



**International  
Baccalaureate  
Diploma  
Programme**

**Student handbook**  
**For May 2012 Session**



## **Education for Life**

*The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.*

*To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.*

*These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.*

## **Further Information**

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The IB office is B9 (next to the Great Hall, on the left at the top of the stairs). Any student who wishes to see Mr Marsh about any matter may do so informally between 8.30 and 8.55 any morning, or should otherwise make an appointment to do so with the Academic Secretary Ms Gina Elsby in A3 (ground floor).

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# **1. The Student Handbook**

The purpose of this Student Handbook is to:

1. Provide information concerning the IB Diploma Programme at Bedford School.
2. Make you aware of the assessment requirements.
3. Give you some information about Theory of Knowledge, Extended Essay and Creativity, Action and Service.
4. Alert you to the attitudes and approaches required.
5. Help you manage your time over the two years of the Diploma Programme; in particular, to make you aware of deadlines for Internal Assessments, Theory of Knowledge and the Extended Essay.

# **2. The Diploma Programme**

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

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

### 3. The IB Diploma at Bedford School

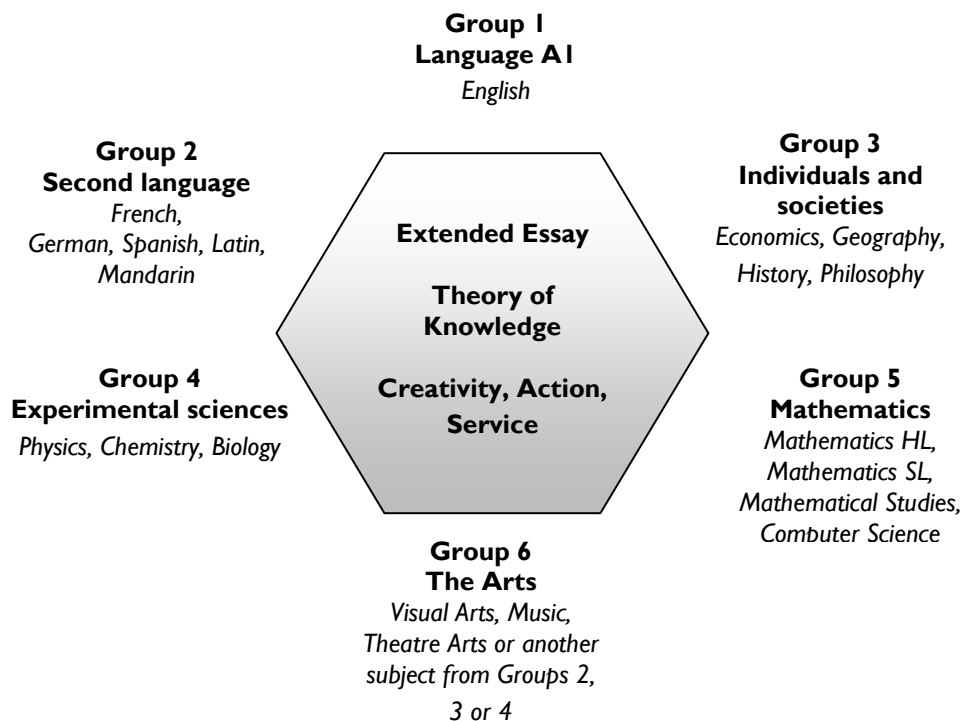
The structure of the IB Diploma can be displayed in the shape of a hexagon, with six academic areas surrounding a core. Subjects are studied concurrently and students are engaged in the two great traditions of learning: the humanities and the sciences.

Diploma candidates are required to select one subject from each of the six subject groups. At least three, and not more than four, are taken at Higher Level (HL), the others at Standard Level (SL). HL courses represent 240 teaching hours, whereas SL courses entail 150 hours.

By arranging work in this fashion, students are able to explore some subjects in depth and others more broadly over the two-year period; this is a deliberate compromise between the early specialisation preferred in some national systems and the breadth found in others.

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

The IB Diploma programme offered at Bedford School can be illustrated using the following model. The 'core' of this model is explained in more detail in the following section.



## 4. Unique Characteristics of the IB Diploma

The IB Diploma Programme offers three unique features in addition to the more 'traditional' subjects found in the six groups. These features include:

### Theory of Knowledge

Theory of Knowledge (or ToK) is an interdisciplinary course intended to stimulate critical reflection upon the knowledge and experience gained inside and outside the classroom. ToK challenges students to question the basis of knowledge, to be aware of subjective and ideological bias, and to encourage in the student a personal response to questions based on the analysis of evidence and rational argument. ToK seeks to develop a coherent approach to learning that transcends and unifies the academic subjects and encourages appreciation of other cultural perspectives.

### Extended Essay

All Diploma candidates are required to undertake original research and write an Extended Essay (or EE) of some 4000 words. This project (intended to be of about 40 hours duration) offers the opportunity to investigate a topic of special interest and acquaints students with the kind of independent research and writing skills expected at university level.

### Creativity, Action, Service

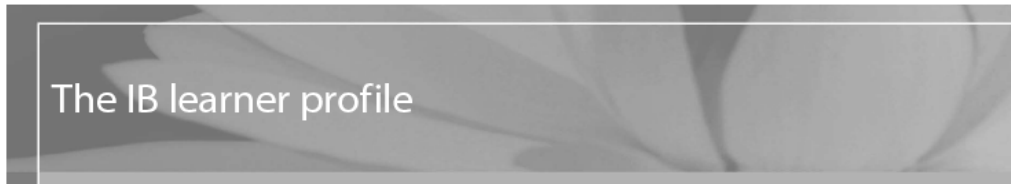
Creativity, Action, Service (or CAS) is a fundamental part of the Diploma curriculum. CAS acknowledges the importance of life outside the academic world, providing a refreshing counterbalance to the demanding academic programme. Participation in, for example, theatre productions, sport and community service encourages young people to share their energies and special talents whilst developing awareness, concern and the ability to work co-operatively with others.

Further information concerning Theory of Knowledge, Extended Essay and Creativity, Action, Service is provided later in this handbook.

## 5. Learner Profile

The IB aims to develop important qualities in those who follow the Diploma Programme. The Learner Profile shown below provides a concise statement of these.

IB learner profile booklet



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.

IB learners strive to be:

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

## **6. Special Considerations**

The International Baccalaureate Organisation makes provision for students with learning difficulties. The School may be able to provide extra time in examinations, for example, or the use of a laptop computer.

Any students who feel they may be at a disadvantage in completing the Diploma examinations because of diagnosed learning difficulties should see the Director of IB within the first 6 months of the programme.

## **7. Assessing Student Work**

Responsibility for judging the quality of candidates' work rests with more than 3500 examiners worldwide. Chief examiners with international authority lead marking teams. A variety of assessment methods are used to evaluate both the content and process of academic achievement within the Diploma Programme.

Conventional external examination techniques are chosen from a range of options: oral and written, long and short responses, essays and multiple-choice questions. Most subjects require students to attempt 2 papers at Standard Level and 3 at Higher Level. There is no modular assessment: all exams take place at the end of the course.

Final examinations are complemented throughout the two years of the programme by Internal Assessments - 'coursework' set and marked by Bedford School teachers and, in most cases, externally moderated. With classroom teachers and international examiners working in partnership, the emphasis of assessment is on ensuring that students have ample opportunity to demonstrate their knowledge and understanding.

### **School Assessments**

At Bedford School our IB students take two full sets of internal examinations before the IB examinations in May 2012. The first of these will take place in June 2011: you will take an exam in each of your subjects. These exams have several purposes: they enable your teachers to gauge your progress after a full year of study; they allow you to reflect on your own progress up to that point and to see clearly what you still have to do; and they give you the experience of a full set of tests assessed by IB criteria. You will be given a points score and a points aggregate out of 45. Please note that these exams also help your teachers to predict your IB grades for your university application. We regard the evidence provided by these exams as very important and you will need to prepare for them thoroughly. There will be no opportunity to retake later any subject in which you achieve a disappointing result. Naturally your predicted grade will determine the universities and courses for which you might realistically apply.

The second set of internal examinations are the trial exams taken in January 2012; these aim to simulate as far as possible the IB exams which follow in May 2012.

## 8. The Grading System

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

## 9. Award of Diploma Points

Each of the six subjects which contribute toward a candidate's Diploma is assessed on a scale from 1 to 7. The descriptors for each of these seven grades are as follows:

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

Consequently, a total of 42 points can be awarded for the six main subjects studied. Theory of Knowledge and the Extended Essay contribute 3 extra points to the total (according to the matrix shown on page 7), bringing the maximum possible score to 45.

A Diploma will be awarded to candidates whose total score is at least 24 points, provided they meet a range of requirements: for example, there must be no grade 1 in any subject, nor a grade 2 in a Higher Level subject, etc.

## Theory of Knowledge-Extended Essay points matrix

		Theory of knowledge					
		Excellent <b>A</b>	Good <b>B</b>	Satisfactory <b>C</b>	Mediocre <b>D</b>	Elementary <b>E</b>	Not submitted
Extended essay	Excellent <b>A</b>	3	3	2	2	1	N
	Good <b>B</b>	3	2	1	1	0	N
	Satisfactory <b>C</b>	2	1	1	0	0	N
	Mediocre <b>D</b>	2	1	0	0	0	N
	Elementary <b>E</b>	1	0	0	0	Failing condition	N
	Not submitted	N	N	N	N	N	N

## 10. Award of the Diploma

Award of the IB Diploma requires students to meet defined standards and conditions, including a minimum points total and the satisfactory completion of the Extended Essay, Theory of Knowledge and Creativity, Action, Service activities. All IB students at Bedford School engage in the full Diploma programme. Those candidates who fail to satisfy all Diploma requirements are awarded an IB Certificate for the subjects completed.

## 11. Results and University Entry

IB Diploma graduates will obtain their results in the first week of July 2012. The Director of IB will be available at this time to provide assistance and advice to students and their families if required. Results are available online, with access granted with a Personal Identification Number (PIN). If students also wish for their results to be sent directly to their preferred universities, the Director of IB will arrange this before the examination period.

The IB Diploma is recognised by over 1700 universities and colleges worldwide. IB Diploma holders have studied a broad programme, which includes Theory of Knowledge, an Extended Essay and Community, Action, Service, and university admissions officers view this fact very favourably.

***We recommend that students contact universities directly to ensure they meet course entry requirements. As a general rule, subjects required for university entry should be studied at Higher Level.***

## 12. Theory of Knowledge

It has been said that students essentially spend two years on this course answering these questions: "What do I mean when I say 'I know', and why should anyone believe me?"

In ToK, students examine how four Ways of Knowing – emotion, reason, perception and language – contribute to our acquisition of knowledge, and what limits they impose. They also apply this type of scrutiny to the other academic subjects of the Diploma Programme and in their lives outside school.

In particular, ToK focuses on:

- The development of critical and higher order thinking skills.
- Connections between subjects.
- Philosophical and ethical questions - encouraging students to think about the application of knowledge and what is 'truth'.
- An appreciation of different cultural and subject perspectives.
- Awareness of subjective and ideological bias – developing an ability to analyse evidence and construct a rational argument.

### Assessment in Theory of Knowledge

#### Internal Assessment

ToK students prepare and give a presentation to their class on a question of knowledge. The presentation should be about 10 minutes long and should be based on a real-life situation, showing what 'knowledge issues' it implies. Each presentation is assessed by the classroom teacher.

#### External Assessment

Students write a Prescribed Title Essay, of 1200-1600 words, on a topic chosen from a list provided by the International Baccalaureate. This essay is sent away to be marked by external examiners.

The Prescribed Title Essay topics from May 2008 and May 2009 are reproduced below. These essay questions are reproduced for illustration purposes only and do not relate to your Diploma Programme. Ten new titles are written each year and it is recommended that students choose a title in consultation with their teacher.

## Examples of recent Theory of Knowledge essay titles

### May 2008

1. Evaluate the role of intuition in different areas of knowledge.
2. Are reason and emotion equally necessary in justifying moral decisions?
3. "History is always on the move, slowly eroding today's orthodoxy and making space for yesterday's heresy." Discuss the extent to which this claim applies to history and at least one other area of knowledge.
4. Does language play roles of equal importance in different areas of knowledge?
5. "...we will always learn more about human life and human personality from novels than from scientific psychology." (Noam Chomsky). To what extent would you agree?
6. In areas of knowledge such as the arts and the sciences, do we learn more from work that follows or that breaks with accepted conventions?
7. Our senses tell us that a table, for example, is a solid object; science tells us that the table is mostly empty space. Thus two sources of knowledge generate conflicting results. Can we reconcile such conflicts?
8. Are some ways of knowing more likely than others to lead to truth?
9. Mathematicians have the concept of rigorous proof, which leads to knowing something with complete certainty. Consider the extent to which complete certainty might be achievable in mathematics and at least one other area of knowledge.
10. "Context is all" (Margaret Atwood). Does this mean that there is no such thing as truth?

### May 2009

1. "Science is built of facts the way a house is built of bricks: but an accumulation of facts is no more science than a pile of bricks is a house" (Henri Poincaré). Discuss in relation to science and at least one other area of knowledge.
2. When should we trust our senses to give us truth?
3. Evaluate the strengths and weaknesses of reason as a way of knowing.
4. "Seek simplicity, and distrust it" (Alfred North Whitehead). Is this always good advice for a knower?
5. "In expanding the field of knowledge we but increase the horizon of ignorance" (Henry Miller). Is this true?
6. Compare and contrast our approach to knowledge about the past with our approach to knowledge about the future.
7. "Moral wisdom seems to be as little connected to knowledge of ethical theory as playing good tennis is to knowledge of physics" (Emrys Westacott). To what extent should our actions be guided by our theories in ethics and elsewhere?
8. To understand something you need to rely on your own experience and culture. Does this mean that it is impossible to have objective knowledge?

9. “The knowledge that we value the most is the knowledge for which we can provide the strongest justifications.” To what extent would you agree with this claim?
10. “There can be no knowledge without emotion.... until we have felt the force of the knowledge, it is not ours” (adapted from Arnold Bennett). Discuss this vision of the relationship between knowledge and emotion.

Your ToK teacher will provide the Prescribed Title essays that relate to your examination session.

Specific criteria for assessment in each of these areas are available from your ToK teacher. Information dealing with referencing others' work and plagiarism, outlined in the Extended Essay section of this Handbook, also relates to ToK assessment tasks.

### Diary dates for Theory of Knowledge

October 2011	Deadline for submission of Prescribed Title essay
December 2011 - February 2012	Presentation given

Further information concerning Theory of Knowledge can be gained from our ToK Co-ordinator, Mr Adrian Finch (email [afinch@bedfordschool.org.uk](mailto:afinch@bedfordschool.org.uk)).

### 13. The Extended Essay

To pass the Diploma, students need to write an Extended Essay - a piece of independent personal research of 4000 words (maximum). Candidates select their own subject, topic and title of the essay, under the guidance of a supervisor (a teacher in school chosen, where possible, by the student). You do not need to write something totally original, just something that demonstrates your own research.

It is recommended that you spend about 40 hours on your Extended Essay. It will be formally presented to you in January 2011 and you will not be expected to start working on it until after this date. You should attempt to find a balance between a manageable Extended Essay and keeping your primary focus on the six main subjects. The final essay will be due at the end of November 2011. You will be expected to make good use of the summer holiday 2011 to make significant progress with this task.

In which subjects can you write an Extended Essay?

At Bedford School you are free to choose an Extended Essay title from the following list of subjects. You should attempt an Extended Essay within a Higher Level subject that you are studying. All essays are to be written in English unless otherwise stated.

Extended Essay Subject List		
Literature (English & World)	German*	Spanish*
Biology	History	Theatre Arts
Business and Organisation	IT in a Global Society	Visual Arts
Chemistry	Latin	
Computer Science	Mathematics	
Economics	Music	(*to be written in that Group 2 language)
French*	Philosophy	
Geography	Physics	
	Politics	

## What to do between now and January

During this time, you might start to think of a subject and a topic. You should base your choice of subject on your level of personal interest in that subject. The library is a valuable source of information at this stage; it also holds samples of graded Extended Essays submitted by past IB students.

There will be an introductory talk in January, and at this point you will be given a more detailed guide to the Extended Essay, including information regarding the General Assessment Criteria. Each supervisor may only take three students, so you will need to be quick off the mark in approaching staff to fulfil this role.

Some examples of Extended Essay titles (most of them produced by past Bedford School candidates):

- A comparison of Huxley's *Brave New World* and Orwell's *1984*.
- The investigation and analysis of the modes of vibration of a guitar string.
- Could Utilitarian ideas be used as a basis for ethical decisions regarding organ transplants today?
- The role of the individual British political parties in the evolution of the Irish independence movement during the Home Rule years of 1870-1914.
- Nietzsche's view on religion and morality in 'The Gay Science', 'The Genealogy of Morality', 'Beyond Good and Evil', and 'Thus Spoke Zarathustra'?
- An Investigation into the Type of Competition Between Indian Restaurants on Tavistock Street
- A study investigating the success of the design of computer chairs for reducing back strain in users.
- Competition among petrol stations in the Bedford area.
- The Physics of rugby tackles
- The effects of anti-biotics and cultural remedies on bacteria growth.
- 'The Law is supposed to be accessible to everyone at all times.' To what extent can this accessibility be questioned in Kafka's *The Trial* and Dickens' *Bleak House*?
- To what extent was the outcome of the Cuban Missile Crisis a result of the leadership of John F. Kennedy?
- Do any of the classical arguments for the existence of God provide a coherent and convincing argument for theism?
- Der Einfluss der Globalisierung auf die deutsche Automobilindustrie.
- How does Omega 3 affect neurone function and does it improve concentration and memory?

## The role of the Extended Essay supervisor

After the meeting to launch the Extended Essay, you should approach a supervisor who will provide advice in selecting a research area and title. Supervisors will have suggestions concerning where to find resources and they will monitor your progress with your research. Supervisors do *not* choose the topic, nor can they edit drafts; they may, however, read and comment upon the work in general terms.

Supervisors expect to spend about 2 – 3 hours with each student; this includes reading drafts and completing a report on each student at the end.

You are expected to take the initiative in your research; the impetus for research must come from you and you must plan your own time effectively. You must make appointments to see your supervisor; he/she should not have to chase you for work. In this way, the Extended Essay is very good preparation for university.

## Assessment of the Extended Essay

IB examiners, who are specialists in the subject, assess the Extended Essay. An examiner anywhere in the world could mark Extended Essays from Bedford. The assessment criteria include: sharply focused research question, knowledge and understanding of the topic, application of analytical and evaluative skills, reasoned argument, effectiveness of the conclusion, abstract (or synopsis), and formal presentation.

**It is extremely important to read and understand the Assessment Criteria before starting.**

The final mark for an Extended Essay will fall into the following categories:

<b>A</b>	-	work of an excellent standard	(30-36)
<b>B</b>	-	work of a good standard	(23-29)
<b>C</b>	-	work of a satisfactory standard	(16-22)
<b>D</b>	-	work of a mediocre standard	(10-16)
<b>E</b>	-	work of an elementary standard	(less than 10 = fail)

The Extended Essay is co-ordinated by Mr Colin Marsh (email [cmarsh@bedfordschool.org.uk](mailto:cmarsh@bedfordschool.org.uk)); he will oversee the progress of all essays and will help with any questions you may have. The Extended Essay internal deadlines for the 2011 cohort are reproduced on page 15; your model for 2012 will not be significantly different.

## The IB Extended Essay Timetable 2010

**Remember to read the General and Subject Specific guidelines in the IB Extended Essay Guide carefully before you get started.**

<b>Year 2010</b>	
27 <sup>th</sup> January.	<p><b>Extended Essay Meeting (EE co-ordinator)</b>            Sample essays available in the library for boys to peruse.            See also 'Fifty Excellent Essays' on NewShare.</p>
By 22 <sup>nd</sup> February	<p>Choose a subject (History/Biology/English A1, etc.).            Email CLM you say what subject you have chosen.            Suggest also a possible supervisor.</p> <p>When you are given the go-ahead, initiate contact with your supervisor and start thinking about the topic for your EE.</p>
15 <sup>th</sup> March	<p><b>Complete topic choice</b> (you will be sent form 1) listing subject, area of research (topic) and supervisor. Start to focus your thoughts.</p>
21 <sup>st</sup> April	<p>Working title chosen (it must be focused and feasible)  <b>Complete Extended Essay sign up</b> (you will be sent form 2) with research question. Start research.</p>
April- May	<p>Pursue research in consultation with your supervisor</p>
May	<p>Every student gives a short presentation on his chosen field of research to his TOK class.</p>
June, after internal exams	<p><b>Extended Essay Meeting</b> for all IB1 students: workshop by EE coordinator/Director of IB.</p>
June	<p>Drafting process starts. Skeleton plan and statement of intent due to your supervisor and to Director of IB by 25<sup>th</sup> June.</p>
6 <sup>th</sup> September	<p><b>Preliminary draft of essay to supervisor</b> (i.e. evidence of substantial work done – about 2000 words).</p>
1 <sup>st</sup> November	<p><b>Draft of full essay to supervisor.</b> (Work almost complete)</p>
30 <sup>th</sup> November	<p><b>Completed Essay Submitted</b></p> <p><b>Give 2 copies to Director of IB and one to your supervisor.</b></p>

C.L. Marsh  
 January 2010

## Academic Honesty

The IB places great emphasis on what it calls ‘academic honesty’. This means that the work you hand in must be your own work.

### **Plagiarism**

With so much information now freely available, it is vital to understand the meaning and consequences of plagiarism. Essentially plagiarism is “putting forward the work of another as one’s own”. Copying someone else's work is a serious offence and, quite rightly, attracts heavy penalties in schools and universities. *Please remember, supervisors must sign a form to confirm they believe an Extended Essay submitted is that student's own work.*

Academic integrity is a vital part of proper scholarly work. *The School and the International Baccalaureate Organisation will not tolerate malpractice and any student who infringes the rules would run the risk of not being awarded a Diploma.*

In the course of his research, each candidate will read others’ work. This is good academic practice and an essential part of developing one's own ideas. There is no reason why students should not quote others directly, as long as this is made clear to the reader; "enclosing these sections in quotation marks", and providing the author's name and details of where and when the material was published, satisfies this requirement. All closely paraphrased passages must be appropriately referenced. All figures and diagrams (whether slightly modified or not) must have their source quoted, too. This practice is particularly important for the Extended Essay (and for the Theory of Knowledge essay) but ought to be followed in all Internal Assessments.

We recommend that you record all material consulted during the preparation of a piece of work. In addition, you should ask for your supervisor’s advice about the appropriate use of source material if in doubt. The Extended Essay Student Guide will provide further information concerning the best ways to reference others’ work.

## 14. Creativity, Action, Service (CAS)

The philosophy and spirit that form the CAS requirement of the Diploma programme are based on several assumptions:

- Education does not begin or end in the classroom or examination.
- An international education must go well beyond the provision of information, and is involved in the development of attitudes and values that transcend barriers of race, class, religion, gender or politics.
- Service to the local, national or international community is complementary to intellectual development and academic endeavour.
- IB schools have a special challenge and opportunity to establish links with the local community and, by so doing, to further international understanding.
- The CAS programme should challenge and extend the individual student, develop a spirit of discovery and self-reliance, encourage new skills and interests and inspire a sense of responsibility toward all members of the community.

The emphasis of CAS is on experiential learning. Students are expected to be involved for the equivalent of at least three to four hours a week, throughout their Diploma, in a balanced range of different activities.

**Creativity** covers a range of arts and other activities, and includes creativity by the individual student in designing and carrying out service projects.

**Action** can include participation in expeditions, individual and team sports and physical training.

**Service** is community or social service; it can include environmental and international projects. In the lower sixth, Wednesday afternoons are used for completion of the Service component.

### Self-evaluation

During the introduction to CAS briefing, each student is issued with their CAS File containing a Student Guide and all the relevant forms.

Students are required to write an ongoing CAS Journal and submit it on a regular basis to their CAS Supervisor (see below for precise dates).

A written critical self-evaluation of personal performance is required from students for each CAS activity. In their evaluations, students should consider:

- The extent to which they have developed personally as a result of the CAS activity.
- The understandings, skills and values acquired through the experience.
- How others may have benefited from the activity.

To complete the CAS course, students must submit a 1500 word reflective essay based on their CAS experiences and discuss it with the CAS Coordinator at their final interview.

The 'CAS Individual Completion Form' must also be completed before the final interview.

## Assessment in Creativity, Action, Service

The following table sets out the key dates for CAS:

September 8 <sup>th</sup> 2010	Introduction to CAS in A21 at 2.15pm
September 15 <sup>th</sup>	15 minute interview with CMM, CSE or CMP
September 22 <sup>nd</sup>	Wednesday afternoon Service options begin
November 1 <sup>st</sup>	Journal emailed to CMM, CSE or CMP
January 5 <sup>th</sup> 2011	Journal emailed to CMM, CSE or CMP
February 28 <sup>th</sup>	Journal emailed to CMM, CSE or CMP
April 27 <sup>th</sup>	Journal emailed to CMM, CSE or CMP
May 25 <sup>th</sup>	Final Wednesday afternoon Service session
June 15 <sup>th</sup> , 22 <sup>nd</sup> or 29 <sup>th</sup>	30 minute interview with CMM, CSE or CMP
September 7 <sup>th</sup>	Journal emailed to CMM
December 12 <sup>th</sup>	Journal emailed to CMM
January 2012	Reflective essay briefing
Second half of Spring Term	30 minute interview
End of Spring Term	CAS File handed in

Miss Cerys Evans (CSE) and Mr Charlie Palmer (CMP) are CAS Supervisors. They conduct interviews and run the Conservation Service option.

Mrs Caroline Medley (CMM) is the CAS Coordinator. She oversees all CAS activities and will help with any questions you may have. Her email address is:

[cmedley@bedfordschool.org.uk](mailto:cmedley@bedfordschool.org.uk)

**Full details of the CAS course can be found on elearning.**

## 15. What Does the IB Diploma Offer?

In evaluating the IB Diploma, boys and their parents may wish to consider the following points. The Diploma offers:

### A sound curriculum

- The breadth of the programme keeps further study options open and provides balance across a range of disciplines.
- The depth of study in Higher Level subjects provides for academic rigour.
- The international emphasis promotes a global perspective.
- Enquiry and problem-solving skills are fostered.
- Knowledge and skills are not compartmentalised – transfer of learning is encouraged.

### A course of study suitable for many students

- Students who are motivated and average or above average in ability will be stimulated and challenged by the IB Diploma.
- The Diploma is aimed at potential university students and future citizens who will be life-long learners.

### Teaching methods

- Students are encouraged to work co-operatively, with both fellow students and staff

### Appropriate assessment techniques

- Final grades take into account both Internal Assessment work (conducted by the classroom teacher) and final examinations.
- Assessment mechanisms are insulated from the politics of any one country.
- Criterion-referenced assessment clearly establishes levels of achievement that are consistent from one examination to the next.
- Set standards of assessment are applied equally to all schools.
- Student work is moderated between schools to ensure consistency.
- All subjects are fairly and equally valued.
- Chief examiners have international authority.

### A programme of global significance

- The Diploma provides international benchmarks for performance.
- It provides an opportunity to be part of a worldwide network of schools.
- Mobile students can transfer easily from one IB school to another.

### A holistic education

- The IB Diploma aims to nurture the individual and the development of values such as tolerance and recognition of cultural diversity.

## Flexibility and fairness

- Students can select specific subjects to meet university entrance requirements.
- Students can re-sit examinations to improve their result.
- There is an appeal process for re-marking.

## The development of worthwhile individuals

- The IB Diploma helps develop a life-long learner who is:
  - an inquirer
  - a thinker
  - a communicator
  - a calculated risk-taker
  - knowledgeable
  - principled
  - caring
  - open-minded
  - well-balanced
  - reflective

## Access to a range of career paths

- Diploma candidates have a wide range of career options open to them because of the breadth of the curriculum.
- Universities view the IB Diploma very favourably.
- The programme can be tailored for those students who are undecided about their future career paths.

## 16. What we expect of you

The IB student takes responsibility for himself.

To make a success of the IB Diploma course, you need to be well organized. You are taking six subjects plus ToK; work on the Extended Essay starts in term 2; and you have extra-curricular commitments. In year 2 of the course there will be internal assessment deadlines. **Effective management of your time throughout the course is essential.**

If you deal with work as it is set and make good use of study time, you will make the necessary progress. You will also develop a capacity for independent study which will prove invaluable beyond the IB Diploma course.

## 17. IB Society

From time to time we arrange social events with the IB students at Bedford High School for Girls, for example an evening at a restaurant, or a barbecue. If you would like to help arrange such events, I would be happy to hear from you.





