

Kosice International School

# IB Diploma Programme Guide for Students

2026 - 28

## Introduction

The International Baccalaureate Diploma Programme (IBDP) is a two-year course which culminates in the award of a Diploma which is recognized worldwide for entry to universities.

The IBDP is not something new; indeed, it has been in existence since 1968 and has come to be regarded the world over as a first-rate preparation for university. As of October 2024, more than 5,900 IB World Schools offer one or more IB programs across over 160 countries, and the International Baccalaureate organization publishes a yearbook listing nearly 6,000 IB World Schools for 2025. (*ibo.org/facts and figures*)

The mission statement of the International Baccalaureate Organisation (IBO) reveals why it has become so popular:

***'The International Baccalaureate Organization 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 IBO 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.'***

This booklet sets out to explain what the IBDP is and how it works at KEIS. The intention is to have it as a double-part document. A second part of the document will be aimed to introduce the tailored individual courses, rather than another piece of general information, therefore it will be included after the IB DP authorization. Later, after having read them both, we hope that you will understand why we think that IBDP is an excellent choice for any student considering a place at university in the future. At the current situation of the EIS, we offer the opportunity to find the initial information on IB DP at KEIS.

We look forward to receiving your feedback for enrolment and, if authorized, we wish you a happy, rewarding and successful two years with us on the Diploma Programme.

Marcela Danisova  
DP Coordinator

## The IB Learner Profile

The International Baccalaureate® (IB) learner profile describes a broad range of human capacities and responsibilities that go beyond academic success.

They imply a commitment to help all members of the school community learn to respect themselves, others and the world around them. (*ibo.org*)



## IB learner profile

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

As IB learners 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.

### 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.

### 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.

### 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.

### 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.

### 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.

### 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.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

## **An Introduction to the International Baccalaureate Programme**

The International Baccalaureate Diploma Programme (DP), created in 1968, is a demanding pre-university course of study that leads to examinations; it is designed for highly motivated students aged 16 to 19. The programme has earned a reputation for rigorous assessment, giving IB diploma holders access to the world's leading universities. The IB has shown, over the course of 45 years, that IB Diploma Programme students are well prepared for university work.

The Diploma Programme's grading system is criterion-based: each student's performance is measured against well-defined levels of achievement consistent from one examination session to the next. Grades reflect attainment of knowledge and skills relative to set standards that are applied equally to all schools. Top grades are not, for example, awarded to a certain percentage of students.

The programme is a comprehensive two-year international curriculum that generally allows students to fulfil the requirements of their national or state education systems. The Diploma Programme incorporates the best elements of national systems, without being based on anyone. Internationally mobile students are able to transfer from one IB school to another, while students who remain closer to home benefit from a highly respected international curriculum. The programme was born of efforts to establish a common curriculum and valid university entry credentials for students moving from one country to another. International educators were motivated by practical considerations but also by an idealistic vision: students should share an academic experience that would emphasize critical thinking, intercultural understanding and exposure to a variety of points of view.

Today, more than half the students opting for the Diploma Programme come from state or national systems rather than from international schools. The IB's goal is to provide students with the values and opportunities that will enable them to develop sound judgement, make wise choices and respect others in the global community. The programme equips students with the skills and attitudes necessary for success in higher education and employment. The programme has the strengths of a traditional liberal arts curriculum, but with three important additional features, shown at the centre of the curriculum model.

### **Authorization**

The Kosice International School has launched the application process for the DP of the International Baccalaureate, with the intention to welcome first students in 2026 – 2027 school year.

### **University Entrance**

International Baccalaureate examinations are accepted around the world as a qualification for university entrance. Since

1969, IB students have entered over 600 universities in Europe, the Americas, Asia, Africa, and Australia, and the list of institutions accepting IB students, which includes the most prestigious institutions throughout the world, is growing every year.

### **A Comprehensive Programme**

The IB Programme at KEIS offers a varied curriculum. One advantage of the IB Programme is that it is broad and balanced. The range of classes available, and the opportunity students have to build their own courses of study make the IB Programme particularly valuable.

### **Unique Programme Elements**

The unique elements of the IB Programme, the Creativity, Activity and Service programme, the Extended Essay and the Theory of Knowledge course, offer IB students experience, and skills not offered in other programmes.

## Preparation for University and Beyond

Many university admissions personnel have stated that they prefer IB students because the IB course develops a variety of skills needed for university study, and successful IB graduates have already demonstrated the ability to work at this level. In addition, IB students, having studied a range of subjects, can make a more informed choice of undergraduate programmes. Many employers, too, recognize the value of analytical skills, flexibility and adaptability, all of which are stressed in the IB programme. Thus, the IB programme offers not only preparation for university, but also for life after university.

The IB Programme is a pre-university course which requires that each student designs a course suited to his or her needs and interests.

All students preparing to join the IB Diploma Programme, therefore, must discuss their possible options with the DP Coordinator as well as their parents.

## Options at the Kosice International School

IB Diploma programme also leads to the award of the Kosice International School High School Diploma and IB Diploma is compatible with the Slovak Maturita on proviso the conditions are met.

### The IBDP Curriculum Model

The diagram below represents the IB Diploma Programme curriculum model. At KEIS all DP and DC students must take one subject from each group (1–6); additionally, all Diploma candidates complete the Theory of Knowledge class, complete the Creativity, Activity and Service (CAS) requirement and submit an Extended Essay.

#### Group 1: Studies in Language and Literature

Literature – English (Subject to sufficient numbers of students as it requires a native speaking fluency)

Literature - Slovak

(All Diploma candidates must take one course from Group 1.)

It is also possible to study an alternative  
Language A: Literature with an external tutor

#### Group 2: Language Acquisition (B or ab initio SL)

English B, or Spanish ab initio

Please note that Language B is a foreign language course and is not appropriate for native speakers.

#### Group 3: Individuals and Societies

Business Management

Geography

#### Group 4: Sciences

Chemistry

Biology

#### Group 5: Mathematics

Mathematics Applications and Interpretation SL/HL

Mathematics Analysis and Approaches SL/HL



## **Group 6: Electives**

another subject from Groups 3-4

## **International Baccalaureate and Kosice International School Diplomas**

- The IB Diploma is widely accepted as a university entrance qualification equivalent to European and other national secondary qualifications, and it will allow entrance to the most competitive universities around the world. It should be noted that many universities have specific requirements in terms of courses taken and grades achieved, and some may require entrance examinations.
- Higher Level courses are considered equivalent to British 'A' Level courses, and to American Advanced Placement (AP) or 'Honors' courses.
- IB Higher Level (and sometimes Standard Level) courses are considered for Advanced Standing or credit at many Canadian and U.S. universities. IB Diploma students with excellent HL subject scores may be offered a year's credit or advanced placement in Canadian or U.S. universities or U.S.-type universities overseas.
- The Kosice International School High School Diploma is equivalent to a Slovak High School Diploma (Maturita) and, together with other institutional requirements, will allow entry to universities.
- IB Diploma Course certificates in individual subjects are recognized by universities around the world.
- IB Diploma Course certificates without the IB Diploma will allow entry to U.S. and some Canadian universities.
- IB Diploma Course certificates without the IB Diploma may be accepted for entry by UK foundation programmes and some less competitive UK universities.

## **Bilingual IB Diploma**

Those students who have extensive experience with, or proficiency in, a language in addition to their first or best language(s) are encouraged to pursue the bilingual diploma. A bilingual diploma will be awarded to a successful candidate who fulfils one or more of the following criteria:

- completion of two languages selected from studies in language and literature group with the award of a grade 3 or higher in both
- completion of one of the subjects from individuals and societies or sciences groups in a language that is not the same as the candidate's nominated studies in language and literature language. The candidate must attain a grade 3 or higher in both the studies in language and literature language and the subject from individuals and societies or science (ibo.org)

## *KEIS IB Diploma Programme*

### Kosice International School Graduation requirements

IB Diploma	IB Course
Complete six IB DP courses - three courses at Higher Level - three courses at Standard Level.	Complete any number of the IB DP courses. Courses may be taken at either Higher or Standard Level.
Complete the Theory of Knowledge	Complete the Theory of Knowledge (Exhibition and Essay). Both components will be internally assessed. This component is optional.
Complete an Extended Essay (externally assessed)	Extended Essay is optional.
Complete the CAS Programme (internally assessed)	Complete the Service Component of CAS (internally assessed)
Complete external examinations in all six courses.	Complete external examinations in the courses selected by the student.
Submit internal assessment for external moderation in all six courses.	Submit the internal assessment in the courses registered for the external examinations.
Maintain a total of 24 points throughout the course with no grade 2 from a HL subject	
The pass grade from DP 1 to DP 2 in each IB Diploma subject is a 4.	Students cannot be registered for an exam if the grade is lower than a 4.
Award of IB Diploma, if all conditions are met, is in July 2028. All KEIS Diploma students will also receive KEIS High School Diploma (Maturitne Vysvedcenie) in May 2028	IB Course Certificates are issued in July 2028.

## **Course Selection**

All students must choose six subjects, one from each of the following subject groups:

### **Group 1: Studies in Language and Literature/Literature**

Literature – English

Literature - Slovak

(All Diploma candidates must take one Language A: Literature course.)

It is also possible to study an alternative Language A: Literature with an external tutor

### **Group 2: Language Acquisition (B or ab initio SL)**

English B HL only

Spanish ab initio

Please note that Language B is a foreign language course and is not appropriate for native speakers.

### **Group 3: Individuals and Societies**

Business Management

Geography

### **Group 4: Sciences**

Chemistry

Biology

### **Group 5: Mathematics**

Mathematics Applications and Interpretations

Mathematics Analysis and Approaches

### **Group 6: Electives**

another subject from Groups 3-4

Unless indicated, each course is offered at both Higher Level (HL) and Standard Level (SL).

*Note: No student may choose the same subject twice at different levels, or two language courses in the same language.*

*\* Numbers permitting*

## **Possible Diploma Programme Course Combinations**

1. All students must take one course each from Groups 1 - 5. As KEIS does not offer Group 6 subjects, the students must choose an additional subject from Group 3 or 4. Any combination of these courses may be taken (but see No. 3 below).
2. One Language A: Literature course is required of all Diploma candidates.
3. Other restrictions:
  - a. For timetabling reasons, some subjects may not be taken in combination. Some subjects might not be open due to lack of interest between the students. To be specified later.
  - b. Only Spanish is available at ab initio (beginner) level.

## **Changes in the Subjects**

**The students finalise their Subject choices towards the end of MYP 5.**

Requests for changes in the selections, accompanied by an explanation, can be directed to the Diploma Coordinator before the start of classes in August 2026. These will normally be accepted, timetable and class numbers permitting. After September the subject change requests must be made by submission a signed Course Change form to the DP Coordinator, and must have the agreement of all teachers involved, as well as the Coordinator and the parents. It is for the benefit of the student to make any route changes as early in the programme as possible, as courses proceed rapidly and late changes make compensating for missed work quite difficult. Adjustments between HL and SL will be considered, as necessary, throughout the first quarter of the first year of study.

In no case requests for changes of subject will be considered after the publication of the first Progress Report (approximately midway through Term 1 of the first year of Diploma study.)

## **Guidelines for Making Subject Selections**

All students must meet with the DP Coordinator to make their final course selections. Students should ask for advice if they are uncertain about any aspect of the programme, or about requirements for university entrance.

Students must choose six subjects; three must be at Higher Level.

Students should:

1. read the IB course descriptions before making any choices.
2. choose one subject from each block
3. consider whether a subject will be studied at Higher Level (HL) or Standard Level (SL)
4. remember that the same subject may not be chosen twice at different levels.
5. see the DP Coordinator for further advice if they wish to study a language not currently offered by the school

**Subject Selection Form – KEIS Diploma**

To apply for entry to the IB Programme students must complete the form below in collaboration with the Diploma Programme Coordinator. Please read the guidelines below before attempting to put together a programme.

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Kosice International School - IB Diploma Programme Course Request - Class of 2028**

Students choose a total of **6 IB Diploma Programme courses** to study over a 2-year period. Please observe the following guidelines:

- A SSST Language A is SL only.
- English B is HL only.
- Potential HL success is indicated by an MYP grade of at least 5 (or B) in the related MYP 5 grade subject and on the Term 1 report.

**Instructions:**

- 1-Tick  your HL DP course requests.
- 2-Pamoja online and special requests may only be indicated after selecting a taught course from the same block.
- 3-Write your current related subject grades.
- 4-Indicate *possible* HL interest with current grades of 5 or higher.

	IB Group	IBDP Courses	Current Grade	Possible HL
A	1: English A	c English A: Literature		
	2: English B	c English B (HL only)		
B	1: Other Language A	c Slovak A: Literature		
		c SSST Language A: Literature* _____		
	2: Language Acquisition	c Spanish ab i SL only B c Pamoja subject _____		
C	3: Individuals & Societies	c Business Management		
		c Pamoja Subject .....		
D	4: Experimental Sciences	c Biology c		
E	5: Mathematics	c Mathematics: AI (HL recommended for Bio, Social Sci) c Mathematics: AA		
F	6: Electives	c Chemistry (IB Group 4)		
		c Spanish ab I SL only		
		c Geography (IB Group 3)		
		c Pamoja* subject _____		

## **The IB Diploma Admissions Process & Study Options**

1. All students, and their parents, should have attended the IBDP Information Evening, in October 2025, at which there will be a presentation about the IB Programme. Parents and students then had the opportunity to discuss their possible subject selections with the Coordinator and teachers familiar with the programme.
2. Following the Information Evening, students should select a tentative IB Programme and sign up for an appointment with the DP Coordinator. N.B. Late students may find that a course of their choice is no longer available.
3. The Diploma Coordinator will schedule individual meetings with each student beginning November. (After Term 1 report). These are mandatory for all students; parents are encouraged to attend.
4. The teaching staff will meet with the Coordinator to discuss and make recommendations on final programmes.
5. Diploma programmes are agreed by a consultative process amongst the MYP and Diploma programme teachers; each case is treated individually. All decisions are subject to the final approval of the Head of School.
6. All students completing MYP 5 will have the option to undertake the IB Diploma.
7. Full Diploma status will be contingent on successful completion of DP1 (at least 24 points in the six subjects, no 2 at HL, satisfactory completion of CAS for the year), as assessed by the June Term 2 reports.
8. All students are required to maintain a 4 average over the two years in order to qualify for Graduation.
9. Students who begin DP 1 as Diploma candidates but who do not have satisfactory results by the Quarter 3 Term 2 Progress Reports (total of less than 24 points in their six subjects or a 2 in a HL course or an unsatisfactory CAS report) will have letters sent home indicating that they are in danger of not satisfactorily completing their first Diploma year.
10. Students who have received academic warning letters, and who have not succeeded in rectifying their failing condition by the time of the June Reports (i.e., total grades of at least 24 points in the six subjects, no HL grade of less than 3, satisfactory completion of CAS requirements) have the option of either
  - taking additional year (i.e., repeating all courses of their first year of Diploma studies), or
  - registering for the examinations only as a Course student (choosing the subjects they wish to take the exams in).

## Summary of Entry Requirements to the International Baccalaureate Diploma Programme in KEIS

### *a) Students already at KEIS*

*Generally speaking, students who have completed MYP5 and have gained grade 4 or better will be accepted on to the Diploma Programme (DP). We recommend that the students achieve minimum grade of 4 to be able to select a SL subject and 6 to be able to select an HL subject. If the above-mentioned conditions are not met the candidate will be individually interviewed.*

### *b) Students from other schools*

*As a good command of English is essential, we would request that prospective students sit an English Language assessment prior to enrolment. Only if an acceptable standard of English is proven would a student be enrolled into the DP.*

*In addition to this, we would require copies of the last two school reports, plus evidence of any public examinations which have been taken.*

*Once the above criteria are met, students would then have an interview with the Head of Secondary and the DP Coordinator to work out the most suitable choice of subjects and levels to be taken on the DP. Information about the various subjects is contained in the 'IB Diploma Programme Guide' booklet.*

*Potential students should bear in mind that the DP is very challenging academically and will require a great deal of commitment and determination to succeed. Throughout the two-year programme we shall, of course, offer support and guidance to students, but it is they who must put in the time and effort necessary for success.*

*KEIS IB Diploma Programme*

*Course Descriptions*

*Detailed course descriptions can be found in the Diploma Programme subject overviews.*

*Course Descriptions*

**Core Requirements**

**Theory of Knowledge**

**Extended Essay**

**Creativity, Activity and Service**

## The Extended Essay

### The Extended Essay

The Extended Essay is a vital part of every student's Diploma programme. The aim of the Extended Essay is to teach students the research, organization and academic writing skills that they will need at university and in professional life.

In many respects, it is similar to an undergraduate thesis in that it allows the student to pursue a course of research in an area of interest to him or her. This course of research is decided upon by the student, in consultation with the supervisor.

### Extended essay pathways

Students have a choice of two pathways: the interdisciplinary pathway or the subject-focused pathway. The direction each student takes will depend on the nature of your topic, arising from exploration of their personal interests and how these may relate to their Diploma Programme (DP) studies.

#### The subject-focused pathway

Students research and write their extended essay in a subject-focused way when they use knowledge, concepts, theories, perspectives or methods, or a combination of these, from one chosen DP subject to respond to a research question.

Students build on an understanding of this subject that they have developed during their DP studies. This is their opportunity to engage in self-designed, independent research, challenging themselves, expanding their thinking and stretching boundaries.

Students may choose to work in any IB subject area, although it is usually recommended that they select a subject in which they already have a firm understanding of the material, and there must be a member of staff who are able to supervise an Extended Essay in the subject. Students may choose a subject simply because it is of interest to them, or because it might be of benefit to them in anticipation of a particular university programme or career.

#### The interdisciplinary pathway (new to DP)

Students research and write their extended essay in an interdisciplinary way when they integrate knowledge, concepts, theories, perspectives or methods, or a combination of these, from two chosen DP subjects. In other words, elements of the two subjects are combined so that they work together effectively to help research an extended essay topic.

Ultimately, integration of two subjects can lead to fresh insights and create new and/or deeper understandings that would not be possible through research within one DP subject alone.

Some points to consider:

- The Extended Essay must be no more than 4000 words in length. The essay must include proper citation of sources, a comprehensive bibliography and reflection.
- Work on the essay will begin in Term 2 of DP1.
- Students will be expected to carry out independent research in their chosen topic. A large part of the work will be done during the summer holiday between Years 1 and 2 of Diploma studies. Students must take this into consideration when making their summer plans.
- Each student will have an Extended Essay Supervisor to provide individual support, guidance and subject-specific information.

- Parents can support their children by providing them with the means – books, periodicals, etc. – to help them complete their essays successfully. Students should become familiar with, and make use of, the resources of the Kosice State Library and/or a university library in the area where they will be during the summer before their final year of IB study.

**The Extended Essay is closely supervised to ensure that students manage their time effectively and do not miss deadlines.** Students must return on the first day of DP2 with a completed first attempt of the essay. Any student without a completed first draft will be removed from regular classes until the draft is completed.

## Requirements

### IB Diploma

IB Diploma students must pass this element of the programme in order to be eligible for the award of the IB Diploma. The Extended Essay is assessed externally. Minimum passing grade is a D.

## Theory of Knowledge

### Course Description

Theory of knowledge (TOK) explores questions about knowledge and the process of knowing. TOK emphasizes comparisons and connections between areas of knowledge and encourages students to become more aware of their own perspectives and the perspectives of others. (Theory of knowledge guide, [ibo.org](http://ibo.org))

It is a core element which all Diploma Programme students undertake and to which all schools are required to devote at least 100 hours of class time. TOK and the Diploma Programme subjects should support each other in the sense that they reference each other and share some common goals.

The course centres on the exploration of knowledge questions, which are a key tool for both teachers and students. These are contestable questions about knowledge itself, such as: “What counts as good evidence for a claim?”, “Are some types of knowledge less open to interpretation than others?”, or “What constraints should there be on the pursuit of knowledge?”. While these questions may initially seem slightly intimidating, they become much more accessible when considered with reference to specific examples within the TOK course.

The TOK curriculum is made up of three deeply interconnected parts.

- **The core theme—Knowledge and the knower:** This theme encourages students to reflect on themselves as knowers and thinkers, and to consider the different communities of knowers to which we belong.
- **Optional themes:** This element provides an opportunity to take a more in-depth look at two themes of particular interest to teachers and students. Teachers select two optional themes from a choice of five: knowledge and technology; knowledge and language; knowledge and politics; knowledge and religion; and knowledge and indigenous societies.
- **Areas of knowledge:** The areas of knowledge (AOK) are specific branches of knowledge, each of which can be seen to have a distinct nature and sometimes use different methods of gaining knowledge. In TOK, students explore five compulsory areas of knowledge: history; the human sciences; the natural sciences; mathematics; and the arts.

To help teachers and students explore these three parts of the TOK curriculum, guidance and suggested knowledge questions are provided. These suggested knowledge questions are organized into a framework of four elements: scope, perspectives, methods and tools, and ethics. This "knowledge framework" encourages a deep exploration of each theme and AOK.

## Subject Requirements

School assessment is based on essays produced throughout the course, class participation and oral presentations.

All Diploma candidates must attend the TOK classes and submit the required work. Final assessment is based upon two assignments: a 1600-word essay on a prescribed title published by IBO at the beginning of DP 2, and a TOK Exhibition (completed at the end of DP 1), which assesses the ability of the student to show how TOK manifests in the world around us. The exhibition is an internal assessment component; it is marked by the teacher and is externally moderated by the IB.

Diploma course candidates complete both TOK Exhibition and Essay and both will be internally assessed.

## Grading Theory of Knowledge and Extended Essay for the IB Diploma

The extended essay is externally assessed and, in combination with the grade for theory of knowledge (TOK), contributes up to three points to the total score for the IB diploma (see the figure below).

- A student must achieve a D grade or higher for the extended essay and TOK to be awarded the diploma.

		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

## The CAS Programme

Creativity, Activity and Service – or **CAS** – is a central component of the Baccalaureate Programme. The aim of the International Baccalaureate Programme is to seek to develop all areas of a student's potential, to educate the whole person and to encourage each individual student to foster his or her various abilities.

Time spent on CAS is integral to the programme, and as valuable as time spent on any other aspect of the programme. The CAS programme is partly scheduled during the school week and requires as much time and effort from the students as they give to each academic course.

Students must divide their CAS time equally among the three elements of the programme: **Creativity, Activity and Service**.

**Creative** pursuits may include, for example, work in music, art or drama. Students whose academic timetable does not allow them to follow music or art courses may nevertheless find opportunities to develop their creative skills through the CAS programme. These creative pursuits must have a purpose – such as a performance at the end of the programme, or the completion of a collection of poems – to qualify as CAS time.

**Active** pursuits are intended to keep students fit and physically healthy. While this does include all sports, it also includes activities such as hiking or yoga. The activities must be purposeful. In other words, coaching and organizing a basketball team would be a purposeful, educational experience, as would an organized programme of gymnastics; throwing a ball around with some friends would not count as CAS time. The activity must involve a regular commitment to one's physical health and well-being.

**Service**, as the name suggests, is helping the community and learning how one can help. Service can take many forms, such as participating in environmental clean-up campaigns or helping disadvantaged members of the community such as the disabled or very old. Some students do service projects in the summer between their two Diploma years. As long as a student is giving his or her time to help others in purposeful way, this can be a valid CAS activity. These service activities do not include work done for the school itself or for members of the school community.

It is also important that students themselves become involved in developing the activities they want the school to offer. The school will endeavour to be as flexible as possible and will try to accommodate any valuable proposal. CAS time is the students' time to express themselves. The CAS Coordinator will monitor all students to ensure that they complete their CAS programmes. The CAS Coordinator oversees the entire CAS programme, helping students to find suitable CAS activities, and will be happy to discuss any aspects of the programme with students and parents.

### Requirements

All students must participate in the school's CAS Programme. IB Diploma students must satisfactorily complete this element of the programme in order to be eligible for the award of the IB Diploma.

IB Course students must satisfactorily complete the Service element of CAS.

## Coursework – internal assessment

Even in the first year of the IB course, students will begin to hand in coursework assignments (internal assessment work) for their subjects.

The need to organize the internal assessment is crucial. Should students fall behind, they will find it almost impossible to meet all the demands made upon their time. It is important that students:

- 1) manage their time effectively.
- 2) keep up to date with all assignments.
- 3) always respect internal assessment deadlines; and
- 4) ask the DP Coordinator or their subject teachers for help or guidance should they find that they are unable to manage the workload.

Parents have an important role in helping their children to manage their coursework. Students whose parents are supportive and sympathetic will find the programme easier to manage.

Parents should also avoid extending school holidays; even one or two days missed from classes can create additional difficulties for Diploma and Diploma course students.

### IB Internal Assessment Deadlines

All internal assessment must be submitted by the deadlines published by the DP coordinator. The deadlines can be found in The DP Calendar of assessments. The deadlines are subject to adjustments at the beginning of the Diploma study.

To help students manage their time, the Internal assessment deadlines have been staggered to include part of DP1 and DP2 calendars. As the internal assessment schedule makes it clear, the deadlines allow students to work through each subject in turn. If a deadline is missed, then a student will not have time to catch up because another assignment will be due. It is, therefore, crucial that the internal assessment schedule be closely followed.

The internal assessment deadlines must be respected. Failure to meet deadlines will have serious consequences, which may include students being placed in the in-school suspension until they have completed assignments, and ultimately, they may be excluded from IB examinations.

### Malpractice

All internal and external assessment components – that is work which is submitted to IB as a part of a student's final assessment – must be the student's own, unaided work. If a student allows a tutor or friend or sibling or other family member to help with the assessment component **without being properly credited in the bibliography**, then this student's work will be disqualified. The IB is very clear that coursework must be the unaided efforts of the student.

Similarly, students who copy out the work of others, and then try to submit it as their own, are dishonest and will have their work disqualified. Students who allow their own work to be copied are equally guilty of malpractice. Each piece of student's work will be tested through the anti-plagiarism software Turnitin before submission.

If, in the opinion of the school, a student has sought to gain an unfair advantage by plagiarizing another's work or by receiving substantial material assistance in the writing of coursework by artificial intelligence tools, that student will not be allowed to graduate with a Kosice International School Diploma.

Students entered for IB examinations found guilty of malpractice will be reported to the IB and their coursework will be disqualified. Further, students excluded from IB examinations for reasons of malpractice may, in severe cases, be excluded from all future IB examinations.

Parents who wish to help their children can do so by providing them with the research materials that they need and with the time and space to complete their work undisturbed. The temptation to become involved and to offer advice is understandable, but it is best to allow the teachers to provide the guidance that the students need, and that can be legitimately offered.

The school's guidelines concerning academic honesty can be found in the KEIS Secondary Academic Integrity Policy.

## Extra Tuition

It is the professional view of members of the KEIS administration and staff that the time allocated in school is more than adequate for each student to have a fair chance of success at the IB examination; however, extra help for those in genuine difficulty will be provided, as and when it is necessary, by the subject teachers. If parents believe their child needs extra help, they should contact the DP Coordinator to discuss the situation.

## Coursework and Extended Essay: Deadlines & Examinations

### Information for the Student

The schedule for the Internal Assessment Deadlines and Extended Essay Deadlines, below, contains important information for both parents and students. It is intended as an aid for the effective management of students' time, for planning and preparing work accordingly. Students should make a careful note of the dates given below.

### Information for the Teacher

Internal Assessment deadlines detail the final dates by which a student may submit IA and other examined work to a teacher. Should a student miss a deadline, that student's work can only be submitted with prior approval of the Diploma Programme Coordinator.

The internal deadline schedule is for the students, not the teachers. Once work has been submitted, there must be sufficient time to allow all IB DP teachers to grade the IA work, to submit these grades to the Diploma Programme Coordinator for transfer to IB, and to prepare moderation samples. Then work can be sent to the moderators.

## Extended Essay Deadlines DP 1

**January: Extended** Essay guidelines/instruction given to students. Extended essay proposal submitted. Extended Essay subjects/supervisors chosen. General and subject-specific information given to students.

Extended Essay supervisor chosen. Topics chosen.

**March: Research** question written.

**April:** Research materials identified and/or collected. Research plan established. General background reading complete. Research materials compiled. Essay plan written.

**May-June:** Research in process. Essay draft in progress. First reflection session with the supervisors. Preparation for summer vacation work.

## DP 2

DP2 – First Week: First draft submitted to supervisors (electronic). Feedback received.

DP2 – September: Review, re-draft in consultation with Supervisor. Interim reflection session with the supervisors.

**DP2 – October: Extended Essay submitted to Turnitin and EE/RPF – Reflective statement**

**DP 2 – November:** Extended Essay Viva Voce and celebration of learning

**Internal Assessment Deadlines See the DP Calendar of assessments**

**Schedule of Individual Orals**

All Languages A October of DP 2

English B and Spanish ab initio February of DP 2

## Internal (Mock) Examinations and Reports

There are internal (Mock) examinations for IBDP students at the end of DP1 and in February of DP 2.

**Reports are issued at the end of each quarter (once only in the shortened second semester of DP2 year). Please see the DP Reporting Schedule.**

IB external examinations take place in May of DP2 year.

**All examinations and reports are graded on the IB 7-point scale as set out at right. IB Diploma students must achieve a total of 24 points in six courses, with no 2 in a HL subject, to pass internal school requirements.**

## External Examinations and Grades:

### The International Baccalaureate Diploma

**All IB programmes are graded on a 7-point scale as set out to the right:**

The maximum points score for each subject, Higher Level or Standard Level, is 7 points. There are additional maximum 3 bonus points available for Theory of Knowledge and the Extended Essay in combination.

To be awarded the IB Diploma, a student must score 24 points overall and have no failing condition. (Please refer to 'IB Diploma Requirements').

The pass mark in each subject is 4 points. The maximum possible score is 45 points.

### IB Diploma External Examinations

All IB Diploma candidates take external examinations in DP2. Students must take examinations in all six subjects in order to be eligible for the IB Diploma.

All IB subjects are externally assessed, in all subjects except the Arts through examinations. These examinations take place in May of DP 2. Typically, the IB examination accounts for 50% - 75% of a student's final grade; the remaining marks are taken from the student's prescribed internal assessment and/or other externally marked work. All examinations in Group 1 (Studies in language and Literature) and Group 2 (Language Acquisition) include an oral component.

All successful IB Diploma students who meet the KEIS graduation requirements will also receive the Kosice International School Diploma.

### IB Courses External Examinations

All IB Diploma course students may opt to take IB examinations in DP 2 grade. Students must decide in October of their DP 2 grade year how many examinations they wish to sit. They should discuss these choices with the DP Coordinator and, to learn the implications for university admissions, the University Counsellor.

**North America:** Students will require an IBDP Diploma to be considered for U.S. universities. Most, but not all, Canadian universities require the IB Diploma. Higher Level IB Diploma course results may offer advanced placement and/or credit at U.S. universities and at U.S.-style colleges overseas.

## The IB 7 Point Scale

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

### Note:

- 4 = IB Diploma passing grade

**UK and Europe:** Most U.K. and other European universities require the IB Diploma. Individual IB Diploma course results at Higher or Standard Level will be accepted for entry into a limited number of UK and European universities and most foundation programmes.

## **IB Diploma Requirements:**

### **Conditions for the award of the IB Diploma**

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

The IB Diploma will be awarded to a candidate whose total score is minimum 24 points, provided all the following requirements have been met:

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

## Retaking the IB Diploma Examinations

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

Marks for internally assessed work may be carried over from one session to the next (they must be, in the case of November retakes) as long as the course requirements have remained unchanged.

A student may not retake a subject more than twice.

Students may retake examinations at another IB school; retakes need not be at KEIS. KEIS will not take part in November examinations as KEIS is a May school.

Students who have been awarded the Diploma may retake individual subjects to improve grades in these. In practice, however, retakes generally do not lead to improved grades.

## The Kosice International School High School Diploma

*In addition to the IB Diploma, the Kosice International School will issue a High School diploma for graduating students.*

## Academic Infringements & Malpractice

The academically honest student:

### DOES

- document source material in a formal and appropriate manner
- use direct quotation appropriately
- understand the concept of plagiarism
- understand the consequences of cheating in school-based work and external examinations
- acknowledge explicitly and appropriately help provided by another person

### DOES NOT

- copy the internal assessment work of other students
- give another student his/her own work to copy
- use notes during a test unless allowed by the teacher and permitted by the examination rules
- do homework for another student
- present material written by another as his/her own
- purchase and submit pieces of writing written by someone else
- write essays for other students
- misrepresent results (as in practical scientific work)

**Instruction is provided regarding:**

1. Quotation style guidelines (and other rules for acknowledging source material)
2. research writing techniques

3. data gathering techniques
4. the planning, preparation, and execution of research writing assignment

### **Academic malpractice**

The IB recognizes that work submitted by candidates for assessment may contravene the standard academic practice of clearly acknowledging all ideas and words of other persons. In cases where this is not deemed by the Final Award Committee as a deliberate attempt by a candidate to gain an unfair advantage, this will be designated as an academic infringement and not malpractice.

If the final award committee decides that an academic infringement has occurred, no marks will be awarded for the component or part(s) of the component. The candidate will still be eligible for a grade in the subject or diploma requirement concerned. The head of school will be notified that this action has been taken. The case will not be recorded as malpractice.

### **Definition of malpractice**

The IB defines malpractice as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components. Malpractice includes the following:

- (a) Plagiarism: this is defined as the representation of the ideas or work of another person as the candidate's own.
- (b) Collusion: this is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another.
- (c) Duplication of work: this is defined as the presentation of the same work for different assessment components and/or diploma requirements.
- (d) Misrepresentation: false reporting of results (as in scientific experimentation, surveys, etc.)
- (e) Any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination).

The coordinator must inform the IB if he/she suspects any malpractice in relation to a candidate's work after the work or an internal assessment mark has been submitted to the IB. In such cases, or when an examiner suspects malpractice, the school will be required to conduct an investigation and provide the IB with relevant documentation concerning the case.

Candidates suspected of malpractice will be invited, through the coordinator, to present a written explanation or defense. Cases of suspected malpractice will be presented to the final award committee. After reviewing all evidence collected during the investigation, the committee will decide whether to dismiss the allegation, uphold it, or ask for further investigations to be made.

If the final award committee deems evidence of malpractice insufficient, the allegation will be dismissed, and a grade will be awarded in the normal way.

If the final award committee decides that a case of malpractice has been established, no grade will be awarded in the subject(s) concerned. No diploma will be awarded to the candidate, but a certificate will be

awarded for other subject(s) in which no malpractice has occurred. The candidate will be permitted to register for future examinations after the session in which malpractice was established.

If a case of malpractice is very serious, either because of its nature or because the candidate has already been found guilty of malpractice in a previous session, the final award committee is entitled to decide that the candidate will not be permitted to register for examinations in any future session.

An IB diploma, or a diploma course certificate, may be withdrawn from a candidate at any time if malpractice is subsequently established.

**Students should be aware that**

- a) Examination boards regularly check the internet for academic material. The IB has taken legal action against those who use or distribute this material.
- b) KEIS maintains an account with turnitin.com, a service recommended by the IB, which permits a rapid and thorough check on the sources of all written work submitted by students.
- c) It is within the power of the school's Head to disqualify/withdraw students who have been academically dishonest. This power will be exercised if there is a good reason.
- d) The school's university counsellor will verify the authenticity of all college/university essays and other college/university application documents. The university counsellor may withdraw the school's support for any college/university applicant who has been academically dishonest.
- e) The school will allow any student accused of malpractice the opportunity to explain, to the examining board, his/her actions.

**Avoiding Plagiarism**

Some students plagiarize accidentally. A student may have meant to acknowledge sources, and honestly collected references for all sources, but may fail to compile an accurate bibliography, and forget to include all the necessary references. This is still plagiarism, even though the student did not mean to do it.

Three simple steps to avoid plagiarism:

1. All sources consulted should be noted. This includes books, articles, magazines, photographs, CD-ROMs, internet sites, e-mails, graphs, any audio-visual material, and interviews. The author, title, date of publication, and publisher should be noted. In-text citations and footnotes require page numbers where these exist in the original source.
2. Sources should be acknowledged as they are being used. Referencing should not be left until the conclusion of writing because items are then easily overlooked.
3. Teachers' advice should be sought in any doubtful cases.

**Student Conduct**

The IB is a very demanding programme and students who are unable to behave properly often disrupt the work of others. Students who disturb classes or work spaces, and therefore fail to respect the right of others to learn, have no place in the programme. Students should remember that the IB regulations state that only students in 'good standing' with the school are allowed to sit for IB examinations.

**Academic Discipline**

The academic progress of all students is closely monitored. Most often, students who fail the course are those who do not discipline themselves; these students fail to turn in assignments, fall behind with their coursework and soon find that they are so far behind that there is no time to make up missed work.

The DP Coordinator has overall responsibility for the academic progress of all IB students. Should a student fall behind

or perform particularly poorly in examinations, the DP Coordinator may place him/her on probation. This means that the student's teachers will monitor progress on a regular basis until the student has proved that he or she is able to do the required work. If a student still fails to do the necessary work, the DP Coordinator may recommend to the Head that the student be asked to discontinue the programme.

Should parents have any concerns about the academic progress of their children, they should contact the DP Coordinator without delay. Questions or concerns about IB regulations should also be directed to the Coordinator.

Parents and students are reminded that only the DP Coordinator is authorized to contact the IB. The IB will not respond directly to parent or student enquiries, except on general questions. When parents or students require any information from the IB, the Coordinator should be requested to contact the IB on their behalf

## For Further Information

### About the IB DP and DP1/DP2 Programmes

**Ms. Marcela Danisova** (DP Coordinator)      E-mail: [marcela.danisova@keis.sk](mailto:marcela.danisova@keis.sk)

**KEIS public website:** [www. Keis.sk](http://www.Keis.sk)

**IB public website:** [www.ibo.org](http://www.ibo.org)

## Glossary

CAS	Creativity, Activity & Service
DPC	Diploma Programme Coordinator
HL	Higher Level
IA	Internal Assessment
IBDP	International Baccalaureate Diploma Programme
IB	International Baccalaureate
SL	Standard Level
TOK	Theory of Knowledge

## References:

[www.ibo.org](http://www.ibo.org)

*Diploma Programme Assessment Procedures, IBO – updated annually*

*Diploma Programme: From principles into practice (for use from August 2015)*

*DP language courses: overview and placement, IBO*

*KEIS DP Admission Policy*

*KEIS DP Academic Integrity Policy*

*KEIS DP Language Policy*

