DP2 Swedish A: IOC's (SL) WEEK 12: DP2 English A: FOA WEEK 12: DP2 Swedish A: IOC's (HL) WEEK 13: DP2 SSST: Alternative Oral Assessment	WEEK 11: DP2 English B: IOC (HL/SL)	WEEK 12: DP2 Business Management IA: Final draft DP2 Psychology IA: Final draft			WEEK 9: DP1 Visual Arts Unit 3 Task – deadline	

	GROUP 1:	GROUP 2:	GROUP 3:	GROUP 4:	GROUP 5:	GROUP 6:	CORE:
APRIL	WEEK 16: DP1 English A: Written Task (HL/SL)					WEEK 17: DP1 Visual Arts Unit 4 Task – deadline	
MAY	WEEK 21: DP1 English A: IOC's (HL/SL)						WEEK 21: DP1 Extended Essay: First draft to supervisors
JUNE	WEEK 24: DP1 Swedish A Written Task: First draft					WEEK 23: DP1 Visual Arts Unit 5 Task – deadline	WEEK 23: DP1 Extended Essay: Feedback deadline for teachers

APPENDIX 2: DP ANALYSIS TIMELINE

The table below shows how often – and when – students will be internally and externally assessed as they progress through the IB Diploma Programme at Bladins International School of Malmö.

The table also indicates when students and parents will receive report cards via ManageBac to highlight their progress and attainment.

DP1:	DP2:
<p>WEEK 35 MYP5 – DP1 Academic Probation finalised</p>	<p>WEEK 39 CEM IB Evaluations <i>(For target setting/value-added purposes)</i></p>
<p>WEEK 43 First report card issued</p>	<p>WEEK 43 Fourth report card issued</p>
<p>WEEKS 4 – 5 DP1 Progress Tests (internal examinations)</p>	<p>WEEKS 4 – 5 DP2 Mini-mocks (internal examinations)</p>
<p>WEEK 7 Second report card issued</p>	<p>WEEK 7 Final DP report card issued</p>
<p>WEEK 22 DP1 End of Year Examinations</p>	<p>WEEKS 17 – 20 IB External Examination session</p>
<p>WEEK 24 Third report card issued</p>	<p>WEEK 27 Diploma Results issued to students</p>

APPENDIX 3: SELF-TAUGHT LANGUAGE A

COURSE DESCRIPTION FOR SCHOOL SUPPORTED SELF-TAUGHT LITERATURE

A person's mother tongue or most academic language is often important to the person's identity and self-esteem. Bladins believes that maintaining the development of the mother tongue or most academic language is important to all individuals as it accelerates the acquisition of other languages, supports achievement in all subject areas, enhances intercultural understanding and develops international mindedness.

Language A: literature is a literature course that may be studied in a wide range of languages. Language A: literature is the subject through which the IB's policy of mother-tongue entitlement is delivered. That policy promotes respect for the literary heritage of the student's home language and provides an opportunity for students to continue to develop oral and written skills in their mother tongue while studying in a different language of instruction.

- Where no teacher is available, a student may be allowed to study his or her particular language A as a school-supported self-taught language A. literature student (SL only).

The course is built on the assumption that literature is concerned with our conceptions, interpretations and experiences of the World. The study of literature can therefore be seen as an exploration of the way it represents the complex pursuits, anxieties, joys and fears to which human beings are exposed in the daily business of living. It enables an exploration of one of the more enduring fields of human creativity, and provides opportunities for encouraging independent, original, critical and clear thinking. It also promotes respect for the imagination and a perceptive approach to the understanding and interpretation of literary works.

Through the study of a wide range of literature, the Language A: literature Course encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works are studied in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches. In view of the international nature of the IB and its commitment to intercultural understanding, the Language A: literature course does not limit the study of works to the products of one culture or the cultures covered by any one language. The study of works in translation is especially important in introducing students, through literature, to other cultural perspectives. The response to the study of literature is through oral and written communication, thus enabling students to develop and refine their command of language.

Course Requirements for School Supported Self-Taught Literature Students:

Bladins International School of Malmo recognises that student success in this course is founded in support and also individual work ethic. Therefore, in order to facilitate this Bladins requires students taking this course to:

- Hire a tutor with previous/current teaching experience within that language.
- Source and purchase the texts chosen.
- Ensure that timings/assessments due dates set by the supervisor are met.

The role of the Supervisor:

The school will provide a Group 1 teacher to support students through the process of the course. Students are supported throughout the programme and receive 45 minutes of instruction per week for this course.

During that time, students are given instruction, in English, on skills related to the course which are then practiced within the mother tongue or most academic language. All assessment for the DP mother tongue programme is external and students will only receive a grade upon completion of the Programme.

The following tasks are the responsibility of the supervisor:

- To ensure that student text list meet the IB requirements and follow the PLA (prescribed list of authors) and PLT (prescribed list of works in translation).
- To support students in developing text list.
- To guide students through the process of the Written Assignment, including the reflective statement and journal.
- To guide students through the process of the Alternative Oral Exam.
- To administer the Alternative Oral Exam, as per the IB requirements found in the Handbook of Procedures.
- To ensure that student documentation is submitted to the IB through IBIS.
- To provide students with copies of the Literature guide, PLA for their respective language and PLT.
- To support respective tutors in understanding the requirements of the course.

The role of the Tutor:

Bladins International School recognises that the tutor is especially important in supporting students through their knowledge and understanding of the literature and nuances of language.

- To regularly meet with the student; once every two weeks as a minimum.
- To maintain contact with the supervisor regarding assessment due dates and course requirements.
- To provide students with a wide range of activities to support the analysis of the literature chosen.
- To plan, develop and reflect upon learning experiences to support student knowledge and understanding.
- To ensure that student work, is academically honest and the students' own work.

The role of the Student:

- To ensure that deadlines set by the supervisor are met.
- To find and hire a tutor who has previous teaching experience within the required language.
- To source and purchase the texts chosen.
- To self-manage the reading of literature; to ensure that all the texts in the course are read and studied.
- To ensure that documentation required for IB submitted tasks is provided to the supervisor.
- To ensure that all work submitted follows the school's academic honesty policy.
- To ensure that lessons provided by the school are attended.
- To ensure that a regular timetable is organised with the tutor.
- Provide supervisor with the contact details of the tutor.

APPENDIX 4: TECHNOLOGY POLICY 2018 –

SCOPE AND PURPOSE

This policy aims to provide a framework for the effective integration of technology into DP lessons whilst ensuring that students are always using technology in appropriate ways which contribute positively to their chances of academic success.

The purpose of this policy is to:

- a) Promote and encourage the meaningful integration of technology in DP lessons in ways which both promote deep learning and which result in improved outcomes for students.
- b) Outline the conditions which apply to the use of all distracting technological devices in DP lessons from the Academic Year 2018-19 onwards. This includes laptops (personal and school-issued), iPads, other smart devices, “wearable tech” – as well as all other forms of internet-enabled technology.
- c) Provide a clear framework for teachers and students that they are aware of how and when to use technology appropriately.
- d) Outline the consequences and sanctions which apply to students when they are unable to follow the requirements regarding technological devices as outlined in this policy document.

PROMOTING EFFECTIVE TECHNOLOGY INTEGRATION

There is a significant – and growing – body of scientific evidence which is discovering that technologies rarely have an immediate and significant impact on teaching and learning. At its core, learning requires meaningful, sustained interaction with peers and teachers as well as application of knowledge and concepts supported by ongoing feedback and guidance. There is a critical difference between learning **from** computers as opposed to learning *with* computers.

In order to successfully integrate technology into classrooms lessons, it is important that we all have a shared understanding of the difference between learning “from computers” and learning “with technology.” Traditionally, attempts at technology integration tend to focus on getting students to learn from computers. In this context, the computer (or device) is essentially an information delivery system which does nothing to teach the students about the technology itself and is unlikely to be contributing to deep processing and meaningful retention of knowledge and skills. In other words, when used in this way, the technology simply presents students with basic knowledge without contributing to their chances of academic success.

Learning “with technology,” by contrast, means using technology as a tool that can be applied to a variety of goals in the learning process. Using technology for practical purposes, and not for the sake of using technology, must be the clear objective. Mastering the functions of the latest apps and gadgets is not an educational achievement in and of itself. It does not matter how many tools a student knows to operate, but how well they can use them in context to enhance their understanding of the topics being studied and the role of technology in the wider world.

Technology must always be used for practical purposes and not just for the sake of using a computer. When deciding on whether or not to allow your students to use technology in your lesson(s), please begin by asking yourself the following questions:

1. Will it lead to dangerous or harmful shortcuts (e.g. will it result in information overload or copy/paste plagiarism)?

2. Will it undermine deep learning and hinder the development of student's problem-solving abilities?
3. Will it undermine basic learning?
4. Will it decrease student-teacher and student-student interactions?
5. Am I just using technology for technology's sake?
6. Have students already mastered this task?
7. Is there a better way for students to engage with this material and demonstrate their understanding (*i.e. is a PowerPoint really the best way for students to present their knowledge?*)

If the answer to any of the above questions is, "Yes," then is it **NOT** appropriate to integrate technology in the classroom or lesson.

It is, however, highly appropriate to use technology in the classroom when:

1. It presents students with an opportunity to learn how to use technology for practical purposes.
2. It teaches students about technology.
3. It promotes basic learning and encourages deep processing of information.
4. It supports connecting and sharing.
5. You have had time to learn how to use the technology yourself and thought carefully how it can best be integrated into the lesson to promote deep learning.

1. PROHIBITED ITEMS & APPROPRIATE USE OF DEVICES:

- 1.1 It is incumbent upon all teachers to ensure that they are teaching students about how to effectively use technology, software, apps and programmes in the correct context so as to:
 - a) promote deep learning;
 - b) enhance retention of subject specific knowledge;
 - c) develop transferable and meaningful long-term skills;
 - d) enhance students' understanding of the topics being studied;
 - e) understand the role of technology in the wider world.

- 1.2 All students are **expressly prohibited** from bringing all of the following items into any DP lessons:
 - Mobile Phones
 - Smart Watches (this includes all types of internet-enabled "wearable technology")
 - Headphones/earphones
 - iPads and all other brands of handheld computer

- 1.3 All of the above items must be turned off and stored either in the student' backpack or in their locker.

- 1.4 Laptops – both school issued and personal – can only be brought into lessons **closed** and in a student's backpack or bag. Students are **not permitted** to take out or open their laptops unless **expressly** instructed to do so by the teacher for the purposes of completing a specific, planned assignment.

- 1.5 Laptops **must not** to be used for the purposes of taking notes. All notes taken by students must be handwritten on lined paper.
 - 1.5.1 *A student may use a laptop for the purposes of taking notes only if the same accommodation will also be applied for (and approved) for their final external examinations in Year 2 of the Programme.*
 - 1.5.2 *Only the IB Diploma Programme Coordinator can issue permission to students to use their laptops for the purposes of taking notes in accordance with §1.5.1.*

- 1.6 A student may only make or receive a phone call in the case of genuine emergencies. This must always first be discussed with the teacher who retains sole authority for deciding whether or not to grant permission for the phone call.

- 1.7 All students are prohibited from listening to music **at any time** during lessons.

- 1.8 It is expected that all DP Teachers serve as role models by also not being distracted during lessons by their own internet-enabled devices and/or laptop computers.

- 1.9 In cases where a teacher does not wish to engage in a conversation with a student regarding their use of technological devices as outlined in this policy, then they are required to immediately call the DP Coordinator who will come to the classroom to deal with the situation.

2. CONSEQUENCES AND SANCTIONS

- 2.1 This is a **zero-tolerance policy**: All teachers are required to immediately issue behaviour notes to any student who fails to abide by any of the conditions as outlined in §1.2 – §1.7 of this policy, regardless of whether or not this is their first offence.
- 2.2 Any student who fails to abide by any of the conditions as outlined in §1.2 – §1.7 of this policy is deemed to be in violation of the policy and will be sanctioned according to the regulations outlined in §2.3 and 2.4 of this policy (below).
- 2.3 Behaviour notes will be issued via ManageBac to all students who violate §1.2 – §1.7 ManageBac before the end of the lesson in which the infraction occurred. If this is not practically possible, then behaviour notes **must** be sent before the end of the school day on which the infraction(s) occurred.
- 2.4 The consequences of receiving behaviour notes are outlined in the table below, and vary depending on the grade level of the student involved:

YEAR:	ACTION:	CONSEQUENCE:
DP1	Between 2 and 5 behaviour notes received in any academic semester.	Academic probation.
	More than 5 behaviour notes received in any academic semester.	Repeat the grade level.
	More than 10 behaviour notes received across the academic year (2 semesters).	Permanent removal from the programme.
	Any behaviour note received for missing a Core-related deadline (EE/TOK/CAS)	Repeat the grade level.
DP2	1 – 2 behaviour notes received in the first academic semester.	Academic probation.
	3 – 5 behaviour notes received in the first academic semester.	Student will be entered for DP Courses (certificates) only.
	More than 5 behaviour notes received in the first academic semester.	Permanent removal from the programme.
	Any behaviour note received for missing a Core-related deadline (EE/TOK/CAS)	Student will be entered for DP Courses (certificates) only.

- 2.5 It is the responsibility of all class teachers to ensure that they know the exact procedure to be followed in order to accurately record behaviour notes in ManageBac.
- 2.6 It is the responsibility of the DP Coordinator – with the assistance of the student support team – to track the number of behaviour notes received by each student in each academic year to ensure that the appropriate consequences are issued systematically and fairly.