



Košice
International
School

Košice International School

KEIS · IB WORLD SCHOOL

DIPLOMA PROGRAMME

IB Diploma Programme **Guide**

A guide to the curriculum, requirements and everyday expectations of the IB Diploma Programme for KEIS students and their parents.



Diploma
Programme

2027 / 29

CLASS OF 2029

What's inside

Everything students and parents need to know about the IB Diploma Programme at KEIS — from subject choices and the DP core to assessment, deadlines and academic honesty.

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Welcome to the Diploma Programme

A two-year, pre-university course of study for highly motivated students aged 16 to 19, culminating in the award of the IB Diploma.

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

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 programmes 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 IB mission statement

"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."

Kosice International School is now a fully authorized IB World School for the Diploma Programme, and we are delighted to welcome our first cohort of DP students in the 2027–2028 school year. This booklet sets out to explain what the IBDP is and how it works at KEIS. A second part of the document, introducing tailored individual subject courses, will follow. In the meantime, this guide offers the initial information on IB DP at KEIS.

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

Alexandra Blaasova

Head of School

● IB CONTINUUM SCHOOL

KEIS Is an IB Continuum School

Kosice International School offers the full continuum of International Baccalaureate programmes — the Primary Years Programme (PYP), the Middle Years Programme (MYP) and the Diploma Programme (DP) — guiding students on one connected learning journey from their earliest years through to graduation.



Together, our PYP, MYP and Diploma Programme share one coherent educational philosophy — the IB Continuum — across the whole school.

The IB Learner Profile

Ten attributes that sit at the heart of every IB programme, from PYP to DP.

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.
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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.

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An Introduction to the IB Diploma Programme

A demanding, comprehensive pre-university course of study, designed for highly motivated students aged 16 to 19.

The International Baccalaureate Diploma Programme (DP), created in 1968, is a demanding pre-university course of study that leads to examinations. 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 fixed 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 any one. 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.

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.

■ Authorization

Kosice International School is a fully authorized IB World School for the Diploma Programme, and will welcome its first DP students in the 2027–2028 school year.

■ University entrance

IB 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 keeps growing every year.

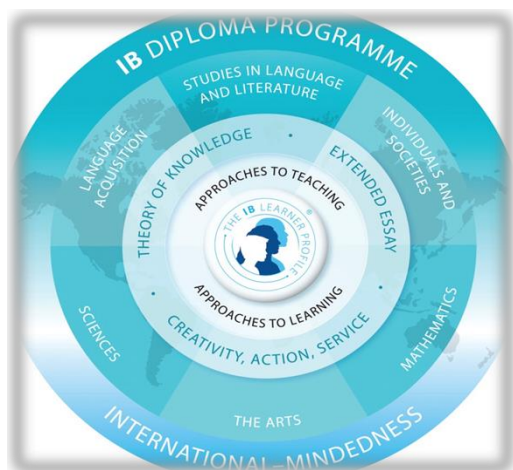
■ Unique programme elements

The Creativity, Activity and Service programme, the Extended Essay and the Theory of Knowledge course give DP students experience and skills not offered in other programmes.

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

The DP Curriculum Model

At KEIS, all DP and Course students take one subject from each of Groups 1–6, plus the DP core.



All Diploma candidates additionally complete the Theory of Knowledge class, complete the Creativity, Activity and Service (CAS) requirement and submit an Extended Essay.

1

Studies in Language and Literature

Literature – English · Literature – Slovak

All Diploma candidates must take one course from Group 1. Subject to sufficient numbers, English requires native speaking fluency. It is also possible to study an alternative Language A: Literature with an external tutor.

2

Language Acquisition

English B (HL only) · Spanish ab initio

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

3

Individuals and Societies

Business Management · Geography

4

Sciences

Chemistry · Biology

5

Mathematics

Mathematics: Applications and Interpretation · Mathematics: Analysis and Approaches

Both offered at Standard Level (SL) and Higher Level (HL).

6

Electives

Another subject from Groups 3–4

As KEIS does not offer Group 6 (the Arts), students choose an additional subject from Group 3 or Group 4 instead.

IB & Kosice International School Diplomas

How the IB Diploma and its individual course certificates are recognized around the world.

- 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. 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

Students with 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 the 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 & Societies or Sciences groups in a language that is not the candidate's nominated Studies in Language and Literature language, attaining a grade 3 or higher in both. (*ibo.org*)

Kosice International School Graduation Requirements

What is required to graduate as a full IB Diploma candidate, versus as an IB Course student.

IB Diploma	IB Course
Complete six IB DP courses — three at Higher Level, three 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 are 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 external examinations.
Maintain a total of 24 points throughout the course, with no grade 2 from an HL subject.	—
The pass grade from DP1 to DP2 in each IB Diploma subject is a 4. Students cannot be registered for an exam if the grade is lower than a 4.	Students cannot be registered for an exam if the grade is lower than a 4.
Award of the IB Diploma, if all conditions are met, is in July 2029. All KEIS Diploma students will also receive the KEIS High School Diploma (Maturitné Vysvedcenie) in May 2029.	IB Course Certificates are issued in July 2029.

Choosing Your Subjects

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

Group 1	Studies in Language and 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. 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 · 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). No student may choose the same subject twice at different levels, or two language courses in the same language. Numbers permitting.

Possible Course Combinations

1. All students must take one course each from Groups 1–5. As KEIS does not offer Group 6 subjects, 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: for timetabling reasons, some subjects may not be taken in combination, and some subjects might not be open due to lack of interest between students (to be specified later). Only Spanish is available at ab initio (beginner) level.

Changes in Subjects

Students finalise their subject choices towards the end of MYP 5. Requests for changes in selections, accompanied by an explanation, can be directed to the Head of School before the start of classes in August 2027 — these will normally be accepted, timetable and class numbers permitting. After September, subject change requests must be made by submitting a signed Course Change form to the Head of School, with the agreement of all teachers involved 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 will requests for changes of subject 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 Head of School 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 Head of School 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 Programme, students complete a subject selection form in collaboration with the Head of School, choosing a total of 6 IB Diploma Programme courses to study over the two-year period. Guidelines noted on the form: an 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 subject and on the Term 1 report.

Grp	IB Group	Courses	Current grade	Possible HL
A	1: English A / B	English A: Literature · English B (HL only)		
B	1–2: Other Language A / Acquisition	Slovak A: Literature · SSST Language A: Literature* · Spanish ab initio SL · Pamoja subject		
C	3: Individuals & Societies	Business Management · Pamoja subject		
D	4: Sciences	Biology · Chemistry		
E	5: Mathematics	Mathematics: AI (HL recommended for Biology / Social Sciences) · Mathematics: AA		
F	6: Electives	Chemistry (Grp 4) · Spanish ab initio SL · Geography (Grp 3) · Pamoja* subject		

Pamoja online courses and special requests may only be indicated after selecting a taught course from the same block.

**Numbers permitting.*

Admissions Process & Entry Requirements

How students move from MYP into the Diploma Programme, and what KEIS looks for from new applicants.

The IB Diploma Admissions Process & Study Options

1. All students and their parents should attend the IBDP Information Evening (October 2026), where the programme is presented and subject selections can be discussed with the Head of School and teachers.
2. Following the Information Evening, students should select a tentative IB Programme and sign up for an appointment with the Head of School. Late students may find that a course of their choice is no longer available.
3. The Head of School schedules individual meetings with each student beginning in November, after the Term 1 report. These are mandatory for all students; parents are encouraged to attend.
4. Teaching staff meet with the Head of School 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, subject to the final approval of the Head of School.
6. All students completing MYP 5 have the option to undertake the IB Diploma.
7. Full Diploma status is contingent on successful completion of DP1 (at least 24 points in the six subjects, no grade 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 DP1 as Diploma candidates but who do not have satisfactory results by the Quarter 3 / Term 2 Progress Reports (total of less than 24 points, a 2 in an 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 have not succeeded in rectifying their failing condition by the June Reports have the option of either taking an additional year (repeating all first-year Diploma courses), or registering for examinations only as a Course student.

Summary of Entry Requirements

■ a) Students already at KEIS

Generally, students who have completed MYP 5 and gained grade 4 or better will be accepted onto the Diploma Programme. We recommend a minimum grade of 4 to select an SL subject and 6 to select an HL subject. If these conditions are not met, the candidate will be individually interviewed.

■ b) Students from other schools

As a good command of English is essential, prospective students are asked to 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. Copies of the last two school reports, plus evidence of any public examinations taken, are also required. Once criteria are met, students have an interview with the Head of Secondary and the Head of School to work out the most suitable choice of subjects and levels.

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 KEIS offers support and guidance, but it is students who must put in the time and effort necessary for success.

The Extended Essay

A vital, independent piece of research every Diploma student completes — similar in spirit to an undergraduate thesis.

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 them, decided upon in consultation with their supervisor.

■ The subject-focused pathway

Students research and write using knowledge, concepts, theories, perspectives or methods from one chosen DP subject to respond to a research question — building on their DP studies through self-designed, independent research.

■ The interdisciplinary pathway (new to DP)

Students integrate knowledge, concepts, theories, perspectives or methods from two chosen DP subjects. Combining the two can lead to fresh insights and deeper understandings not possible within one subject alone.

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 for which a staff member is able to supervise. Students may choose a subject simply because it is of interest to them, or because it might benefit a particular university programme or career.

Some points to consider

- The Extended Essay must be no more than 4,000 words in length, including proper citation of sources, a comprehensive bibliography and reflection.
- Work on the essay begins in Term 2 of DP1.
- Students carry out independent research in their chosen topic. A large part of the work is done during the summer holiday between Years 1 and 2 of Diploma studies — students must take this into consideration when making summer plans.
- Each student has an Extended Essay Supervisor to provide individual support, guidance and subject-specific information.
- Parents can support their children by providing the means — books, periodicals, etc. — to help them complete their essays successfully, and by making use of the Kosice State Library and/or a university library during the summer before the final year of IB study.

■ Closely supervised 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.

The Extended Essay is a Diploma requirement, assessed externally. Minimum passing grade is a D.

Theory of Knowledge

A core element all Diploma Programme students undertake, exploring 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*) All schools are required to devote at least 100 hours of class time to TOK, which references and shares common goals with the DP subjects.

The course centres on the exploration of *knowledge questions* — 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?”

Three interconnected parts

Knowledge & the knower	The core theme, encouraging students to reflect on themselves as knowers and thinkers, and the communities of knowers to which we belong.
Optional themes	Teachers select two from five: knowledge and technology; knowledge and language; knowledge and politics; knowledge and religion; and knowledge and indigenous societies.
Areas of knowledge	Five compulsory branches, each with a distinct nature and methods: history; the human sciences; the natural sciences; mathematics; and the arts.

Guidance and suggested knowledge questions are organized into a “knowledge framework” of four elements — scope, perspectives, methods and tools, and ethics — encouraging a deep exploration of each theme and area of knowledge.

Assessment. All Diploma candidates must attend TOK classes and submit the required work. Final assessment is based on two components: a 1,600-word essay on a prescribed title published by the IB at the start of DP2, and a TOK Exhibition (completed at the end of DP1), assessing the student’s ability to show how TOK manifests in the world around us. Both are internally assessed; the Exhibition is externally moderated by the IB.

Grading Theory of Knowledge and the Extended Essay

The Extended Essay is externally assessed and, in combination with the TOK grade, contributes up to three points to the total DP score. A student must achieve a D grade or higher in both to be awarded the diploma.

Extended Essay	Theory of Knowledge					
	A	B	C	D	E	No grade
A	3	3	2	2	Failing	Failing
B	3	2	2	1	Failing	Failing
C	2	2	1	0	Failing	Failing
D	2	1	0	0	Failing	Failing
E	Failing condition					
No grade	Failing condition					

Creativity, Activity and Service — CAS

A central component of the Diploma Programme, seeking to develop every area of a student's potential.

The aim of CAS is to educate the whole person and encourage each individual student to foster their various abilities. Time spent on CAS is integral to the programme, and as valuable as time spent on any other aspect of it — it is partly scheduled during the school week and requires as much time and effort from students as each academic course.

Students must divide their CAS time equally among the three elements of the programme:

C

Creative

Pursuits such as work in music, art or drama. Students whose academic timetable does not allow music or art courses may still develop creative skills through CAS. Creative pursuits must have a purpose — such as a performance at the end of the programme, or a completed collection of poems — to qualify as CAS time.

A

Active

Intended to keep students fit and physically healthy — including all sports, as well as activities like hiking or yoga. Activities must be purposeful: coaching or organizing a basketball team counts; throwing a ball around with friends does not. The activity must involve a regular commitment to one's physical health and well-being.

S

Service

Helping the community and learning how one can help — from environmental clean-up campaigns to helping disadvantaged members of the community, such as the disabled or very old. Summer service projects between the two Diploma years can be valid CAS activity if purposeful. Service does not include work done for the school itself or for members of the school community.

It is 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 oversees the entire programme, monitors all students to ensure completion, helps students find suitable activities, and is happy to discuss any aspect 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 & Deadlines

Even in the first year of the DP, students begin handing in internal assessment work — staying organized is essential.

Should students fall behind, they will find it almost impossible to meet all the demands made upon their time. It is important that students manage their time effectively, keep up to date with all assignments, always respect internal assessment deadlines, and ask the Head of School or their subject teachers for help or guidance should they find themselves unable to manage the workload.

Parents have an important role in helping their children manage coursework — students whose parents are supportive and sympathetic 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.

All internal assessment must be submitted by the deadlines published by the Head of School in the DP Calendar of Assessments (subject to adjustments at the start of Diploma study). Deadlines are staggered across DP1 and DP2 so students work through each subject in turn — missing one deadline leaves no time to catch up, as another assignment will be due. Failure to meet deadlines will have serious consequences, which may include in-school suspension until assignments are completed, and ultimately exclusion from IB examinations.

■ Extended Essay deadlines — DP1

January: guidelines given, proposal submitted, supervisor and topic chosen.

March: research question written.

April: research materials identified, research plan established, background reading complete.

May–June: essay draft in progress, first reflection session with supervisors, preparation for summer vacation work.

■ Extended Essay deadlines — DP2

First week: first draft submitted (electronic), feedback received.

September: review, re-draft, interim reflection session.

October: essay submitted to Turnitin and EE/RPF reflective statement.

November: Extended Essay Viva Voce and celebration of learning.

■ Schedule of Individual Orals

All Languages A: October of DP2. · English B and Spanish ab initio: February of DP2.

There are internal (mock) examinations for IBDP students at the end of DP1 and in February of DP2. Reports are issued at the end of each quarter (once only in the shortened second semester of the DP2 year) — see the DP Reporting Schedule.

External Examinations & Grading

All examinations and reports are graded on the IB 7-point scale, taken in May of the DP2 year.

The maximum points score for each subject, Higher Level or Standard Level, is 7 points. Up to 3 additional bonus points are 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. The pass mark in each subject is 4 points; the maximum possible score is 45 points.

The IB 7-point scale	
7	Excellent
6	Very good
5	Good
4	Satisfactory
3	Mediocre
2	Poor
1	Very poor

4 = IB Diploma passing grade.

All IB Diploma candidates take external examinations in DP2, in all six subjects, to be eligible for the IB Diploma. All IB subjects are externally assessed — except the Arts — through examinations; the IB exam typically accounts for 50–75% of a student's final grade, the remainder from 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 also receive the Kosice International School Diploma.

IB Course students may opt to take IB examinations in the DP2 grade year; they must decide in October of DP2 how many exams to sit, discussing choices with the Head of School and, for university admissions implications, the University Counsellor.

■ Regional recognition

North America: most Canadian and all U.S. universities requiring the IBDP Diploma; Higher Level results may offer advanced placement or credit at U.S. and U.S.-style universities overseas.

UK & Europe: most UK and European universities require the IB Diploma; individual course results at HL or SL are accepted for a limited number of UK/European universities and most foundation programmes.

■ Conditions for the award of the IB Diploma

- CAS requirements have been met.
- There is no "N" awarded for TOK, the EE, or for a contributing subject.
- There is no grade E awarded for TOK and/or the EE.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (SL or HL).
- There are no more than three grade 3s or below awarded (SL or HL).
- The student has gained 12 points or more on HL subjects (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

Students who narrowly miss the Diploma have clear, time-bound options to retake and still qualify.

A student who fails the IB will be issued 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 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 practice, however, retakes generally do not lead to improved grades.

■ The Kosice International School High School Diploma

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

Academic Honesty & Malpractice

All internal and external assessment must be a student's own, unaided work.

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

The academically honest student DOES NOT

- Copy the internal assessment work of other students
- Give another student their own work to copy
- Use notes during a test unless allowed by the teacher
- Do homework for another student
- Present material written by another as their own, or purchase/submit pieces written by someone else
- Write essays for other students, or misrepresent results (as in practical scientific work)

If a student allows a tutor, friend, sibling or other family member to help with an assessment component without being properly credited in the bibliography, that work will be disqualified. Students who copy the work of others, and submit it as their own, are dishonest and will have their work disqualified — as are students who allow their own work to be copied. Each piece of student work is 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 found guilty of malpractice in IB examinations will be reported to the IB and their coursework disqualified; in severe cases, students may be excluded from all future IB examinations.

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:

- **Plagiarism** — representing the ideas or work of another person as the candidate's own.
- **Collusion** — supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another.
- **Duplication of work** — presenting the same work for different assessment components and/or diploma requirements.
- **Misrepresentation** — false reporting of results (as in scientific experimentation, surveys, etc.).
- Any other behaviour that gains an unfair advantage for a candidate or affects the results of another (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record, or exchanging information about examination content within 24 hours of a written exam).

Where the Final Award Committee does not deem an issue a deliberate attempt to gain unfair advantage, it will be designated an **academic infringement** rather than malpractice — no marks are awarded for the affected component, the candidate remains eligible for a grade, the Head of School is notified, and the case is not recorded as malpractice.

Avoiding Plagiarism & Student Conduct

Most plagiarism is accidental — three simple habits keep students on the right side of academic honesty.

The Head of School must inform the IB if malpractice is suspected in relation to a candidate's work after it has been submitted. The school will conduct an investigation and provide the IB with relevant documentation; candidates suspected of malpractice are invited to present a written explanation or defense, and the Final Award Committee will decide to dismiss the allegation, uphold it, or request further investigation. If a case of malpractice is very serious — or the candidate has already been found guilty previously — the committee may bar the candidate from registering for examinations in any future session. A diploma or course certificate may be withdrawn at any time if malpractice is subsequently established.

Three simple steps to avoid plagiarism

1. **Note all sources consulted** — books, articles, magazines, photographs, CD-ROMs, internet sites, e-mails, graphs, audio-visual material and interviews. Author, title, date of publication and publisher should be noted, with page numbers where they exist in the original source.
2. **Acknowledge sources as they are used** — referencing should not be left until the conclusion of writing, because items are then easily overlooked.
3. **Ask for advice in any doubtful cases** — teachers' advice should be sought whenever a student is unsure.

■ Students should be aware that

- Examination boards regularly check the internet for academic material; the IB has taken legal action against those who use or distribute it.
- KEIS maintains a Turnitin.com account, permitting a rapid and thorough check on the sources of all written work submitted by students.
- It is within the power of the Head of School to disqualify or withdraw students who have been academically dishonest, exercised when there is good reason.
- The school's University Counsellor will verify the authenticity of all college/university essays and application documents, and may withdraw support for any applicant found academically dishonest.
- The school will allow any student accused of malpractice the opportunity to explain their actions to the examining board.

Student conduct & academic discipline

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 — only students in 'good standing' with the school are allowed to sit IB examinations.

The academic progress of all students is closely monitored. Most often, students who fail the course are those who do not discipline themselves — failing to turn in assignments, falling behind with coursework, and soon finding themselves so far behind there is no time to make up missed work. The Head of School has overall responsibility for academic progress; should a student fall behind or perform particularly poorly, the Head of School may place them on probation, with teachers monitoring progress regularly until the student has proved they can do the required work. If a student still fails to do the necessary work, the Head of School may decide that the student be asked to discontinue the programme.

Should parents have any concerns about their child's academic progress, they should contact the Head of School without delay — as should any questions or concerns about IB regulations. Parents and students are reminded that only the Head of School is authorized to contact the IB directly; the IB will not respond directly to parent or student enquiries except on general questions.

For Further Information

Contacts, glossary and references for the KEIS IB Diploma Programme.

About the IB DP and DP1/DP2 Programmes

Head of School Ms. Alexandra Blaasova
office@keis.sk

KEIS website www.keis.sk

IB website www.ibo.org

References

- 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
- KEIS Secondary Academic Integrity Policy

Glossary

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