



LOUISENLUND

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IB Handbook Louisenlund

2023/2024



Mission Statement

Stiftung Louisenlund is committed to helping young people become independent, globally minded, and committed personalities capable of taking on responsibility for themselves and for others.

Living, learning, and achieving, Louisenlund's educational motto, defines itself through four guiding principles:

- Encouraging achievement; developing talent
- Preserving tradition; imparting values
- Living community; taking on responsibility
- Pursuing our vision; shaping our future

Acting responsibly, thinking creatively, meeting challenges with confidence, becoming as independent as possible, while at the same time remaining committed to the community – those are the expressed goals of our pedagogical work in Louisenlund.

Definition of Learning

Stiftung Louisenlund defines learning as a lifelong process of growth and discovery, encompassing the acquisition of knowledge and skills, the fostering of creativity, and the formation of character and personality. Learning is grounded in a cycle of inquiry, action, and reflection, which awakens an individual's curiosity, activates and stimulates cognition, and broadens understanding and competencies.

Involving the whole person, such competencies include, not only critical thinking and research skills, but also physical, social, communication, and self-management skills. Though occurring on an individual level and grounded in personal experience, effective learning takes place within the community and through a variety of collaborative processes. It entails both the development of conceptual understanding, applicable in a variety of contexts, and key skills which enable the individual to become an internationally-minded, caring, and balanced member of society.

Fundamental aspects of the learning process involve pursuing and achieving goals through persistent hard work, making use of one's potential, and taking on responsibility, both for oneself and for others. Louisenlund recognizes and affirms the social and emotional dimension of learning as being equal to and inextricably linked with the individual's academic formation.

Using this Guide

Dear Student,

This is your practical guide to the International Baccalaureate Programmes at Louisenlund (IB Diploma Programme and Middle Years Programme candidate school). In here you will find what is expected of you as IB learners as well as guidelines and requirements for successful completion of the Diploma Programme and MYP 5. The handbook contains useful facts on the overall structure of the programmes as well as detailed information on the individual courses you are taking. Additionally, the appendix contains the school's language, assessment, and academic honesty policies, with which you must be familiar and are expected to uphold and abide by.

We are delighted to have you as a part of the Louisenlund community and wish you much enjoyment and success in your studies.

Sincerely yours,

Dr. Peter Rösner, Headmaster
Philip Armstrong, IB Principal
Petra Hau, Diploma Programme Coordinator, MYP Coordinator & PP Coordinator & Vice Principal IB World School
Svenja Budziak, CAS and SA Coordinator
TBA, Inclusive Education Coordinator
Kristin Esdale-von Bargan, Extended Essay

Coordinator; Research & Writing Support
Ian Tame, Head of TOK
Catherine Donovan, Career and College Counsellor & Director of Global Education

Louisenlund, 1st August 2023

Contents

| | | | | |
|----------------------|--------------------------------------|----|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| 3 | Introduction | 8 | Breadth and Depth of Study in Subject Groups 1-6 | IB MIDDLE YEARS PROGRAMME |
| 4 | Educational Philosophy | 10 | IB Model Core (TOK, CAS, EE) | 31 Subject Offerings at Louisenlund |
| 4 | The IB Diploma Programme | 12 | Assessment | 31 Course Overview |
| 4 | A World Recognized Qualification | 13 | Course Overview | ORGANISATION |
| 5 | IB Middle Years Programme | 26 | Award of the Diploma | 39 The Master Schedule & ManageBac |
| 5 | The IB Learner Profile | 26 | The Bilingual Diploma | 39 Academic Support |
| 7 | The IB in Louisenlund | 27 | The Diploma Points Matrix | 39 Attendance and Absence |
| 7 | Louisenlund Pedagogy IB World School | 28 | German University Admission | 39 Mentoring & Reporting Student Achievement |
| IB DIPLOMA PROGRAMME | | 30 | Anerkennung der DP Mathematikurse für diverse Studiengänge | 40 Important Contacts |
| 8 | Subject Offerings at Louisenlund | | | 40 Appendices: School Assessment Policy, School Language Policy, School Academic Honesty Policy, Inclusive Education Policy |

Educational Philosophy

Each student is unique and talented.

Education in Louisenlund combines intensive study, being proactive and having fun. Our small classes enable us to awaken intellectual curiosity and develop individual talents.

The pristine nature that surrounds our campus, here in the North of Germany on the banks of the Schlei, provides an ideal environment for living and learning together.

Students at our school have a choice between the German Abitur and the worldwide accredited International Baccalaureate Diploma, which offers students the best preconditions for an academic career in Germany and abroad.

Within a strong community, the promotion of a student's individual and personal development, as well as preparation for professional life in a globalized world are maxims at our school.

With their high academic standards and holistic approach, the IB Programmes aim to support inquisitive, knowledgeable and socially committed young people in overcoming intercultural borders and campaigning for a global coexistence in the spirit of international understanding.

The IB Diploma Programme

Established in the late 1960s, with its first full year of operation in 1970, the IB Diploma Programme was originally designed to cater for the educational needs of globally mobile students in international schools. It was developed as a deliberate compromise between the specialization required in some national systems and the breadth preferred in others, without bias towards any particular national system.

The general objectives of the IBO were to provide students with a balanced education, to facilitate geographic and cultural mobility, and to promote international understanding through a shared academic experience. From its inception, the development of the IB Diploma Programme was based on three fundamental principles:

- the need for a broad general education, establishing the basic knowledge and critical thinking skills necessary for further study
- the importance of developing international understanding and citizenship for a more peaceful, productive future
- the need for flexibility of choice among the subjects to be studied, within a balanced framework so that the students' options could correspond as far as possible to their particular interests and capacities.

A World Recognized Qualification

In the years since its founding, the IB Diploma has become a leading, internationally recognized pre-university qualification. Now it is a symbol of academic excellence worldwide.

The student who satisfies its demands demonstrates a strong commitment to learning, both in terms of the mastery of subject content and in the development of a wide range of skills. He or she is also encouraged to appreciate the universal value of human diversity and its legitimate boundaries, while at the same time understanding the common humanity that we all share.

While each component of the IB Programmes has specific aims and assessment objectives, the distinctive aims as a whole are to:

- provide an internationally accepted qualification for entry into higher education
- promote international understanding
- educate the whole person, emphasizing intellectual, personal, emotional and social growth
- develop inquiry and thinking skills, and the capacity to reflect upon and to evaluate actions critically.

IB Middle Years Programme

Conceived in the early 1990s to supplement the IB Diploma Programme and establish the IB Continuum, the Middle Years Programme (MYP) was first offered in 1994. A challenging framework that encourages students to make practical connections between their studies and the real world, the MYP is inclusive by design; students of all interests and academic abilities can benefit from their participation. It fosters the development of skills for communication, intercultural understanding and global engagement—essential qualities for young people who are becoming global leaders. The MYP prepares students to meet the academic challenges of the IB Diploma Programme.

The IB Middle Years Programme:

- addresses holistically students' intellectual, social, emotional and physical well-being.
- provides students opportunities to develop the knowledge, attitudes and skills they need in order to manage complexity and take responsible action for the future.
- ensures breadth and depth of understanding through study in 6 - 8 subject groups.
- requires the study of at least two languages (language of instruction and additional language of choice) to support students in understanding their own cultures and those of others.
- empowers students to participate in service within the community.
- helps to prepare students for further education, the workplace and a lifetime of learning.

The IB Learner Profile

A singular capacity for invigorating campus life

Informed by the International Baccalaureate (IB) mission to develop active, compassionate and lifelong learners, the IB programmes foster a distinctive set of attributes. These qualities – embodied in the IB learner profile – prepare IB students to make exceptional contributions on campus.

Inquirers. 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. University faculties regularly note IB students' passion for discovery.

Knowledgeable. 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. IB students are extraordinarily well prepared for the academic requirements of university coursework.

Thinkers. They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions. IB students contribute to discussions in a meaningful way. They do not shy away from challenging questions and, once they know the answer, follow up by asking “why?”

Communicators. 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. IB students regularly deliver stimulating presentations and drive excellence in group assignments.

Principled. 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. IB students are infused with the academic integrity that is a fundamental value of universities and colleges.

Open-minded. 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. IB students have a deep understanding of various cultures and views, bringing an appreciation of new views to both their academic study and their involvement in local and wider communities. Their international mindedness complements the missions of the best tertiary institutions.

Caring. 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. IB students tell us they bring this commitment to community and others to their activities and leadership roles at university and carry it throughout their lives.

Risk-takers. 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. IB students transition well to challenging university settings and show resilience and determination in their work. In academics, they have the confidence to approach new or unfamiliar subjects or material.

Balanced. They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others. IB students are active participants in a wide range of aspects of campus life, as well as focusing on their academic development.

Reflective. 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. IB students have developed an ability to reflect on their learning and to articulate how they learnt. They have learned that critical reflection is an important academic and life skill.

The IB in Louisenlund

Louisenlund is proud to offer the IB Diploma Programme and to be an MYP Candidate school. In Louisenlund you will be part of a very special, lively and diverse community. One of the only boarding schools in Germany recognized as an IB World School, Louisenlund provides a unique and optimal atmosphere to prepare students for success in the IB. In Louisenlund, IB boarding students live and learn together and have the opportunity to make friends with students in the German system. As a German school with an established and proud tradition, we are rooted in the local community and region and recognized far beyond our campus boundaries. Our day students, who hail from the surrounding local communities and help to link us to the region, are well-integrated into campus life and participate in the wide range of extracurriculars which constitute our exceptional CAS Programme (Service as Action in the MYP). Our faculty and staff are dedicated and committed individuals who take an active interest in each individual student's development and well-being. Each of our IB teachers is passionate about his or her subject and enthusiastic about international education. Teachers are approachable, readily available and eager to assist and support students inside and outside of the classroom. All students at Louisenlund are assigned a faculty mentor who tracks the students' progress and advises them to optimize their academic development and achievement. The MYP aims to prepare students optimally for the IB Diploma Programme through a carefully crafted concept-based and competency-oriented curriculum with authentic learning opportunities and key links to real-world experience.

Louisenlund Pedagogy IB World School

Effective and meaningful teaching and learning must always focus on the learner and the learner's experience of the world around them. Such experiences of learning take place both at the individual level and through collaborative undertakings within and beyond the learning community. Louisenlund and the International Baccalaureate Organization share a common vision for education in the 21st century, in which students are the principal actors in the learning process and thus take responsibility for their own academic and personal development. Additionally, both organizations affirm the notion that the cultivation of conceptual understanding and key competencies cannot occur in isolation, but requires collaboration within the group and responsibility for one another.

The newly formulated Louisenlund Pedagogy is fully in line with and inextricably linked to the recently published IB Programme Standards and Practices, which will serve as the framework for this supplementary document focused on education in Louisenlund's IB World School. The innovative Louisenlund Pedagogy, conceived by Dr. Kerstin Tschekan, highlights the development of learner skills and competencies, learner independence and self-directed learning, learning differentiated to meet the needs and interest of individual students, various dimensions of learning, including practical, real-world experiences, effective teamwork and collaboration, and metacognitive reflection on learning processes. Each of these aspects is rooted, not only in the IB Programme Standards and Practices, but also in the IB's Approaches to Teaching and Learning and in the NEASC Commission on International of Education's ACE Learning Framework. Therefore, affirming and adopting the basic principles and approaches of this new Louisenlund Pedagogy in our IB World School in no way constitutes a radical shift in our pedagogical approach, but a continuation, and in many ways a fulfillment, of the development of our programme over the past ten years.

Subject Offerings at Louisenlund

Group 1: Studies in Language and Literature

English A: Language and Literature (HL & SL)

German A: Literature (HL & SL)

Group 3: Individuals & Societies

Business Management (HL & SL)

Economics (HL & SL)

Global Politics (HL & SL)

History (HL & SL)

Group 5: Mathematics

Analysis and Approaches (HL & SL)

Applications and Interpretations (SL)

Group 2: Language Acquisition

English B (HL)

German B (HL & SL)

German ab initio (SL)

Group 4: Sciences

Biology (HL & SL)

Chemistry (HL & SL)

Physics (HL & SL)

Environmental Systems and Societies (SL)

Group 6: The Arts

Visual Arts

Breadth and Depth of Study in Subject Groups 1-6

Group 1: Studies in Language and Literature

As part of the Diploma Programme (DP), students take at least one subject from studies in language and literature. Taking two studies in language and literature subjects in different languages is one way of obtaining a bilingual diploma.

The courses offer a broad range of texts, and students grow to appreciate a language's complexity, wealth and subtleties in a variety of contexts. Students take their studies in a language in which they are academically competent.

Louisenlund's IB Diploma Programme is growing and we as a school are certainly opening our doors to a more international community. As a result of our efforts, we are offering Chinese, apart from English or German. For those students at Louisenlund who consider Chinese to be their first language, they have the opportunity to study that language as a standard level self-taught subject.

Through each course, students are able to develop:

- a personal appreciation of language and literature
- skills in literary criticism using a range of texts from different periods, styles and genres
- an understanding of the formal, stylistic and aesthetic qualities of texts
- strong powers of expression, both written and oral
- an appreciation of cultural differences in perspective
- an understanding of how language challenges and sustains ways of thinking.

Through studies in language and literature, the DP aims to develop a student's lifelong interest in

language and literature, and a love for the elegance and richness of human expression.

Group 2: Language Acquisition

It is a requirement of the programme that students taking only one language from group 1 also take at least one subject from group 2.

The main emphasis of the modern language courses is on the acquisition and use of language in a range of contexts and for different purposes while, at the same time, promoting an understanding of another culture through the study of its language.

Three subjects are available to accommodate students' interest in and previous experience of language study.

Group 3: Individuals and Societies

Students are required to choose one subject from each of the six academic areas, including one from Individuals and Societies. They can choose a second subject from each academic area except the arts.

Studying any one of these subjects provides for the development of a critical appreciation of:

- human experience and behaviour
- the varieties of physical, economic and social environments that people inhabit
- the history of social and cultural institutions.

In addition, each subject is designed to foster in students the capacity to identify, to analyse critically and to evaluate theories, concepts and arguments relating to the nature and activities of individuals and societies.

Group 4: Sciences

It is a requirement of the programme that students study at least one subject from group 4. Students explore the concepts, theories, models and techniques that underpin each subject area and through these develop their understanding of the scientific method.

A compulsory Group 4 Project encourages students to appreciate the environmental, social and ethical implications of science. This exercise is collaborative and interdisciplinary and provides an opportunity for students to explore scientific solutions to global questions.

Group 5: Mathematics

It is a requirement of the programme that students study at least one course in mathematics.

These courses serve to accommodate the range of needs, interests and abilities of students, and to fulfill the requirements of various university and career aspirations.

The aims of these courses are to enable students to:

- develop mathematical knowledge, concepts and principles
- develop logical, critical and creative thinking
- employ and refine their powers of abstraction and generalization.

Students are also encouraged to appreciate the international dimensions of mathematics and the multiplicity of its cultural and historical perspectives.

Group 6: The Arts

Students choose courses from the following subject groups: studies in language and literature; language acquisition; individuals and societies; sciences; mathematics; and the arts.

Students may opt to study an additional sciences, individuals and societies, or languages course, instead of a course in the arts.

The subjects in the arts allow a high degree of adaptability to different cultural contexts. The emphasis is on creativity in the context of disciplined, practical research into the relevant genres.

In addition, each subject is designed to foster critical, reflective and informed practice, help students understand the dynamic and changing nature of the arts, explore the diversity of arts across time, place and cultures, and express themselves with confidence and competence.

IB Model Core (TOK, CAS, EE)

Theory of Knowledge

The Theory of Knowledge (TOK) requirement is central to the educational philosophy of the Diploma Programme. It offers students and their teachers the opportunity to reflect critically on diverse ways of knowing and on areas of knowledge, and to consider the role and nature of knowledge in their own culture, in the cultures of others and in the wider world. It prompts students awareness of themselves as thinkers, encouraging them to become more acquainted with the complexity of knowledge and to recognize the need to act responsibly in an increasingly interconnected but uncertain world.

As a thoughtful and purposeful inquiry into different ways of knowing, and into different kinds of knowledge, TOK is composed almost entirely of questions. The most central of these questions is “How do we know?”

The critical reflection encouraged in students is a foundation for developing international awareness. All subjects around the core aim to encourage in all students an appreciation and understanding of cultures and attitudes other than their own, but in this particular respect, TOK has a special role to play.

It is a stated aim of TOK that students should become aware of the interpretative nature of knowledge, including personal and ideological biases, regardless of whether, ultimately, these biases are retained, revised or rejected. Students are required to demonstrate an awareness of the values and the limitations of their individual outlook, and of the views common to the communities and cultures to which they belong. In coming to understand the strengths and limitations of their own and others’ cultural perspectives, students are better able to evaluate their own views and their own level of intercultural understanding.

TOK also has an important role to play in providing coherence within the IB Diploma Programme. Exploration of the nature of knowledge in TOK transcends and links academic subject areas, demonstrating for students the ways in which they can apply their own knowledge with greater awareness and credibility.

The Extended Essay

The extended essay is a required component of the International Baccalaureate Diploma Programme. It is an independent, self-directed piece of research, finishing with a 4,000-word paper.

The extended essay provides:

- practical preparation for undergraduate research
- an opportunity for students to investigate a topic of special interest to them, which is also related to one of the student's six DP subjects.

Through the research process for the extended essay, students develop skills in:

- formulating an appropriate research question
- engaging in a personal exploration of the topic
- communicating ideas
- developing an argument.

Participation in this process develops the capacity to analyse, synthesize and evaluate knowledge.

Students are supported throughout the process of researching and writing the extended essay, with advice and guidance from a supervisor who is usually a teacher at the school.

The IB recommends that students follow the completion of the written essay with a short, concluding interview with their supervisor. This is known as viva voce.

The extended essay and interview can be a valuable stimulus for discussion in countries where interviews are required prior to acceptance for employment or for a place at university.

All extended essays are externally assessed by examiners appointed by the IB. They are marked on a scale from 0 to 34.

The score a student receives relates to a band. The bands are:

- A – work of an excellent standard.
- B – work of a good standard.
- C – work of a satisfactory standard.
- D – work of a mediocre standard.
- E – work of an elementary standard.

Our extended essay coordinator, Mrs. Rachel Gaertner, offers regular workshops on the extended essay and is available to assist students in the process of research and drafting the EE. For more information please feel free to contact Mrs. Kristin Esdale-von Bargaen kristin.esdale@louisenlund.de.

Creativity, Activity, Service

Creativity, activity, service (CAS) is a framework for experiential learning and reflection about that learning. This process of application and reflection provides an opportunity to extend what is learned in the classroom and, in turn, for the CAS experience to have an impact on classroom learning.

CAS is intended to provide experiences for students to develop self-confidence and empathy, and a willingness to help others. They may directly confront or indirectly engage in work on global problems, or work directly with other people at a local level, developing their capacity to function collaboratively and effectively with others.

The IBOs aim of educating the whole person comes alive in a practical and demonstrable way through CAS, when students are involved in the community, whether at a local, national or international level. The

three elements of CAS are mutually reinforcing. Together, they enable students to recognize that there are many opportunities to learn about life, self and others, and to inspire confidence, determination and commitment. Creative and physical activities are particularly important for adolescents and they offer many favorable situations for involvement and enjoyment at a time that is for many young people stressful and uncertain. The service element of CAS is perhaps the most significant of the three, in terms of the development of respect for others, responsibility and empathy.

Louisenlund is particularly proud of its rich and fulfilling Guild programme. With almost 50 various activities, clubs, sports and service groups to choose from, all IB students complete their CAS requirements effortlessly. The spirit of CAS is imbedded in the very fiber of the school ethos.

For more information about CAS in Louisenlund please contact the CAS Coordinator, Ms. Svenja Budziak at svenja.budziak@louisenlund.de.

Assessment

Assessment of student performance within the IB Programmes takes a wide variety of forms: the overall assessment structure for each subject ensures that student performance is measured in relation to all the objectives for that subject. Typical subject objectives include some that refer to knowledge and understanding of subject content, and also many that refer to particular types of skills relevant to the subject.

For example, an ability to engage in independent literary criticism, to analyze, evaluate and integrate source material, to construct scientific hypotheses and evaluate scientific methods, to make inductive generalizations and to produce works of art with imagination and creativity, all relate to the objectives for particular subjects. It is clear that a wide variety of approaches to assessment is needed to provide students with suitable contexts in which to demonstrate their capabilities.

In nearly all Diploma Programme subjects, at least some of the assessment is carried out within the school by teachers, who mark individual pieces of work produced as part of the course of study. The kind of work that is internally assessed includes oral exercises in the language subjects, projects, student portfolios, class presentations, practical laboratory work in the sciences and mathematical explorations. The principal aim of conducting internal assessment is to evaluate student achievement against those objectives that do not lend themselves to external written examinations or tests. Internal assessment also gives teachers, who know their students work very well, a significant input into the overall assessment process.

Some assessment tasks are conducted and overseen by teachers, but are then marked by examiners outside the school. These tasks are carried out by students at a time mutually convenient to them and to the school's schedule, and without the restrictions of external examination conditions. They generally involve the production of a substantial piece of writing that has been researched and developed over a period of time. Such assessment tasks include a Higher Level Essay for language A, essays for Theory of Knowledge, and Extended Essays. The role of the teacher in assessing these pieces of work is less significant than it is for internally assessed tasks: all such pieces of work are sent to external examiners to maximize objectivity in the marking. In Visual Arts, the studio exhibition is photographed and submitted to external examiners for assessment.

The use of identical examination papers across the world for each subject ensures a strong element of

parity of assessment for the IB Diploma Programme, reinforcing its coherence. Examinations are taken by diploma candidates at the end of the two-year course of study.

All examination papers are taken by candidates under the strict conditions prescribed by the IBO, with a fixed time limit, in the absence of any external resource or communication with other candidates, and with no prior knowledge of the questions.

The nature of the examination questions varies considerably from paper to paper and from subject to subject. Objective tests comprising a set of multiple-choice questions are used in some subjects, but short answer questions, structured questions, extended response questions, essay questions, data analysis questions, text analysis questions and case study questions are all used where appropriate. This variety of question types allows for a greater number of subject objectives to be assessed.

Examination sessions are held in May each year, with results published in early July. Between the sitting of examinations and the release of results, all the external marking is completed, culminating in grade award meetings for each subject, to determine the final subject grades.

Assessment in the IB is criterion related, which means that each student's final subject result is determined by the level of their performance as measured against a set of criteria. These criteria describe the level of achievement expected for the award of each grade. Final subject results are not determined by norm-referencing, nor by awarding fixed percentages of each grade to the overall distribution of candidates. Each subject is graded on a scale from one point (the lowest) to seven points (the highest).

Each diploma student takes six subjects, most taking three at higher level and three at standard level. In addition, there is a maximum of three points available for combined performance in the extended essay and Theory of Knowledge.

Thus, the maximum possible score is 45 points. The minimum score needed to gain the diploma is 24 points, provided that certain additional conditions are met. These conditions, which relate to the distribution of points across the different subjects, are explained below.

For more information please refer to the School Assessment Policy in the appendix.

DP Course Overview

GROUP 1: STUDIES IN LANGUAGE AND LITERATURE Language A: Literature (HL & SL) German

Course description

The IB Diploma Programme language A: literature course develops understanding of the techniques involved in literary criticism and promotes the ability to form independent literary judgments. In language A: literature, the formal analysis of texts and wide coverage of a variety of literature — both in the language of the subject and in translated texts from other cultural domains — is combined with a study of the way literary conventions shape responses to texts. Students completing this course will have a thorough knowledge of a range of texts and an understanding of other cultural perspectives. They will also have effectively developed skills of analysis and the ability to support of an argument in clearly expressed writing, sometimes at significant length. The course will enable them to succeed in a wide range of university courses, particularly in literature but also in subjects such as philosophy, law and

language. All group 1 courses are suitable for students experienced in using a language in an academic context. It is also recognized that students have language backgrounds that vary significantly. For one student the target language may be his or her only proficient language; another student may have a complex language profile and competence in more than one language. While students in the group 1 courses will undergo significant development in their ability to use language for a range of purposes, these are not language-acquisition courses. In group 1, it is assumed that students are highly competent in the target language, whether or not it is their mother tongue. The aims of the language A: literature course at both higher and standard levels are to:

- engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures
- develop skills in listening, speaking, reading, writing, viewing, presenting and performing
- develop skills in interpretation, analysis and evaluation
- develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
- develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues, and an appreciation of how they contribute to diverse responses and open up multiple meanings
- develop an understanding of the relationships between studies in language and literature and other disciplines
- communicate and collaborate in a confident and creative way
- foster a lifelong interest in and enjoyment of language and literature.

Assessment

Standard Level / Higher Level

External Assessment 70% / External Assessment 80%

Paper 1: Guided literary analysis 35% / Paper 1: Guided literary analysis 35%

Paper 2: Comparative essay 35% / Paper 2: Comparative essay 25%

Higher Level Essay 20% (HL only)

Internal Assessment 30% / Internal Assessment 20%

Individual oral 30% / Individual oral 20%

GROUP 1: STUDIES IN LANGUAGE AND LITERATURE

Language A: Language and Literature (HL & SL)

English, German

Course description

The language A: language and literature course aims to develop skills of textual analysis and the understanding that texts, both literary and non-literary, can relate to culturally determined reading practices. The course also encourages students to question the meaning generated by language and texts. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception. The study of literature in translation from other cultures is especially important to IB DP students because it contributes to a global perspective. Texts are chosen from a variety of sources, genres and media. The aims of language A: language and literature higher level courses are to:

- engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures
- develop skills in listening, speaking, reading, writing, viewing, presenting and performing

- develop skills in interpretation, analysis and evaluation
- develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
- develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues and an appreciation of how they contribute to diverse responses and open up multiple meanings
- develop an understanding of the relationships between studies in language and literature and other disciplines
- communicate and collaborate in a confident and creative way
- foster a lifelong interest in and enjoyment of language and literature.

Assessment

Standard Level / Higher Level

External Assessment 70% / External Assessment 80%

Paper 1: Guided literary analysis 35% / Paper 1: Guided literary analysis 35%

Paper 2: Comparative essay 35% / Paper 2: Comparative essay 25%

Higher Level Essay 20% (HL only)

Internal Assessment 30% / Internal Assessment 20%

Individual oral 30% / Individual oral 20%

GROUP 2: LANGUAGE ACQUISITION

Language B (HL & SL)

English, German

Course Description

In the language B course, students develop the ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course. The study of language requires careful attention to forms, structures, functions and conceptual understandings of language. Knowledge of vocabulary and grammar — the what of language — is reinforced and extended by understanding the why and how of language: audience, context, purpose, meaning. Students expand the range of their communication skills by understanding and producing a wide variety of oral and written texts for audiences, contexts and purposes associated with academic and personal interests. For the development of receptive skills, language B students must study authentic texts that explore the culture(s) of the target language. In addition, the study of two literary works is required at HL. A key aim of the language B course is to develop international-mindedness through the study of language, culture, and ideas and issues of global significance. Explicit links to TOK strengthen the ability to communicate in the target language by increasing students' self-awareness as inquirers in their own language learning process. As appropriate to the level of the course, communication skills are reinforced through the other categories of approaches to learning skills: thinking, research, social and self-management skills.

Assessment

Higher Level / Standard Level

External Assessment 75% / External Assessment 75%

Paper 1: Receptive skills 25% / Paper 1: Receptive skills 25%

Paper 2: Written productive skills 50% / Paper 2: Written productive skills 50%

Internal Assessment

Individual oral 25% / Individual oral 25%

GROUP 3: INDIVIDUALS AND SOCIETIES

Business management (HL & SL), first exams May 2024

Course Description

The business management course is designed to meet the current and future needs of students who want to develop their knowledge of business content, concepts and tools to assist with business decision-making. Future employees, business leaders, entrepreneurs or social entrepreneurs need to be confident, creative and compassionate as change agents for business in an increasingly interconnected global marketplace. The business management course is designed to encourage the development of these attributes.

Through the exploration of four interdisciplinary concepts: creativity, change, ethics and sustainability, this course empowers students to explore these concepts from a business perspective. Business management focuses on business functions, management processes and decision-making in contemporary contexts of strategic uncertainty.

Students examine how business decisions are influenced by factors that are internal and external to an organization and how these decisions impact upon a range of internal and external stakeholders. Emphasis is placed on strategic decision-making and the operational business functions of human resource management, finance and accounts, marketing, and operations management.

Business management is a challenging and dynamic discipline that more than meets the needs of our students growing and developing in a complex business environment. This course prepares students to be global citizens ready to face up to the challenges and opportunities awaiting them in our ever-changing world.

Standard Level / Higher Level

External Assessment 70% / 80%

Paper 1: Case study 35% / Case study 25%

Paper 2: Syllabus units 1 – 5 35 % / Syllabus units 1 – 5 30 %

Paper 3: Social Enterprise 25% (HL only)

Internal Assessment 30% / 20%

Business research project 30% / Business research project 20%

GROUP 3: INDIVIDUALS AND SOCIETIES

Economics (HL & SL)

Course Description

Economics is an exciting, dynamic subject that allows students to develop an understanding of the complexities and interdependence of economic activities in a rapidly changing world.

At the heart of economic theory is the problem of scarcity. While the world's population has unlimited needs and wants, there are limited resources to satisfy these needs and wants. As a result of this scarcity, choices have to be made. The DP economics course, at both SL and HL, uses economic theories to examine the ways in which these choices are made:

- at the level of producers and consumers in individual markets (microeconomics)
- at the level of the government and the national economy (macroeconomics)
- at an international level where countries are becoming increasingly interdependent through international trade and the movement of labour and capital (the global economy).

The choices made by economic agents (consumers, producers and governments) generate positive and

negative outcomes and these outcomes affect the relative well-being of individuals and societies. As a social science, economics examines these choices using models and theories. The DP economics course allows students to explore these models and theories, and apply them, using empirical data, through the examination of six real-world issues.

As economic growth and increased efficiency become prominent goals, two other important global economic issues related to these goals are; the ways in which economic activity impacts the environment, and the challenges facing the world in terms of fair access to resources, goods and services. When exploring these significant global issues, sustainability and equity become key concepts for DP economic students to understand.

In all areas of economic activity, the economic agents can be divided up into the private sector (consumers and producers) and the public sector (governments). To different extents and with different outcomes, the public sector in any economy assumes some responsibility for monitoring and regulating the behaviour of the private sector. This government intervention is a significant concept that appears throughout the course and students are expected to critically evaluate the balance between the market forces of the private sector and intervention by governments.

Given the rapidly changing world, economic activity and its outcomes are constantly in flux. Therefore, students are encouraged, throughout the course, to research current real-world issues. Through their own inquiry, it is expected that students will be able to appreciate both the values and limitations of economic models in explaining real-world economic behaviour and outcomes.

By focusing on the six real-world issues through the nine key concepts (scarcity, choice, efficiency, equity, economic well-being, sustainability, change, interdependence and intervention), students of the DP economics course will develop the knowledge, skills, values and attitudes that will encourage them to act responsibly as global citizens.

For the internal assessment, both standard level and higher level candidates are required to produce a portfolio of three commentaries based on published extracts from the news media using the key concepts as a lens. In addition, for the external assessment, there are two examinations for standard level students and three examinations at higher level.

Assessment

Standard Level / Higher Level

External Assessment 70% / 80%

Paper 1: Extended response 30% / Paper 1: Extended response 20%

Paper 2: Data response 40% / Paper 2: Data response 30%

Paper 3: Policy paper 30% (HL only)

Internal Assessment 30% / 20%

Portfolio 30% / Portfolio 20%

GROUP 3: INDIVIDUALS AND SOCIETIES

Global politics (HL & SL)

Course Description

The twenty-first century is characterised by rapid change and increasing interconnectedness, impacting people in unprecedented ways and creating complex global political challenges. The study of global politics enables students to critically engage with new perspectives and approaches to politics, in order

to better make sense of this changing world and their role in it as active citizens. Global politics is an exciting dynamic subject which draws on a variety of disciplines in the social sciences and humanities, reflecting the complex nature of many political issues.

The Diploma Programme global politics course explores fundamental political concepts such as power, rights, liberty and equality, in a range of contexts and at a variety of levels. It allows students to develop an understanding of the local, national, international and global dimensions of political activity, as well as allowing them the opportunity to explore political issues affecting their own lives. The course helps students to understand abstract political concepts by grounding them in real world examples and case studies. It also invites comparison between such examples and case studies to ensure a transnational perspective. The core units of the course together make up a central unifying theme of “people, power and politics.” The emphasis on people reflects the fact that the course explores politics not only at a state level but also explores the function and impact of non-state actors, communities and individuals. The concept of power is also emphasised as being particularly crucial to understanding the dynamics and tensions of global politics. Throughout the course issues such as conflict or migration are explored through an explicitly political lens; politics providing a uniquely rich context in which to explore how people and power interact.

Assessment

Standard Level / Higher Level

External Assessment 75% / External Assessment 80%

Paper 1: Stimulus-based paper on core 30% / Paper 1: Stimulus-based paper on core 20% Paper 2:

Extended response on core 45% / Paper 2: Extended response on core 40%

Extension: oral presentation on case studies 20%

Internal Assessment 25% / Internal Assessment 20%

Engagement activity and report 25% / Engagement activity and report 20%

GROUP 3: INDIVIDUALS AND SOCIETIES

History (HL & SL)

Course Description

History is more than the study of the past. It is the process of recording, reconstructing and interpreting the past through the investigation of a variety of sources. It is a discipline that gives people an understanding of themselves and others in relation to the world, both past and present.

Students of history should learn how the discipline works. It is an exploratory subject that poses questions without providing definitive answers. In order to understand the past, students must engage with it both through exposure to primary historical sources and through the work of historians. Historical study involves both selection and interpretation of data and critical evaluation of it. Students of history should appreciate the relative nature of historical knowledge and understanding, as each generation reflects its own world and preoccupations and as more evidence emerges. A study of history both requires and develops an individual’s understanding of, and empathy for, people living in other periods and contexts.

Diploma Programme history fosters an understanding of major historical events in a global context. It requires students to make comparisons between similar and dissimilar solutions to common human

situations, whether they be political, economic or social. It invites comparisons between, but not judgments of, different cultures, political systems and national traditions. The content of the history course is intrinsically interesting and it is hoped that many students who follow it will become fascinated with the discipline, developing a lasting interest in it, whether or not they continue to study it formally. The international perspective in Diploma Programme history provides a sound platform for the promotion of international understanding and, inherently, the intercultural awareness necessary to prepare students for global citizenship. Above all, it helps to foster respect and understanding of people and events in a variety of cultures throughout the world.

Assessment

Standard Level / Higher Level

External Assessment 75% / External Assessment 80%

Paper 1: Structured questions 30% / Paper 1: Structured questions 20%

Paper 2: Extended response 45% / Paper 2: Extended response 25%

Paper 3: Extension paper 35%

Internal Assessment 25% / Internal Assessment 20%

Historical investigation 25% / Historical investigation 20%

GROUP 4: SCIENCES

Biology (HL & SL), first assessment May 2025

Course Description

As one of the three natural sciences in the IB Diploma Programme, biology is primarily concerned with the study of life and living systems. Biologists attempt to make sense of the world through a variety of approaches and techniques, controlled experimentation and collaboration between scientists. At a time of global introspection on human activities and their impact on the world around us, developing and communicating a clear understanding of the living world has never been of greater importance than it is today.

Through the study of DP biology, students are empowered to make sense of living systems through unifying themes. By providing opportunities for students to explore conceptual frameworks, they are better able to develop understanding and awareness of the living world around them. This is carried further through a study of interactions at different levels of biological organization, from molecules and cells to ecosystems and the biosphere. Integral to the student experience of the DP biology course is the learning that takes place through scientific inquiry. With an emphasis on experimental work, teachers provide students with opportunities to ask questions, design experiments, collect and analyse data, collaborate with peers, and reflect, evaluate and communicate their findings.

DP biology enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond.

Assessment

Standard Level / Higher Level

External Assessment 80%

Paper 1: (1A) Multiple-choice and (1B) data-based questions 36%

Paper 2: Short-answer and extended-response questions 44 %

Internal Assessment 20%

Scientific investigation 20%

The Group 4 Project is compulsory for all group 4 students and takes place at the beginning of the academic year in IB1. As completion of this component is mandatory, all students must ensure that they will be present on the days of the project. Failure to complete this component of the course will result in an automatic failure of the group 4 subject, and consequently, the IB Diploma or DP course.

GROUP 4: SCIENCES

Chemistry (HL & SL), first assessment May 2025

Course Description

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. Chemical principles underpin both the physical environment in which we live and all biological systems. Chemistry is often a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science.

Both theory and practical work should be undertaken by all students as they complement one another naturally, both in school and in the wider scientific community. The DP chemistry course allows students to develop a wide range of practical skills and to increase facility in the use of mathematics. It also allows students to develop interpersonal and information technology skills, which are essential to life in the 21st century.

By studying chemistry students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the subject.

Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyse results and evaluate and communicate their findings.

Assessment

Standard Level / Higher Level

External Assessment 80%

Paper 1: (1A) Multiple-choice and (1B) data-based questions 36%

Paper 2: Short-answer and extended-response questions 44 %

Internal Assessment 20%

Scientific investigation 20%

GROUP 4: SCIENCES

Physics (HL & SL), first assessment May 2025

Course Description

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies. Despite the exciting and extraordinary development of ideas throughout the history of physics, observations remain essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations.

Besides helping us better understand the natural world, physics gives us the ability to alter our environments. This raises the issue of the impact of physics on society, the moral and ethical dilemmas, and the social, economic and environmental implications of the work of physicists.

By studying physics students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the subject.

Teachers provide students with opportunities to develop manipulative skills, design investigations, collect

data, analyse results and evaluate and communicate their findings.

Assessment

Standard Level / Higher Level

External Assessment 80%

Paper 1: (1A) Multiple-choice and (1B) data-based questions 36%

Paper 2: Short-answer and extended-response questions 44 %

Internal Assessment 20%

Scientific investigation 20%

GROUP 5: MATHEMATICS

Mathematics: Analysis and Approaches (HL & SL)

Course Description

The IB DP Mathematics: analysis and approaches course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. The focus is on developing important mathematical concepts in a comprehensible, coherent and rigorous way, achieved by a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve abstract problems as well as those set in a variety of meaningful contexts.

Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. Students should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments. The internally assessed exploration allows students to develop independence in mathematical learning. Throughout the course students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas. The aims of all DP mathematics courses are to enable students to develop a curiosity and enjoyment of mathematics, and appreciate its elegance and power develop an understanding of the concepts, principles and nature of mathematics communicate mathematics clearly, concisely and confidently in a variety of contexts, develop logical and creative thinking, and patience and persistence in problem solving to instill confidence in using mathematics employ and refine their powers of abstraction and generalization take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities, appreciate how developments in technology and mathematics influence each other appreciate the moral, social and ethical questions arising from the work of mathematicians and the applications of mathematics, appreciate the universality of mathematics and its multicultural, inter-national and historical perspectives, appreciate the contribution of mathematics to other disciplines, and as a particular “area of knowledge” in the TOK course, develop the ability to reflect critically upon their own work and the work of others, and to independently and collaboratively extend their understanding of mathematics.

Course content includes:

- Number and algebra
- Functions
- Geometry and trigonometry
- Statistics and probability
- Calculus
- Development of investigational, problem-solving and modelling skills and the exploration of an area of mathematics

Assessment

Standard Level / Higher Level

External Assessment 80% / External Assessment 80%

Paper 1: Short-answer; extended response 40% / Paper 1: Short-answer; extended response 30%

Paper 2: Short-answer; extended response 40% / Paper 2: Short-answer; extended response 30%

Paper 3: Extended response 20% (HL only)

Internal Assessment 20% / Internal Assessment 20%

Exploration 20% / Exploration 20%

GROUP 5: MATHEMATICS

Mathematics: Applications and Interpretations (SL)

Course Description

The IB DP Mathematics: applications and interpretation course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. Students are encouraged to solve real-world problems, construct and communicate this mathematically and interpret the conclusions or generalizations. Students should expect to develop strong technology skills, and will be intellectually equipped to appreciate the links between the theoretical and the practical concepts in mathematics. All external assessments involve the use of technology. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments. The internally assessed exploration allows students to develop independence in mathematical learning. Throughout the course students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas. The aims of all DP mathematics courses are to enable students to: develop a curiosity and enjoyment of mathematics, and appreciate its elegance and power, develop an understanding of the concepts, principles and nature of mathematics, communicate mathematics clearly, concisely and confidently in a variety of contexts, develop logical and creative thinking, and patience and persistence in problem solving to instill confidence in using mathematics, employ and refine their powers of abstraction and generalization, take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities, appreciate how developments in technology and mathematics influence each other, appreciate the moral, social and ethical questions arising from the work of mathematicians and the applications of mathematics, appreciate the universality of mathematics and its multicultural, inter-national and historical perspectives, appreciate the contribution of mathematics to other disciplines, and as a particular “area of knowledge” in the TOK course, develop the ability to reflect critically upon their own work and the work of others, and to independently and collaboratively extend their understanding of mathematics.

Course content includes:

- Number and algebra
- Functions
- Geometry and trigonometry
- Statistics and probability
- Calculus
- Development of investigational, problem-solving and modelling skills and the exploration of an area of mathematics

Assessment

Standard Level

External Assessment 80%

Paper 1: Short-answer 40%

Paper 2: Extended response 40%

Internal Assessment 20%

Exploration 20% / Exploration 20%

GROUP 6: THE ARTS

Visual arts (HL & SL)

Course Description

The visual arts are an integral part of everyday life, permeating all levels of human creativity, expression, communication and understanding. They range from traditional forms embedded in local and wider communities, societies and cultures, to the varied and divergent practices associated with new, emerging and contemporary forms of visual language. They may have socio-political impact as well as ritual, spiritual, decorative and functional value; they can be persuasive and subversive in some instances, enlightening and uplifting in others. We celebrate the visual arts not only in the way we create images and objects, but also in the way we appreciate, enjoy, respect and respond to the practices of art-making by others from around the world. Theories and practices in visual arts are dynamic and ever-changing, and connect many areas of knowledge and human experience through individual and collaborative exploration, creative production and critical interpretation.

The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts. Supporting the International Baccalaureate mission statement and learner profile, the course encourages students to actively explore the visual arts within and across a variety of local, regional, national, international and intercultural contexts. Through inquiry, investigation, reflection and creative application, visual arts students develop an appreciation for the expressive and aesthetic diversity in the world around them, becoming critically informed makers and consumers of visual culture.

Assessment

Standard Level / Higher Level

External Assessment 60% / External Assessment 60%

Part 1: Comparative study 20% / Part 1: Comparative study 20%

Part 2: Process portfolio 40% / Part 2: Process portfolio 40%

Internal Assessment 40% / Internal Assessment 40%

Part 3: Exhibition 40% / Part 3: Exhibition 40%

Award of the Diploma

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

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.

Students may take their retakes in Louisenlund in the following May examination session (or any subsequent May session). Retakes may be offered in November at the discretion of the DP coordinator and senior management. Students interested in November retakes should contact the DP coordinator and enquire about availability.

Successful IB Diploma Candidates will receive an IB Diploma and a document entitled "Diploma Programme (DP) Results" listing the total IB Diploma points score, the subject grades, confirmation of the completion of all CAS requirements and any points awarded and individual grades for the combination of theory of knowledge and the extended essay. These official documents will be sent to students at their home address at the end of August for the May examination session.

An IB Diploma Candidate who fails to satisfy the requirements for the award of an IB Diploma will receive DP Course Results indicating the grades obtained in individual subjects, together with results in theory of knowledge and the extended essay, and confirmation of the completion of all CAS requirements, as appropriate.

DP Course Candidates receive Diploma Programme Course Results (DP Course Results) indicating the results obtained in individual subjects and the core requirements, as appropriate.

The Bilingual Diploma

A Bilingual IB Diploma will be awarded to a successful candidate who fulfils one or both of the following criteria:

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

The diploma points matrix

May 2015 onwards

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

Changes from *The diploma points matrix (May 2010 - November 2014)*:

- B + C combination now results in 2 additional points (previously 1 point).
- A + E combination now results in zero points and a failing condition (previously 1 point).

Deutscher Hochschulzugang

Vereinbarung über die Anerkennung des “International Baccalaureate Diploma/ Diplôme du Baccalauréat International” (Beschluss der Kultusministerkonferenz vom 10.03.1986 i. d. F. vom 24.03.2022)

1. Ein nach den Bestimmungen der/des “International Baccalaureate Organisation (IBO)/Office du Baccalauréat International” erworbenes “International Baccalaureate Diploma/Diplôme du Baccalauréat International” wird als Hochschulzugangsqualifikation anerkannt, wenn es nach einem Besuch von mindestens zwölf aufsteigenden Jahrgangsstufen an Schulen mit Vollzeitunterricht erworben worden ist und die nachstehenden Bedingungen erfüllt sind:

a) Unter den sechs Prüfungsfächern des “International Baccalaureate Diploma/Diplôme du Baccalauréat International” (IB) müssen folgende nach der Terminologie des IB bezeichnete Fächer sein:

- zwei Sprachen auf dem Niveau A oder B (davon mindestens eine fortgesetzte Fremdsprache als “Language A”¹ oder „Language B HL“²),
- ein naturwissenschaftliches Fach (Biology, Chemistry, Physics),
- Mathematik (Mathematics: Analysis and Approaches³ oder Mathematics: Applications and Interpretation³)⁴,
- ein gesellschaftswissenschaftliches Fach (History, Geography, Economics, Psychology, Philosophy, Social Anthropology, Business and Management, Global Politics).

Das sechste verbindliche Fach kann außer den genannten Fächern eines der nachfolgenden nach der Terminologie des IB bezeichneten Fächer sein:

- Art/Design⁵, Music, Theatre Arts⁶; Film, Literature and Performance, eine weitere moderne Fremdsprache, Latin, Classical Greek, General Chemistry, Applied Chemistry, Environmental Systems⁷, Computer Science, Design Technology, World Religions, Sports exercise and health science, Digital Societies.

b) Unter den drei im Rahmen des “International Baccalaureate Diploma/Diplôme du Baccalauréat International” auf dem „Higher Level“ nachzuweisenden Fächern muss entweder Mathematik oder ein naturwissenschaftliches Fach, d. h. Biology, Chemistry oder Physics, sein.

c) Alle Fächer müssen im „IB-Diploma Programme“ durchgängig, d. h. zweijährig aufsteigend, belegt worden sein.

d) Die geforderten sechs Fächer müssen mindestens mit der IB-Note 4 benotet sein⁸.

Sofern in nur einem Fach die IB-Note 3 vorliegt, kann diese ausgeglichen werden, wenn in einem weiteren Fach auf mindestens demselben Anspruchsniveau mindestens die IB-Note 5 und insgesamt mindestens 24 Punkte erzielt worden sind.

e) Deutsche Zeugnisinhaber, die an einer Schule im Ausland mit IB-Programm Deutsch nicht betreiben, müssen vor Aufnahme eines Studiums in Deutschland hinreichende Deutschkenntnisse nachweisen; das Nähere wird durch landesrechtliche Bestimmungen geregelt.

2. Sofern die Bedingungen gemäß Ziffer 1 nicht erfüllt sind, ist zur Anerkennung als Hochschulzugangsqualifikation das erfolgreiche Ablegen einer zusätzlichen Prüfung gemäß der “Rahmenordnung für den Hochschulzugang mit ausländischen Bildungsnachweisen, für die Ausbildung an den Studienkollegs und für die Feststellungsprüfung” (Beschluss der Kultusministerkonferenz vom 15.04.1994 in der jeweils geltenden Fassung) erforderlich. Die Anerkennung als fachgebundene

Hochschulzugangsqualifikation wird auch möglich durch ein erfolgreiches Hochschulstudium von einem Jahr in einem Land, dessen Reifezeugnisse in Deutschland den Hochschulzugang direkt oder nach einem einjährigen erfolgreichen Studium eröffnen.

3. Die Durchschnittsnote für ein “International Baccalaureate Diploma/Diplome du Baccalauréat International” wird in dem Land berechnet, in dem das Zeugnis bewertet wird. Dabei wird das Verfahren gemäß der “Vereinbarung über die Festsetzung der Gesamtnote bei ausländischen Hochschulzugangsberechtigungen” (Beschluss der Kultusministerkonferenz vom 15.03.1991 in der jeweils geltenden Fassung) mit der nachstehenden, auf das IB bezogenen spezifischen Regelung zugrundegelegt.

Bei der Berechnung der Durchschnittsnote (N) wird von der im “International Baccalaureate Diploma/Diplome du Baccalauréat International” ausgewiesenen Gesamtpunktzahl (P) sowie von 42 Punkten als maximaler Punktzahl (P_{max}) und von 24 Punkten als minimaler Punktzahl (P_{min}) ausgegangen; dabei werden die ggf. erreichten Zusatzpunkte mitberücksichtigt, Gesamtpunktzahlen zwischen 42 (P_{max}) und 45 Punkten (höchstmögliche Punktzahl des IB zuzüglich der maximal erreichbaren 3 Zusatzpunkte) werden der deutschen Durchschnittsnote 1,0 gleichgesetzt.

Die Umrechnung erfolgt nach folgender Formel:

$$N = 1 + 3 \cdot \frac{P_{\max} - P}{P_{\max} - P_{\min}}$$

mit

N = gesuchte Note (Durchschnittsnote)

P = im Zeugnis ausgewiesene Gesamtpunktzahl

P_{max} = 42 Punkte (IB-Gesamtpunktzahl ohne Zusatzpunkte)

P_{min} = 24 Punkte (unterer Eckwert)

N = 1,0 (für 42 ≤ P ≤ 45)

4. Die IBO unterrichtet die Kultusministerkonferenz kontinuierlich über eventuelle Änderungen der Abschlussprüfung (Anforderungen, Inhalte, Organisation) und gibt der deutschen Schulaufsicht Gelegenheit, Einblick in die Arbeit der Schulen zu nehmen. Bei Beratungsbedarf oder auf Wunsch eines Landes prüft der Beirat für die Zentralstelle für ausländisches Bildungswesen (ZAB), ob die Voraussetzungen für die Anerkennung des IB noch gegeben sind.

5. Dieser Beschluss tritt am Tage der Verabschiedung durch die Kultusministerkonferenz in Kraft.

¹ Ab Prüfung 2013 Language A: Language and Literature oder Language A: Literature. Für Schülerinnen und Schüler, die an ihrer Schule keinen Unterricht in ihrer Muttersprache erhalten können, kann ein entsprechender School supported self-taught-Kurs als Language A: Literature SL anerkannt werden. // ² Gilt ab Prüfung 2013. // ³ Absolventinnen und Absolventen, die mit dem Prüfungstermin 2021 Mathematics: Analysis and Approaches SL oder Mathematics: Applications and Interpretation SL nachweisen, kann nur ein fach- gebundener Hochschulzugang für Fachhochschulen und Universitäten für Studienfächer, die nicht dem mathematisch-naturwissenschaftlich-technischen Bereich zuzuordnen sind, eröffnet werden. Ausnahme: Absolventinnen und Absolventen der in den Anlagen 1 und 2 aufgelisteten Schulen erfüllen im Fach Mathematik die einschlägigen Anforderungen, sodass diesen ein allgemeiner Hochschulzugang zu eröffnen ist mit vereinbarungsgemäßigem Erwerb des IB-Diplomas. // ⁴ Bis einschließlich Prüfung 2020 Mathematics SL (vor 2006 Mathematical Methods) oder Mathematics HL oder Further Mathematics in Verbindung mit Mathematics HL. // ⁵ Heißt seit Mai 2000 Visual Arts. // ⁶ Heißt ab Prüfung 2009 Theatre. // ⁷ Heißt ab Prüfung 2010 Environmental Systems and Societies. // ⁸ IB-Nichtbestehensnoten: 1=very poor; 2=poor; 3=mediocre / IB-Bestehensnoten: 4=satisfactory; 5=good; 6=very good; 7=excellent

Studienfachspezifische Mindestanforderungen für die jeweiligen Fächergruppen

Aus der ANABIN Datenbank der Zentralstelle für ausländisches Bildungswesen:

Fächergruppen ¹

- Medizin (auch Zahn- und Tiermedizin), Pharmazie
- Mathematik / Naturwissenschaften: Astronomie, Biologie, Chemie, Ernährungswissenschaften, Geographie, Geowissenschaften, Informatik, Nanowissenschaften, Neurowissenschaften, Pharmatechnik, Physik, Umweltwissenschaften
- Technik: Architektur, Bauingenieurwesen, Bergbau, Bioingenieurwesen, Chemieingenieurwesen, Drucktechnik, Elektrotechnik, Energietechnik, Fahrzeug- und Verkehrstechnik, Gebäudeausrüstung, Geodäsie, Katastrophenschutz und -hilfe, Lebensmitteltechnologie, Luft- und Raumfahrttechnik, Maschinenbau, Mechatronik, Medientechnik, Nautik, Optische Technologien, physikalische Technik, Raumplanung, Schiffstechnik, Sicherheitswesen, Systemtechnik, Technisches Gesundheitswesen, Umweltschutz- und Entsorgungstechnik, Verfahrenstechnik, Vermessungswesen, Versorgungstechnik, Werkstoff- und Materialwissenschaften, Wirtschaftsingenieurwesen

Fachspezifische Mindestanforderungen ²

- Mathematics: Analysis and Approaches SL oder Mathematics: Applications and Interpretation SL
und
- Biology HL oder Chemistry HL oder Physics HL
- Mathematics: Analysis and Approaches HL oder Mathematics: Applications and Interpretation HL
und
- Biology SL oder Chemistry SL oder Physics SL

Für den Zugang zu geistes- und gesellschaftswissenschaftlichen, künstlerischen sowie wirtschafts- und sozialwissenschaftlichen Studiengängen, zu Psychologie, zu Rechtswissenschaft und Sport sind keine ergänzenden fachspezifischen Anforderungen im Fach Mathematik bzw. in den Naturwissenschaften zu erfüllen. Die Belegung von “Mathematics: Analysis and Approaches SL” oder “Mathematics: Applications and Interpretations SL” und einem naturwissenschaftlichen Fach (Biology oder Chemistry oder Physics) im Higher Level (HL) sind hinreichend.

¹ Fächergruppen gemäß HRK (<https://www.hochschulkompass.de/studienbereiche-kennenlernen.html>) // ² gemäß Beschlussziffer 1.a), 1a) Fußnote 3 und 1.b) des IB-Beschlusses von 2019

IB MIDDLE YEARS PROGRAMME

Subject Offerings at Louisenlund

Language and Literature

English
German

Language Acquisition

English
German

Individuals & Societies

Integrated Humanities

Sciences

Interdisciplinary Sciences

Mathematics

Mathematics
Extended Mathematics (MYP5)

Arts

Arts

Design

Design



Course Overview

Students take seven subjects with a minimum of 50 hours of instruction per subject in MYP 5 and MYP 4.

ENGLISH LANGUAGE AND LITERATURE GERMAN LANGUAGE AND LITERATURE

Course Description

Language is fundamental to learning, thinking and communicating, as well as providing an intellectual framework to support conceptual development. It plays a central role in developing critical thinking, cultivating international-mindedness, exploring and sustaining personal development and cultural identity, and responsibly participating in local, national and global communities. MYP language and literature courses equip students with linguistic, analytical and communicative skills that help to develop interdisciplinary understanding. Students develop skills in six domains—listening, speaking, reading, writing, viewing and presenting—both independently and with others. MYP language and literature courses include a balanced study of genres and literary texts, including a world literature component. Students’ interactions with texts generate moral, social, economic, political, cultural and environmental insights. Through their studies, students learn how to form opinions, make decisions, and engage in ethical reasoning. The aims of MYP language and literature are to encourage and enable students to:

- use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- develop critical, creative and personal approaches to studying and analysing literary and non-literary texts
- engage with text from different historical periods and a variety of cultures
- explore and analyse aspects of personal, host and other cultures through literary and non-literary texts

- explore language through a variety of media and modes
- develop a lifelong interest in reading
- apply linguistic and literary concepts and skills in a variety of
- authentic contexts.

Curriculum Overview

The MYP promotes sustained inquiry in language and literature by developing conceptual understanding in global contexts. Key concepts such as communication, connections, creativity and perspective broadly frame the MYP curriculum. Related concepts promote deeper learning grounded in specific disciplines. Examples of related concepts in MYP language and literature include genre, purpose, context and style.

Assessment

- Analysing
- Organizing
- Producing text
- Using language

ENGLISH LANGUAGE ACQUISITION GERMAN LANGUAGE ACQUISITION

Course Description

The ability to communicate in more than one language is essential to the concept of an international education that promotes intercultural understanding, and is central to the IB's mission. The study of additional languages in the MYP provides students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realize that there are diverse ways of living, behaving and viewing the world. The aims of MYP language acquisition are to encourage and enable students to:

- gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
- develop a respect for, and understanding of, diverse linguistic and cultural heritages
- develop the communication skills necessary for further language learning, and for study, work and leisure in a range of contexts
- develop multiliteracy skills through the use of a range of learning tools
- develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects
- understand the nature of language and the process of language learning
- gain insight into the cultural characteristics of the communities where the language is spoken
- gain an awareness and understanding of the perspectives of people from own and other cultures
- develop curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

Curriculum Overview

The MYP promotes inquiry in language acquisition by developing conceptual understanding within global contexts. Key concepts such as communication, connections, creativity and culture broadly frame the MYP curriculum. Related concepts promote deeper learning grounded in specific disciplines. Examples of related concepts in MYP language acquisition include word choice, conventions and idiom.

Assessment Criteria

- Comprehending spoken and visual text

- Comprehending written and visual text
- Communicating in response to spoken and/or written and/or visual text
- Using language in spoken and/or written form

INTEGRATED HUMANITIES

Course Description

Integrated humanities incorporates disciplines traditionally studied under humanities and social sciences. This subject group encourages learners to respect and understand the world around them, and equips them with the necessary skills to inquire into historical, geographical, political, social, economic, and cultural factors that affect individuals, societies and environments. The study of integrated humanities helps students to appreciate critically the diversity of human culture, attitudes and beliefs. It is important for helping students to recognize that both content and methodology can be debatable and controversial, and for practising the tolerance of uncertainty. The IB's approach to this subject area includes a strong focus on inquiry and investigation. Students collect, describe and analyse data; test hypotheses; and learn how to interpret increasingly complex information, including original source material. This focus on real-world examples, research and analysis is an essential aspect of the subject. The aims of MYP integrated humanities are to encourage and enable students to:

- appreciate human and environmental commonalities and diversity
- understand the interactions and interdependence of individuals, societies and the environment
- understand how both environmental and human systems operate and evolve
- identify and develop concern for the well-being of human communities and the natural environment
- act as responsible citizens of local and global communities
- develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live

Curriculum Overview

The MYP promotes inquiry in these subjects by developing conceptual understanding within global contexts. Key concepts such as change, global interactions, time, place and space, and systems broadly frame the MYP curriculum. Related concepts promote deeper learning grounded in specific disciplines. Examples of related concepts in MYP individual and societies include causality, globalization, culture and sustainability.

Assessment Criteria

- Knowing and understanding
- Investigating
- Communicating
- Thinking critically

INTERDISCIPLINARY SCIENCES

Course Description

With inquiry at the core, the MYP sciences framework aims to guide students to independently and collaboratively investigate issues through research, observation and experimentation. The MYP sciences curriculum explores the connections between science and everyday life. As they investigate real examples of science applications, students discover the tensions and dependencies between science and morality, ethics, culture, economics, politics, and the environment. Scientific inquiry fosters critical and creative thinking about research and design, as well as the identification of assumptions and alternative explanations. Students learn to appreciate and respect the ideas of others, gain good ethical-reasoning skills and further develop their sense

of responsibility as members of local and global communities. The MYP sciences group aims to encourage and enable students to:

- understand and appreciate science and its implications
- consider science as a human endeavour with benefits and limitations
- cultivate analytical, inquiring and flexible minds that pose questions, solve problems, construct explanations and judge arguments
- develop skills to design and perform investigations, evaluate evidence and reach conclusions
- build an awareness of the need to effectively collaborate and communicate
- apply language skills and knowledge in a variety of real-life contexts
- develop sensitivity towards the living and non-living environments
- reflect on learning experiences and make informed choices.

Curriculum Overview

The MYP promotes inquiry in sciences by developing conceptual understanding within global contexts. Key concepts such as change, relationships and systems broadly frame the MYP curriculum.

Related concepts promote deeper learning grounded in specific disciplines. Examples of related concepts in MYP sciences include energy, movement, transformation and models. Additional concepts may also be identified and developed to meet local circumstances and curriculum requirements.

Assessment Criteria

- Knowing and understanding
- Inquiring and designing
- Processing and evaluating
- Reflecting on the impacts of science

MATHEMATICS

Course Description

The framework for MYP mathematics outlines four branches of mathematical study: number, algebra, geometry and trigonometry, statistics and probability. The study of mathematics is a fundamental part of a balanced education. It promotes a powerful universal language, analytical reasoning and problem-solving skills that contribute to the development of logical, abstract and critical thinking. The MYP mathematics and extended mathematics courses promote both inquiry and application, helping students to develop problem-solving techniques that transcend the discipline and are useful in the world outside school. Mathematics in the MYP is tailored to the needs of students, seeking to intrigue and motivate them to want to learn its principles. Students should see authentic examples of how mathematics is useful and relevant to their lives and be encouraged to apply it to new situations. The aims of MYP mathematics courses are to encourage and enable students to:

- enjoy mathematics, develop curiosity and begin to appreciate its elegance and power
- develop an understanding of the principles and nature of mathematics
- communicate clearly and confidently in a variety of contexts
- develop logical, critical and creative thinking
- develop confidence, perseverance and independence in mathematical thinking and problem-solving
- develop powers of generalization and abstraction
- apply and transfer skills to a wide range of real-life situations, other areas of knowledge and future developments
- appreciate how developments in technology and mathematics have influenced each other; the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics; the international dimension in mathematics; and the contribution of mathematics to other areas of knowledge

- develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics
- develop the ability to reflect critically upon their own work and the work of others.

Curriculum Overview

The MYP promotes sustained inquiry in mathematics by developing conceptual understanding within global contexts. Key concepts such as form, logic and relationships broadly frame the MYP curriculum. Related concepts promote deeper learning grounded in specific disciplines. Examples of related concepts in MYP mathematics include equivalence, measurement, quantity and justification.

Assessment Criteria

- Knowing and understanding
- Investigating patterns
- Communicating
- Applying mathematics in real-life contexts

ARTS

Course Description

In MYP arts, students function as artists as well as learners of the arts. Artists have to be curious. By developing curiosity about themselves, others and the world, students become effective learners, inquirers and creative problem-solvers. Students create, perform and present arts in ways that engage and convey feelings, experiences and ideas. Through this practice, students acquire new skills and master those developed in prior learning. Development in the arts is a dynamic process, and not necessarily linear. Students move freely through a creative process towards a deeper understanding of the arts. The process of creating artwork, as well as the product, demonstrates what students have experienced, learned and attempted to convey. Arts in the MYP stimulate young imaginations, challenge perceptions, and develop creative and analytical skills. The course encourages students to understand the context and cultural histories of artworks, supporting the development of an inquiring and empathetic world view. Arts challenge and enrich personal identity and build awareness of the aesthetic in a real-world context. MYP arts has four objectives of equal importance and value: knowing and understanding; developing skills; thinking creatively; responding. Although the objectives can be addressed separately to scaffold learning, collectively they enrich teaching and learning of the arts. The aims of MYP arts are to encourage and enable students to:

- create and present art
- develop skills specific to the discipline
- engage in a process of creative exploration and (self-) discovery
- make purposeful connections between investigation and practice
- understand the relationship between art and its contexts
- respond to and reflect on art
- deepen their understanding of the world.

Curriculum Overview

The MYP promotes sustained inquiry in arts by developing conceptual understanding within global contexts. Key concepts such as aesthetics, change, communication and identity broadly frame the MYP curriculum. Related concepts promote deeper learning grounded in specific disciplines. Examples of related concepts in MYP arts include interpretation, narrative, boundaries and innovation.

Assessment Criteria

- Investigating
- Developing
- Creating or performing
- Evaluating

DESIGN

Course Description

Design, and the resultant development of new technologies, has given rise to profound changes in society, transforming how we access and process information, adapt our environment, communicate with others, solve problems, work and live. MYP design challenges students to apply practical and creative-thinking skills to solve design problems; encourages students to explore the role of design in historical and contemporary contexts; and raises students' awareness of their responsibilities when making design decisions and taking action. Inquiry and problem-solving are at the heart of design. MYP design requires the use of the design cycle as a tool, which provides: the methodology to structure the inquiry and analyse problems; the development of feasible solutions; the creation of solutions; and the testing and evaluation of the solution. In MYP design, a solution can be a model, prototype, product or system independently created and developed by students. MYP design enables students to develop not only practical skills but also strategies for creative and critical thinking. The aims of MYP design are to encourage and enable students to:

- enjoy the design process, and develop an appreciation of its elegance and power
- develop knowledge, understanding and skills from different disciplines to design and create solutions to problems using the design cycle
- use and apply technology effectively as a means to access, process and communicate information, model and create solutions, and to solve problems
- develop an appreciation of the impact of design innovations for life, global society and environments
- appreciate past, present and emerging design within cultural, political, social, historical and environmental contexts
- develop respect for others' viewpoints and appreciate alternative solutions to problems
- act with integrity and honesty, and take responsibility for their own actions developing effective working practices

Curriculum Overview

The MYP promotes inquiry in design by developing conceptual understanding within global contexts. Key concepts such as communication, communities, development and systems broadly frame the MYP curriculum. Related concepts promote deeper learning grounded in specific disciplines. Examples of related concepts in MYP design include adaptation, ergonomics, sustainability and innovation.

Assessment Criteria

- Criterion A: Inquiring and analysing
- Criterion B: Developing ideas
- Criterion C: Creating the solution
- Criterion D: Evaluating

PERSONAL PROJECT

The MYP personal project is a student-centred and age-appropriate practical exploration in which students consolidate their learning throughout the programme. This long-term project is designed as an independent learning experience of approximately 25 hours. The personal project formally assesses students' ATL skills for self-management, research, communication, critical and

creative thinking, and collaboration. It encourages students to practise and strengthen their ATL skills, to connect classroom learning engagements with personal experience, and to develop their own interests for lifelong learning.

The aims of the MYP projects are to encourage and enable students to:

- participate in a sustained, self-directed inquiry within a global context
- generate creative new insights and develop deeper understandings through in-depth investigation
- demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time
- communicate effectively in a variety of situations
- demonstrate responsible action through, or as a result of, learning
- appreciate the process of learning and take pride in their accomplishments.

Students address personal project objectives through:

- the process they follow
- the product or outcome they create
- the report or presentation they make that explains what they have done and learned.

Each personal project objective corresponds to one of four equally weighted assessment criteria (investigating, planning, taking action, and reflecting). Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

For more information about the personal project please contact the PP Coordinator, Petra Hau at petra.hau@louisenlund.de.

COMMUNITY PROJECT

In Louisenlund MYP 4 students all take part in the community project. The community project focuses on community and service, encouraging students to explore their rights and responsibilities to implement service as action in the community. The community project gives students an opportunity to develop awareness of needs in various communities and address those needs through service learning. As a consolidation of learning, the community project engages in a sustained, in-depth inquiry leading to service as action in the community. The community project may be completed individually or by groups of a maximum of three students.

SERVICE AS ACTION

Service as action (SA) is an integral part of the MYP programme, IB learners strive to be caring members of the community who demonstrate a commitment to service—making a positive difference to the lives of others and to the environment.

Service requires that students are able to build authentic connections between what they learn in the classroom and what they encounter in the community. When connected to classroom learning, the experience of service offers opportunities to apply concepts, skills and knowledge. Students explore the community in its complexity as they gain personal insight and become more confident and responsible. Through service as action they become “actors” in the “real world” beyond school.

IB World Schools value service with others as an important way to engage in principled action across a range of overlapping local and global communities. Through responsible action, tightly connected with sustained inquiry

and critical reflection, young people and adults can develop the kinds of attributes described by the learner profile that are essential for success in future academic pursuits and for adult life.

So, for MYP students, the most important part of the extra-curricular activities is service. However, since we at Louisenlund consider it very important to have a balance in addition to the everyday academic life, MYP students will also select other activities, clubs and sports from our rich Guild programme.

For more information about SA in Louisenlund please contact the CAS and SA Coordinator, Svenja Budziak at svenja.budziak@louisenlund.de.

ORGANISATION

The Master Schedule & ManageBac

All major academic events and deadlines are available to students on ManageBac, our online information system for the IB DP and the MYP. Students will receive their ManageBac login at the outset of the school year (or shortly after being admitted to Louisenlund). We recommend that you log into ManageBac each day to check on deadlines, messages, and assignments posted by your teachers. All CAS (or Service and Action) experiences and reflections, as well as Extended Essay or Personal Project proposals, outlines and drafts will be uploaded to or entered into ManageBac. ManageBac is your tool for helping you to stay organized and on top of IB requirements. For more information on deadlines please refer to the School Assessment Policy in the appendix.

Academic Support

Louisenlund offers students individual academic support both inside and outside the classroom. Helping students achieve the best possible learning outcomes and results remains one of our top priorities. In addition to having an academic mentor, students have access to supplementary subject-specific tutoring coordinated by the school. Students seeking such support should consult with their subject teacher and mentor and will be referred to the academic support coordinator (Mrs. Sommariva). Such tutoring, which will be tailored to fit an individual student's needs, will result in additional fees. Academic weekend workshops will also be offered on a periodic basis by the students' subject teachers. Please consult the Master Schedule for more information on these events. Periodically, subject teachers will hold review sessions in the evenings to offer students further academic support.

Attendance & Absense

As a student at Louisenlund, you are expected to attend all class seminars, studio time, workshops and mandatory events. Exceptions to this rule include illness and special, approved leaves of absences. In both cases, you are responsible for following school procedures, finding out what you missed and making up the work. For more information on absences, please refer to the School Assessment Policy in the appendix or talk to the Head of IB (damien.vassallo@louisenlund.de).

Mentoring & Reporting Student Achievement

Students are assigned an academic mentor by Louisenlund's IB Programme Coordinators. This mentor will either be the class's homeroom advisor or one of the designated class mentors. Academic mentoring is one of the hallmarks of a Louisenlund education and a key component of successful student-centered learning. A critical complement to student agency, mentoring helps to ensure that self-directed learning can take place responsibly and that, during the learning process, programme standards and requirements are upheld. Student agency, or relative learner autonomy, allows learning to flourish and young people to pursue their own particular passions and interests and develop their unique talents. Nevertheless, such scholastic freedom entails a high degree of responsibility and necessitates the guidance, care, and watchful eye of professional educators who accompany students on their journey of living, learning, and achieving. In Louisenlund, the mentor is the primary, reliable academic contact for students, parents, houseparents, and

subject teachers. Mentors pay careful attention to their students' (mentees') individual development, with a particular focus on academic progress and achievement. Mentors are trusted adults in their mentees' education and serve as these students' principal academic advisors, without losing sight of the individual's social and emotional wellbeing. A successful mentor guides their mentees through a process of weekly metacognitive reflection on learning and works to foster a culture of reflection throughout the school community. In Louisenlund, the mentor will meet with students at the outset of each school week to discuss students' learning goals and to reflect, together with the student, on their progress and achievement, as well as to support students in designing their personalized timetable. The mentor will also maintain regular contact with students' parents to report on their children's overall development.

Contacts

| | | |
|---------------------------------|-------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| Dr. Peter Rösner | Headmaster | peter.roesner@louisenlund.de |
| Mr. Philip Armstrong | IB Principal | philip.armstrong@louisenlund.de |
| Mrs. Petra Hau | DP Coordinator, MYP Coordinator and Personal Project Coordinator, Vice Principal IB | petra.hau@louisenlund.de |
| Ms. Svenja Budziak | CAS and SA Coordinator | svenja.budziak@louisenlund.de |
| TBA | Inclusive Education Coordinator | |
| Mrs. Kristin Esdale - von Barga | EE Coordinator | kristin.esdale@louisenlund.de |
| Mr. Ian Tame | Head of TOK | ian.tame@louisenlund.de |
| Mrs. Catherine Donovan | Career and College Counselor | catherine.donovan@louisenlund.de |

Appendices

School Assessment Policy

I. Introduction

Learning is a process which encompasses an entire lifetime. Human beings are naturally predisposed to be inquirers from infancy on through the various stages of adulthood. Stiftung Louisenlund recognizes this and strives to cultivate lifelong learners among its students. To succeed in optimizing this ongoing learning process, it is necessary that educators provide young learners with guidelines, indicators and benchmarks by which their personal progress is supported and their achievement measured. Assessment is "a term used to cover all the various methods by which student achievement can be evaluated.

Assessment instruments may include tests, examinations, extended practical work, projects, portfolios and oral work, some carried out over a prolonged period and sometimes marked by the student's teacher."¹ Louisenlund advocates a range of diverse ways of evaluating and assessing a student's academic progress. Each person is a unique learner, and the means by which achievement is supported and measured must take this into account. Whatever the method, the end of assessment must clearly be the support of students to tap into their potential, maximize their scholastic achievement, and ultimately be successful in attaining their IB Diploma or Abitur. As a school, we recognize that students perform their best when teachers encourage and positively reinforce them, recognize academic progress, and reward exceptional achievement.

The foundation of academic and personal success is personal responsibility. At Louisenlund each student is expected to be the principle player in his or her learning process. We recognize the importance of good

teaching, of fostering an optimal learning environment, and of providing students with a well-structured and balanced curriculum. As educators, we take our responsibility for young learners and their families very seriously and consider the formation and development of our students to be our utmost priority. However, this educational partnership can only be effective insofar as students recognize their own responsibility for their academic progress and act accordingly. Our school assessment policy is therefore designed to highlight the student's own part in the learning process and the impact this aspect has on their future. The teacher's role is not principally to transmit knowledge, but rather to accompany, guide, and encourage students make the most of their education.

II. Summative and Formative Assessment

At Louisenlund assessment can be divided into two basic categories: formative and summative. Formative assessment is principally about a student's development and progress. It "represents the process of gathering, analyzing, interpreting and using the evidence to improve student learning and to help students to achieve their potential."² Formative assessment is used to monitor student learning and provide support in the form of ongoing and thorough feedback. Specifically, formative assessment assists students in identifying their strengths and weaknesses and in targeting areas that need improvement. It is also a tool for teachers to monitor the effectiveness of their own teaching, to recognize and diagnose where students are struggling, and to address problems as a team. In some cases this will require adapting methodology to student needs. Examples of formative assessment include:

- homework assignments
- practice oral activities, presentations and commentaries
- step-by-step essay writing
- practice written tasks & assignments
- lab work
- interactive group activities
- short test and quizzes

Summative assessment is used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period – typically at the end of a project, unit, course, semester, programme or school year. "Summative assessment is concerned with measuring student performance against" set "assessment criteria to judge levels of attainment."³ In the German system such criteria are set by the subject teacher in accordance with the Ordinance for Secondary Education in Schleswig-Holstein. In the Abitur (final secondary) examinations the criteria are clearly delineated by the ministry of education.

In the IB Diploma Programme (DP) summative assessment is carried out strictly according to the criteria set forth in each of the prescribed subject guides. IB teachers "must be aware of the principles and practices that the IB uses to conduct summative assessment"⁴ and have an obligation to familiarize themselves with the assessment criteria delineated in the respective subject guides. Moreover, IB teachers have the responsibility to ensure their students are familiar with the subject guide for their course and the assessment criteria and assignments therein. Examples of summative assessment include:

- a midterm examination
- a Mock Examination
- a final project
- an Internal Assessment
- a formal presentation

It must be noted that a student's final grade in an IB subject is determined by the student's achievement on formal internal and external assessment as indicated in the respective subject guides. Any additional

summative assessment (such as mock, midterm, or end-of-year exams) will have direct relevance only for a student's Louisenlund school report and the determination of predicted grades (but not for the student's final results in the IB Diploma Programme).

In the IB Middle Years Programme (MYP), summative assessment is carried out at the end of each unit as explained and described in the unit plan using the respective assessment criteria of the subject. All four objectives of a subject have to be assessed at least twice per school year. Summative assessment in the MYP takes a wide variety of forms; only for the end-of-year exams students take examination papers.

Formative and summative assessment should not be regarded as detached from one another; they are “inherently linked and teachers must use their knowledge of IB summative assessment expectations and practices to help students improve performance in a formative way.”⁵

Authentic Assessment in the MYP

Each unit in the MYP concludes with a summative task to assess student mastery of unit objectives and ATL goals. Summative assessment need not take the form of traditional or standardized examinations. “Authentic forms of assessment” in a twenty-first century learning environment are designed to assess “meaningful, deep-structure learning”, including conceptual understanding, and knowledge that is contextualized and “useful in the world” (Schunk, 2019, p. 265). This may include having students “demonstrate or apply skills they have acquired” (Schunk, 2019, p. 265), such as in portfolio or performance-based assessments.

Performance-based assessment is a meaningful alternative to traditional summative assessment, which enables students to demonstrate deep understanding and competencies acquired. “Performance assessments can allow students to perform the learned skills and show their understanding in real-world contexts” (International Baccalaureate Organization, 2014, p. 86). Such assessments are “based on the theory that understanding is not something we have—like a set of facts we possess—but rather is something we can do” (International Baccalaureate Organization, 2014, p. 87). The term ‘performance’ is understood broadly, and can take diverse forms, allowing students to personalize their assessments (International Baccalaureate Organization, p. 87). Examples of performance-based assessment include exhibitions, podcasts, an actual dramatic performance, “a research report”, a laboratory experiment demonstration, or a “proposed solution” to a specific problem (International Baccalaureate Organization, 2014, p. 86). The possible forms or modes of such ‘performances’ may be determined by teachers or by learners themselves to promote student agency. The only requirement is that student performances account for, align with and demonstrate the attainment of predetermined learning objectives. The greatest advantage is that they make student learning visible (International Baccalaureate Organization, 2014).

Another authentic form of assessing student learning is the portfolio. Atkins et al. (2001) define the portfolio as a “powerful and representative collection of student work that conveys a story of progress, achievement, and/or effort” (p. 31). Unlike examinations, portfolios are not a mere snapshot of student achievement at a particular moment, but rather a collection of student work reflecting the learner's development. Because they display process and growth, portfolio assessments are by nature formative. Nevertheless, a completed portfolio can also be viewed as an end-product which demonstrates levels of attainment and thus can be considered summative assessment. Portfolio assessments therefore constitute a unique fusion of formative and summative assessment, which can be highly effective in learner-centered contexts.

In the MYP, the Personal Project (MYP 5) is a unique form of authentic assessment. It allows students to set personalized learning goals and explore a particular area of interest in great depth. In the Personal Project, students demonstrate attainment to learning objectives through an original product and a reflective report.

The successful completion of the personal project is a requirement for promotion to the Diploma Programme.

III. Approaches to Teaching and Learning

The International Baccalaureate's Approaches to Teaching and Learning (ATT/ ATL) provide the framework for all assessment in the MYP and DP at Louisenlund. Good teaching must be informed by and focused on both formative and summative assessment in order to enable students to be successful. At the heart of Louisenlund's approaches to teaching and learning is the principle of student agency, which manifests itself in a variety of self-directed learning experiences. As students are the principle actors in the learning process, teachers at Louisenlund follow an inquiry-based approach, in which students are challenged to formulate their own questions and conduct research, experimentation, and analysis in order to arrive at conclusions and foster further investigation into a particular area of knowledge. Such inquiry-based learning should be grounded in "conceptual understanding" and "developed in local and global contexts." Furthermore, teaching at Louisenlund encourages "collaboration and teamwork" and is "differentiated to meet the needs" of a variety of learners. At our school, IB learners are encouraged to be critical thinkers, who are not afraid to take intellectual risks in the inquiry process. Through their courses and various workshops, we provide them with the necessary training to conduct effective research and uphold the necessary standards of academic honesty. Recognizing the benefits of group learning, our teachers encourage students to become proactive communicators, who listen to and actively learn from the other members of the community. In doing so, they develop social and interpersonal skills, which are invaluable for engaging with the world around them and their future academic and professional achievement. All assessment in our IB World School is guided by and centered on these fundamental principles of good teaching and interactive, inquiry-based learning.

IV. Examinations

The IB Diploma Programme and the IB Middle Years Programme will follow the following basic examination timetable:

| | | |
|-----------------------|-------------------|--------------------------|
| MYP 4/5 | May/June | End-of-year exams |
| IB DP Year One | November | Exam week 1 |
| | February | Exam week 2 |
| | May/June | End-of-year exams |
| IB DP Year Two | Sept./Oct. | Exam week 3 |
| | Jan./Feb. | Mock exams |
| | May | Final exams |

MYP 4 and MYP 5 End-of-year Examinations are the summative assessments of the fourth unit of a particular subject. IB DP Year One End-of-year Examinations will count for 30% of a student's final grade for the academic year in a particular subject. Subject teachers will utilize mock examination results and other summative assessment to determine predicted grades for IB DP Year Two students.

Mock examinations and End-of-Year Examinations for the DP, just like the May Finals, will be conducted in strict accordance with The Conduct of the IB Diploma Programme Examinations. Students who fail to uphold the expectations therein contained may be guilty of misconduct or malpractice (see Academic Honesty Policy) and may receive a grade of N (scored as a 0) for that particular examination. These standards also apply to regular term examinations in the DP. Students who are absent from a Mock Examination must have an attestation from a medical doctor or, in the case of an emergency, special permission from the DP Coordinator. Upon returning to school, students must arrange to make up the Mock Examination with their subject teacher within

two weeks. Subject teachers must inform the DP Coordinator of the make-up date and arrange for the exams to be carried out according to the aforementioned guidelines. Failure to submit a doctor's excuse following an absence will lead to the student receiving a grade of N (scored as a 0) in the examination. Students showing up late to Mock or End-of-year Examinations will only be allowed to take the examination at the discretion of the DP Coordinator.

V. Grading Systems & Passing / Failing Conditions

In the IB DP and the IB MYP the following seven-point grading system is used:

- 7 excellent
- 6 very good
- 5 good
- 4 satisfactory
- 3 mediocre
- 2 poor
- 1 very poor

"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 are each graded on a scale of A (maximum) to E (minimum). The CAS requirement is not assessed. For the IB Diploma, a maximum of 3 points is awarded for combined performance in theory of knowledge and the extended essay. The maximum total DP points score is 45."⁶

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.

For the matrix for core points, please refer to Louisenlund's IB Handbook. For information on the German grading system and basic conversions of IB grades to German grades please see the appendix.

VI. Feedback and mentoring in IB Middle Years Programme and IB Diploma Programme

Students are the principle actors in the learning process. They exercise student agency and carry out a variety of self-directed and cooperative learning experiences with varying levels of learner autonomy. Nonetheless, Louisenlund expects teachers to provide students with the necessary support to improve their study habits and approaches to learning and to optimize their academic achievement. Two integral elements of this support

system are feedback on assessment and mentoring.

Subject teachers are expected to provide students with detailed written feedback on all forms of summative assessment within three weeks of the completion of the said task (exam, written assignment draft, presentation, etc.). Such feedback must be clear and make specific reference to standardized IB assessment criteria. Exceptions include formal Internal Assessment in Groups 1 and 2 (e.g. the Individual Oral) in which the subject teacher must refrain from communicating the suggested grade to the student. In Subject Groups 3-6, teachers provide oral feedback on drafts of students' internal assessment. Such feedback will also be provided on drafts of the HL essay in Language A courses. In the case of major formative assessment (such as practice written assignments or presentations), it is recommended that all subject teachers also provide students with written criteria-based feedback.

In Louisenlund each student is assigned an academic mentor. As a general rule, mentors teach the student in at least one subject and accompany the student in their mentoring role over a period of two or more school years. The mentor's role is to reflect on the student's scholastic progress and achievement together with the student and provide guidance for improvement, as well as to assist the student in setting learning goals and planning self-directed learning experiences. In the MYP and DP, students will meet with their academic mentors at the outset of each school week to review course requirements, plan their use of 'studio time' for the week, and reflect on their progress. Mentors may schedule additional meetings with their 'mentees' during studio time or evening prep time. Should the student repeatedly fail to meet jointly set learning goals, the mentor will schedule a pedagogical conference with the DP coordinator to design an action plan with the students. Mentors are responsible both for regularly tracking a student's progress and maintaining contact with the student's parents and subject teachers (at least once per quarter). Mentors should work together with students on designing learning strategies in order to mitigate academic difficulties and maximize a student's scholastic achievement.

VII. Grading, Recording and Reporting in the MYP and the DP

Regular reporting is standard practice at Louisenlund and serves to keep students and parents abreast of students' academic progress. Official reports on assessment will be issued as follows::

| | | |
|------------------|-----------|-------------------------|
| MYP 5 (Grade 10) | November | Interim report 1 |
| | January | Midyear report card |
| | March | Interim report 2 |
| | June/July | End-of-year report card |
| IB DP Year One | November | Interim report 1 |
| | January | Midyear report card |
| | March | Interim report 2 |
| | June/July | End-of-year report card |
| IB DP Year Two | November | Interim report 1 |
| | January | Midyear report card |

Grades in the MYP will be cumulative for the entire school year. Likewise, grades within the DP will be cumulative for both Year One and Year Two. In general a student's marks will be based on summative assessment. However, teachers may, at their discretion, adjust grades on the basis of formative assessment (e.g. missing homework assignments, class participation, etc.).

In the DP, Midterm, Midyear, and End-of-year grades are based on the assessment outlines for each DP course and align with the ratio of external to internal assessment components in that subject. Formal assessment

criteria and the marking bands from the latest subject reports will serve as the basis for all marking.

In the MYP, the published subject-specific criteria and achievement level descriptors are used to determine Midyear and End-of-year grades. To arrive at a criteria levels total for each student, teachers will need to total the final achievement levels in each of the criteria. The MYP grade boundary table guidelines are used to determine final grades in each year of the MYP. The table provides a means of converting the criterion levels total into a grade based on a scale of 1–7.

Interim reports will include teacher comments for each subject and a current grade tendency (DP) or the achievement levels of the assessed objectives (MYP). Interim reports and report cards will be accessible to students and their families electronically on ManageBac. Hard copies or scanned and emailed copies of interim reports may be requested through the school secretaries' office. Hard copies of midyear and end-of-year report cards will be sent to students and their families automatically.

Any challenges to an academic grade (on summative assessment or school reports) should be submitted in written form to the DP Coordinator or MYP Coordinator. The Coordinator will then consult with the subject teacher (and, potentially, other members of the faculty) to determine if an adjustment of the respected grade is appropriate. After consultation, a final binding decision will be made by the respective Coordinator.

Predicted grades for DP courses are entered into IBIS (IB Information System) in April of the second year. These predictions are confidential in Louisenlund, and teachers must not communicate them to students. They may, however, inform the students of an overall grade tendency based on summative assessment. Exceptions to this rule may be made only at the discretion of the DP Coordinator and senior management

VIII. Master Schedule, Major Assignments & Deadlines

Academic success depends upon student agency, good organization, foresight, and long-range planning. Particularly in the IB Diploma Programme, students must work independently, remain structured and pace themselves in order to complete assignments in a timely and qualitative manner. A master schedule, containing all of the major academic deadlines and events for current academic year, will be available to IB students on ManageBac. The Master Schedule will be prepared by the DP Coordinator in consultation with the faculty at the end of the previous school year and will be accessible online from the outset of the new school year. The DP Coordinator will ensure that deadlines and events across the subject groups are spread out and sensibly ordered to make them manageable for students. Students are responsible for informing themselves of and meeting all academic and Core deadlines.

The timely submission of internal assessment and other assignments is a basic expectation at Louisenlund and an essential prerequisite for academic success. The IB student is an independent learner and must assume responsibility for completing all work on time. Faculty members must carefully monitor students' timely submission of work, assign appropriate consequences for missed minor deadlines (including homework assignments, essays, reports, informal presentations, etc.) and inform mentors if repeated negligence or infractions occur. Subject teachers and mentors may issue consequences, including additional studio time, for students to make up missed work. Should a student continue to fail to submit assignments punctually after consultation with his or her mentor, the respective teacher and/or mentor must inform the respective Coordinator so that appropriate corrective action may be taken.

When MYP and DP students fail to meet the major deadlines on the Master Schedule (submission of internal assessment, formal presentations, Written Assignments, etc.), appropriate and consistent action must be taken immediately. Faculty members will observe the following protocol for such infractions against the assessment

policy. The subject teacher informs the respective Coordinator and the student's mentor of the missed deadline. The Coordinator arranges a meeting with the student, teacher, and mentor (if possible) and accordingly assigns one of the following consequences.

- First infraction: the student is detained on the following Friday or Saturday and completes at least two hours of academic work (assigned by the respective subject teacher) in the afternoon. The student may leave for the weekend only after the required work is submitted to the HvD (house parent on duty).
- Second infraction: the student is detained for the entire subsequent weekend, placed on academic probation, and signs a scholastic contract with terms prescribed by the mentor and the respective Coordinator. The contract may require the student to attend additional after-school working sessions.
- Third infraction: the student's parents or legal guardians are invited for a consultation with the Coordinator and further corrective action is agreed to. Senior management reserves the right to recommend and require the withdrawal of the student from the Diploma Programme or the Middle Years Programme.
- Any further infractions may lead to a student's dismissal from Louisenlund at the conclusion of the academic year.

In particular cases, in the interest of expediency, the Coordinator reserves the right to impose consequences for academic negligence in a one-on-one consultation with the respective student. Such consequences are not intended to be punitive, but instructive and corrective, and are designed to support students in upholding academic expectations and achieving success.

IX. Academic assignments, tasks, & other formative assessment

Academic tasks and assignments, though not formally assessed in the MYP and DP, are integral tools for a student's formation and development. Such formative assessment is designed to prepare students for internal and external assessment and cultivate the skills necessary for academic success. When assigning tasks and determining the level and extent of assignments, teachers will take into consideration the Master Schedule and students' obligations in other courses. Students are expected to take assignments seriously and will face consequences for failing to complete assignments punctually. Teachers can require students to make up incomplete assignments and may assign additional work as a corrective measure. When students repeatedly fail to complete homework punctually, subject teachers will promptly inform the student's mentor, and in grave cases, the DP or MYP Coordinator. In such instances, students may be required to remain at school on Friday afternoon or Saturday to complete missed work and may be obligated to sign an academic contract with their mentor and the respective Coordinator.

X. Absences and missed work

As a general rule, students in the MYP and the DP are required to attend all seminars and mandatory workshops and events. Exceptions included illness, emergencies, or approved leaves of absence. In the MYP, no student may miss more than 50% of the lessons in a given month of school. In the DP, students are required, over the course of Year One and Year Two, to attend 180 hours of standard level and 240 hours of higher level tuition in their respective courses. Subject teachers, mentors, house parents, and the Coordinator will carefully monitor student attendance and may impose additional academic measures or sanctions (detention, tutoring, additional studio time, etc.) on those who fail to uphold the school standard. In severe cases of truancy, senior management and the respective Coordinator reserve the right either to require a student to repeat an academic school year or to terminate the educational contract.

In the event of illness or extenuating leaves of absence, it is the responsibility of students to inform themselves of missed work and to make up assignments in a timely manner as required by their subject teachers. These assignments are accessible to all students on ManageBac and Kognity. For absences during exam weeks or

during other major academic events, a doctor's note and/or the approval of the DP / MYP Coordinator or senior management will be required.

XI. Academic Honesty

Louisenlund encourages students to take pride in their own academic achievements and requires them to submit academic work which is genuinely their own. Cases of malpractice in the DP will be dealt with according to the Handbook of Procedures and the General Rules and Regulations of the Diploma Programme, in the MYP with MYP: From principles into practice and the General Regulations: Middle Years Programme. For further protocol concerning academic misconduct, please refer to the school's Academic Honesty Policy.

XII. Academic challenges and difficulties

Making mistakes is human and part of the process of becoming a successful student. At Louisenlund we believe strongly that academic difficulties and setbacks (even failure) should be viewed as a chance for growth. Students should not be discouraged by such difficulties but should see them as an opportunity for learning and personal growth. Our teachers and mentors will make every effort to encourage students, to highlight their progress, to strengthen their resilience and other self-management skills, and to help them perform to the best of their abilities.

XIII. Rewarding academic excellence

Louisenlund promotes a culture of positive reinforcement and academic recognition for our students. In addition to regular feedback and academic reporting, the school, in conjunction with the Alumni Association, awards specific prizes to students who have reached a level of academic excellence in a variety of disciplines (the headmaster prizes). DP students demonstrating such achievement are eligible to receive these awards

XIV. Promotion / Advancement and Registration in the Diploma Programme

Louisenlund has a responsibility to ensure that students registered for the Diploma Programme Examinations have a realistic chance of success. Students in Year One of the DP fulfill the conditions for advancing to Year Two solely if the following conditions are met by the time of the final marking conference:

- The student has at least 23 points in total.
- The student has no other failing conditions (see section IV).
- The student is in good CAS standing.
- The student has submitted the first draft of their Extended Essay.
- The student has taken part in the Group 4 Project (or arranged to make it up in the subsequent school year).

DP Year Two students will be registered for the May examinations by the first registration deadline (November 15th) only if in addition to the aforementioned conditions the following conditions are met as well:

- The student has submitted the final version of the Extended Essay.
- The student has submitted first drafts of all internal assessments.
- If the student takes Language A at Higher Level, he/she has submitted a first draft of the Language A HL essay.
- If the student takes Visual Arts, he/she has submitted a first draft of the comparative study, at least 10 slides of the process portfolio, at least 5 studio pieces (Standard Level) or 8 studio pieces (Higher Level).

Likewise, Louisenlund will issue recommendations for university applicants solely under the condition that these requirements have been fulfilled. The same considerations will be made for the second and third registration deadlines. Louisenlund reserves the right, in accordance with the document Rules for IB World Schools: Diploma Programme, to deny students registration for the DP final examinations if they have failed to meet the school's and/or the IB's standards.⁷

Exceptions will be made solely at the discretion of senior management and the DP Coordinator (in consultation with the faculty), and will be based on clear, documented educational evidence (e.g. rapid improvement of work ethic or achievement) in the months immediately prior to the decision.

Parents will be informed of these conditions and must give their consent prior to enrollment in / matriculation into the DP.

When students enrolled in the DP are at risk for not fulfilling these requirements, the DP Coordinator will inform parents in writing at the end of the first semester or by the Easter holiday respectively.

MYP 5 students seeking admission to the DP must fulfill the following prerequisites:

- Students must obtain a grade of 4 (satisfactory) or better in all subjects.
- Students must have successfully completed the SA Programme.
- Students must have completed the Personal Project.

Students with one grade of 3 in a subject may be admitted to the DP if they have attained to a grade of 5 or better in another subject. Candidates with a grade of 1 in a subject will not be admitted to the DP. Parents of MYP 5 students in jeopardy of not being admitted to the DP and/or the grade 11 in the German system will likewise receive letters from the MYP Coordinator at the end of the first semester or by mid-May. The IB Principal reserves the right to promote MYP students into the DP on pedagogical grounds even if one or more of the above criteria are not met.

MYP 4 students must fulfil the following conditions for promotion to MYP 5:

- Students must obtain a grade of 3 (mediocre) or better in all subjects.
- Students must have successfully participated in the SA Programme.
- Students must have completed the Community Project.

Students with one grade of 2 in a subject may be promoted to MYP 5 if they have attained to a grade of 5 or better in another subject. Candidates with a grade of 1 in a subject will not advance to MYP 5. Parents of MYP 4 students in jeopardy of not being promoted to MYP 5 will receive letters from the MYP Coordinator at the end of the first semester or by mid-May. The IB Principal reserves the right to promote MYP 4 students to MYP 5 on pedagogical grounds even if one or more of the above criteria are not met.

Award of the High School Diploma

As an accredited member of the New England Association of Schools and Colleges (NEASC), Louisenlund now awards successful graduates of our IB World School a high school diploma (a general secondary school qualification in addition to the IB Diploma). The graduation requirements necessary for obtaining the high school diploma are as follows:

- Candidates must have completed the full IB Diploma Programme.
- Candidates must obtain a predicted grade of 3 (mediocre) or better in all subjects.
- Candidates must have successfully completed the CAS Programme.

- Candidates must have completed and submitted the Extended Essay.
- Candidates must have obtained a predicted grade of at least D in Theory of Knowledge.
- Absences must not exceed 15% of the total number of school days.

Candidates with a predicted grade of 2 in a subject may be awarded the high school diploma if they have attained to a predicted grade of 5 or better in another subject. Candidates with a predicted grade of 1 in a subject will not be awarded the diploma.

Appendix

In the German system the basic six-point grading system is prescribed by the regional government for grades 5-9:

| | |
|-----------------------|-------------------------------------|
| 1 very good | 4 sufficient |
| 2 good | 5 deficient / unsatisfactory |
| 3 satisfactory | 6 insufficient |

The grades “5” and “6” are considered not passing. In grades 10-13 a fifteen-point grading system is used, which corresponds to the general six point system as follows:

| | |
|----------------------|-------------------------------------|
| 15, 14 or 13 points | 1 very good |
| 12, 11, or 10 points | 2 good |
| 9, 8, or 7 points | 3 satisfactory |
| 6, 5, or 4 points | 4 sufficient |
| 3, 2, or 1 point(s) | 5 deficient / unsatisfactory |
| 0 points | 6 insufficient |

As a general rule all grades must be “sufficient” or better in order for a student to advance into the next grade level of the upper school.

In the German system (Schleswig-Holstein), oral and written grades are weighted nearly evenly, with the oral grade taking precedence and carrying slightly more weight than the written grade. In the IB Diploma Programme, written assessment is weighted more heavily and clearly counts for the larger percentage of a student’s final grade. See IB DP subject guides for more detailed information on the weighting of individual assessment components.

Roughly speaking, the grades in the IB Programmes and the German Gymnasium could be compared as follows:

| IB DP | German Gymnasium |
|--------------|-------------------------|
| 7 | 1 |
| 6 | 1-/2+ |
| 5 | 2 |
| 4 | 3 |
| 3 | 4 |
| 2 | 5 |
| 1 | 6 |

Next review: June 2025

¹ Diploma Programme Assessment: Principles and Practice, 2004, 2010 // ² Guidelines for developing a school assessment policy in the Diploma Programme, 2010, 1 // ³ Ibid. // ⁴ Ibid. // ⁵ Ibid. // ⁶ General Regulations: Diploma Programme, 2014, 9. // ⁷ “It is the practice of the IB Organization to make its assessment available to all candidates from IB World Schools *who have fulfilled the school's and the IB Organization's academic requirements ...*” Rules for IB World Schools: Diploma Programme (2014), Article 5.7

School Language Policy

I. Introduction

Language is one of the cornerstones of an individual's life, cultural identity and social interaction. Within a particular group or community, language provides the framework for the community's self-understanding as well as the potential to communicate and learn from those with other cultural backgrounds and perspectives. It shapes how we see the world, what we believe and how we live and learn. As the Australian Poet Les Murray rightly maintained: "We are a language species"¹ and it is doubtful that deep, meaningful interaction between individuals is possible without it. In short, language is at the heart of what it means to be human.

The linguistic profiles and demands of students in the International Baccalaureate Programmes at the Stiftung Louisenlund are intricate: in addition to the fact that all students take their academic courses in English and yet live in a German-speaking environment, for many students, neither of these languages is their native or home language. Thus, the language policy at Louisenlund must ensure that students are able to succeed academically and socially while simultaneously affirming the identity that each student contributes to the diversity of the school.

The linguistic requirements for IB students at Louisenlund are extensive and varied. On the one hand, all must have the basic interpersonal communicative skills in both English and German to be able to communicate and build relationships with their peers and teachers. Further along the continuum of linguistic development, students must reach a level of cognitive academic linguistic proficiency in English that will enable them to be successful in all academic groups; students do not just need to learn language but also need to be able to learn through language and learn about language.

Thus, all teachers are language teachers. Because each teacher depends on students' linguistic capabilities to build on prior knowledge and extend academic understanding, each teacher must constantly be scaffolding linguistic as well as concept knowledge, teaching subject-specific vocabulary and grammatical concepts as explicitly as the subject. Teachers must encourage reading and give many opportunities to practice writing in a wide range of genres, allowing students to comprehend and produce increasingly sophisticated texts across academic areas. Each student needs to be linguistically aware and advanced enough to be able to select the right language and register based on the purpose and audience, and should be able to understand the goals of others through their linguistic choices.

The Language Policy also recognizes the importance of each student's native language in affirming his or her identity and its contribution to the community. Thus, it seeks to support development in these native languages in order to promote self-esteem and additive bilingualism in each learner. This helps to strengthen the qualities, attitudes, and characteristics identified in the IB learner profile, as well as the responsible citizenship and international-mindedness emphasized by the IB. Louisenlund also recognizes that multilingualism is a fundamental aspect of global competence necessary in an increasingly connected world.

II. Language in the MYP and the DP

Prerequisites in English

The general medium of instruction and the working language in the MYP and DP is English. All academic instructions and most academic materials (with the exception of texts for German, Spanish, Russian, and Chinese) are provided in English. Students seeking admission to the school's international branch whose first

language is not English are required to demonstrate a certain level of proficiency in both spoken and written English. Admission candidates must possess an English language certificate at the level B2 or a level equivalent to Cambridge English First or higher. Further foreign language support is available in the form of additional EFL/ESL lessons at an additional charge to the students' families.

Requirements with respect to German

Integration of international students within the wider school community is amongst our top priorities at Louisenlund. While affirming cultural and linguistic diversity on campus, we also strive to ensure that all of our students feel comfortable and can take part fully in the life of the boarding school community. Because German is the dominant lingua franca in the wider student body and in the residential community, we are committed to ensuring that all Louisenlund students possess an adequate level of conversational proficiency in the language.

Students enrolling in the MYP or DP whose native or home language is not German must demonstrate German language competency at the level A2. Students matriculating with little or no German competency will be required to attend DaZ lessons and/or take part in German courses until the minimum standard (A2) is reached. Candidates must commit to attaining the stated level of German proficiency within one year of matriculation at Louisenlund. Failure to comply with these language requirements could lead to dismissal from the school.

Course Requirements in the Diploma and Middle Years Programme

The IB Programme Models put a great deal of emphasis on linguistic development. IB Diploma Programme candidates are required to take two courses from subject Groups 1 (Studies in Language and Literature) and 2 (Language Acquisition). At least one of these courses must be taken in Group 1. MYP students are required to take two courses in the subject areas Language and Literature and Language Acquisition. To promote multilingualism, Louisenlund permits MYP students to select an elective in another language (e.g. Spanish, French, Latin, or Chinese).

Louisenlund's DP generally offers two course options in Group 1: German A: Literature and English A: Language and Literature. Self-taught Language A Literature SL courses are available upon request, and applicants will incur additional fees. In Group 2 Louisenlund offers English B HL and German B HL/SL. Louisenlund's MYP generally offers English and German both as Language and Literature courses and as Language Acquisition courses. Louisenlund is intent on standardizing the requirements and methodology across German A and English A. This is done through teacher collaboration and cooperation. Staff meetings can take place in regular bi-weekly meetings that are institutionalized in the teachers' timetables and job descriptions. Furthermore, ManageBac allows for collaborative unit planning and sharing of course materials, as well as synchronization of learning experiences.

DP Language A / MYP Language and Literature

Diploma candidates and MYP students are required to take their native or home language in subject Group 1 (i.e., as a Language A / Language and Literature course). If students display a command or mastery of their first foreign language akin to that of a native speaker (C1 or more advanced), they may take this language as a Language A course as well (provided this language is offered as a Group 1 subject).

Students who enroll in a self-taught Language A: Literature course will be fully responsible for their own instruction and academic progress in the subject. Louisenlund requires self-taught students to consult regularly (one scheduled seminar per week) with a designated faculty member who is an expert in the subject. Students' families will be billed an additional charge for these sessions. The amount will be determined by the bursar's office on the basis of the number of students enrolled in the course.

DP Language B / MYP Language Acquisition

English B and German B are offered exclusively as language acquisition (foreign language) courses and may not be taken by native speakers of the respective language. German nationals are not eligible to take German B as a subject unless they have spent a significant period of time (at least four years) living abroad or as students at an international school and can demonstrate that English is their stronger mode of oral and/or written expression. Louisenlund reserves the right to require German nationals who wish to enroll in a German B or German Language Acquisition course are required to take a diagnostic language test prior to or during their first term in the DP or MYP. Such exceptions will be made solely at the discretion of the IB Diploma Programme Coordinator or the MYP Coordinator (German Language Acquisition). Holders of a non-German passport are eligible to register for German B as long as they can demonstrate that German is not their native or strongest language. All registrations for language courses are subject to approval of the DP Coordinator or MYP Coordinator respectively. The Coordinators reserve the right to deny students entrance to a Language B (Language Acquisition) course based on their linguistic background and abilities. The same exact standards apply for native speakers of English with respect to English B in the DP.

Phases in Language Acquisition in the Middle Years Programme

In the Middle Years Programme, teaching and learning in the language acquisition subject group is organized into three Levels of Proficiency. Each level focuses on two phases. In total, there are six phases. The phases do not necessarily correspond to particular age groups or MYP years. For a more detailed description of the proficiency to be displayed in the different levels and phases, the MYP Language Acquisition Guide should be referred to. It is available for the students digitally on ManageBac – the school's learning platform.

Lousenlund will initially place MYP Language Acquisition students into the respective phases at the beginning of the student's career at the school. This is done using a written diagnostic test during the IB World School's orientation week at the beginning of the school year. This test consists of an authentic writing task to be done by the student under staff supervision using pen and paper. According to the proficiency displayed in this test and based on the phases and levels as described in the Language Acquisition Guide, the students will then be assigned to the specific level and phase. In cases where the result is not clear-cut, subject teachers will conduct a brief interview with individual students.

Lousenlund is aware that each class should not contain more than two consecutive levels. However, given the small size of Louisenlund, the school reserves the right to exceed this limit. In such cases, the teacher will make sure to use differentiation to cater to all levels' needs. A beneficial factor in this regards is that the school's offerings of studio time allows for further time to study the language by the student and the possibility to confer with staff in the target language and work on additional tasks.

Students can move up a level or phase by completing a regularly offered diagnostic tests that take place prior to the end of each semester. Students can either apply for such a test or be recommended by their subject teacher to do so. These tests cover the four skills of Language Acquisition: Production of language in written and oral form as well as reception of language in audio-visual and text form. The re-grouping of students will then take place using an analogous method as in the initial diagnostic test.

Should MYP5 students score results in the initial diagnostic test that justify taking two languages at the A-Level, such students may have the opportunity to take two A-Languages in order to prepare for the bilingual diploma.

The Bilingual Diploma

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

- I. completion of two languages selected from group 1 with the award of a grade 3 or higher in both;
- II. 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

III. Supporting Language Acquisition

In addition to curricular course offerings, the acquisition of foreign languages is supported by various co-curricular opportunities at Louisenlund. A Round Square International Global Member School, Louisenlund provides students in the Middle Years Programme with the opportunity to participate in international exchanges and conferences throughout the world. Moreover, the presence of a large number of international students on campus provides a natural opportunity for Louisenlund students to practice and better their language acquisition skills.

Additionally, the school commits itself to offering courses in Business English open to students from both branches of the school. The exams are conducted by the British Chamber of Commerce on site at Louisenlund. Our school is also dedicated to offering preparation classes for DELE (Diploma de Español) to students from both branches of the school.

As a further support, individual foreign language tuition is available to students at an additional charge and can be arranged by the student's mentor in cooperation with the academic support coordinator.

Should Louisenlund's Diploma and Middle Years Programme students' body grow further, the school plans to offer further language courses – starting in the MYP. For this, additional staff will have to be hired.

IV. Academic Research and Writing

Academic written expression is an art and a skill necessary for success in secondary and higher education and in various professions. Stiftung Louisenlund is committed to developing its students' research and writing skills to prepare them for their university education and beyond. In the MYP and the DP, such skills are supported through:

- curricular research and writing training in the MYP Language and Literature courses
- supplemental subject-specific research and writing training (e.g. in the experimental sciences)
- completion of the Personal Project (MYP requirement)
- an Extended Essay and a Personal Project Coordinator who are active members of the school faculty
- mandatory Extended Essay Research, Personal Project, and Writing Workshops
- Extended Essay and Personal Project Advising
- Extended Essay and Personal Project Days
- TOK Essay Days
- access to the school library and close cooperation with the school library guild
- annual workshops on media literacy

Louisenlund recognizes the central role the library plays as a resource for faculty and students. We aim to maintain adequate and up-to-date library resources for our students and to supplement these resources through the use of JSTOR and other online research tools and data bases. The IB Principal and MYP Coordinator will maintain close ties with the school's research and writing coordinator and library guild in order to ensure that students and faculty have access to resources required for the Personal Project, the Extended Essay and other academic research undertakings.

For Louisenlund's IB World School the American Psychological Association (APA) is the required standard for style and referencing.

The next review of the School Language Policy will take place in January 2025.

¹ Hofmann, Michael. "Our failure to speak foreign languages should shame us. It's not civilised." The Observer, 14 August 2004. / 2 Handbook of Procedures for the Diploma Programme, 2015, Section A.1.16

School Academic Honesty Policy

I. Introduction

Upon graduation from Stiftung Louisenlund, all students are expected to be individuals who fulfill the attributes of the IB learner profile, leading them to be “internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.”¹ Among the ten qualities that the students should embody is being “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.²

In being principled, students are honest in their academic pursuits. Of course, this is something that, in many ways, must be taught, and although students in the Diploma Programme (DP) and the Middle Years Programme (MYP) should be independent and self-reliant, it is not their job alone to be able to do this – the teachers and the school play a significant role as well. The IB describes teaching and learning that reflect the IB philosophy as aspects that “promote the understanding and practice of academic honesty”³; a lack of academic integrity “undermines the philosophy of an educational programme.”⁴ At Louisenlund, students should take pride in what they have learned and the work that they have produced as a result.

The Academic Honesty Policy exists to ensure “that a school’s procedures for this practice are transparent, fair and consistent. It describes the rights and responsibilities of all members of the school community so that everyone understands what constitutes good practice, and misconduct, and what actions are to be taken if there are transgressions. The policy should be dynamic and ensure that students are taught good practice in all aspects of their work.”⁵

Stiftung Louisenlund has subscribed to the plagiarism-check software “TurnItIn”, which is used regularly to check students’ work.

For the IB World School the American Psychological Association (APA) is the required standard for style and referencing and the conventions for citing and acknowledging original authorship are provided in the “Concise Guide to APA Style (7th ed.) 2020”⁶ which is available to all students and staff. The “Reference Guide for Journal Articles, Books, and Edited Book Chapters”⁷ (Appendix 1) provides an overview, and the “Common Reference Examples Guide”⁸ (Appendix 2) contains examples of common types of APA style references.

Regarding the use of artificial intelligence tools, the goal of academic integrity is to make knowledge, understanding and thinking transparent. Students must also master the technical components of academic integrity, which includes learning how to correctly reference and ethically use information, opinions and artificial intelligence (AI) tools. Appendix 3 provides guidance by the IB on the use of artificial intelligence tools⁹, appendix 4 gives IB students clear information on how to correctly reference AI tools.¹⁰

II. The Role of the Teacher

In most cases, IB students do not wish to be dishonest in their work. However, without the proper support, many may find themselves under significant amounts of pressure to achieve without the skills necessary to complete an assignment in an appropriate manner. It is thus the teacher’s role to “promote the development of conceptual understanding in students, teachers must take responsibility to set meaningful tasks that can be completed either independently or with the appropriate amount of scaffolding. Making the process of inquiry visible should be integral to all teaching and learning in IB programmes”⁷; essentially, teachers should be helping students “learn how to learn.”¹¹

III. Definition of Academic Misconduct

The IB defines academic misconduct as “behavior (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components.”¹²

A non-extensive list of examples of academic misconduct are:

- Plagiarism or lack of referencing; the IB does not prescribe a specific format for citations and references. Additionally, while students are not expected to be experts in referencing, they are “expected to demonstrate that all sources have been acknowledged using a standard style consistently so that credit is given to all sources used (audio-visual material, text, graphs, images and/or data published in print or in electronic sources), including sources that have been paraphrased or summarized. When writing text a candidate must clearly distinguish between his or her words and those of others by the use of quotation marks (or other method like indentation) followed by an appropriate in-text citation accompanied by an entry in the bibliography.”¹³
- Collusion or too much assistance; this includes, for example, extra assistance from students or teachers, as well as any website offering to assist, for a fee or otherwise. Unacceptable collusion must be clearly distinguished from legitimate collaboration: “Collaboration is defined as working together on a common aim with shared information, which is an open and cooperative behaviour that does not result in allowing one’s work to be copied or submitted for assessment by another.”¹⁴ Students are encouraged to collaborate in some instances, but they are expected to follow the guidelines of specific collaborative group assignments in order to accurately reflect the contributions of all members of the group to the assignment. “Collusion occurs when a student uses fellow learners as an unattributed source.”¹⁵

Other examples of academic misconduct cited in the Handbook of procedures, although less common than plagiarism and collusion, include:

- duplicating work to meet the requirements of more than one assessment component
- fabricating data for an assignment
- taking unauthorized material into an examination room
- disrupting an examination by an act of misconduct, such as distracting another candidate or creating a disturbance
- exchanging, supporting, or attempting to support the passing on of information that is or could be related to the examination
- failing to comply with the instructions of the invigilator or other member of the school’s staff responsible for the conduct of the examination
- impersonating another candidate
- stealing examination papers
- disclosing or discussing the content of an examination paper with a person outside the immediate school community within 24 hours after the examination.

IV. Consequences for Breaches of Academic Honesty

Diploma Programme (DP)

Cases of malpractice for major assignments in the DP (including Internal and External Assessment and the Extended Essay and the ToK Essay) will be dealt with according to the Diploma Programme Assessment Procedures and the General Rules and Regulations of the Diploma Programme. After the candidate and the teacher have formally submitted the coursework and the teacher has confirmed its authenticity, if a case of misconduct is suspected, the school will be required to conduct an investigation and inform the IB with

documentation. If this occurs during an examination, the report must include a full account of the incident, a statement from the candidate(s) involved, a statement from the invigilator(s), a seating plan of the examination room, and, if appropriate, the original of any unauthorized material.¹⁶

When a school identifies issues with a final piece of work before submission or upload to the IB and before the IB submission deadline, the situation must be resolved as per the school's academic honesty policy. However, the school should not submit to the IB a piece of work that does not meet the expectations regarding academic integrity. A school should also not submit work with a mark of zero in the relevant component.

If a final piece of work has plagiarized content or was not completed according to the subject guide requirements, that component should be awarded an "F" on the IB internal assessment mark entry system or marked as non-submission in the case of externally assessed components, such as the extended essay, or theory of knowledge essay, and as a consequence the student would not be eligible for a final grade in the subject concerned.

When academic misconduct is identified after the work has been submitted to the IB, the programme coordinator must inform the IB as soon as possible.

In a final examination, this also means that no diploma will be awarded, although a certificate will be awarded for the other subjects in which no malpractice has occurred. Students will normally be allowed to register for future examination sessions. Additionally, an IB Diploma may be withdrawn at any time if malpractice is established.¹⁷

Cases of malpractice or misconduct in mock or end-of-year examinations will likewise result in a grade of "F", which is scored as a 0 for that particular examination. Likewise, a grade of "F" (scored as 0) will be issued to students for misconduct in regular school examinations (during examination weeks). In all three of the above cases, students will not be permitted to re-sit the examination. In the case of repeated infractions Louisenlund reserves the right to suspend (second offence) or dismiss (third offence) the respective candidate from the school.

In cases of misconduct on minor assignments, students will meet with the teacher and the DP Coordinator to discuss the incident, the policy, and the consequence, which are as follows:

- First infraction: a warning, as well as a weekend detention and a rewrite of the assignment
- Second infraction: suspension and a warning of dismissal
- Third infraction: dismissal from Louisenlund.

Middle Years Programme (MYP)

Cases of malpractice or misconduct during an on-screen examination will be dealt with according to the Middle Years Programme Assessment Procedures and will be reported to the Assessment Division, IB Global Centre, Cardiff within 24 hours, including evidence such as photographs of unauthorized materials. Upon review of the report, the IB will contact Louisenlund to inform them about the next stage of the investigation.¹⁸

Cases of malpractice or misconduct in MYP projects (personal project and community project) and ePortfolios will result in a grade of N for that particular assessment. Students will have to retake the assignment and repeat the school year because the successful submission of these assessments is a promotion criterion according to the assessment policy.¹⁹

Cases of malpractice or misconduct in end-of-year examinations will result in a grade of N, which is scored as a 0 for that particular assessment. Students will not be permitted to re-sit the examination. In the case of repeated infractions Louisenlund reserves the right to suspend (second offence) or dismiss (third offence) the

respective candidate from the school.

In cases of malpractice or misconduct on other summative assessments and all formative assessments, students will meet with the teacher and the MYP Coordinator to discuss the incident, the policy, and the consequence, which are as follows:

- First infraction: a warning, as well as a weekend detention and a rewrite of the assignment
- Second infraction: suspension and a warning of dismissal
- Third infraction: dismissal from Louisenlund

V. Conclusion

Academic honesty should be regarded positively and valued by all members of the school community, and it should be taught and enforced. The Academic Honesty Policy should be seen as a step in creating a fair and consistent system that upholds the values of the IB and Louisenlund.

The next review of the School Academic Honesty Policy will take place in June 2024.

¹ IB learner profile in review: Report and recommendation. 2013. / ² Ibid. / ³ Programme standards and practices, 2014, 5. / ⁴ Garza, Celina. Academic honesty – principles to practice, 2014, 7. / ⁵ Academic honesty in the IB educational context, 2014, 4. / ⁶ Concise guide to APA style, seventh edition, American Psychological Association – 2020 / ⁷ American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). <https://doi.org/10.1037/0000165-000/> / ⁸ American Psychological Association. (2022). APA Style common reference examples guide. <https://apastyle.apa.org/instructional-aids/reference-examples.pdf> / ⁹ IB Academic integrity policy, 2023, 53 / ¹⁰ IB How IB students can correctly reference AI tools like ChatGPT, 2023 / ¹¹ Academic honesty in the IB educational context, 2014, 24. / ¹² IB General Regulations: Diploma Programme, 2011, 12. / ¹³ Handbook of procedures for the Diploma Programme, 2014, A8.1.2. / ¹⁴ MYP: From principles into practice, 2014, 77 / ¹⁵ MYP: From principles into practice, 2014, 77 / ¹⁶ Handbook of procedures for the Diploma Programme, 2014, A8.3. / ¹⁷ IB General regulations: Diploma Programme, 2011, 10-11. / ¹⁸ Middle Years Programme Assessment Procedures, 2022, C7.1.8 / ¹⁹ Stiftung Louisenlund Assessment Policy, 2022.

Reference Guide for Journal Articles, Books, and Edited Book Chapters

Journal Article

Author, A. A., & Author, B. B. (Year). Title of the article.

Name of the Periodical, volume(issue), #-#. <https://doi.org/xxxx>

Invert names so that the last name comes first, followed by a comma and the initials. Leave a space between initials. Retain the order of author's names.

Place the year
in parentheses.
End with a period.

Capitalize only the first letter of the first word. For a two-part title, capitalize the first word of the second part of the title. Also capitalize proper nouns. Do not italicize. End with a period.

Capitalize all major words in the periodical name. Follow with a comma. Italicize the periodical name (but not the comma after).

Italicize the volume number. Do not put a space between the volume number and the parentheses around the issue number.

Do not italicize the issue number or parentheses. Follow the parentheses with a comma. **No issue number?** That's okay. Follow the volume number with a comma.

Include the article page range. Use an en dash; do not put spaces around the en dash. End with a period.

Does the article have a DOI? Include a DOI for all works that have one. Do not put a period after the DOI.

Book

Author, A. A., & Author, B. B. (Copyright Year).

Title of the book (7th ed.).

Invert names so that the last name comes first, followed by a comma and the initials. Leave a space between initials. Retain the order of authors' names.

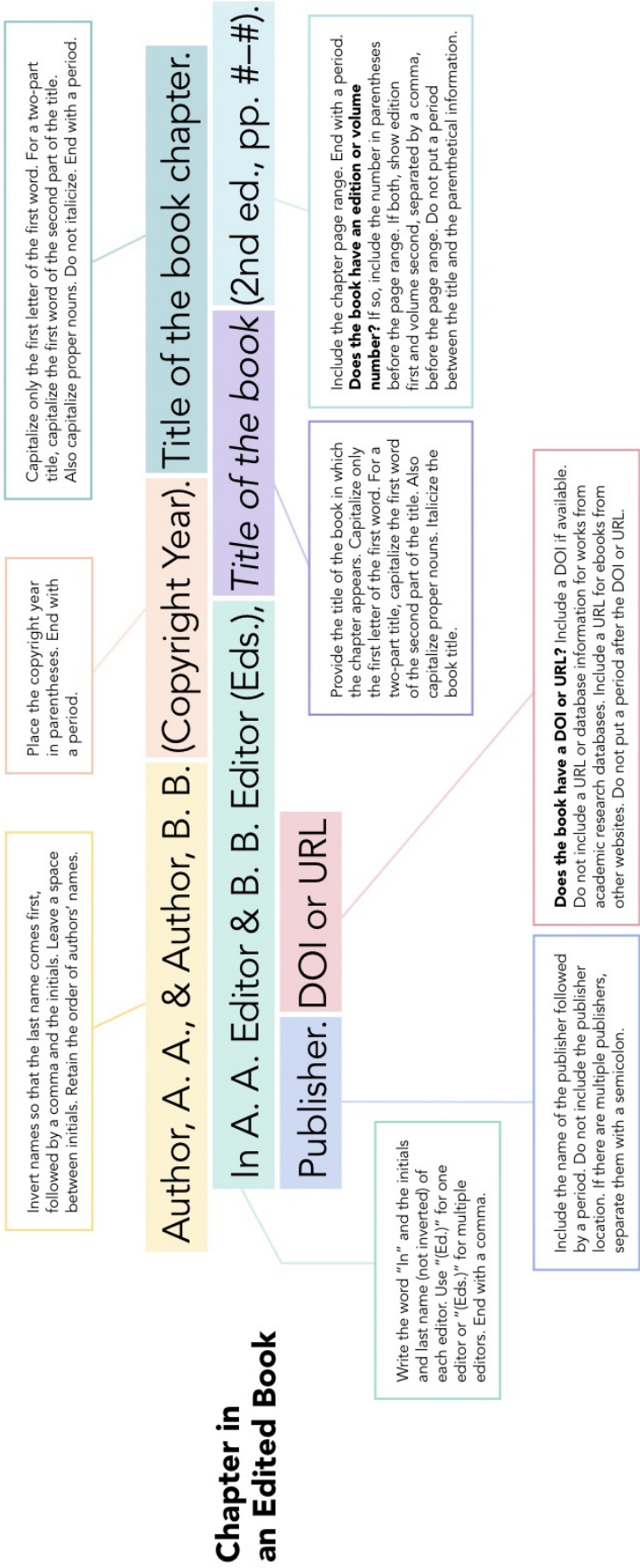
Place the copyright year in parentheses. End with a period.


Capitalize only the first letter of the first word. For a two-part title, capitalize the first word of the second part of the title. Also capitalize proper nouns. Italicize the title. End with a period.

Include the name of the publisher, followed by a period. Do not include the publisher location. **Are there multiple publishers?** If so, separate them with a semicolon.

Does the book have a DOI? Include a DOI if available. Do not include a URL or database information for works from academic research databases. Include a URL for eBooks from other websites. Do not put a period after the DOI or URL.

Does the book have an edition or volume number? If so, include the number in parentheses after the title but before the period. If both, show edition first and volume second, separated by a comma. Do not put a period between the title and the parenthetical information.



**AMERICAN PSYCHOLOGICAL ASSOCIATION**

More information on reference variations not shown here (e.g., in-press articles, articles with article numbers, articles without DOIs, books with titled volumes, audiobooks) can be found in the *Publication Manual of the American Psychological Association* (7th ed.) and in the *Concise Guide to APA Style* (7th ed.):

| | |
|-----------------------------------------------------|--------------|
| Journal articles and other periodicals | Section 10.1 |
| Books and reference works | Section 10.2 |
| Edited book chapters and entries in reference works | Section 10.3 |

SOURCE: American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

CREDIT: MELANIE R. FOWLER, FLORIDA SOUTHERN COLLEGE



7th edition

Common Reference Examples Guide

This guide contains examples of common types of APA Style references. Section numbers indicate where to find the examples in the *Publication Manual of the American Psychological Association* (7th ed.).

More information on references and reference examples are in Chapters 9 and 10 of the *Publication Manual* as well as the *Concise Guide to APA Style* (7th ed.). Also see the [Reference Examples](#) pages on the APA Style website.

Journal Article (Section 10.1)

Lachner, A., Backfisch, I., Hoogerheide, V., van Gog, T., & Renkl, A. (2020). Timing matters! Explaining between study phases enhances students' learning. *Journal of Educational Psychology*, 112, 841–853. <https://doi.org/10.1037/edu0000396>

Online Magazine Article (Section 10.1)

Gander, K. (2020, April 29). COVID-19 vaccine being developed in Australia raises antibodies to neutralize virus in pre-clinical tests. *Newsweek*. <https://www.newsweek.com/australia-covid-19-vaccine-neutralize-virus-1500849>

Print Magazine Article (Section 10.1)

Nicholl, K. (2020, May). A royal spark. *Vanity Fair*, 62(5), 56–65, 100.

Online Newspaper Article (Section 10.1)

Roberts, S. (2020, April 9). Early string ties us to Neanderthals. *The New York Times*. <https://www.nytimes.com/2020/04/09/science/neanderthals-fiber-string-math.html>

Print Newspaper Article (Section 10.1)

Reynolds, G. (2019, April 9). Different strokes for athletic hearts. *The New York Times*, D4.

Blog Post (Section 10.1)

Rutledge, P. (2019, March 11). The upside of social media. *The Media Psychology Blog*.
<https://www.pamelarutledge.com/2019/03/11/the-upside-of-social-media/>

Authored Book (Section 10.2)

Kaufman, K. A., Glass, C. R., & Pineau, T. R. (2018). *Mindful sport performance enhancement: Mental training for athletes and coaches*. American Psychological Association.
<https://doi.org/10.1037/0000048-000>

Edited Book Chapter (Section 10.3)

Zelevke, W. A., Hughes, T. L., & Drozda, N. (2020). Home-school collaboration to promote mind-body health. In C. Maykel & M. A. Bray (Eds.), *Promoting mind-body health in schools: Interventions for mental health professionals* (pp. 11–26). American Psychological Association.
<https://doi.org/10.1037/0000157-002>

Online Dictionary Entry (Section 10.3)

American Psychological Association. (n.d.). Internet addiction. In *APA dictionary of psychology*. Retrieved April 24, 2020, from <https://dictionary.apa.org/internet-addiction>

Report by a Group Author (Section 10.4)

World Health Organization. (2014). *Comprehensive implementation plan on maternal, infant and young child nutrition*. https://apps.who.int/iris/bitstream/handle/10665/113048/WHO_NMH_NHD_14.1_eng.pdf?ua=1

Report by Individual Authors (Section 10.4)

Winthrop, R., Ziegler, L., Handa, R., & Fakoya, F. (2019). *How playful learning can help leapfrog progress in education*. Center for Universal Education at Brookings. https://www.brookings.edu/wp-content/uploads/2019/04/how_playful_learning_can_help_leapfrog_progress_in_education.pdf

Press Release (Section 10.4)

American Psychological Association. (2020, March 2). *APA reaffirms psychologists' role in combating climate change* [Press release]. <https://www.apa.org/news/press/releases/2020/03/combating-climate-change>

Conference Session (Section 10.5)

Davidson, R. J. (2019, August 8–11). *Well-being is a skill* [Conference session]. APA 2019 Convention, Chicago, IL, United States. https://irp-cdn.multiscreensite.com/a5ea5d51/files/uploaded/APA2019Program_190708.pdf

Dissertation From a Database (Section 10.6)

Horvath-Plyman, M. (2018). *Social media and the college student journey: An examination of how social media use impacts social capital and affects college choice, access, and transition* (Publication No. 10937367). [Doctoral dissertation, New York University]. ProQuest Dissertations and Theses Global.

Preprint Article (Section 10.8)

Latimier, A., Peyre, H., & Ramus, F. (2020). *A meta-analytic review of the benefit of spacing out retrieval practice episodes on retention*. PsyArXiv. <https://psyarxiv.com/kzy7u/>

Data Set (Section 10.9)

O'Donohue, W. (2017). *Content analysis of undergraduate psychology textbooks* (ICPSR 21600; Version V1) [Data set]. Inter-university Consortium for Political and Social Research. <https://doi.org/10.3886/ICPSR36966.v1>

Film or Video (Section 10.12)

Docter, P., & Del Carmen, R. (Directors). (2015). *Inside out* [Film]. Walt Disney Pictures; Pixar Animation Studios.

TV Series Episode (Section 10.12)

Dippold, K. (Writer), & Trim, M. (Director). (2011, April 14). Fancy party (Season 3, Episode 9) [TV series episode]. In G. Daniels, H. Klein, D. Miner, & M. Schur (Executive Producers), *Parks and recreation*. Deedle-Dee Productions; Fremulon; 3 Arts Entertainment; Universal Media Studios.

Webinar (Section 10.12)

Kamin, H. S., Lee, C. L., & McAdoo, T. L. (2020). *Creating references using seventh edition APA Style* [Webinar]. American Psychological Association. <https://apastyle.apa.org/instructional-aids/tutorials-webinars>

YouTube Video (Section 10.12)

Above The Noise. (2017, October 18). *Can procrastination be a good thing?* [Video]. YouTube. <https://www.youtube.com/watch?v=FQMwmBNNOnQ>

Song or Track (Section 10.13)

Nirvana. (1991). Smells like teen spirit [Song]. On *Nevermind*. DGC.

Radio Broadcast (Section 10.13)

Hersher, R. (2020, March 19). *Spring starts today all over America, which is weird* [Radio broadcast]. NPR. <https://www.npr.org/2020/03/19/817237429/spring-starts-today-all-over-america-which-is-weird>

Podcast Episode (Section 10.13)

Santos, L. (Host). (n.d.) Psychopaths and superheroes (No. 1) [Audio podcast episode]. In *The happiness lab with Dr. Laurie Santos*. Pushkin Industries. <https://www.happinesslab.fm/season-2-episodes/episode-1>

Infographic (Section 10.14)

American Psychological Association. (n.d.). *Data sharing* [Infographic]. <https://www.apa.org/pubs/journals/data-sharing-infographic.pdf>

PowerPoint From a Classroom Website (Section 10.14)

Mack, R., & Spake, G. (2018). *Citing open source images and formatting references for presentations* [PowerPoint slides]. Canvas@FNU. <https://fnu.onelogin.com/login>

Tweet (Section 10.15)

Obama, B. [@BarackObama]. (2020, April 7). *It's World Health Day, and we owe a profound debt of gratitude to all our medical professionals. They're still giving* [Tweet]. Twitter. <https://twitter.com/BarackObama/status/1247555328365023238>

Open Educational Resource (Section 10.16)

Fagan, J. (2019, March 25). *Nursing clinical brain*. OER Commons. Retrieved January 7, 2020, from <https://www.oercommons.org/authoring/53029-nursing-clinical-brain/view>

Webpage (Section 10.16)

Chandler, N. (2020, April 9). *What's the difference between Sasquatch and Bigfoot?* howstuffworks. <https://science.howstuffworks.com/science-vs-myth/strange-creatures/sasquatch-bigfoot-difference.htm>

Webpage on a News Website (Section 10.16)

Machado, J., & Turner, K. (2020, March 7). *The future of feminism*. Vox. <https://www.vox.com/identities/2020/3/7/21163193/international-womens-day-2020>

Webpage With a Retrieval Date (Section 10.16)

Center for Systems Science and Engineering. (2020, May 6). *COVID-19 dashboard by the Center for Systems Science and Engineering (CSSE) at Johns Hopkins University (JHU)*. Johns Hopkins University & Medicine, Coronavirus Resource Center. Retrieved May 6, 2020, from <https://coronavirus.jhu.edu/map.html>



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Last Updated February 22, 2022

More information on APA Style can be found in the *Publication Manual of the American Psychological Association* (7th ed.) and the *Concise Guide to APA Style* (7th ed.).

CITE THIS HANDOUT:

American Psychological Association. (2022). *APA Style common reference examples guide*. <https://apastyle.apa.org/instructional-aids/reference-examples.pdf>

We thank Traci Giuliano, of Southwestern University, for providing the inspiration for this content.

Appendix 3:

The IB and AI tools

The IB will not ban the use of AI software. The simplest reason is that it is the wrong way to deal with innovation. Over the next few years, the use of this kind of software will become as routine as calculators and translation programs. It is more sensible to adapt and teach students how to use these new tools ethically.

AI tools do not threaten the underlying principles of what the IB values. Students are expected to research a topic, and with today's technology that likely means starting with an internet search. In assessment, the IB does not (generally) award marks for spelling, punctuation and grammar. Where communication is assessed, we will need to think carefully what this means, but it is more than just having a well-written paragraph and requires considering the key messages for the audience. AI may provide a starting text, but the student will need to understand how and why to refine the text to improve its impact.

AI tools do not represent a crisis in education or assessment. However, in a world where everyone can use software to write newspaper articles, business reports and/or emails to friends, it is a game changer in terms of the skills students need. Instead of being able to produce complete essays, reports, and so on, students need to know how to get the best out of AI tools. For example, to edit text to personalize it, and most importantly, to recognize the inherent bias in what is produced because of the bias in the programming and the material that the AI tool has been trained on from its creators.

The IB aims to avoid joining the “arms race” between AI tools that claims to be able to tell the difference between AI and human authors. It is better to ensure that students can speak about their work with their teachers rather than accusing them of misconduct based on increasing small differences in the predictability of their word choices.

However, students need to be aware that the IB does not regard any work produced—even only in part—by such tools to be their own. Therefore, as with any quote or material from another source, it must be clear that any AI-generated text, image or graph included in a piece of work has been copied from such software. The software must be credited in the body of the text and appropriately referenced in the bibliography. If this is not done, the student would be misrepresenting content—as it was not originally written by them—which is a form of academic misconduct.

It is not realistic to prevent the use of these tools as they will rapidly become commonplace, but the IB believes that schools should explain ethical behaviour when using these tools, and why they often are not the most useful piece of software. Students should be reminded that the text currently produced by AI tools is often repetitive and formulaic, and most likely not of good enough quality to be awarded high marks. Some recommendations are as follows.

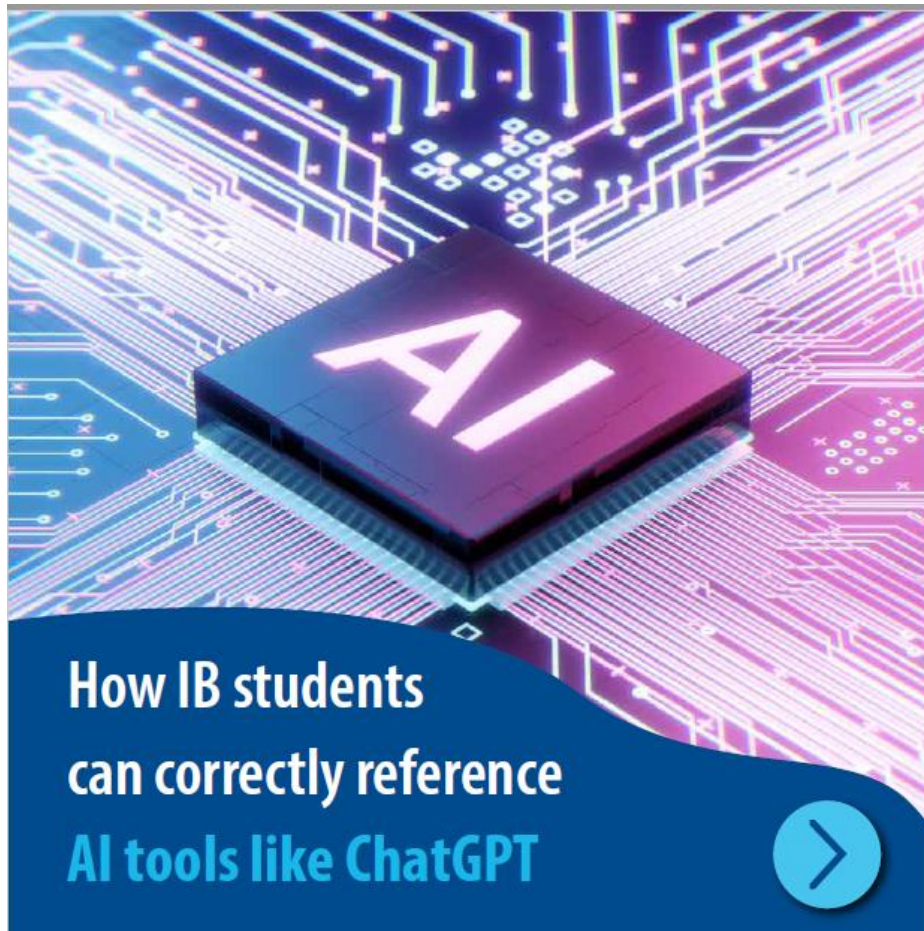
Before writing a piece of work, students should find research material—it is entirely reasonable to use a search engine to do this. This research will give them ideas and help shape their arguments.

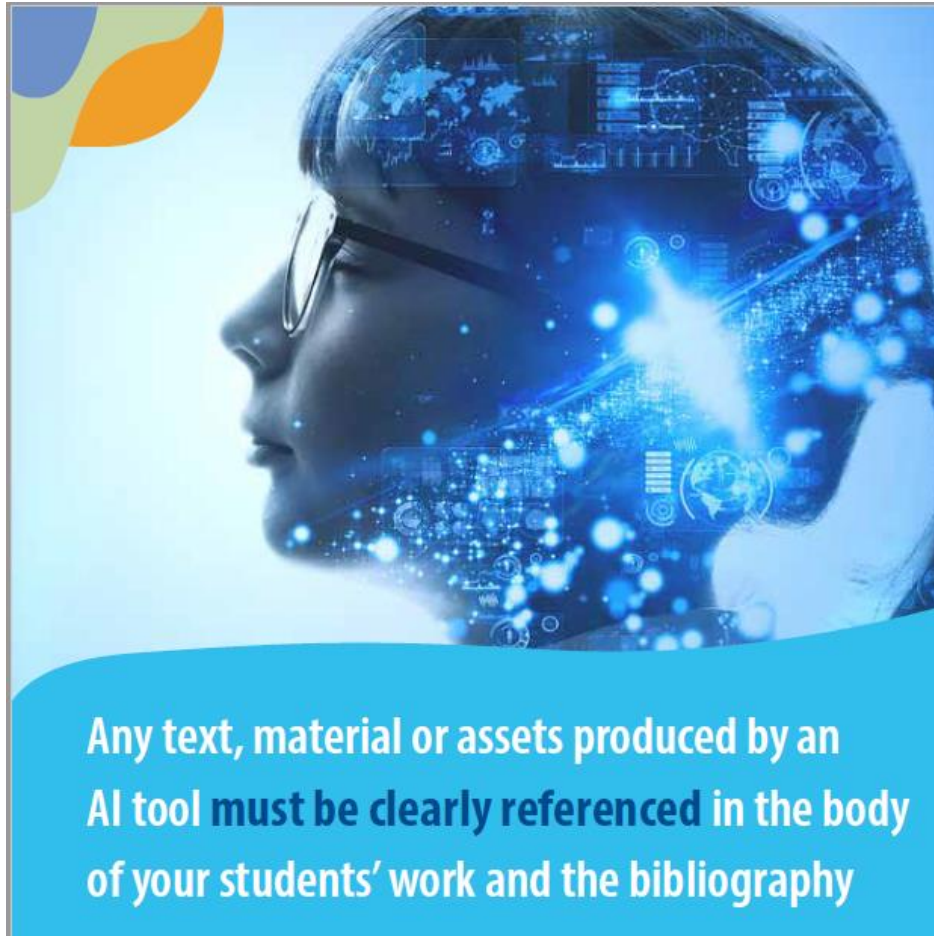
Students benefit from having an example of a good essay to look at when drafting their own work. There is nothing wrong with this, although the student must be clear that they are only using it to understand what good essay structures and coherent supported arguments look like, not to copy sections of it.

Students should be encouraged to ask the software research questions rather than the essay title, and then explore the sources it provides—ensuring they also explore the inherent bias of the results.

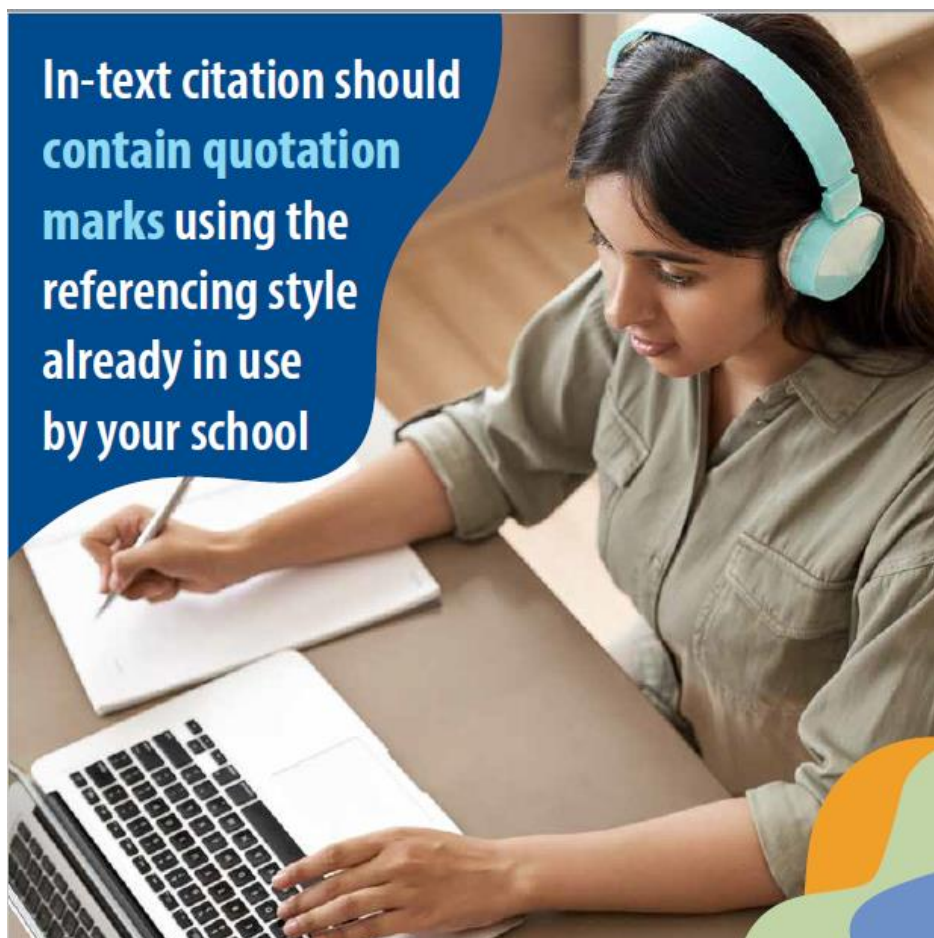
Teachers may have experienced problems when a student has been given an example essay that too closely matches what they are being asked to do. Consciously or unconsciously, the student can start to copy the content of the essay rather than using it to create their own work. Therefore, during the writing or creative process of any piece of work, the IB expects teachers to use the same processes they would use whenever they suspect that the work submitted is not the student's own and is not identifiable by plagiarism detection software—for example, work written by a third party or paid service.

Appendix 4:

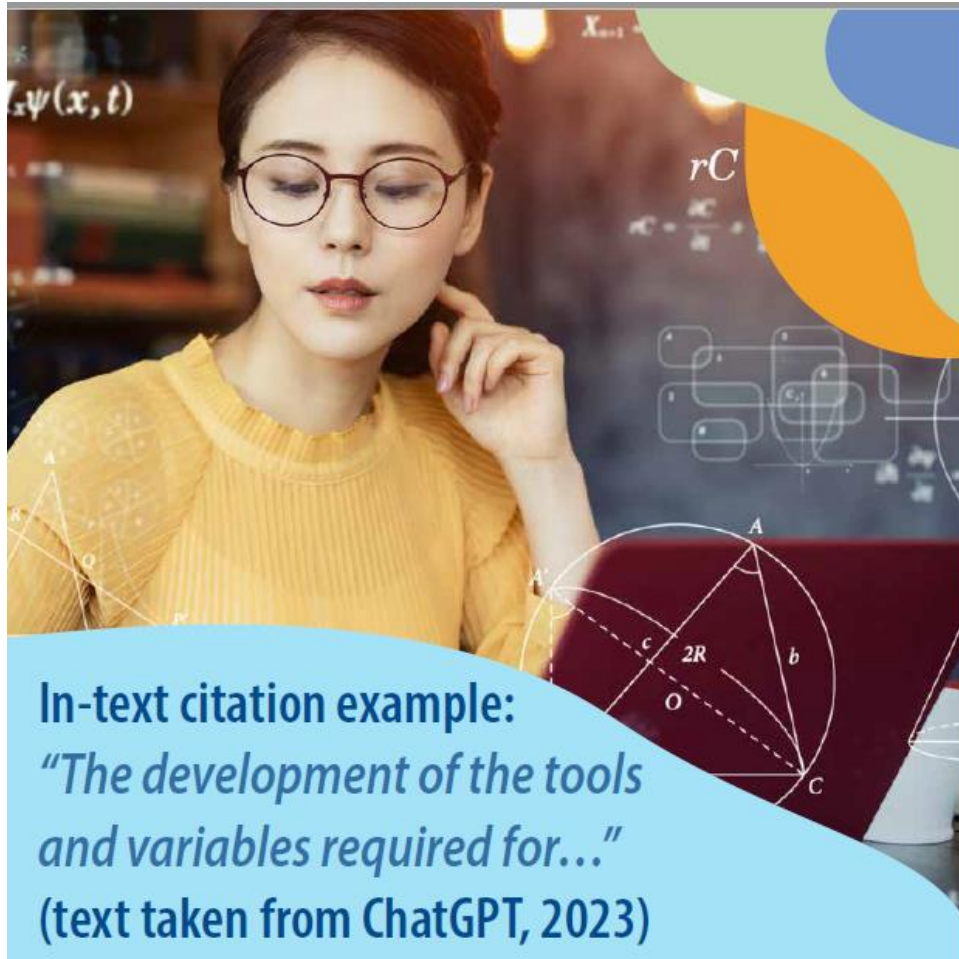




Any text, material or assets produced by an AI tool **must be clearly referenced** in the body of your students' work and the bibliography



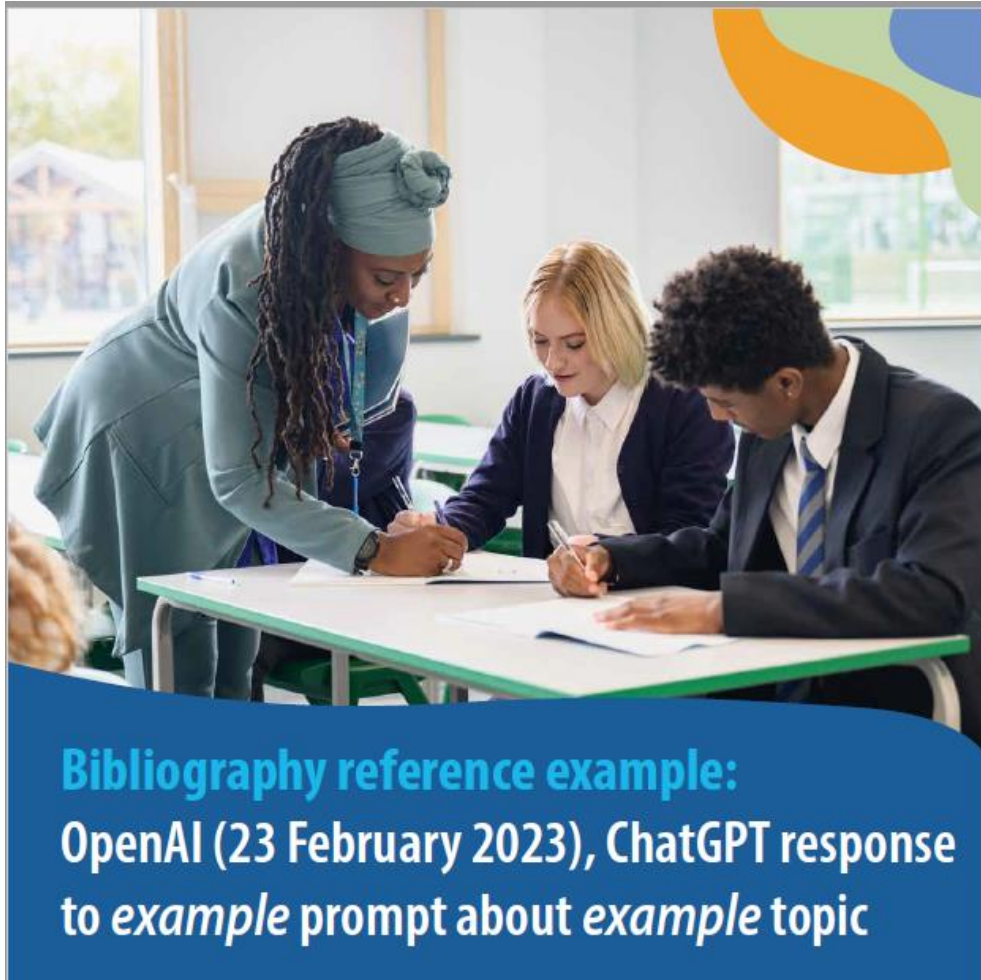
In-text citation should **contain quotation marks** using the referencing style already in use by your school



In-text citation example:
*"The development of the tools
and variables required for..."*
(text taken from ChatGPT, 2023)

**Bibliography references should contain the
prompt that your student provided to the AI
tool and the date it generated the text**





Bibliography reference example:
OpenAI (23 February 2023), ChatGPT response
to *example* prompt about *example* topic

Inclusive Education Policy

I. Introduction

A. Alignment of IB inclusive practices and the Louisenlund mission statement

The IB defines inclusion as “an ongoing process that aims to increase access and engagement in learning for all students by removing barriers,” which “is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community.”¹ This idea is greatly reflected in the school’s mission statement, as Stiftung Louisenlund is committed to helping our students become independent, globally-minded, and committed personalities. The expressed goals of our pedagogical work at Louisenlund are to have students who act responsibly, think creatively, meet challenges with confidence, become as independent as possible, and remain committed to our community. These goals are expected to be achieved by all our students and can only be achieved as such through our commitment to working collaboratively to problem-solve within our whole school community, and by building our educational experiences around mutual respect, affirming the self-esteem and identities of our students, and supporting our students throughout their endeavors.

B. School definition of inclusion

Stiftung Louisenlund acknowledges that young learners have different learning abilities and therefore have different teaching and learning requirements. As a result, inclusive education means that all students at Louisenlund can learn, grow, develop their skills, and gain new experiences by fully participating in all aspects of our community with equal opportunity. We are committed to breaking barriers to learning in the following ways: ensuring collaborative teaching, learning and problem-solving processes; encouraging a standard of accountability in that all members are responsible for developing our school culture and practices; creating teaching and learning opportunities based on diversity, global-mindedness and commonality; and encouraging a sense of belonging and safety within the Louisenlund community. Stiftung Louisenlund expects all students to unlock their full potential by building on their previous knowledge and experiences, to be multilingual, to fully participate as members of the community and to develop in all aspects of the IB Learner Profile to reinforce our culture of inclusion.

Inclusiveness constitutes one of the foundations of the Louisenlund learning culture. All our policies affirm learner differences and cultural diversity, and our learning community strives to live out this spirit of inclusion on a daily basis. Although there are some basic minimum standards in our Admissions Policy, Louisenlund is not highly selective in admitting new students; rather, we are open to students with a wide range of talents, skills, and abilities and not only candidates with high scholastic achievement. Louisenlund does not discriminate against students or potential students based on race, nationality, ethnicity, gender, sexual orientation, gender identification, or political perspective and welcome all students to our community who are willing and ready to learn about the world around them.

C. Inclusiveness in other school policies

1. Teaching and Learning

The International Baccalaureate’s Approaches to Teaching and Learning (ATT/ ATL) provide the framework for all assessment in the MYP and DP at Louisenlund. Good teaching must be informed by and focused on both formative and summative assessment in order to enable students to be successful. As students are the principal actors in the learning process, teachers at Louisenlund follow an inquiry-based approach, in which all students are challenged to formulate their own questions and conduct research, experimentation, and analysis in order to arrive at conclusions and foster further investigation into a particular area of knowledge. Recognizing the benefits of group learning, our teachers encourage students to become proactive communicators, who

listen to and actively learn from the other members of the community. In doing so, they develop social and interpersonal skills, which are invaluable for engaging with the world around them and their future academic and professional achievement. All assessment in our IB World School is guided by and centered on these fundamental principles of good teaching and interactive, inquiry-based learning.

Currently Louisenlund is undertaking a major professional development initiative related to the targeted development of a new and up-to-date Louisenlund Pedagogy, which highlights learners' differentiated interests and abilities and seeks to strengthen the personalization of learning goals, giving students more responsibility and autonomy with respect to their learning goals. The result should be a teaching staff well equipped to meet the challenges of a 21st-century education, in which teachers support students in becoming autonomous inquirers, thinkers, and actors who formulate their own learning goals and questions for inquiry and pursue these with a fresh enthusiasm and sense of personal responsibility.

2. Assessment Policy

To succeed in optimizing this ongoing learning process, it is necessary that educators provide young learners with guidelines, indicators and benchmarks by which their personal progress is supported and their achievement measured. Louisenlund advocates a range of diverse ways of evaluating and assessing a student's academic progress. Each person is a unique learner, and how achievement is supported and measured must take this into account. Whatever the method, the end of assessment must clearly be the support of students to tap into their potential, maximize their scholastic achievement, and ultimately be successful in attaining their IB Diploma or Abitur. As a school, we recognize that students perform their best when teachers encourage and positively reinforce them, recognize academic progress, and reward exceptional achievement. The foundation of academic and personal success is personal responsibility. At Louisenlund each student is expected to be the principal player in his or her learning process. We recognize the importance of good teaching, of fostering an optimal learning environment, and of providing students with a well-structured and balanced curriculum. As educators, we take our responsibility for young learners and their families very seriously and consider the formation and development of our students to be our utmost priority. However, this educational partnership can only be effective insofar as students recognize their own responsibility for their academic progress and act accordingly. Our school assessment policy is therefore designed to highlight the student's own part in the learning process and the impact this aspect has on their future.

Making mistakes is human and part of the process of becoming a successful student. At Louisenlund we believe strongly that academic difficulties and setbacks (even failure) should be viewed as a chance for growth. Students should not be discouraged by such difficulties but should see them as a chance for learning and personal growth. Our teachers and mentors will make every effort to encourage students, to highlight their progress, to strengthen their resilience, and to help them perform to the best of their abilities.

For students who struggle with dyslexia and/or dysgraphia, our assessment policy allows those students to take extra time on exams, if they feel they need it. Students with recognized writing disabilities can also opt to take their exams on a computer, if they feel that they can improve their scores by doing so and the DP Coordinator approves the decision in consultation with the IB.

3. Language Policy

The linguistic profiles and demands of students in the MYP and DP at the Stiftung Louisenlund are intricate: in addition to the fact that all students take their academic courses in English and yet live in a German-speaking environment, for many students, neither of these languages is their native or home language. Thus, the language policy at Louisenlund must ensure that students are able to succeed academically and socially while simultaneously affirming the identity that each student contributes to the diversity of the school.

Thus, all teachers are language teachers. Because each teacher depends on students' linguistic capabilities to build on prior knowledge and extend academic understanding, each must constantly be scaffolding linguistic as well as concept knowledge, teaching subject-specific vocabulary and grammatical concepts as explicitly as the subject.

The Language Policy also recognizes the importance of each student's native language in affirming his or her identity and its contribution to the community. Thus, it seeks to support development in these native languages in order promote self-esteem and additive bilingualism in each learner. This helps to strengthen the qualities, attitudes, and characteristics identified in the IB learner profile, as well as the responsible citizenship and international-mindedness emphasized by the IB.

II. Resources

A. Current Learning Needs of Louisenlund

The extent of academic learning needs of Louisenlund is concentrated in supporting students with reading and writing issues as a result of having dyslexia, or those students who have difficulties in math caused by dyscalculia. Currently, 32 students within the broader school community have special educational needs, with a majority of those students having dyslexia. Many students struggle in the subjects they are taking, and require extra help or private tutoring, which is also available through the school.

Other students struggle emotionally or socially. Those students are welcome to meet with our on-site psychologist or take advantage of our coaching program as detailed below.

B. Staff Experts

1. Psychological Counseling

Each student at Louisenlund has the opportunity to pursue individual or group (with peers, faculty, and/or family members) therapy with the school psychologist to address personal, social or academic concerns. They may meet regularly or only as needed, at scheduled times or during the psychologist's open office hours.

For short-term needs, the psychologist consults with the student and advises staff on how to best support him/her, taking into account the student's personal needs. For more serious situations, the psychologist may approach parents, mentors, house parents, heads of form/heads of boarding and/or other faculty with necessary advice and next steps in supporting the student fully.

Counseling is provided by a qualified psychologist with extensive training in client-centered, gestalt, and hypnosis therapy. She is also responsible for ensuring compliance with child protection laws.

2. Diagnosis and support for students with dyslexia

If a student believes that he/she may have dyslexia and/or dysgraphia, he/she can be tested by the school's dyslexia expert. After the official diagnosis, the expert will counsel students on appropriate therapies (including visits to the educational therapist, see below), study habits, and support mechanisms. Where applicable, in line with the school's assessment policy, students may be allotted extra time in examinations or may be allowed to use electronic equipment. The expert also consults with students, parents, teachers and heads of form/heads of boarding to decide how students will be graded on examinations and whether the diagnosis will appear on their report cards and Abitur.

3. Educational Therapy

Students who are struggling academically due to reading and writing disabilities, including dyslexia,

weaknesses in arithmetic (specifically at the elementary-school age), or concentration may find support under the guidance of Louisenlund's educational therapist. Regular meetings, each 45 minutes long, occur in a room specifically designed to promote student learning, typically in a one-on-one setting but occasionally in small groups.

The educational therapist is a qualified educational researcher and pedagogue, learning coach, and pedagogical therapist, and is currently in training for a certification as dyscalculia therapist. Students who come to Louisenlund via youth services or on a scholarship are provided these services free of cost.

4. Coaching

For students who actively seek to improve a specific area or behavior in their academic or social life, Louisenlund offers numerous "coaches" to help support their development in this given area. Each student may select a coach, who is a member of the faculty, who will guide the process. The student and their coach meet between four and ten times, each a few weeks apart, to set goals and discuss progress. All coaches have gone through a special training to best support students in a school-setting and are coordinated by the head coach, who has undergone additional training to lead and train others.

5. Learning and Talent Center

Through our learning and talent center, we strive to support each student's differing learning needs and to encourage their development with respect both to their strengths and abilities. Students can visit the Learning and Talent Center to set up a personalized learning program with a teacher of the subject that he/she struggles in. When a student registers at the Learning and Talent Center, he/she is signed up for eight sessions with a member of the faculty in a particular subject area. In these eight sessions, each student sets specific goals for each session and must reflect after each as to whether their goals have been met. At the end of the eight-session cycle, students must undergo an evaluation period in which they decide their next steps and reflect on how helpful the sessions were. They must also give constructive feedback to the faculty member, so he/she can improve the quality of the sessions based on the student's needs. After the evaluation phase is complete, the student may opt out of the extra help if he/she feels confident in the material but may also sign up for another eight-session cycle.

Members of faculty who engage in extra help have studied in the troublesome subject and teach in said subject, so they are fully qualified to assist in student needs. They are encouraged to build the self-esteem of students in each session, as well as create a supportive learning environment that allows students to scaffold knowledge on previous learning and make connections between their real-life experiences and their classroom experiences.

C. Accessibility

Louisenlund is a generally accessible campus, as most academic buildings only contain a ground floor and most buildings can be accessed by car, if needed; however, as a result of being a historical site and a former residence, there are some areas that are not physically accessible to all persons. Stiftung Louisenlund acknowledges the fact that "barriers to learning are created when creativity and willingness to reorganize spaces, classroom orientation and structure is not encouraged."² As a result, we are embodying this creativity and willingness as we design our new academic building to ensure that these barriers to learning are broken

D. Impact on Budget

Some services, such as psychological counselling, are already built into the students' tuition fees, therefore, these services are already built into the budget. For those students on scholarship, the fees for many academic services are absorbed by the school; however, most students pay for the services they use, therefore offering inclusive support is not a budgetary issue.

III. Stakeholders

A. Stakeholders

The inclusion policy will apply to all those who are already part of the Louisenlund community, as well as those who are potential members of the school community. These stakeholders include the board of directors, the board of trustees, senior management, all pedagogical staff (such as teachers, house parents, form teachers, heads of forms, and mentors), current students and parents, and potential future students and parents.

B. Which stakeholders are informed

All stakeholders within the school community will be informed of the Inclusive Education Policy. All staff and governing bodies have access to all the school policies and know when policies have been updated. Students and parents are also informed of the policy through direct communication with the school, which is described in greater detail below. Potential students and parents are also informed of the policy when they have a concern or question about the support that Louisenlund can offer its students.

IV. Communication

A. Communication within the school community

Stiftung Louisenlund requires open and honest communication from parents about the learning history of their children, especially upon arrival into the Louisenlund community. We embrace the fact that all pupils have a range of abilities and talents. To best develop these abilities and talents, it is necessary that our teaching staff has all the information they need about a student's learning past. This includes transcripts from past schools, and previous tests and/or past diagnoses of specific learning requirements and needs.

To facilitate the changing of schools, new students undergo a probationary period in which their academic and social performances are monitored closely by teachers and house parents. All students are assessed during this time, independent of their specific learning requirements. The evaluation of the student's performances is communicated between house parents, teachers, mentors, and heads of form/heads of boarding, as well as communicated to both the student and his/her parents. In this way, plans of action can be taken to identify the best path for the student to reach his/her maximum academic and social potentials. If during this probationary phase, one or more teachers or the house parent identify areas in need of special attention, the educators involved will consult with the parents to find the best options to fit the need of the student.

It is fundamental to us that our staff is proactive with regards to the identification of specific learning requirements of our students. To ensure this proactivity, as well as the clear and efficient communication of these requirements, we have a four-fold system in place based on collaboration between four key community members. The interaction of the four parties is critical for learner support, as well as the communication of issues with other teachers and the parents. These four parties are the house parent, mentor, form teacher and head of form/head of boarding. Each of these positions and their function in the learning process are described in detail below.

1. House parents

House parents have meaningful interactions with their students on a daily basis and are responsible for monitoring their learning progress during our study time. House parents talk with students about their academic and social challenges and lend support to all of their students. Teachers, mentors, and form teachers inform the house parents of students' academic performances, and where necessary, collaborate with house parents on finding solutions to supporting students who require additional help.

House parents are also responsible for keeping parents updated on the performance of their children and advise parents on solutions for helping their child unlock their full potential. They also inform necessary parties about any relevant incidents outside of school in a confidential and trustworthy manner.

2. Mentors

All students are assigned a mentor, who is a member of our school community and a person that the student can trust. The mentor is the main contact partner concerning all school-related issues, not only for the student, but also for colleagues and house parents. Using a holistic approach, the mentor's duty is to place emphasis on academic development and skill acquisition, including advising the student on any academic questions and concerns and keeps an overview of the student's overall performance and developing special learning contracts together with the student, subject teacher and the house parent and sees that these contracts are fulfilled. The mentor is also the person who informs other teachers and school authorities about any incidents relevant to the development of the student. This information is recorded in the student's file and support is immediately sought out. The mentor also establishes essential contacts to the relevant support system and makes sure the student received the right support (both academic and personal) and documents new findings and further decisions to developing a student's learning skills.

3. Form teachers (Homeroom Advisors)

The form teacher focuses mainly on the academic aspects of student life but does consider a student's behavior in the classroom. He/She makes colleagues aware of necessary strategies with respect to inner differentiation within the learning group. The form teacher is also kept updated on the overall performance of each student within the form and informs colleagues of struggling students. Form teachers collaborate with other teachers within the form to discuss ways in which teaching and learning (ATT/ATL) can be implemented within the classroom to build classroom self-esteem. Form teachers are also responsible for breaking barriers to learning by encouraging teachers to value previous knowledge, scaffold learning and extend learning to experiences with which students are already familiar.

4. Heads of form/heads of boarding (Stufenleiter)

The head of form/head of boarding focuses on the broader academic and boarding lives of students within the form. He/She has a general sense of the overall academic performance of the form and remains informed of the progress and achievement of underperforming students. The head of form/head of boarding is responsible for working closely with form teachers and mentors in finding solutions to better support these students. The heads of form/heads of boarding are also responsible for informing parents about the progress of their students, either positive or negative. At the end of each half term and term, parents receive grade reports (for more information, please see the School Assessment Policy) for their children. For students who are underperforming, the head of form/head of boarding will communicate that a student is in danger of failing with a "blue letter." "Blue letters" allow heads of form/heads of boarding the opportunity to collaboratively brainstorm solutions with parents and other staff regarding how to best support the learning needs of the student. Not only are heads of form/heads of boarding in charge of informing parents of academic issues, they are also responsible for informing parents of boarding issues. If a student breaks a rule on campus, the house parent informs the head of form/head of boarding, who determines consequences based on the rule that was broken. For minor issues, parents may not be informed but for multiple infractions or more serious issues, heads of form/heads of boarding report these issues to parents and may even consult with the school psychologist to find solutions.

B. Communication of policies

1. Staff Orientation / Student Orientation

Orientation is a time where new colleagues and students are introduced to Louisenlund life and get a feel for the rules and policies that we have in place. It provides new staff members and students with an understanding of the commitment that teachers at Louisenlund have to removing barriers to learning, how they can best accomplish it, and how students can access support services.

2. Posting on Intranet

Our Intranet is a cloud-based document storage system that all members of the Louisenlund community have access to. All parents, students, pedagogical, and non-pedagogical staff have access to it and can always refer to the policy, offer feedback, and assist in the evolution of the document as needed.

Managebac is our IB organizational tool. It is only accessible to IB students, parents, and teachers but acts as another forum on which we are able to communicate information and keep IB World School stakeholders informed about policies and practices at Louisenlund.

3. Inclusion in IB handbook

All important policies are written and placed in the IB handbook. It is updated and reprinted every year and given out to old and new students alike. During IB Orientation days at the beginning of the school year, important changes to policies are announced and policies in general are reviewed so students are refreshed on what is expected of them. Parents and students must sign that they have read and acknowledged these policies.

V. Conclusion

As a Round Square and IB World School, Louisenlund's IB World School has a fundamentally international character and proactively and intentionally affirms diversity. The Louisenlund community helps to strengthen and support the spirit of international-mindedness within our campus. As a result, our learning culture focuses on providing all students with the tools they need to feel empowered and supported in their own learning processes.

¹ Learning diversity and inclusion in IB programmes, 2016, 1. // ² Learning diversity and inclusion in IB programmes, 2016, 3.

The next review of the Inclusive Education Policy will take place in June 2025.



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