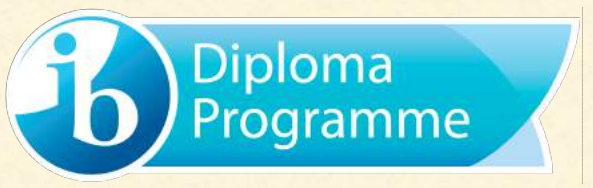




北京 BISS 国际学校
Beijing BISS International School

Grades 11 & 12 @ BISS

Class of 2019





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BEIJING BISS INTERNATIONAL SCHOOL

23 years of Inspiring Successful Futures

Beijing BISS International School was founded in 1994 by its sister school, ISS International School in Singapore, as an independent proprietary, co-educational, English-language day school offering an international curriculum for Pre-Kindergarten - Grade 12 students from the expatriate community of Beijing. The 11,000 square meter campus is conveniently located near major expatriate residential areas in central Beijing, located just of the North of Third Ring Road, close to the Olympic Games Village.

BISS was the first international school to be licensed by the Beijing Educational Commission, and is accredited by the Council of International Schools (CIS), Western Association of Schools and Colleges (WASC), and the National Centre for Curriculum and Textbook Development (NCCT), Ministry of Education, China. The International Baccalaureate (IB) has granted BISS authorization to offer the Primary Years Programme (PYP), Middle Years Programme (MYP), and the Diploma Programme (DP).

Today, approximately 300 students from 30 different countries attend the school. BISS faculty members hail from the USA, Canada, Australia, Korea, New Zealand, China, Japan, Spain, India, Latvia, Greece, Poland, Ukraine, Germany, Israel and the UK. All are licensed in their home countries and qualified in their respective fields, and most hold advanced degrees. Their experiences in international education and diverse backgrounds contribute to the school's international character.

Facilities

Our BISS Main Campus includes:

- Over 30 classrooms
- Two libraries with books in multiple languages
- Music, drama and art studios

- A blackbox theatre
- Multi-purpose auditorium
- Science labs
- Design technology lab
- Cafeteria
- Separate play structures for kindergarten and elementary school students
- Gymnasium
- Air-purified/ conditioned sports dome (under construction - estimated completion in May 2017), multi-purpose courts for basketball, football and volleyball
- Rock-climbing wall
- Private medical clinic, staffed by a full time qualified nurse who provides medical services for BISS students and staff

Students also have regular access to the following facilities:

- Olympic Center and The National Aquatics Centre (Watercube) on priority-use basis

IT Infrastructure & Service

BISS uses cutting edge technology tools to enhance 21 Century Learning. The campus is a totally wireless-enabled campus which means that staff and students have access to the Internet from all parts of the school. The whole school's network infrastructure has been upgraded to provide stability and speed to support our Mac 1:1 Laptop programme across the Secondary School. All of our classrooms are installed with digital projectors and all learners use mobile technology as well as access online learning environments. Our students are able to keep up to date with the latest information through access to technology right in their classrooms via the following tools and more:

- iPads in classrooms (ES)
- 1:1 Mac Laptop programme (SS)
- Smartphones
- Moodle learning platform (SS)
- Blogs (ES)
- Managebac (SS)
- Urkund (SS anti-plagiarism platform)

Mission & Values

Beijing BISS International School is an IB World School serving the international community, committed to the ideals of the International Baccalaureate. **Our mission is to educate and empower our students to attain personal excellence and positively impact the world.**

In addition, we are also committed to the International Baccalaureate's mission to "develop inquiring knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect". At BISS, we implement the IB Learner Profile both inside and outside of the classrooms for a truly holistic and collaborative learning experience.

BISS believes in...

- Embracing diversity and treating everyone with dignity and respect
- Nurturing students in a caring, safe, healthy and stimulating environment
- Striving for excellence
- Taking responsibility and learning from our actions
- Working for a better future by helping others and conserving our planet's resources
- Living a balanced life
- The IB Learner Profile

Objectives

- Each student will acquire and demonstrate the knowledge, skills, attitudes and concepts necessary for their success in life.
- Each student will demonstrate the competence and confidence to identify and choose their own course of action.
- Each student will achieve their own goals and the outcomes of the IB programmes to their personal best.
- Each student will be an active, responsible participant in their various communities.

Strategies

- We will design and implement a scope and sequence for our curriculum that emphasizes academic rigor, active learning, and personal excellence.
- We will ensure that our school has the financial capability to achieve its mission and objectives
- We will expand our technology and enhance its use school-wide.
- We will employ and support enthusiastic, quality staff who are able to actively work together towards maximizing student achievement and the betterment of the school.
- We will develop open communication and decision making processes that will involve all stakeholders.
- We will ensure that our class sizes remain small to optimize student learning.
- We will improve our facilities and resources to provide a welcoming, safe, clean and conducive environment for the BISS community.

Strategic Delimiters

We will not adopt any new programme or initiative unless:

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- It is aligned with our core values and contributes to our mission.
 - It is accompanied by a plan to assess its effectiveness.
 - It can be adequately resourced through available funds, space and time.
 - It does not compromise our commitment to a culturally diverse, international student population.

Why BISS?

A REAL INTERNATIONAL SCHOOL

Our establishment in 1994 by our sister school in Singapore offered us a successful model and prototype for an international school that is not dominated by any one cultural group. Our mission and vision is one of international relationships. Students do not feel that they have to relinquish their own cultural identity for the majority culture. Our teachers come from 14 different countries and our students from 30. We offer a full International Baccalaureate curriculum to students from 3-19 years old. This programme has, at its core, the mission and core values to develop intercultural relationships and peace among the nations.

RELATIONSHIPS & COMMUNICATION

At BISS, interpersonal relationships are of great importance. Since we are a small school, it is much easier for us to establish these relationships and respond with agility to the various constituent groups. For example, many of our parents have difficulty communicating with us in English. Thus, we established adult language classes in both English and Chinese, so that the language barriers would be diminished. We also offer numerous strategies for parents to communicate with the school, via emails, agenda books, Study-wiz, telephone, parent-teacher meetings, Monthly Parent Forums by random invitation, and also, drop-in and chat opportunities.

21st CENTURY LEARNING

Students at BISS use engaging technologies in collaborative, inquiry-based learning environments with teachers who are willing and able to use technology's power to assist in transforming knowledge and skills into products, solutions and new information. This includes our 1:1 mobile computing implementation as well as our Moodle initiatives for virtual sharing and learning. A 21st Century learner at BISS has the tools and the support to connect, communicate and collaborate across the school and, just as easily, across the world. In addition all learners at BISS are able to create products, often in collaboration with others not at BISS that solve problems and make a difference to the world, as we know it. At BISS, we believe that technology skills and digital literacy should be fully integrated into all curriculum areas and teaching. During the elementary school years, students will develop appropriate tech skills that they can utilize in every subject. Technology will be used as a tool in all areas of learning and a BISS student will become fluent in the use of technology to further their learning and have the appropriate skills to do this.

All teachers and students at BISS are expected to use digital technology, including desktop computers, laptops and handheld devices, school network facilities and associated online tools in an ethical, culturally sensitive and appropriate manner for an educational community. At all times BISS community members are expected to conduct themselves in a manner which is cognizant of the rights, feeling and freedoms of others as well as themselves. Due consideration must be given at all times to the effects one's actions have on other members of the BISS community, the host country and our global community. When using digital technologies at home or at school, digital citizenship in terms of responsible, reliable and respectful use is expected.

LOCATION & LONGEVITY

BISS is located in the heart of one of the most dynamic, historical and culturally rich cities in the world. This prime location is favorable to families who prefer to live and work in the city and it cuts down the long, traffic-delayed travel time of children in school buses.

BISS was the first international school to be established in Beijing for grades Pre-K through Grade 12, twenty years ago. It was founded by the Board of the ISS International School in Singapore, which itself has over 30 years of success educating students from numerous countries.

ACCREDITED BY CIS/ IBO/ WASC/ NCCT

BISS was the first school in Beijing, and one of the first in China, to be authorized to offer all three IB programmes by the International Baccalaureate. BISS is also accredited by the Council of International Schools (CIS); Western Association of Schools and Colleges (WASC); National Centre for School Curriculum and Textbook Development (NCCT); and is licensed by the Beijing Education Commission.

SENSITIVITY & SERVICES

At BISS we are sensitive to the needs of all our constituents: students, parents and educators. We understand the challenges of relocating to a new city and new country, and then to integrate oneself into a new school and a new life.

We also understand that every family and every student is different and has different needs. As we are a small school, we are able to gauge these differences quickly in order to best serve each individual. For these reasons, we have appropriate services in transition education and orientation for Third Culture Kids and their parents, special learning needs, counseling, gifted & talented, medical, university searches, cafeteria, mother tongue, adult language education, and more.

STRONG ACADEMIC PROGRAMME OF STUDIES

BISS is the first school in Beijing and one of the first in China authorized to offer all three IB programmes: Primary Years Programme (PYP), Middle Years Programme (MYP) and IB Diploma Programme (DP). Part of the programme includes a comprehensive Field Education programme as well as numerous After School Activities.

BISS is a small school with a big spirit and excellent academic results, typically achieving a 100% success pass rate in the IB Exams, in comparison to the worldwide average of 78.54%. Our graduates are accepted at top universities around the world, including Harvard University, Columbia University, Stanford University, McGill University, and the National University of Singapore.

The BISS alumni network is comprised of students from universities all over the world. Alumni are invited to email alumni@biss.com.cn for details and stay up-to-date via our official Facebook page (www.facebook.com/BeijingBISSInternationalSchool).

MOTHER TONGUE PROGRAMMES

The language of instruction at BISS is English. As an international school who value language acquisition, we also offer additional languages according to the needs and levels of our students. Current offerings include Language A1 classes (Mother Tongue) in Korean, Japanese and Chinese. We also offer Chinese and Spanish as foreign languages at the beginner and intermediate levels.

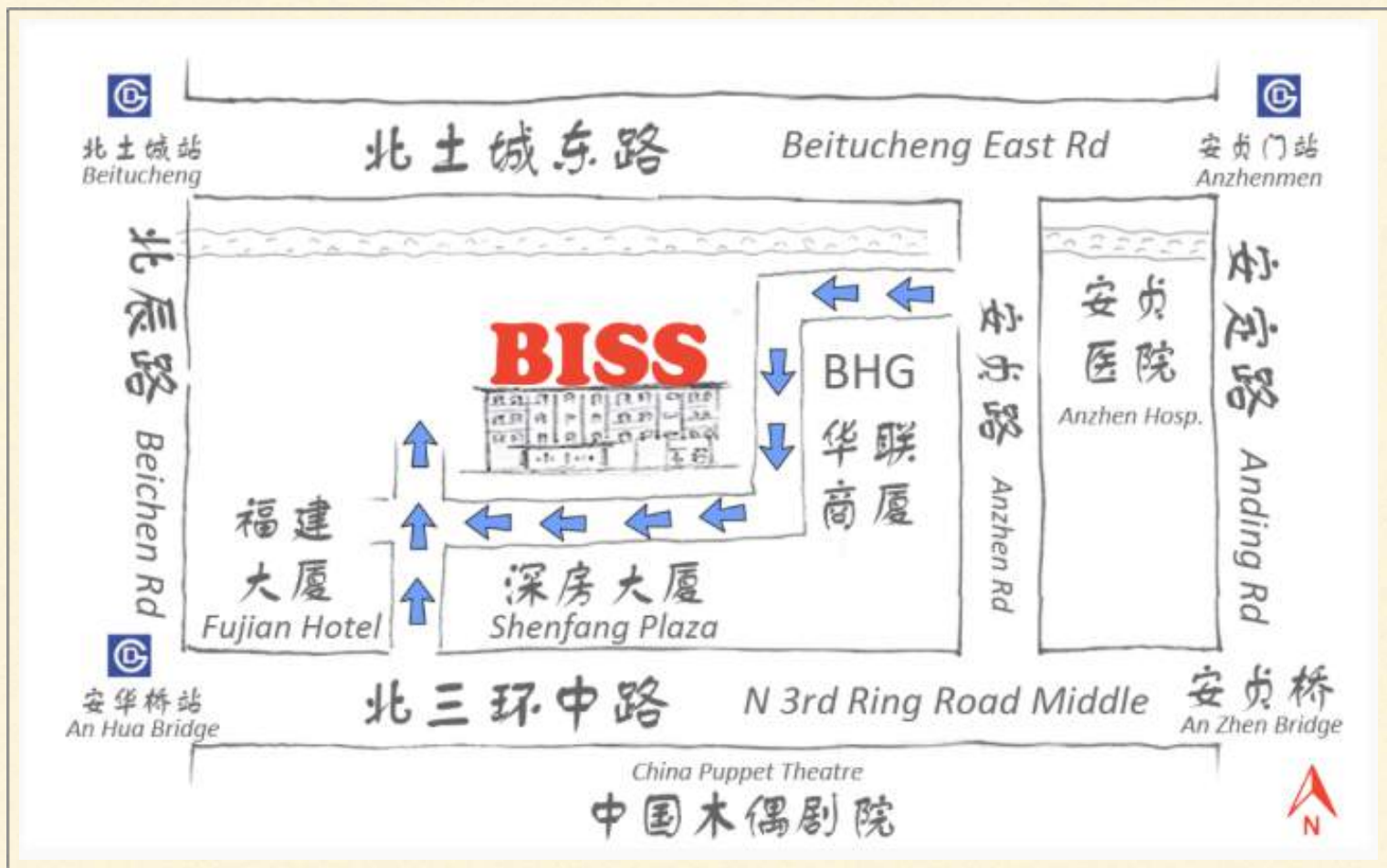
SMALL SCHOOL ADVANTAGE

Current research indicates that small schools have many advantages for individual students, their parents and teachers. At BISS, we observe these added benefits daily, to each member of the community. Small schools are able to offer a much more caring environment than larger schools, with a true sense of community and personal accountability.

In small schools, students are known by their peers, as well as by their teachers and administrators. As one of our young students said, "I never get lost at school"! Because students feel at home, they gain a great sense of trust and know that they are receiving support from all sides. They know that even if they make a mistake, they will not be embarrassed. Even the most introverted of students can develop strong communication and leadership skills. Students also know that they can participate in any activity, regardless of their skill level. For example, even if they are very short or not so skilled, they are still welcome to join the basketball team...and play!

Teachers in small schools describe a close sense of community and commitment, and feel that they are able to contribute and make a real difference. They actually see each other on a daily basis, and can therefore support each other and have greater opportunities for collaboration and collegiality.

In addition to being small in size, we also typically have small class sizes. This allows teachers greater opportunity to give personal attention to each individual, and provide tailored assistance to help their students reach their maximum potential and achievement.



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Disclaimer: Entry into force and transitory rules

This version of the Beijing BISS International School “*Grades 11 & 12 @ BISS*” Handbook for the *Class of 2019* shall come into force on **1 February 2017** and applies to all students registered for the May 2019 session onwards. The school may make any amendments that it deems necessary from time to time. Each amended version applies to candidates starting Grade 11 after the date of entry into force of the amended version.



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WELCOME

Dear Parents/ Legal Guardians & Students,

Welcome to the Grades 11 and 12 Course Guide for the **Class of 2019**. At Beijing BISS International School, our Grades 11 and 12 programme is designed to prepare students to graduate with the International Baccalaureate Diploma, Courses Certificate and/ or the BISS High School Diploma. Although, all the aforementioned choices are challenging, we are confident that the learning environment created by our highly experienced and qualified teachers enables our students to realize their full potential and achieve success. During the *October 2013* evaluation visit, conducted by the International Baccalaureate Organization, our IB Diploma programme, and as such our School, was commended

- *“for the culture it has developed that values and promotes understanding and respect for all stakeholders;*
- *for the importance it places on mother tongue languages, host country language, ESOL and language learning in general;*
- *for it provides an extensive selection of languages in Groups 1 and 2 courses, which reflects the needs of students as well as host country language and ESOL support and its commitment to language learning and*
- *for it developed the context to implement an inclusive programme with policies and practices that effectively support students with special needs.”*

However, we not only ensure academic excellence, but also cater for the needs of our students from a holistic perspective. Consequently, at BISS we

- provide ideal class sizes, with approximately 10 to 15 students. This allows for more individual attention and guarantees that the learning needs of our students are met;

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- offer a friendly and safe environment in which to study. We are a small school and all our students are personally known and individually valued as members of the community;
 - strive to respond to our students' academic needs. Although, we are small school, our wide range of subject choices is testament to this. We are innovative and not afraid to take risks. If there is sufficient demand for a subject, we will do our best to accommodate it;
 - have a proven record of success at the IB Diploma for over 10 years. Our average IB grade has always been way above the world average and our students have gained entrance to some of the most prestigious universities in the world such as Columbia University NY, Boston University MA, Johns Hopkins University MD, University of London, University of Edinburgh, University of Bristol, Warwick University, Peking University, Hong Kong University, National University of Singapore, Waseda University, Seoul National University, Monash University, etc.;
 - are proud of our dedicated and highly experienced and qualified teachers, who have all been trained to teach the IB Diploma programme and quite a few of them are trained IB examiners, in their area of expertise;
 - understand the need to improve constantly and as such we continuously monitor and evaluate what we offer, in accordance to changes made by our accrediting bodies and current research in education. Finally, we
 - constantly seek your input because we, as well as you, are here for the same reason to *“educate and empower our students to attain personal excellence and positively impact the world.”* This is not only our mission, but also your vision for the future. From all of us then to all of you, *thank you* for entrusting us with your student's future; a task we cherish and honor for 22 years now!

Hopefully, in this Handbook you will manage to find all the information that you need to make the right choices. In case though, you have any questions and/ or concerns, please do not hesitate to immediately contact the Diploma Programme Coordinator through the Secondary School Academic Office (+8610 64433151/ ext. 237). All of us here at BISS will be more than happy to work with you to ensure that our students' needs and expectations are met.

Diploma Programme Coordinator



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THE IB MISSION STATEMENT & LEARNER PROFILE

The IB mission statement

- The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.
- To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.
- These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The learner profile is the embodiment of the IB mission statement in 10 attributes and aims to define the type of learner the IB aspires to develop in all three of its programmes. It is intended to provide a focus for reflection on what is most important in IB World Schools and the IB teaching profession, which is why it is located at the heart of the programme.

The 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.

According to the April 2013 Learner Profile review, conducted by the organization, as IB Learners, students and teachers at Beijing BISS International School, 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 analyze 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 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.

Caring

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

Risk-takers (Courageous)

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, (spiritual) 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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RULES & REGULATIONS

IB Diploma Programme

The IB Diploma Programme is a challenging two-year pre-university curriculum, primarily aimed at students aged 16 to 19. It leads to a qualification that is widely recognized by the world's leading universities.

Students learn more than a body of knowledge. The Diploma Programme prepares students for university and encourages them to:

- ask challenging questions
- learn how to learn
- develop a strong sense of their own identity and culture
- develop the ability to communicate with and understand people from other countries and cultures.

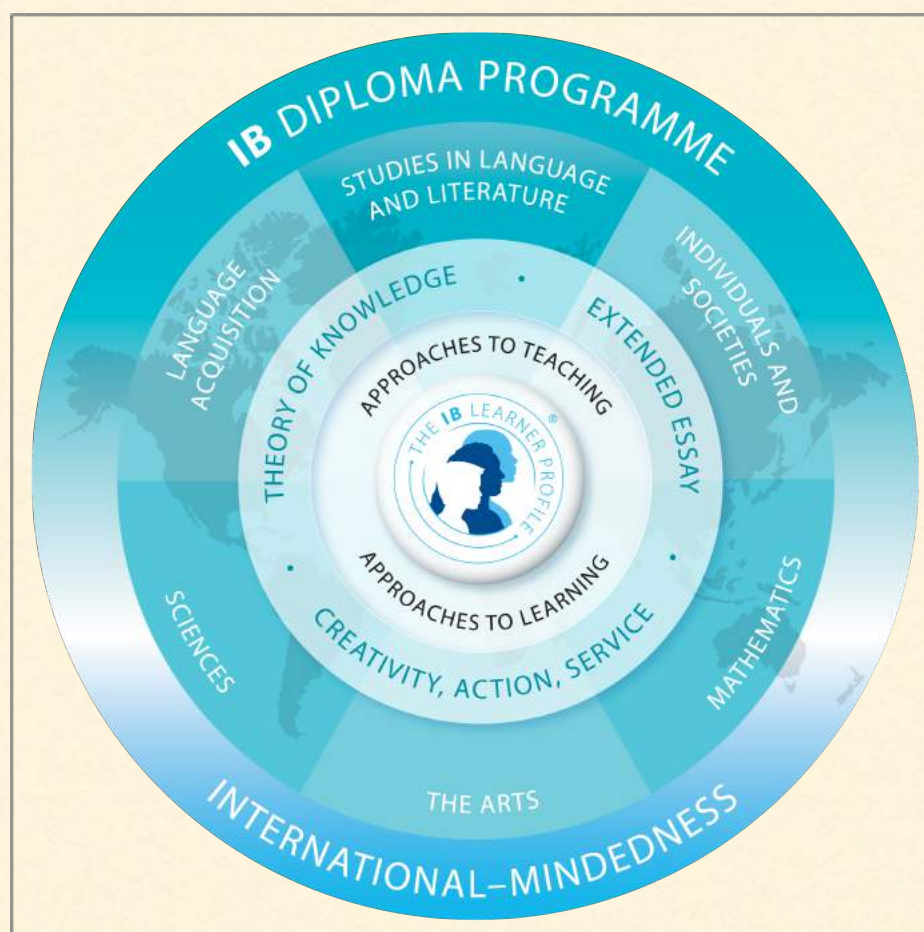
The curriculum contains six subject groups together with the DP core: creativity, activity, service (CAS); the extended essay (EE); and theory of knowledge (TOK). This is illustrated by the below Diploma Programme model.

Candidates for the diploma study six subjects selected from the subject groups. Normally three subjects are studied at higher level (courses representing a minimum of 240 teaching hours), and the remaining three subjects are studied at standard level (courses representing a minimum of 150 teaching hours). All three parts of the core—extended essay, theory of knowledge and creativity, activity, service—are compulsory and are central to the philosophy of the Diploma Programme.

- The extended essay has a prescribed limit of 4,000 words. It offers the opportunity to investigate a topic of individual interest, and acquaints students with the independent research and writing skills expected at university.

- The interdisciplinary theory of knowledge course is designed to provide coherence by exploring the nature of knowledge across disciplines, encouraging an appreciation of other perspectives.
- Participation in the CAS programme encourages candidates to be involved in artistic pursuits, sports, and community service work. The programme fosters students' awareness and appreciation of life beyond the academic arena.

All higher level subjects, the core and at least one standard level subject must be taught over the two years of the programme. Up to two standard level subjects may be taught, should circumstances require, during the first year and assessed at the end of that first year as anticipated subjects. It is also permissible, should circumstances require, to teach one standard level subject during the first year and one standard level during the second year with assessment requirements met at the end of each corresponding year. It should be noted that this exception is designed to offer flexibility to unavoidable scheduling constraints. This is not intended to be a routine aspect of Diploma Programme design; all courses are designed as two-year learning experiences. Languages ab initio and pilot subjects must be taught over the two years of the programme.



More specifically . . .

Candidates for the IB Diploma must satisfy assessment requirements in six subjects and the core. All higher level subjects, the core and at least one standard level subject must be taught over the two years of the programme. Should circumstances require, up to two standard level subjects may be taught during the first year and assessed at the end of that first year as anticipated subjects. It is also permissible, should circumstances require, to teach one standard level subject during the first year and one standard level during the second year, with assessment requirements met at the end of each corresponding year. Language ab initio and pilot subjects must always be taught throughout the two years of the programme.

The six subjects must be selected from six groups as described in the relevant handbook for the examination session, with at least three and not more than four subjects being offered at higher level and the others at standard level. Recommended teaching time is 240 hours for higher level courses and 150 hours for standard level courses.

In addition to the six subjects, candidates for the IB Diploma must complete the following core requirements:

- a. a course in theory of knowledge including the required assessment, for which the IB Organization recommends at least 100 hours of teaching over the two-year period of the DP

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- b. CAS activities, for which the IB Organization recommends at least 150 hours for the required combination of activities
 - c. an extended essay in a subject available for this purpose to be submitted for assessment, for which the IB Organization recommends approximately 50 hours of work by candidates.

A subject or subjects (or core requirement) taken by a candidate in addition to the six subjects for the IB Diploma cannot contribute to the award of an IB Diploma.

It is the school's responsibility to ensure that each candidate submitting an extended essay is supervised by a teacher at the school with appropriate qualifications and/or experience in the subject chosen by the candidate and is familiar with the DP. The supervisor may not be a relative of the candidate nor a person who is not a teacher at the school.

An IB Diploma candidate must be registered for an extended essay in one of the DP subjects listed in the handbook as available for the relevant examination session. The extended essay does not have to be written in a subject that has been selected as one of that candidate's six diploma subjects, subject to the advice and approval of the school.

Extended essays in group 2 are intended for language acquisition learners. Candidates are not permitted to submit a group 2 extended essay in their group 1 language(s).

Retake candidates (as defined in 11.4) wishing to improve the grade for their extended essay may submit either a revised or a new extended essay. If a higher grade is not obtained the grade from the original essay will stand. A new extended essay can be registered in the same or in a different DP subject.

Graduation Requirements

Performance in each subject is graded on a scale of 7 points (maximum) down to 1 point (minimum). Performance in theory of knowledge and the extended essay/ research paper are each graded on a scale of A (maximum) to E (minimum). The CAS requirement is not assessed but has to be considered completed. A maximum of 3 points is awarded for combined performance in theory of knowledge and the extended essay. The maximum total points score is 45.

“The IB Diploma will be awarded to a candidate provided all the following requirements have been met.

- a. *CAS requirements have been met.*
- b. *The candidate's total points are 24 or more.*
- c. *There is no “N” awarded for theory of knowledge, the extended essay or for a contributing subject.*
- d. *There is no grade E awarded for theory of knowledge and/or the extended essay.*
- e. *There is no grade 1 awarded in a subject/level.*
- f. *There are no more than two grade 2s awarded (HL or SL).*
- g. *There are no more than three grade 3s or below awarded (HL or SL).*
- h. *The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).*
- i. *The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).*
- j. *The candidate has not received a penalty for academic misconduct from the Final Award Committee.*

A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB Diploma. The examination sessions need not be consecutive.”

Diploma Programme Courses

Candidates who study and are assessed for subjects, but choose not to take the entire IB Diploma, are referred to as Diploma Programme Course Candidates (“DP Course Candidates”). The subjects chosen are referred to as DP courses and may include the core requirements of theory of knowledge, the extended essay and/or completion of a CAS programme. DP Course Candidates receive Diploma Programme Course Results (DP Course Results). The grades for theory of knowledge and the extended essay will be recorded on the DP Course Results and the completion of CAS, if appropriate.

With regards to DP core requirements, a DP Course Candidate may register for more than one extended essay in the same session. An IB Diploma Candidate may register for a second extended essay as a DP Course Candidate, if this is required for exceptional reasons. No candidate, regardless of their registration category, is permitted to register for theory of knowledge or the CAS programme more than once in the same session.

Any subject or core requirement taken by a DP Course Candidate cannot subsequently contribute to the award of an IB Diploma.

The regulations and procedures that apply to IB Diploma Candidates in respect of theory of knowledge, the extended essay and CAS, also apply to DP Course Candidates.

BISS High School Diploma

The BISS High School Diploma is a two-year programme, primarily aimed at students aged 16 to 19. It leads to a qualification that is widely recognized by the world’s leading universities since our school is accredited by the Council of International Schools (CIS), the Western Association of Schools and Colleges (WASC), the National Centre for Curriculum and Textbook Development (NCCT) and the Ministry of Education of China. The International Baccalaureate (IB) has also granted BISS authorization to offer the Primary Years Programme (PYP), Middle Years Programme (MYP) and the Diploma Programme (DP).

The curriculum contains six subject groups together with the respective IB Diploma programme core: creativity, activity, service (CAS); the research paper (RP); and theory of knowledge (TOK).

Candidates for the BISS High School Diploma study six subjects selected from the respective IB Diploma programme subject groups. All subjects follow the IB Diploma programme curriculum at standard level (SL) (courses representing a minimum of 150 teaching hours). Higher Level (HL) course choices may be allowed only upon written request to the Diploma Programme Coordinator, on an individual basis, upon academic merit and teachers’ recommendations. All three parts of the core—research paper, theory of knowledge and creativity, activity, service—are compulsory and are central to the mission and values of the Beijing BISS International School as an IB World School.

- The research paper has a prescribed limit of 3,000 words. It offers the opportunity to investigate a topic of individual interest, and acquaints students with the independent research and writing skills expected at university.
- The interdisciplinary theory of knowledge course is designed to provide coherence by exploring the nature of knowledge across disciplines, encouraging an appreciation of other perspectives.
- Participation in the CAS programme encourages candidates to be involved in artistic pursuits, sports, and community service work. The programme fosters students’ awareness and appreciation of life beyond the academic arena.

All BISS High School Diploma students attend their chosen courses alongside their IB Diploma programme counterparts. In this way quality and accountability are assured.

Graduation Requirements

The BISS High School Diploma will be awarded to a student provided all the following general requirements have been met.

- a. *CAS requirements have been met.*

- b. *The student's total points are 24 or more.*
- c. *There is no "N" awarded for theory of knowledge, the research paper or for a contributing subject.*
- d. *Students are awarded a passing grade for theory of knowledge and the research paper.*
- e. *There is no grade 1 awarded in a subject.*
- f. *There are no more than two grade 2s awarded.*
- g. *There are no more than three grade 3s or below awarded.*
- h. *The student has not received a penalty for academic misconduct from the school Administration.*
- i. *The student has successfully attended 90% of the programme. In "adverse circumstances" the Head of School, the Secondary School Principal and the Diploma Programme Coordinator will consider cases on an individual basis.*
- j. *Participation in all required co-curricular activities (BISS on the Road Activity Week, subject field trips, etc.)*

BISS will recognize the credentials of any student transferring into the school from other accredited educational systems/ institutions.

Students who are unable to meet the aforementioned graduation requirements will be eligible to receive the *BISS High School Certificate of Attendance* provided they are not absent for more than 10% of class times.

Any exceptions due to extenuating circumstances to the above graduation requirements must be approved by the Head of School, adhere to accreditation standards and based on authenticated educational merit.

Rules and regulations

Adverse circumstances

Adverse circumstances are defined as those beyond the control of the student that might be detrimental to his or her assessment performance, including severe stress, exceptionally difficult family circumstances, bereavement or events that may threaten the health or safety of students. The same circumstances may affect a group of students or all students within a school. Adverse circumstances do not include:

- a. shortcomings on the part of the school at which the candidate is registered, including, but not limited to, errors, mistakes, or negligence of a school with respect to registration of candidates, timeliness of requests for inclusive assessment arrangements or consideration of adverse circumstances, implementation of authorized inclusive assessment arrangements, and requests for extensions under article
- b. the failure of students to improve performance despite receiving authorized inclusive assessment arrangements.

Where a student or group of students is affected by adverse circumstances prior to the submission of early components (for example, the research paper, theory of knowledge essay or internal assessment marks/sample work), an extension to the submission deadline may be authorized by the school Administration upon receipt of the required documentation from the school. An extension must be formally authorized by the school Administration and is the only possible accommodation that can be offered.

Any application for special consideration in cases of adverse circumstances must be submitted to the Diploma Programme Coordinator by the student's parents or legal guardians on behalf of the student(s). The application must be received within 10 calendar days of the completion of the final assessment component of the subject concerned and must be supported by a statement written by the student's parents or legal guardians as well as by appropriate evidence.

If the school Administration accepts that the performance of a student has been affected by adverse circumstances, the school Administration may, at its discretion, give special consideration to the case, provided that this would not give an advantage in comparison with other students. If a student's circumstances are deemed "adverse" and qualify for special consideration, an adjustment will be made to

the student's total mark in the affected subject(s) and/or BISS Diploma requirement(s). If the candidate is within one or two scaled marks of the next higher grade boundary (the latest May session IB grade boundaries apply), the student's grade in the affected subject(s) (and only in such affected subjects) will be raised; in the case of theory of knowledge and the research paper, one mark away from the next higher grade boundary is required for a grade adjustment to be made. This is the only possible accommodation for students in the event of adverse circumstances. If a student's marks are not within the required range, then no adjustment will be made.

Students with incomplete assessment

“Incomplete assessment” means that a student has not submitted one or more components of the assessment requirements in a subject.

Any application for special consideration in cases of incomplete assessment must be submitted to the school Administration by the student's parents or legal guardians on behalf of the student(s). The application must be received within 10 calendar days of the completion of the final assessment component of the subject concerned and must be supported by a statement written by the student's parents or legal guardians as well as by appropriate evidence.

In cases of incomplete assessment in a subject, the school Administration may, at its discretion, award a grade for the subject if both of the following circumstances are established:

- a. an acceptable reason is provided by the student for the incomplete assessment being beyond the student's control, such as illness or injury, the death or funeral of a close relative, unavoidable attendance at a hospital or court of law
- b. the student has submitted sufficient work, leading to at least 50 per cent of the total marks available in that subject and including an externally assessed component.

If both of the foregoing conditions are fulfilled, marks for the missing component will be calculated using an established procedure and based on the student's marks for completed components as well as on the distribution of marks of other students in the same subject. If more than one examination is missed, it will be at the discretion of the school Administration whether grades are issued to the student in the subjects concerned. The determination of a mark for a missing component by statistical means and “consideration” will not be applied to the same subject/level being assessed.

The grounds for incomplete assessment, such as forced school closure during the written examinations in May, may affect a group of students or all students in the school. In a case where more than one student is affected, the school Administration will give the same consideration to all students.

Candidates suspected of academic misconduct

The school defines academic misconduct as behavior (whether deliberate or inadvertent) that results in, or may result in, the student or any other student gaining an unfair advantage in one or more components of assessment. Behavior that may disadvantage another student is also regarded as academic misconduct. Academic misconduct is a breach of these regulations and includes, but is not restricted to, the following:

- a. *plagiarism*—this is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment
- b. *collusion*—this is defined as supporting academic misconduct by another student, for example, 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 core requirements
- d. *misconduct* during an examination (for example, taking unauthorized material into an examination, behavior that disrupts the examination or distracts other students, or communicating with another student)

-
- e. any other *behavior* that gains an unfair advantage for a student or that affects the results of another student (for example, falsifying a CAS record, disclosure of information to and receipt of information from students about the content of an examination paper within 24 hours after a written examination via any form of communication/media).

Investigating cases of suspected academic misconduct

If questions arise about the authenticity of a student's work before submission for assessment, the situation must be resolved within the school. If possible academic misconduct (for example, plagiarism, collusion) is identified after a student's work has been submitted for assessment, the school's DP coordinator must inform the school Administration as soon as possible.

When a school, a teacher/ examiner establishes evidence to suspect academic misconduct by a student, the school will be required to conduct an investigation and provide statements and other relevant documentation concerning the case. If the evidence provided fails to support the investigation into possible academic misconduct, no grade will be awarded to the student in the subject(s) concerned.

If the DP coordinator notifies the school Administration that a student is suspected of academic misconduct and the school has the intention of initiating an investigation, at the discretion of the head of school it is permissible for the student to be withdrawn from the session or from the subject(s) in which academic misconduct may have occurred. However, at the discretion of the school the investigation into the suspected academic misconduct by the student may still proceed and a decision be reached on whether to uphold or dismiss academic misconduct. If a student is withdrawn from a subject no mark for that subject may contribute to the award of a grade in a future examination session.

Students suspected of academic misconduct must be invited, through the school's DP coordinator, to present a written statement that addresses the suspicion of academic misconduct. If a student declines to present a statement, the investigation and decision on whether the student is in breach of regulations will still proceed.

The cases of suspected academic misconduct will be presented to the school Committee which comprises of the Head of School, the Secondary School Principal, the Diploma Programme Coordinator and the student's Homeroom teacher. After reviewing all statements and evidence collected during the investigation, the committee will decide whether to dismiss the suspicion of academic misconduct, uphold it, or ask for further investigations to be made.

If the committee decides that a case of academic misconduct has been established, a penalty will be applied in the subject(s) concerned. The penalty will, in the judgment of the committee, be commensurate with the severity of the misconduct. If a case of academic misconduct is considered to be very serious, the school may decide not to issue a grade for a student in the subject(s) concerned and additionally prohibit the student from being registered in any future examination sessions and as such graduation opportunities.

If no grade is issued for a subject that contributes to a student's BISS High School Diploma, no BISS Diploma will be awarded to the student. Course Results will be awarded for other subjects in which no academic misconduct has occurred. Except in cases of serious or repeat misconduct, the student will be permitted to register for future examination sessions, which may include the session that follows twelve months later, if the relevant registration deadlines are met. In the case of an BISS Diploma student, if the session in which the academic misconduct has been established is the student's third examination session towards achieving the award of the BISS Diploma, no further examination sessions will be permitted.

If the student has already been found in breach of regulations in any previous session, this will normally lead to disqualification from participation in any future examination session.

If there is substantive evidence, the school Administration is entitled to conduct an investigation into academic misconduct after a student's results have been issued. If academic misconduct is subsequently established by the school Committee, the student's grade for the subject(s) concerned may be withdrawn from the student which will also result in the withdrawal of their BISS Diploma where applicable.

Admissibility of an appeal

The school accepts appeals in relation to four areas of decision-making during an examination session. Appeals are possible against:

- a. results—when the school has reason to believe that a student’s result(s) are inaccurate after all appropriate enquiry upon results procedures have been completed
- b. a decision upholding academic misconduct, but not against the severity of a penalty
- c. a decision in respect of special consideration—following a decision not to give special consideration to a student as a consequence of alleged adverse circumstances
- d. an administrative decision not covered by one or more of the foregoing circumstances that affects the results of one or more students.

The appeals process is divided into two stages.

A stage one appeal can only be requested by the student’s Homeroom teacher, known as the appellant during the appeals process. A stage two appeal can be requested by the Diploma Programme Coordinator or directly by a student or their parents or legal guardian(s) if the outcome of a stage one appeal is not satisfactory. A request for appeal at either stage must be submitted with a complete appeal request.

Stage one appeal

A stage one appeal is a reconsideration of the case by the Diploma Programme Coordinator. The reconsideration will take into account information given in the initial written submission of evidence on behalf of the candidate. The reconsideration will determine whether procedures were correctly applied when arriving at the decision or result(s) awarded. After the reconsideration is complete, the head of school will be notified whether the stage one appeal has been denied (disallowed) or upheld (allowed), with summary reasons for the decision.

In order to be considered for a stage one appeal, the request for appeal must:

- a. have the support of the student’s Homeroom teacher
- b. be submitted by the Homeroom teacher on behalf of the candidate
- c. be received by the Diploma Programme Coordinator within two months from the issue of results or the date when the decision being appealed was made, whichever is the later
- d. contain a full description of the grounds for appeal and any new facts invoked
- e. include an account of how these regulations and/or the procedures defined in the handbook may not have been correctly applied by the school.

If the Diploma Programme Coordinator accepts the stage one appeal, the head of school may be asked for any information or evidence that is deemed useful. Neither the student nor a representative of the student is permitted to be present during a stage one appeals process. The Diploma Programme Coordinator will render their decision, in principle, within one month from the date the school receives the request for appeal.

Permission to appeal will only be granted where the student was found in breach of regulations and new evidence has been brought to the attention of the Diploma Programme Coordinator. Appeals are only granted in relation to the decision on academic misconduct; no appeals against the level of penalty applied are permitted. New evidence must be outlined in detail in the appeal request. In case the Diploma Programme Coordinator rules that a stage one appeal is not permitted, no further appeal is possible.

Stage two appeal

A stage one appeal must precede a stage two appeal.

If the Diploma Programme Coordinator, a student, their parents and/or legal guardians is dissatisfied with the outcome of the stage one appeal, a request can be made to the school to escalate the appeal to stage two. A stage two appeal does not need to have the support of the Homeroom teacher.

In order for the stage two appeal to be considered, the request for appeal must be received by the school within one month of the Diploma Programme Coordinator being officially notified of the outcome of the stage one appeal.

The stage two process grants the student a formal hearing by a panel. The attendance of the student and/or their representative is not required for the hearing to proceed, though they will be notified of the time and date and may attend if they wish.

The stage two appeals panel has three members:

- one independent member (the Coordinator of the Department that the alleged ‘academic misconduct’ has happened)
- the school Counsellor (chair)
- the most senior (in terms of years at the school) member of the Faculty.

The appeals panel makes its decisions based on a majority vote of the three members of the stage two appeals panel. The appeals panel has the power to uphold or dismiss the previous decision in the event that they believe that the procedures or regulations that led to the previous decision being appealed were not respected. The appeals panel does not hold the power to render any other form of decision.

The decision of the stage two appeals panel will be officially communicated to the student and/ or their legal guardian(s) in writing in principle within 10 working days of the hearing. A copy of the decision will be communicated to the school Administration.

All decisions rendered by the stage two appeals panel are final and no requests for further review or alternative resolution requests will be accepted.

Programme & Course - Subject/ Level changes

Changes to the programme and/ or subject - course/ levels, can be made as follows **ONLY** with the approval of the Secondary School Principal and the Diploma Programme Coordinator, to address exceptional admissions cases and individual student needs, following the student’s parents/ legal guardians official request in writing and consultation with all the respective student’s teachers on a case by case basis. Any change that is approved **DOES NOT** set any precedent for other students, even with similar cases, in the future. Changes officially requested after the deadlines published below may also be considered and potentially approved, in adverse circumstances, but once again **ONLY** on a case by case/ individual basis, following the aforementioned process:

a. **Programme** changes (*from BISS DIPLOMA and/ or IB Courses to IB DIPLOMA*) can **ONLY** be made before the end of **Semester 1 of Grade 11**.

b. **Programme** changes (*from IB DIPLOMA to BISS DIPLOMA and/ or IB Courses*) can **ONLY** be made before the end of **Semester 2 of Grade 11**.

c. **Course - Subject** and/ or **Level** changes (*from BISS DIPLOMA to IB DIPLOMA and/ or IB Courses*) can **ONLY** be made before the October break of Grade 11 (see respective school Calendar).

d. **Course - Subject** and/ or **Level** changes (*from IB DIPLOMA and/ or IB Courses to BISS DIPLOMA*) can **ONLY** be made before the end of **Quarter 1 of Grade 12**.

At least following every reporting period, the school advises students of “concern” and their parents/ legal guardians of what needs to be done to ensure successful completion of the programme they attend, according to the Beijing BISS International School and the Inter-

national Baccalaureate rules and regulations concerning graduation/ successful completion of a programme of study (a.k.a. failing conditions). These students are placed on “academic probation” and are closely monitored with their Homeroom teacher as the point person of reference.

Following the aforementioned, the school reserves the right to

- a. refuse to register for the IB exams any student who is failing, has been advised accordingly, but has done nothing to improve, at any time with prior notice to the student’s parents/ legal guardians in writing and/ or even
- b. ask the student’s parents/ legal guardians to withdraw the student immediately.

IB Examination Fees

Respectfully note that when students are finally registered for the IB exams (*first week of November of Grade 12*) a **fee**, based on whether the student is a full IB Diploma Programme candidate or an IB Courses one, has to be paid to the IB, via the school Accounts Office, within two weeks (*by the end of November of Grade 12*).

If any changes are made before the winter break (*second week of December of Grade 12*) the student and their parents/ legal guardians will have to pay to the IB an **administration fee**, via the school Accounts Office, but a refund (if applicable) is processed according to the requested changes. The amount to be refunded (if applicable) is added to the student’s deposit to be returned after graduation. Finally, if any changes are made after the winter break (*first week of January of Grade 12 onwards*) all fees paid to the IB are completely **non-refundable** and the school has no responsibility whatsoever.

Students and their parents/ legal guardians are informed of the specific examination fees by the Diploma Programme Coordinator by receiving a personal invoice, as soon as registration is confirmed by the IB. Failure to meet any payment to the IB, via the school Accounts Office, could result in the respective student being excluded from the IB exams and the school has no responsibility whatsoever.



5

COURSE SELECTION

IB Diploma Programme

When selecting subjects for the IB Diploma, students should choose

- at least three and not more than four subjects at higher level (HL) and the others at standard level (SL)
- one or two subjects at standard level (excluding languages ab initio) can be completed at the end of the first year of the Diploma Programme. If one subject is completed at the end of the first year it is also permissible for a second standard level subject (excluding languages ab initio) to be taught and completed during the second year of the programme. At least one standard level subject and all higher level subjects must be taught over the two years of the programme, and requirements of the core also met over the same two-year period.
- one subject must be selected from each of groups 1 to 5
- a mathematics subject must be selected from group 5
- the sixth subject may be selected from group 6 or from groups 1 to 5 (*but for our school the choice should be made between groups 3 and 4 ONLY, due to scheduling restrictions*)

It is essential to establish whether a particular combination of subjects constitutes a diploma as soon as a candidate begins his or her courses of study.

In addition, a candidate may offer a second group 1 subject instead of a group 2 subject. Instead of a group 6 subject a candidate may offer:

- an additional subject chosen from groups 1 to 4 (*but for our school the choice should be made between groups 3 and 4 ONLY, due to scheduling restrictions*)

-
- further mathematics HL in addition to another mathematics subject (usually mathematics HL because the content of mathematics HL is presumed knowledge for further mathematics HL).

No candidate may count towards the diploma:

- the same subject twice, regardless of whether higher level or standard level (also applicable to course registrations)
- the same language for literature, language and literature, language B and/or language ab initio (also applicable to course registrations)
- any two of mathematics HL, mathematics SL and mathematical studies SL (also applicable to course registrations).

Note that “the same subject” would include, for example, history registered for different regional options/routes, or music taking different options.

If any candidate is taking two mathematics subjects, one of the subjects must be further mathematics HL, which would normally be taken in conjunction with mathematics HL.

Bilingual Diploma

A bilingual diploma will be awarded to a successful candidate who fulfills one or both of the following criteria:

- completion of two languages selected from group 1 with the award of a grade 3 or higher in both
- completion of one of the subjects from group 3 or group 4 in a language that is not the same as the candidate's nominated group 1 language. The candidate must attain a grade 3 or higher in both the group 1 language and the subject from group 3 or 4.

If the conditions detailed above are met, this will lead to the award of a bilingual diploma.

The following cannot contribute to the award of a bilingual diploma:

- a school-based syllabus
- a subject taken by a candidate in addition to the six subjects for the diploma.

BISS High School Diploma

When selecting subjects for the BISS High School Diploma, students should choose:

- six subjects, one from each Group group, at the IB standard level equivalent (SL). Higher Level (HL) course choices may be allowed only upon written request to the Diploma Programme Coordinator, on an individual basis, upon academic merit and teachers' recommendations;
- one subject must be selected from each of Groups 1 to 5. However, BISS High School Diploma students ONLY, even with one or more IB Courses, depending on the course combination, could choose two subjects from either Group 1 or Group 2, provided that there are no scheduling restrictions, or even a third Group 3 or Group 4 subject and as such no Group 4 or Group 3 subject respectively, as a self-taught course, provided that one of the BISS subject specialists is available to prepare the respective course curriculum/ syllabus and provide adequate support throughout the learning process, as well as assess the students accordingly;
- a mathematics subject must be selected from Group 5;
- the sixth subject may be selected from Group 6 or from Groups 3 or 4.

It is essential to establish whether a particular combination of subjects constitutes a BISS High School Diploma as soon as a student begins his or her courses of study.

No student may count towards the BISS High School diploma:

- the same subject twice
- the same language for literature, language and literature, language B and/or language ab initio
- any two of mathematics SL and mathematical studies SL.

Note that “the same subject” would include, for example, history registered for different regional options/routes, or music taking different options.

BISS High School Diploma & IB Courses

Students that follow the BISS High School Diploma path have the opportunity to be registered for IB Courses, .i.e. IB externally assessed subjects at standard (SL) or higher (HL) level, as follows:

- one, two or all three of the IB core elements only
- one, two or all three of the core elements and one or more subjects
- one or more subjects with no core elements.

IB Courses candidates are permitted to register for more than one extended essay in the same session, but not more than once for theory of knowledge or CAS.

This path does not lead to the IB Diploma but to an IB certificate and could be the ideal option for all BISS High School Diploma students that need to “strengthen” their University application portfolio.

Subject Group choices

Please note that

- some subjects will run only if there is sufficient demand;
- some subjects can only be offered online (*NOT for BISS DIPLOMA ONLY students - **PLEASE NOTE** that exceptional admissions cases and individual student needs will be handled and as such considered for special approval on a case by case basis without setting any precedent for other students even with similar cases in the future*), at an **extra cost paid to the provider** (special conditions apply - access the provider site for details, deadlines, penalties, etc.) PAMOJA, via the school Accounts Office (www.pamojaeducation.com);
- some subjects may not be offered at both levels and
- some combinations of subjects may not be possible due to scheduling restrictions.

School-based subjects could potentially be available, on an individual needs basis, but not encouraged, unless there are no other solutions, at an extra cost for the family that will need to hire a private tutor to work with their student on a school approved curriculum/syllabus according to IB prescribed requirements and specifications.

Group	Subjects*
1 Language & Literature**	English A Language & Literature SL - BISS/ HL Chinese A (simplified Mandarin) Language & Literature SL - BISS/ HL Korean A Language & Literature SL - BISS/ HL Japanese A Language & Literature SL - BISS/ HL
2 Language Acquisition**	English B SL - BISS/ HL Chinese (simplified Mandarin) B SL - BISS/ HL Chinese (simplified Mandarin) Ab Initio SL - BISS
3 Individuals & Societies	History SL - BISS/ HL Business & Management SL - BISS/ HL Economics SL/ HL (<i>online***</i>) Psychology SL/ HL (<i>online***</i>) Philosophy SL (<i>online***</i>) ITGS SL/ HL (<i>online***</i>)
4 Experimental Sciences	Physics SL - BISS/ HL Chemistry SL - BISS/ HL Biology SL - BISS/ HL Design technology SL - BISS/ HL
5 Mathematics	Mathematics HL Mathematics SL - BISS Mathematical Studies SL - BISS
6 The Arts	Visual Arts SL - BISS/ HL Music SL - BISS/ HL

[* Course offerings are subject to demand, as well as scheduling restrictions and as such finalised before the end of Grade 10.

** More language choices could be considered as options to be offered online ONLY (French & Spanish Ab Initio - SL, Spanish B SL) on an individual needs basis.

*** NO course/ level changes can happen, as far as PAMOJA online courses are concerned, following the end of September of Grade 11. If any changes happen at any later date, penalties apply in relation to the fees that need to be paid.]

Online Courses (NOT for BISS DIPLOMA ONLY students - However, PLEASE NOTE that exceptional admissions cases and individual student needs will be handled and as such considered for special approval on a case by case basis without setting any precedent for other students even with similar cases in the future.)

IB World Schools have the opportunity to enroll students in courses online to

- extend subject choice for students
- create the potential for different ways to experience international and intercultural classrooms
- enable students to develop essential learning skills.

The courses are developed and delivered by IB-approved online course providers. Approved course providers comply with the IB standards and practices for course development and course delivery at an **extra fee*****.

Students, especially those new to online learning, can find the initial experience challenging. An online course will require as much, if not more, of a student's time as the equivalent face-to-face course. Consequently, it is recommended that time devoted to online courses is scheduled as a regular part of a student's school day, with the expectation that a student will need additional time to study and complete assignments. The time allotted for this by the school may also be used for meetings between the student and site-based coordinator (SBC) to discuss grades, progress and to resolve technical or other issues. As courses can be accessed at any time during the day or night, students may sometimes wish to start an assignment during the day and finish it away from school.

Success for students also relies on their access to appropriate hardware, software and to the internet. A pre-start technical check by the site-based coordinator to ensure that the student is able to operate all necessary systems can pre-empt a loss of time at the beginning of the course. School access may also be interrupted by firewalls and other protective software. It should be assumed that students will re-

quire off-school time to complete course work; therefore, the site-based coordinator should ensure that students have the necessary devices and systems for offsite access.

Effective time management skills and self discipline are necessary for students to succeed in online courses. Online students should have frequent interaction with teachers and classmates synchronously via web conferencing, phone calls, online chats or other technologies, as well as asynchronously via discussion boards, forums, wikis, feedback on assignments and other means. Students taking a course online will study the same material and take the same exams as face-to-face students.

Frequently Asked Questions

- Who are IB-approved course providers?

Currently, PAMOJA Education, Ltd (www.pamojaeducation.com) is the only IB-approved online course provider for the Diploma Programme.

- Can students complete the entire IB diploma online?

Currently this is not possible and only a limited range of courses are available.

- How does a school know that an online student is actually attending the class? Do the school, parents and students get regular progress reports?

All course providers are required to provide student progress reports, which include predicted grades. Attendance can be reported more frequently through alerts to the student and the site-based coordinator if the student fails to log in for a set number of days. A school's site-based coordinator will be the main point of contact with the course provider and will receive information from the course provider on how to administer the courses, including registering students, retrieving grade reports, communicating with the online teacher, and so on.

- I have heard that online classes are easier, is that true?

The amount of work required in an online class is no different to the amount of work required in a face-to-face class. All online courses follow the IB subject guide and requirements. Coursework must be completed by certain dates on a weekly basis; however, students who require more time to complete an assignment can spend as much time as necessary as long as the submission dates are observed. Students are expected to attend their online class regularly by logging in and participating. They must plan sufficient time to complete all assignments and activities by the due dates, must work collaboratively with classmates on small-group projects and in class discussions, and must interact frequently with the teacher and fellow students. Online learning is not for everyone. Students who succeed in an online class tend to be well organized and demonstrate good time management, do not require constant teacher direction or support, enjoy new challenges and are not easily frustrated by temporary technical issues.

- Does the online course calendar align with the school calendar?

Online courses follow an established calendar that may or may not precisely align with the school calendar, but is designed to maximize synchronous and other learning opportunities.

- In what languages are courses online offered?

Currently courses online are only offered in English.

- Is there a limit to the number of online courses a student can take?

The subjects offered are expanding, but are still limited compared to the wider choices on offer for face-to-face IB courses, so this will likely limit the potential maximum number of courses students could consider. Currently, most students are opting for one or two courses online, but in very exceptional cases students have taken three. The IB advises students to proceed cautiously. Every student is different—ultimately, the combination of online and traditional courses will vary from school to school and student to student. There-

fore, there is no rule on a maximum number of online courses per student, but careful consideration of the nature of the student and the experience of the school with online courses should be factors in the decision.

The Core

- *Theory of knowledge*

A student must follow a theory of knowledge (TOK) course. This is an independent course of at least 100 teaching hours evenly distributed over the two-year period of study, and the course must meet the theory of knowledge assessment requirements that include giving a presentation and submitting an essay on one of the six prescribed titles for the examination session. The prescribed titles for May 2016 will be released in September 2015.

- *Extended Essay (IB Diploma Programme/ IB Courses)*

A diploma candidate must complete and submit an extended essay (EE), which is a substantial piece of independent research of up to 4,000 words. Work on the extended essay is expected to occupy approximately 50 hours. The work for an extended essay must be done under the direct supervision of an appropriate teacher at the IB World School that is registering the candidate for the examination session.

A courses candidate may complete and submit more than one extended essay (EE), which is a substantial piece of independent research of up to 4,000 words. Work on the extended essay is expected to occupy approximately 50 hours. The work for an extended essay must be done under the direct supervision of an appropriate teacher at the IB World School that is registering the candidate for the examination session.

- *Research Paper (BISS High School Diploma)*

A BISS High School Diploma student must complete and submit a research paper (RP), which is a substantial piece of independent research of up to 3,000 words. Work on the research paper is expected to occupy approximately 40 hours. The work for a research paper must be done under the direct supervision of an appropriate teacher.

- *Creativity, Activity, Service*

A student must engage in a programme of extra-curricular activities known as creativity, activity, service (CAS). Schools undertake to ensure that three to four hours each week are available to all candidates for CAS activities. A minimum of 150 hours during the two years of the programme is required.



6

COUNSELLOR

Opportunities for Further Study

To be competitive for entrance into college or university for further study, students should be earning grades of 5 or above in courses throughout Grades 9-12. For students who are not achieving this level, there is still opportunity for further study but the choices of colleges/universities may be more limited.

Students meeting the requirements of the IB Diploma are able to apply to university courses around the world and will find themselves highly sought after. Full IB Diploma students applying in the United States, Canada and Hong Kong may earn advance credit for their HL and SL level courses, depending on the college or university and the grade they receive in the respective IB courses.

All students are encouraged to write the PSAT and SAT tests. The SAT is offered 8 times a year at BISS. The SAT is widely accepted by colleges and universities in the United States and is often a required part of the admissions process. Likewise, many international universities use the SAT as a supplement to their admissions. Due to our school's accreditation, non-IB diploma students may also need to take the SAT when applying to schools both within and outside of the United States. Students whose first language is not English should also sit for the TOEFL or IELTS language tests, as they are generally a requirement for university admission. Students in general should begin preparing while they are attending Grade 10!

Careers Counseling and Guidance

Counseling and guidance on further education issues are of the utmost importance to students in Grades 11 and 12. At Beijing BISS International School, the Counsellor, along with the IBDP Coordinator, assist students with the following tasks:

- Researching career options through discussions with teachers, use of the school library career resources and other materials on the Internet.

- Attending university presentations at BISS, by visiting universities and colleges from around the world; attending education exhibitions in Beijing, as well as attending university fairs at other Beijing international schools; and contacting specific institutions, obtaining prospectuses and critically assessing the literature and the courses offered.
- Investigating entry requirements for specific institutions and assisting students to prepare applications accordingly.

While help is given to the students, it is the students who make the step from school to college or university, so emphasis is placed on the students to make the transition happen. Students should follow the university application timeline below.

University Application Timeline

Grade 11	Students should:
Fall and Spring	<ul style="list-style-type: none"> • Attend university visits to BISS and Beijing
September-ongoing	<ul style="list-style-type: none"> • Research universities and careers • Explore “About Me” functions on Family Connections (Naviance)
October	<ul style="list-style-type: none"> • Register and write the PSAT test
March-June	<ul style="list-style-type: none"> • Meet with the school counsellor individually to discuss post-secondary plans. • Families meet with the University Advising Committee (secondary principal, DP coordinator and school counsellor)
March –April	<ul style="list-style-type: none"> • Register and prepare to write the May/June SAT • Register and complete the TOEFL English proficiency test if English is not your first language
May -June	<ul style="list-style-type: none"> • BISS University preparation workshop (personal statement/ essay)
June	<ul style="list-style-type: none"> • Develop a list of 10-12 universities including reaches, target and safety options. Research application procedures and admission deadlines.
July-August	<ul style="list-style-type: none"> • Attend summer programs (if possible) • Tour universities (if possible) • Create common app account (if going to the US)/ or begin preparing admissions requirements if applying outside of the US
Grade 12	Students should:
August- September	<ul style="list-style-type: none"> • Meet with school counsellor to discuss a short list of universities. • Input schools into Naviance Family connections. • Complete reference request form on Naviance and provide to teachers and school counsellor for references. • Review university choices for early decision, early action deadlines; revise essays and request feedback. • Order an official English transcript of any schools you attended prior to coming to BISS (Grades 9-12).
September-October	<ul style="list-style-type: none"> • Attend university visits. • Register and prepare for October and November SAT
October – November	<ul style="list-style-type: none"> • Submit early decision, early action or early response applications (usual deadline is November 1) • Take SAT or SAT subject tests • Contact the College Board and make sure SAT scores are sent to the schools (if needed). • Research university’s English language requirements and ensure TOEFL scores are sent directly to schools (if needed). • Follow up with teachers and the counsellor to make sure recommendations and transcripts have been sent. • Finalize regular decision applications. • Continue to check on-line applications to ensure that admissions requirements are being met (i.e. all your documents are being submitted).
December-February	<ul style="list-style-type: none"> • Submit online applications for regular decision applications.
January –April	<ul style="list-style-type: none"> • Receive responses from universities. Update the counsellor on admission offers and decisions.
January – March	<ul style="list-style-type: none"> • Apply to Singapore universities
Spring	<ul style="list-style-type: none"> • Reply to universities; make enrollment deposits, apply for housing if planning to live on-campus • Apply to schools in Korea, Australia (summer)

BISS School Counsellor

Further information is available from:

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7

SOURCES

Photographs

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- International Baccalaureate Organization. IB Learner Profile in Review. Cardiff: International Baccalaureate Organization, April 2013. Print.
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Online Resources

- International Baccalaureate Organization: www.ibo.org
- PAMOJA Education Ltd.: www.pamojaeducation.com



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DECLARATION FORM



Date: ____/____/201__

To the Secondary School Diploma Programme Coordinator

(to be printed, signed and returned within a week the LATEST to the Academic Officer in Room 410)

The undersigned, _____ student of
Grade ____ and _____ parent/
guardian of the aforementioned student, confirm we have carefully *read*, completely *understood*
and *agree* with the information included in the Beijing BISS International School “**Grades 11 &
12 @ BISS**” Handbook for the **Class of** _____, shared with us, as well as all International
Baccalaureate related official publications, and as such we give Beijing BISS International School
every right to take any required actions accordingly.

Student's Signature: _____/____/_____

Parent/ Legal Guardian's Signature: _____/____/_____



Beijing BISS International School
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