



ST. DOMINIC HIGH SCHOOL INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

INFORMATION BOOKLET 2021-2023

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INTRODUCTION

In April 2010, IB North America authorized the implementation of the Diploma Programme at St Dominic High School. As an IB World School, St Dominic shares a common philosophy with other IB schools around the world—a commitment to high quality, challenging, internationally recognized education that St Dominic High School believes is important for students on St. Maarten. We are proud to be the first government subsidized school in the Caribbean to offer the IB Diploma Programme.

162 students have completed and benefited from an IB education here at St. Dominic High School. With the acquisition of strong research and inquiry skills our IB graduates have been accepted into universities in Canada, the Caribbean region, The Netherlands, France, the United Kingdom and the United States.

ST DOMINIC HIGH SCHOOL MISSION STATEMENT

Through the values of the Catholic faith the St Dominic High School advocates for the holistic education of students who will become critical thinkers, open-minded, reflective, doers, good communicators and global ambassadors.

IB ORGANIZATION MISSION STATEMENT

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

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

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



THE DIPLOMA PROGRAMME

The International Baccalaureate Programme is a rigorous course of study designed to meet the needs of highly motivated high school students and to promote international understanding. The effectiveness of the IB programme is due not only to the depth of the individual courses, but also to the comprehensive nature of the curriculum. Unlike other honors programs, the IB Programme requires each student to take courses in six academic areas. To qualify for the International Baccalaureate Diploma, students must take examinations in six subject areas, participate in the Creativity, Action, and Service (CAS) program, and write an extended essay.

The diploma candidate must also take Theory of Knowledge. In this course, students explore the connections and similarities between the various subjects, learn to think, and apply interrelated concepts.

Many students earning the IB Diploma are awarded advanced college credit at various universities around the world. Many highly competitive colleges and universities recognize the IB Diploma for admissions and/or advanced standing.

THE CURRICULUM

Six subject groups comprise the core of the IB curriculum. The IB Diploma candidate is required to select one subject from each of the six areas.

GROUP 1: Studies in Language and Literature
English A Literature SL/HL
GROUP 2: Language Acquisition
Spanish ab initio SL (via Pamoja Education)
Spanish B SL (via Pamoja Education)
Dutch B SL/HL
Mandarin ab initio SL (via Pamoja Education)
GROUP 3: Individuals and Societies
History SL/HL
Business Management SL/HL
Environmental Systems & Societies SL
GROUP 4: Sciences
Biology SL/HL
Chemistry SL/HL
Physics SL/HL
Environmental Systems & Societies SL
Computer Science SL/HL
GROUP 5: Mathematics
Mathematics: Analysis & Approaches SL/HL
Mathematics: Applications & Interpretation SL/HL
GROUP 6: The Arts
Visual Arts SL/HL

At least three and not more than four of the six subjects are taken at the Higher Level (HL), the others at the Standard Level (SL). Each examined subject is graded on a scale of 1 (minimum) to 7 (maximum). The award of the Diploma requires a minimum total of 24 points.

Students who want the benefit of an IB education to deepen their knowledge by selecting a few subjects are Course candidates. Those students take one to three subjects depending on their specific interest.

THE DIPLOMA PROGRAMME MODEL



The programme has the strength of a traditional and broad curriculum, with three important additional features, surrounding the centre of the curriculum model.

THEORY OF KNOWLEDGE (TOK)

This is an interdisciplinary requirement intended to stimulate critical reflection on the knowledge and experience gained inside and outside the classroom. It is a key element in encouraging them to appreciate other cultural perspectives. The course is unique to the IBO, which recommends at least 100 hours of teaching time spanning the programme's two years. The aims of the Theory of Knowledge (TOK) programme are to engage students in reflection on and in the questioning of, the bases of knowledge, so that they are able:

- To develop an understanding of why critically examining knowledge claims is important
- To develop a critical capacity to evaluate beliefs and knowledge claims
- To make interdisciplinary connections
- To become aware of the interpretative nature of knowledge including personal and ideological biases
- To consider that knowledge may place responsibilities on the knower
- To understand the strengths and limitations of individual and cultural perspectives
- To develop a concern for rigor in formulating knowledge claims, and intellectual honesty

PRINCIPLES

The TOK programme is central to the educational philosophy of the International Baccalaureate Diploma Programme. It challenges students and their teachers to reflect critically on diverse ways of knowing and areas of knowledge, and to consider the role that knowledge plays in a global society. It encourages students to become aware of themselves as thinkers, to become aware of the complexity of knowledge, and to recognise the need to act responsibly in an increasingly interconnected world.

As a thoughtful and purposeful enquiry into different ways of knowing, and into different kinds of knowledge, the TOK programme is composed almost entirely of questions. The most central of these questions is, "How do I, or how do we, know that a given assertion is true, or a given judgement is well grounded?" Assertions or judgements of this sort are termed "knowledge claims", while the difficulties that

arise in addressing these questions are the broad areas known as “problems of knowledge”. The programme entails the application of this central question to many different, yet interrelated, topics.

WAYS OF KNOWING

Questions are the very essence of TOK, both ageless questions on which thinkers have been reflecting for centuries and new ones, often challenging accepted belief, which are posed by contemporary life. These questions centre on the following Ways of Knowing and will involve some of the following lines of inquiry:

- Knowers and Sources of Knowledge
 - How is knowledge gained? What are the sources? And to what extent might these vary according to age, education or cultural background?
- Perception
 - In what ways does the biological constitution of a living organism determine, influence or limit its perception?
- Language
 - Is it possible to think without language? How does language extend, direct, or even limit thinking?
- Emotion
 - Can there be a ‘correct’ or ‘appropriate’ emotional response?
- Reason
 - Does knowledge always require some kind of rational basis?

These lines of inquiry are applied in each of the subjects studied as well as in TOK lessons.

CREATIVITY ACTIVITY SERVICE (CAS)

The IBO’s goal is to educate the whole person and foster responsible, compassionate citizens. The CAS programme encourages students to share their energy and special talents with others: students may, for example, participate in theatre or musical productions, sports and community service activities. Students should, through these activities, develop greater awareness of themselves, concern for others, and the ability to work cooperatively with other people.

EXTENDED ESSAY

In order to fulfill the requirements of the IB Diploma all candidates must submit an Extended Essay in an IB Diploma subject of their own choice. The essay is an in-depth study of a limited topic within a subject. The purpose of the essay is that:

- it develops individual research and investigation skills.
- provides students with intellectual challenge in a topic of interest to them.
- develops critical thinking skills of analysis, evaluation and reasoning
- prepares students for university thesis writing
- provides students with a document which can be used as a focus in University admissions interviews.

The IBO recommends that a student devote a total of about 40 hours of independent study and writing time to the essay. Each essay must be supervised by a subject teacher employed at SDHS. The length of the essay is restricted to a maximum of 4000 words and it is assessed according to a specific set of criteria. The marks awarded for the Extended Essay are combined with the marks for the Theory of Knowledge course to

give a maximum of three bonus points. Extended essays submitted in a group 2 language must be written in that language. Extended essays in all other subjects must be written in English. The essay permits students to deepen their programmes of study, for example by selecting a topic in one of their higher level (HL) courses.

CHOICE OF SUBJECT

Students will be asked in the second term of Year 1 to choose three subjects, in order of preference, in which they would like to write their essay. The subject must be offered in the diploma program at SDHS. It is advisable that the students choose a subject which they are studying, preferably at higher level.

CHOICE OF TOPIC

Students should choose a topic that:

- is challenging and interesting
- is limited in scope to allow examination of an issue/problem in depth within the 4000 word limit
- allows the collection or generation of information/data for analysis and evaluation
- requires personal research

RESEARCH QUESTION

Students should, with the aid of the supervisor, narrow the focus of the investigation and formulate a specific research question. This may be in the form of a question, but alternatives such as a hypothesis are acceptable. The research question provides the purpose and orientation of the essay.

THE RESEARCH PROCESS

A systematic research process is advised, taking into account the requirements of the subject. It is essential to generate and gather information and ideas that can be used to develop a convincing answer to the research question.

ORGANIZING THE ESSAY

Introduction:

- why the topic was chosen
- some background information to place the topic in context
- clear precise research question
- clear concluding statement of the thesis and argument.

Body/Development:

- systematic development of a convincing answer to the research question.

Conclusion:

- is clearly stated
- relevant to the research question
- substantiated by the evidence presented
- indicates issues, unresolved questions and new questions.

Timeline: Students will choose their research topic in November of DP Year 1 and must complete the essay in its entirety by the end of October of DP Year 2.

THE SIX ACADEMIC SUBJECTS

These are studied concurrently and students are required to study both the humanities and the sciences. Diploma candidates must select one subject from each of the six groups, although a second subject from groups 1 to 5 may be substituted for group 6. At least three but not more than four are taken at higher level (HL), while the others are standard level (SL); HL courses represent a minimum of 240 teaching hours, SL courses cover 150 hours. Students are thus able to explore some subjects in depth and others more broadly. Science-oriented students are challenged to widen their communication skills and learn a foreign language; the language student becomes familiar with laboratory procedures. The subjects are continually reviewed and revised to meet contemporary needs. The list below gives an overview of the groups.

Group 1 – Studies in Language and Literature

More than 80 languages have been offered for examination as part of the IBO's policy of encouraging students to maintain strong ties to their own cultures. Very good writing and oral skills and respect for the literary heritage of the student's first language are complemented by the international perspective given through world literature studies.

Group 2 – Language Acquisition

All diploma candidates are examined in a second language. Several options accommodate near-bilingual students with a very high level of fluency, genuine second language learners with previous experience learning the language, and beginners. The principal aim for the subjects in group 2 is to enable students to use the language in a range of contexts and for many purposes; the courses focus on written and spoken communication.

Group 3 – Individuals and Societies

Subjects included in this group are: business management and environmental systems and societies, an interdisciplinary subject which can also meet the group 4 requirement if the student completes the group 4 project.

Group 4 – Sciences

The subjects available in group 4 are: biology, chemistry, and physics, Practical laboratory skills are developed and collaborative learning is encouraged through an interdisciplinary group project. Students develop an awareness of moral and ethical issues and a sense of social responsibility is fostered by examining local and global issues.

Group 5 – Mathematics

All candidates for a diploma are required to complete a mathematics course, and two options are available to cater for different abilities and levels of student interest. Each course aims to deepen a student's understanding of mathematics as a discipline and to promote confidence and facility in the use of mathematical language.

Group 6 – The Arts

The school offers visual arts which is designed to develop the analytical, problem-solving and divergent thinking skills of the students while they work on improving their proficiency and confidence in creating art. This course is for students who will go on to study art, as well as those who want to develop an interest in the visual arts.

APPLICATION PROCESS

Orientation sessions and applications will be made available to interested prospective students and their parents throughout the year during information sessions, the website and via the school.

Students from throughout St. Maarten are eligible to apply for the International Baccalaureate Diploma Programme at St. Dominic High School. Students must submit a completed application packet by April 12, 2022. Selection will be based on the following criteria for all students:

- demonstrated excellence in academic performance
- a written statement
- multiple intelligence and learning styles assessment

The following calendar will be used in the application process:

Submission deadline for application form: **April 12, 2022**

Admission notifications: **June 7, 2022**

Registration: **June 17, 2022**

Selection criteria based on the different educational systems:

CXC-CSEC Form 5:

- Student has predicted grades of at least 6 general I, II and IIIs (Cambridge Dutch comp A, B, C). An average of General II is required. **AND**
- Student has an overall average of 73 on the transcript for F4 and 5 **AND**
- Student has an overall average of 75 average for English in Form 4 and in Form 5.

HAVO 5:

- Student has predicted grades of 7's and 8's **AND**
- Student passes the HAVO examination with an average of 7,3 **AND**
- Student has an 8 average for English in HAVO 4 and HAVO 5

VWO 4:

- Student is promoted to VWO 5 **AND**
- Student has a 7,3 average **AND**
- Student has an 8 average for English in VWO 4.

Grade 10 in the American or Canadian system:

- Student is promoted to grade 11 **AND**
- Student has a GPA of 3.5 or a B+ average **AND**
- Student has an overall average of 75 for English in Grade 9 and 10

PROFILE OF AN INTERNATIONAL BACCALAUREATE STUDENT

At St. Dominic High School, we encourage students who want to challenge themselves academically to seriously consider applying to the International Baccalaureate program. In order to help each student (and his/her parents) make a realistic decision about pursuing the IB program, below is a profile of what we believe would be a successful IB student.

The successful International Baccalaureate student would...

...**be self-motivated and family supported** (the desire to pursue and succeed in the IB Program must ultimately come from within the student);

...**have a desire to challenge him/herself intellectually and academically** (someone who just wants to “get by” or who is “going through the motions” to get into college will be unsuccessful in an IB environment);

...**be a competent reader** (so as not to struggle with more difficult reading in IB courses, the student should be reading at or above his or her respective grade level);

...**speak and write the English language clearly and effectively** (English is the language of instruction in the IB program at St Dominic High and since the IB program demands clear and effective communication skills across the curriculum, this asset is essential to all IB students);

...**possess (or be willing to acquire) analytical/critical thinking skills** (since much of the IB curriculum requires investigative and discovery learning, these skills are essential);

...**have proficient written and oral skills in either Dutch or Spanish** (it is required that all IB language students will have completed four or five years of study in a second language);

...**possess (or be willing to acquire) good time and stress management skills** (the expectation is that students will study for two hours for each SL subject and four hours for each HL subject per week);

...**be open to new ideas and tolerant of different beliefs** (whether or not you intend to study or work in St. Maarten or beyond, the reality is that we all live and work in a global society. The IB Diploma Programme encourages intercultural understanding in all areas of the curriculum);

...**participate in school and community activities.**

The IB Diploma program is for students who want to be challenged. Due to the very nature of the IB (“an internationally recognized curriculum and examination program”), each student’s performance will be assessed in large part on pre-established standards set by the International Baccalaureate Organization. Although IB teachers are committed to helping all their students succeed, they will not be able to “water down” or “slow down” their courses to accommodate those students who are unwilling to maintain the necessary pace or rigor. All IB students must be prepared for the IB exam(s). This is not to say that only straight “A” students or only gifted and talented students or only high-IQ students will survive. The student who has demonstrated adequate past academic performance, who is highly motivated, and who has acquired good time and stress management skills should succeed in his/her IB courses.

We hope that students who participate in the International Baccalaureate Program develop to become:

INQUIRERS	who acquire the skills necessary to conduct purposeful, constructive research.
THINKERS	who exercise initiative in applying thinking skills critically and creatively to make sound decisions and to solve complex problems.
COMMUNICATORS	who receive and express ideas and information confidently in more than one language, including the language of mathematical symbols.
RISK-TAKERS	who approach unfamiliar situations without anxiety, have confidence and independence, are courageous and articulate in defending things in which they believe.
KNOWLEDGABLE	who have spent time in school exploring themes with global relevance and importance, and have acquired a critical mass of significant knowledge.
PRINCIPILED	who have a sound grasp of the principles of moral reasoning, integrity, honesty, and a sense of fairness and justice.
CARING	who show sensitivity towards the needs and feelings of others and have a personal commitment to action and service.
BALANCED	who understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
REFLECTIVE	who are able to acknowledge their strengths and limitations in order to support their learning and personal development.
OPEN-MINDED	who are open to the perspectives, values and traditions of other individuals and communities.

CONTINUING TO IB YEAR 2 AT ST. DOMINIC HIGH SCHOOL

The following points matrix applies to students in IB Year 1. A point value is assigned to the average range for each subject a student takes and the students' performance in meeting deadlines for CAS and the Extended Essay. The points for each subject are added. The final total is used to evaluate whether the student will be permitted to continue as a diploma programme candidate.

A student will continue as a diploma programme candidate if the total points assigned by the matrix are greater than or equal to zero.

A student cannot continue as a diploma candidate if the total points are less than zero. That student will be advised to reduce his/her number of subjects and become a course candidate.

Average Range	Points
0-39	-3
40-49	-2
50-59	-1
60-69	0.5
70-79	1
80-89	1.5
90-100	2

CAS	EE	Deadlines and Requirements
-2	-2	+1 missed
-1	-1	1 missed
1	1	met all deadlines/some requirements
2	2	met all requirements and deadlines

Continues as a diploma candidate if Total Points ≥ 0

Continues as a course candidate if Total Points less than 0

IB ASSESSMENT

Grades and Methods of Assessment: It is important to keep in mind that the IB is an international system and the final marks that the students receive for each IB course they complete, represents how successfully they have met IB's standards – standards that apply to students in all IB schools around the world.

Grades in IB courses are determined by using a combination of sources. Part of the marking period grades come from assignments, quizzes and tests which are generated and evaluated by the subject teacher at St. Dominic High. In addition, each IB subject calls for the teacher to contribute a percentage of the final IB mark by assigning and then “internally assessing” IB-generated assignments and projects according to given IB criteria. The percentage varies from subject to subject, but generally, a teacher’s “internal assessment” of IB-generated assignments accounts for between 20% and 30% of the final mark. For example, IB English and IB foreign language teachers assign and grade prescribed oral presentations; IB science teachers assess practical laboratory work; IB math teachers score prescribed portfolios or projects. The teachers’ “internal assessment” marks for all IB subjects are submitted to International Baccalaureate Curriculum and Assessment (IBCA), headquartered in Cardiff, Wales, in early April of each year. In addition, IBCA requires that each teacher submit samples of student work so that the teachers’ assessments can be checked for validity against the published criteria.

In addition to teacher-generated and IB-generated “internal assessments,” each IB course has official IB assignments and exams that are “externally assessed” by designated IB examiners around the world, a system coordinated by IBCA. IBCA, issues its own final marks and IB Diplomas to those students who have successfully met the IB criteria.

The results of the IB exams completed in May are published in July. Upon the request of each student, his or her IB results are then forwarded to the university he or she will be attending in the fall. Universities can then use the results to award course credit or advanced standing, depending on the student’s performance on IB exams in relation to the results recognition policy of each university.

The IB also has its own *method* of assessment – one that is *criterion-based*, not norm-based. What this means is that IBCA publishes a set of grading criteria for each IB assignment exam it administers. IB examiners then mark each piece of student work based on how successfully – or to what achievement level – the student has performed according to the given criteria. In this way, all IB students around the world are graded the same way for each piece of work they submit. IB teachers are also familiar with the various assessment criteria and achievement levels, and are always encouraged to share these with their students well before any assignment is

due or exam is taken. In other words, the IB grading system is very transparent: anyone who wants to know how examiners and/or IB teachers will be grading any IB-required piece of student work has access to the criteria.

THE ASSESSMENT OF THE IB DIPLOMA

The majority of the *externally* assessed work is the IB exams that our students will be writing in May. Most questions they answer on their IB exams will be in the form of essays, regardless of which IB subject is being examined. This approach gives students more of an opportunity to *explain what they know* about a given topic. In addition, most IB subject exams are divided into two or three different papers. Usually, these papers are written on two consecutive days: the afternoon of the first designated exam date, and the morning of the next date. After each paper of the subject exam is completed by the students, the “scripts” (written answers) are sent to the assigned examiners. Each separate paper of a subject exam is assessed by a different examiner. When all examiners have finished assessing the papers sent them, IBCA reviews and tabulates the marks for each student in each subject. As with the internal assessment marks of IB teachers being checked for validity, so are those of the IB examiners. After a grade award committee review, final results are published early in July.

IB assessment system is a very well thought out program of quality control which encourages both students and teachers to pursue high, but very reachable international academic standards. We feel that the demands of such a system are certainly worth the effort.

The grading scheme in use for IB examinations is as follows:

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

The maximum number of points available is 45 points. Subjects at both HL and SL are awarded a grade from 1 (the lowest) through to 7 (the highest). There are therefore 42 points available from the six subjects. In order to ensure success in achieving a passing IB Diploma score students should consider selecting Higher Level subjects in which they are aiming to gain a score of 4 or higher. It is vital that detailed consultation with subject teachers has taken place to ensure students make the right Higher Level choices. In addition to this, up to a maximum of three further points are available for the Theory of Knowledge paper and the Extended Essay, giving a total of 45 points.

Theory of Knowledge/Extended Essay Matrix

Tok/EE	Grade A	Grade B	Grade C	Grade D	Grade E
Grade A	3	3	2	2	FAILING CONDITION
Grade B	3	2	2	1	
Grade C	2	2	1	0	
Grade D	2	1	0	0	
Grade E	FAILING CONDITION				

IB DIPLOMA REQUIREMENTS

To be eligible for the award of the IB Diploma at the conclusion of the second year, all candidates, during IB year 1 and 2, must

- successfully complete prescribed course work and an examination from each of the above groups,
- submit an extended essay of 4000 words in one of the subjects of the IB curriculum,
- complete the Theory of Knowledge (TOK) course, and
- satisfy the learning outcomes of Creativity, Action, and Service (CAS).

All students accepted in the programme at St. Dominic High, students are not allowed to take less than the full package. This includes the EE, CAS and TOK.

A total of 45 points can be obtained: 6 subjects x 7 points + 3 for the EE/TOK.

To receive a diploma, students must have a minimum of 24 points and meet certain criteria.

The requirements for the IB diploma are described in detail by the IBO organization.

The following failing conditions and associated codes have been in effect:

1. CAS requirements have not been met.
2. Candidate's total points are fewer than 24.
3. An N has been given for theory of knowledge, extended essay or for a contributing subject.
4. A grade E has been awarded for one or both of theory of knowledge and the extended essay.
5. There is a grade 1 awarded in a subject/level.
6. Grade 2 has been awarded three or more times (HL or SL).
7. Grade 3 or below has been awarded four or more times (HL or SL).
8. Candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
9. Candidate has gained fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

A candidate is allowed a maximum of three examination sessions in which to satisfy the requirements for the award of the IB Diploma.

May examination results are published online in early July. Each candidate receives a PIN number to access his/her results. Diplomas are sent to the IB Diploma Coordinator by the end of August. IBO offers a service that allows candidates to elect to have transcripts sent to the university/college of their choice. This service is free up to six universities. However, this information must be given to the IB Diploma Coordinator by March preceding the May examinations.

Form of the IB Diploma document

Successful IB Diploma candidates will receive an IB Diploma and a document listing the total IB diploma points, the subject grades, the completion of all CAS requirements and any points awarded and individual grades for the combination of Theory of Knowledge and Extended Essay.

Diploma candidates who did not meet the requirements to receive the IB Diploma receive a document indicating the results obtained in the individual subjects for which the candidate had been registered.

Course candidates receive a document listing the subjects and the results for each.

THE IB STUDENTS AND THE SCHOOL'S RULES AND REGULATIONS

The IB student is required to:

- wear the St. Dominic High School uniform
- attend religious activities, e.g. attending assemblies and Holy Masses. However no religious classes will be taught in the IB curriculum.
- adhere to all rules and regulations set by school and school board.

In line with the philosophy of the IB student and taking into account his/her age, there is a more flexible approach towards the student's timetable. Many students will have non-contact periods where they do not have a scheduled class. A successful student will use those hours to study, do research, work on their CAS program, meet with their teachers, and other IB- related activities.

FEE STRUCTURE IN THE IB PROGRAMME

The St. Dominic High School is subsidized by government for the majority of its expenses. However the subsidy will not cover all the costs of the IB programme; therefore, a fee will be charged.

The total annual fee for Diploma and Course candidates is Naf. 1,500.

Government does not pay the examination fees for candidates not doing the whole diploma programme.

Course candidates are required to pay the examination fee which is naf. 236.60 for each subject the student will sit exam.

Students must purchase a graphing calculator. Students will have to purchase the required English novels and are responsible for notebooks and stationary.

Students in the IB programme are required to have a laptop that will be connected to the school's wireless internet network via a password. Students must purchase the St. Dominic School uniform.

LEGALIZATION OF DIPLOMA PROGRAMME RESULTS:

Background

In some countries the International Baccalaureate (IB) document *Diploma Programme Results* will not be valid to enter universities, unless it is legalized in Geneva, Switzerland by the relevant embassy or consulate and/or the Chancellery for the apostille stamp.

The legalization of the IB diplomas takes place at the IB Foundation Office in Geneva, Switzerland, after each examination session. The IB always legalizes the *Diploma Programme Results*, document showing the results that the candidate obtained.

The *Diploma* itself (which only shows the candidate's name), is only legalized in exceptional circumstances when specifically required. Please refer to specific cases below for further information.

Argentina requires the legalization of the *Diploma* itself as well as the *Diploma Programme Results*. In some cases, universities in Mexico, as well as in Egypt, may also require the legalization of both documents.

Legalization requests

Students applying to universities in the following countries must have their results legalized:

- Jamaica
- Italy
- Spain
- Peru

Not all universities in The Netherlands require legalization of results. Students should check with the admissions officers if legalization of the IB results are required:

If legalization is required and requested through IBIS by the coordinator, the IB Assessment Centre in Cardiff, UK, will send the relevant *Diploma Programme Results* documents, showing the grades obtained by the candidates, to the IB Foundation Office in Geneva, Switzerland. The corresponding *Diplomas* are sent to the school for the attention of the IB Coordinator at the end of August. The legalized results will be sent to SDHS by the end of September. IB charges a fee for this service.

ISSUE OF IB RESULTS TO UNIVERSITIES

A university, college or admissions center may require evidence of a candidate's results directly from the IB. On request, the results for a candidate will be sent directly to the institution in electronic or paper format (a transcript of grades). Candidates must inform the coordinator before the deadlines below:

Universities in:	Deadline for May session
Canada and the United States of America (USA)	1 June
Singapore	1 April
All other countries	1 April

No more than six institutions worldwide can be selected on the request form, regardless of whether the results are sent in electronic or paper format. Of these six, no more than one institution can be selected from Canada and one institution from the USA.

Please note that IB charges a fee for any additional requests.

An admissions centre counts as one request. If an admissions center is processing a candidate's university application, only one request is necessary; do not submit a request for each university. For example, if a candidate is applying to several universities in the United Kingdom via the Universities and Colleges Admissions Service (UCAS), only one request for UCAS is required; the same applies for DUO in the Netherlands. When submitting a request for UCAS or DUO, ensure that you include the student application number.

Any requests made after the release of results must be submitted by the candidate directly, using the transcripts request forms available on the IB public website—<http://www.ibo.org/informationfor/alumni/transcripts/>.

After July 5, a fee will be charged for each request that is submitted, regardless of whether any previous requests have been made on behalf of the candidate (with the exception of candidates that are applying to Singapore).

ISSUE OF IB RESULTS TO CANDIDATES

A service by which candidates can obtain examination results through the internet is available. After candidates are registered for their external examinations, coordinators can obtain a unique alphanumeric user name and personal identification number (PIN) for each candidate from IB. The PINs will be issued to candidates, enabling them to access their results over the internet. For security reasons it is not possible to reissue PINs.

The results are available at <https://candidates.ibo.org> from 1200 hours GMT on **6 July**.

To access his or her results, a candidate must enter an alphanumeric personal code and PIN. The personal code (for example, cbh768) is case sensitive but the PIN (for example, TH34MPC4) is not case sensitive. If a candidate enters the wrong personal code and/or PIN, his or her attempts to access the site will be blocked after five attempts. The candidate results service has been developed for candidate use only. Under no circumstances should candidates reveal their PIN to universities or admission offices.

The school will receive the official results and diplomas by the end of August. Students will be notified by the Diploma Coordinator via email.

Enquiry upon results

Students may request to have a re-mark of their examination(s) after they have received their results. This request must be made to the coordinator via a signed permission from the students or their parent. There is a fee per subject re-marked.

CANDIDATES AND THE IB ALUMNI NETWORK

IB Candidates are also able to register as an IB alumnus/a via the website <https://candidates.ibo.org>. They log in using their six character alphanumeric personal code and personal identification number (PIN). This is the same PIN candidates use to access their results. While logged into this site, candidates are able to click on the Alumni tab and follow the instructions to register.

The alumni network is an optional benefit for any candidate that has completed an IB programme of study. Registered alumni are considered members of the global IB alumni network and will receive the alumni network newsletter, access to online resources and invitations to events and conferences. Alumni may also be invited to provide feedback to improve the IB programme for future graduates.

Language Acquisition (Group 2)		
Spanish B	SL	HL
Paper 1 (writing)	25%	25%
Paper 2 (listening & reading)	50%	50%
IA Individual Oral	25%	25%
Dutch B		
Paper 1 (writing)	25%	
Paper 2 (listening & reading)	50%	
IA Individual Oral	25%	
Mandarin ab initio		
Paper 1 (writing)	25%	
Paper 2 (listening & reading)	50%	
IA Individual Oral	25%	

Studies in Language & Literature (Group 1)		
English Literature (2021)	SL	HL
Paper 1 (Literary analysis)	35%	35%
Paper 2 (Comparative Essay)	35%	25%
Essay	----	20%
IA Individual Oral	30%	20%

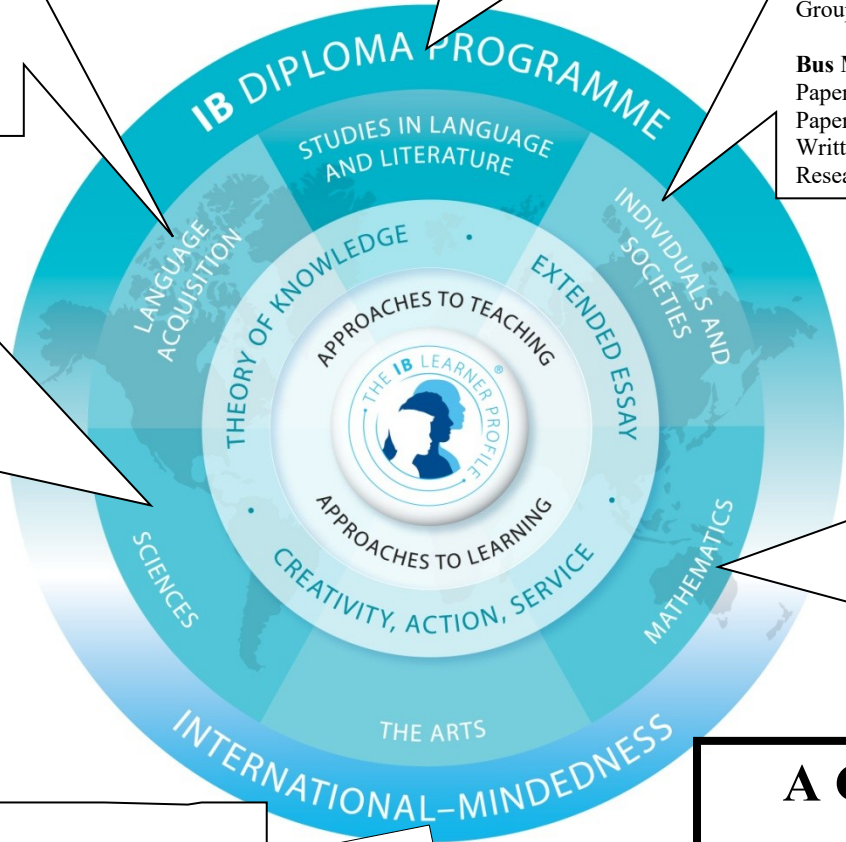
Individuals & Societies (Group 3)		
History	SL	HL
Paper 1	30	20%
Paper 2	45	25%
Paper 3	----	35%
IA Essay	25%	20%
ESS		
Paper 1(Case study)	25%	
Paper 2	50%	
Investigation	25%	
Group 4 Project (optional)		
Bus Mgmt		
Paper 1	35%	40%
Paper 2	40%	35%
Written Commentary	25%	
Research Project		25%

Experimental Sciences (Group 4)		
Biology	SL	HL
Paper 1	20%	20%
Paper 2	32%	36%
Paper 3	24%	20%
IA Labs	24%	24%
Group 4 Project		
Chemistry		
Paper 1	20%	20%
Paper 2	32%	36%
Paper 3	24%	20%
IA Labs	24%	24%
Group 4 Project		
Physics		
Paper 1	20%	20%
Paper 2	32%	36%
Paper 3	24%	20%
IA Labs	24%	24%
Group 4 Project		
ESS		
Paper 1(Case study)	25%	
Paper 2	50%	
Investigation	25%	
Group 4 Project		

TOK		
Essay (1,200-1,600 words)	33%	
Exhibition	67%	
EE		
Essay (4,000 words)		
CAS		
Learning Outcomes		

The Arts (Group 6)		
Visual Arts	SL	HL
Comparative Study	20%	20%
Process portfolio	40%	40%
IA Exhibition	40%	40%

Mathematics (Group 5)		
Mathematics: analysis & approaches		
Paper 1	40%	30%
Paper 2	40%	30%
Paper 3		20%
Exploration	20%	20%
Mathematics: applications & interpretation		
Paper 1	40%	30%
Paper 2	40%	30%
Paper 3		20%
Exploration	20%	20%



A GLANCE AT THE IB DIPLOMA PROGRAMME ASSESSMENTS

Note: All subjects are graded on a scale of 1-7

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME FREQUENTLY ASKED QUESTIONS

What is the International Baccalaureate Diploma Program?

A demanding, pre-university course of study that leads to examinations.

Why is St. Dominic High offering the IB Programme?

The staff at St. Dominic High wanted to offer Pre-University Education with English as language of instruction. It was thought that with the increase in numbers of students attending English schools, there was a gap. Therefore teachers and school board challenged themselves to learn about other programs which would give students another choice. The IB program continued to resurface as a program that is not only rigorous and well-respected, but one that has gained international recognition as a complete, well-rounded liberal arts education. The administration and faculty at St. Dominic researched the IB program, made application for accreditation, visited existing IB schools, trained teachers, underwent a two-day site visit from representatives from the IB office, and were awarded the status of participating IB World school.

Who is the program designed for?

It is designed for highly motivated students who seek the challenge of well-rounded, liberal arts, international curriculum.

How many years does it take to earn the IB Diploma?

The program is a comprehensive two-year international curriculum.

What is the IB curriculum's focus?

Language, Humanities, Sciences, Mathematics and the Arts. Diploma candidates must select one subject from each of the six IB groups: Literature, Language Acquisition, Individuals and Societies, Experimental Sciences, Mathematics, and Arts and Electives. At least three but not more than four are taken at the Higher Level (HL), while the others are standard level (SL). HL courses represent a minimum of 240 teaching hours and SL courses cover 150 hours over the two years.

Why are some courses taken at the higher level and others at the standard level?

This allows students to explore some subjects in depth and others more broadly, a deliberate compromise between the early specialization of some national systems and the breadth found in others. The science-oriented student is challenged to learn a foreign language and the language student becomes familiar with laboratory procedures.

What are the benefits of earning an IB Diploma?

The Diploma Program equips students with the skills and attitudes necessary for success in higher education and employment. The IB Organization's goal is to provide students with the values and opportunities that will enable them to develop sound judgment make wise choices, and respect others in the global community. Each university sets its own criteria for awarding college credit and/or scholarships. Students and parents can view each university's IB policy for awarding credit by calling up the IBO web page, www.ibo.org.

IB Coordinator: Questions about IB courses, IB internal examinations, IB exams, IB CAS requirements, IB Extended Essay requirements, IB Diploma requirements, and IB classes.

What is CAS and when do I start?

CAS stands for Creativity, Action, and Service. All IB students are required to satisfy the learning outcomes when completing their CAS requirements. Students must diversify and balance their activities in the three areas: creativity, action, and service over 18 months. The IB CAS Supervisor will present each student with the CAS guidelines at the beginning of year 1 in the program.

What is the extended essay, when do I start it, and when is it due?

All IB students are required to submit a research paper of 4000 words. The IB coordinator and English teachers will introduce this to students in Term 1 of their first year. The essays are due in October in year 2 of their program.

What are Internal Assessments?

In addition to exams, IB students are assessed internally before the May exams. Assessments vary from subject to subject. The following are examples of internal assessment: language orals, explorations, projects, and science labs. The assessment is written by the IB Organization, administered and graded by the classroom teacher, and sent off around the world for moderation. Further details about internal assessment will be explained by the classroom teacher.

For further information about the IB Diploma Programme and specifically university recognition policies, please visit the IBO website:

WWW.IBO.ORG