



Our Mission:

“OIS is committed to promoting a respectful community of independent and passionate lifelong learners who are aware of their roles and responsibilities in an ever-changing world. To this end we offer a variety of learning experiences within a supportive and challenging environment of rigorous academic programmes.”

IB Diploma Programme Guide for parents and students

for examinations 2018

Contents

1. The IB Diploma Programme	
a) What is the Diploma Programme.....	3
b) The curriculum.....	3
c) Assessment.....	3
d) University recognition.....	3
e) The IB Learner Profile.....	4
f) The IB Diploma Curriculum Framework	5
2. The Diploma Programme at OIS.....	7
a) The core (ToK, EE and CAS).....	7
b) The subjects offered.....	10
c) Entry requirements for the Diploma Programme.....	23
d) The Pre-Option Form.....	24
e) Academic Honesty Policy.....	26
f) Deadlines Policy.....	28
g) Dress Code.....	28
h) Conditions to complete yr12.....	29
3. Career counselling and University applications.....	30
4. Frequently asked questions.....	31
5. Testimonials of our DP students.....	32

IB Diploma Programme

What is the Diploma Programme?

The IB Diploma Programme is designed as an academically challenging and balanced programme of education with final examinations that prepares students, normally aged 16 to 19, for success at university and life beyond. The IB Diploma Programme's challenging curriculum educates the whole student, developing the capacity for inquiry, research and problem-solving as well as essential skills for communication and collaboration. The IB understands that success in higher education and beyond involves thinking critically and creatively and an ability to draw on knowledge and understanding of various cultures and histories in different contexts and across disciplines.

The curriculum

In addition the programme has three core requirements that are included to broaden the educational experience and challenge students to apply their knowledge and understanding.

The extended essay is a requirement for students to engage in independent research through an in-depth study of a question relating to one of the subjects they are studying.

Theory of knowledge is a course designed to encourage each student to reflect on the nature of knowledge by critically examining different ways of knowing (sense perception, emotion, language, reason, imagination, faith and intuition) and different areas of knowledge (mathematics, natural sciences, human sciences, artistic, mathematics, history, indigenous knowledge systems and religious knowledge systems).

Creativity, activity, service requires that students actively learn from the experience of doing real tasks beyond the classroom. Students can combine all three components or do activities related to each one of them separately. Student must combine at least two of these elements in a single activity during the course of the programme, but may otherwise do activities related to each one of them separately.

Assessment

Students take written examinations at the end of the programme, which are marked by external IB examiners. Students also complete assessment tasks in the school, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners.

The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole programme and to satisfactory participation in the creativity, action, service requirement. The highest total that a Diploma Programme student can be awarded is 45 points.

University Recognition

The IB works with universities in nearly 140 countries to promote broader recognition of the Diploma Programme for the 120,000 Diploma Programme graduates entering university each year. Further information on university recognition can be found at <http://www.ibo.org/recognition/>

In Portugal the Diploma programme is accepted by the majority of universities and the official equivalence document can be found at <http://www.ibo.org/documents/PortariaApr05AnnexII.htm>

All school policies in

www.oeirasinternationalschool.com/code-of-conduct-and-policies

The IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

Inquirers

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

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced

We understand the importance of balancing different aspects of our lives - intellectual, physical, and emotional- to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

©International Baccalaureate Organization 2013

Updated February 2016

Diploma Programme curriculum framework



IB Diploma Programme students must choose one subject from each of five groups (1 to 5), ensuring breadth of knowledge and understanding in their best language, additional language(s), the social sciences, the experimental sciences and mathematics. Student may choose either an arts subject from group 6, or a second subject from groups 1 to 5.

At least three and not more than four subjects are taken at higher level (240 teaching hours), while the other subjects are taken at standard level (150 teaching hours). Students can study and take examinations, in English, French or Spanish.

In addition to disciplinary and interdisciplinary study, the Diploma Programme features three core elements that broaden students' educational experience and challenge them to apply their knowledge and skills.

Diploma Programme curriculum—core elements

Overview

The core of the curriculum model consists of three elements.

Extended essay (EE)

The **extended essay**, an essay of about 4,000 words, offers the opportunity for IB students to investigate a topic of special interest related to one or two of the student's six Diploma Programme (DP) subjects/disciplines. The extended essay is intended to promote high-level research and writing skills, intellectual discovery and creativity expected at university. In countries where interviews are required prior to acceptance for employment or for a place at university, the extended essay has proved to be a valuable stimulus for discussion.

Theory of knowledge (TOK)

TOK plays a special role in the Diploma Programme by providing an opportunity for students to reflect on the nature of knowledge, and on how we know what we claim to know.

The fundamental question of TOK is “how do we know that?” Students are encouraged to think about how knowledge is arrived at in different disciplines, what the disciplines have in common and the differences between the disciplinary. Discussion and critical reflection form the backbone of the TOK course, centring around discussions of questions such as:

- what counts as evidence for X?
- what makes a good explanation in subject Y?
- how do we judge which is the best model of Z?
- how can we be sure of W?
- what does theory T mean in the real world?
- how do we know whether it is right to do S?

The TOK course is assessed through an oral presentation and a 1600 word essay.

TOK is a demanding and challenging course, but one which plays a crucial role in effectively preparing students for the complex and rapidly changing world they will encounter both during their DP experience and beyond.

Creativity, Activity, Service (CAS)

CAS - Creativity - Action - Service at the heart of the Diploma Programme. CAS enables students to live the IB learner profile in real and practical ways, to grow as unique individuals and to recognise their role in relation to others. CAS is organised around the three strands of Creativity, Activity and Service defined as:

- Creativity - arts and other experiences that involve creative thinking
- Activity - physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the IB Diploma Programme
- Service - an unpaid and voluntary exchange that has a learning benefit for the student.

CAS complements a challenging academic programme in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment.

Students are also required to undertake a CAS Project that challenges students to show initiative, demonstrate perseverance, and develop skills such as those of collaboration, problem solving, and decision making. Successful completion of CAS is a requirement for the award of the IB Diploma. While not formally assessed, students reflect on their CAS experiences and provide evidence of achieving the eight learning outcomes.

The Diploma Programme at OIS

All students need to complete the core requirements and one subject from groups one to five, the sixth subject may be an arts subject chosen from group 6, or another subject from groups 1 to 5. Students will choose three subjects at Higher Level and three subjects at Standard level.

The difference between Higher and Standard levels regards the depth of study, number of topics, number of hours allocated in school, number of hours of home study expected and assessment tasks.

Core requirements:

Theory of Knowledge, Extended Essay, Creativity, Activity and Service

Subjects offered:

Group 1: English A, Portuguese A, Chinese A, Self-taught A

Group 2: English B, Portuguese B, Spanish B, Spanish Ab, French B, Mandarin Ab, German Ab

Group 3: Psychology, History, Geography, Economics, Business and Management

Group 4: Biology, Chemistry, Physics, Environmental systems and societies, Sports Science

Group 5: Mathematics (HL and SL), Mathematical Studies

Group 6: Visual Arts, Music

The number of lessons a week for SL subjects may be higher at teacher's discretion especially during DP1.

ToK: 2 x 50min/week

CAS: 2 x 50min/week

EE: class time not allocated

Higher Level Subjects: 5 x 50min/week (Maths 6 x 50 min/week)

Standard Level Subjects: 3 x 50min/week (Maths 5 x 50min/week)

Allocated Study Periods: max of 4 x 50min/week

The core

Theory of Knowledge (ToK)

Course outline:

In this course, students will analyse different ways of learning covered in all subject areas: through sense perception, language, reason and emotion.

Connections are made by linking questions which raise issues and concepts central to the course; these may involve belief, certainty, culture, evidence, experience, intuition, interpretation, etc

Assessment:

Assessment Task	Weight
EA Essay on a prescribed title (max 1,600 words) (67%)	3 points together with the Extended Essay Graded from A to E
IA The oral presentation (approx 10 minutes) (33%) One written presentation planning document on the knowledge issue that is the focus of the presentation	

What skills will it develop?

- To critically analyse knowledge claims, their underlying assumptions and their implications
- To generate of questions, explanations, conjectures, hypotheses, alternative ideas and possible solutions
- To understand different perspectives on knowledge issues
- To draw links and make effective comparisons between different approaches to knowledge issues
- To give a personal, self-aware response to a knowledge issue
- To formulate and communicate ideas clearly with due regard for accuracy and academic honesty.

Updated February 2016

Extended Essay (EE)

Is a compulsory piece of independent research/investigation on a topic chosen by the student in cooperation with a supervisor in school. The topic is chosen from the list of approved subjects and it is presented as a formal essay. Students are expected to work approximately 40 hours on this assignment. It concludes with a short interview, or *viva voce*, with the supervising teacher.

Assessment:

Assessment Task	Weight
EA Essay on a prescribed title (4000 words)	3 points together with ToK
IA Viva Voce	Graded A to E

What skills will it develop?

- plan and pursue a research project with intellectual initiative and insight
- formulate a precise research question
- gather and interpret material from appropriate sources
- structure a reasoned argument
- acknowledge sources in established academic ways
- use appropriate terminology and language with skill and understanding
- apply appropriate analytical and evaluative skills with an understanding of the implications and the context of their research.

Not completing one of ToK or EE or a grade E in either EE or ToK are failing conditions for the award of the diploma.

Creativity, Activity and Service (CAS)

All IB Diploma students must engage in creative experiences, physical activity and community service beyond their academic programme.

The CAS programme aims to develop students who are reflective thinkers, willing to accept new challenges and new roles, aware of themselves as members of communities with responsibilities towards each other and the environment, active participants in sustained, collaborative projects and balanced individuals who enjoy and find significance in a range of activities.

The CAS Coordinator will work individually with each diploma student to develop a plan for meeting each of the requirements for CAS. Activities should concern real, purposeful activities, with significant outcomes, personally challenging and requiring thoughtful planning, reporting and reflection. Some of the proposed activities will take place within the local community (the greater Lisbon area) such as working with the elderly, children, disabled, etc. In addition, there is the Premio Infante D. Henrique (*Duke of Edinburgh*) expeditions, excursions to work for *Habitat for Humanity*, a trip to Greece with Young Life. A balance of stand-alone and long term activities is expected.

Students will be given an afternoon a week to devote to CAS.

Assessment:

The most important aspect of evaluation is self-evaluation by the student of their involvement in a variety of activities with different outcomes; students answer questions such as: What did I plan to do? What did I do? Do I have evidence of my activity? What were the outcomes, for me, the team I was working with, and others? The CAS coordinator makes the final decision on completion, which is reported to the IB regional office. There is no other assessment of student performance in CAS.

Successful completion of CAS is a requirement for the award of the Diploma.

Updated February 2016

The diploma points matrix

May 2015 onwards

		Theory of Knowledge				
		A	B	C	D	E
Extended Essay	A	3	3	2	2	Failing Condition
	B	3	2	1	1	
	C	2	1	1	0	
	D	2	1	0	0	
	E	Failing Condition				

The subjects offered

Group 1: Studies in language and Literature

Language A: Literature

English or Portuguese (Higher and Standard levels) or Self Taught language (Standard level)

Course Outline:

Through the study of a wide range of literature, the language A: literature course encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works are chosen from a prescribed list of authors studied in their literary and cultural contexts. In view of the international nature of the IB this literature course does not limit the study of works to the products of one culture or the cultures covered by any one language.

Course Content:

Language A: Literature is divided into four parts, each with a particular focus.

- **Part 1: Works in translation** (HL 3 texts, SL 2 texts),
SL: Study of two works in translation from the prescribed literature in translation (PLT) list.
HL: Study of three works in translation from the prescribed literature in translation (PLT) list
- **Part 2: Detailed study** (HL 3 texts, SL 2 texts, representing a range of genres)
SL: Study of two works, each of a different genre, chosen from the prescribed list of authors (PLA)
HL: Study of three works, each of a different genre (one must be poetry), chosen from the prescribed list of authors (PLA).
- **Part 3: Literary genres** (HL 4 texts, SL 3 texts all from the same literary genre)
SL: Study of three works of the same genre, chosen from the PLA
HL: Study of four works of the same genre, chosen from the PLA.
- **Part 4: Options** (HL 3 texts, SL 3 texts, in which works are freely chosen)
SL: Study of three works freely chosen
HL: Study of three works freely chosen

SL students are required to study 10 works, whereas HL students are required to study 13.

Two of the assessment tasks for SL are less demanding than the comparable HL tasks.

Assessment:

Level	Assessment Task	Weight (%)
HL	EA Paper 1: Literary commentary	20
	EA Paper 2: Literary Essay	25
	EA Written assignment	25
	IA Individual oral commentary and discussion	15
	IA Individual oral presentation	15
SL	EA Paper 1: Guided literary analysis	20
	EA Paper 2: Literary Essay	25
	EA Written assignment	25
	IA Individual oral commentary	15
	IA Individual oral presentation	15

What skills will it develop?

- To analyse texts from different periods, styles and genres and make relevant connections
- To express oneself, both in oral and written communication
- To understand the techniques involved in literary criticism
- To form independent literary judgments and to support those ideas.

Language A: Language and Literature

English or Portuguese (Higher and Standard levels)

Course Outline:

Language A: Language and Literature, comprises four parts—two relate to the study of language and two to the study of literature. Language A: language and literature allows the exploration of a wide variety of literary and non-literary texts. SL students are required to study 4 literary works, whereas HL students are required to study 6 all chosen by the teacher. The assessment tasks for SL are less demanding than the comparable HL tasks.

Course Content:

Part 1: Language in cultural context

Texts are chosen from a variety of sources, genres and media.

Part 2: Language and mass communication

Texts are chosen from a variety of sources, genres and media.

Part 3: Literature—texts and contexts (HL 3 texts, SL 2 texts).

SL: Two texts, one of which is a text in translation from the prescribed literature in translation (PLT) list and the other, written in the language A studied, from the prescribed list of authors (PLA) or chosen freely.

HL: Three texts, one of which is a text in translation chosen from the prescribed literature in translation (PLT) list and one written in the language A studied, from the prescribed list of authors (PLA). The third may be chosen freely.

Part 4: Literature—critical study (HL & SL 3 texts)

SL: Two texts, both of which are chosen from the prescribed list of authors (PLA).

HL: Three texts, all of which are chosen from the prescribed list of authors (PLA).

Assessment:

Level	Assessment Task	Weight (%)
HL	EA Paper 1: Comparative and textual analysis	25
	EA Paper 2: Literary Essay	25
	EA Written Task	20
	IA Oral Commentary	15
	IA Further Oral Activity	15
SL	EA Paper 1: Textual analysis	25
	EA Paper 2: Literary Essay	25
	EA Written Task	20
	IA Oral Commentary	15
	IA Further Oral Activity	15

What skills will it develop?

- To engage in close, detailed analysis of individual texts from different periods, styles and genres and make relevant connections
- To understand of how language, culture and context determine the ways in which meaning is constructed in texts.
- To think critically about the different interactions between text, audience and purpose

Where will it lead?

Language A HL provides solid background for those pursuing their studies in Law, History, Literature.

The Bilingual Diploma

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

1. Completion of two languages from group 1 with the award of a grade 3 or higher in both.
2. Completion of one of the subjects from group 3 or group 4 in a language that is not the same as the student's nominated group 1 language. The student must attain a grade 3 or higher in both the group 1 language and the subject from group 3 or 4 in an IB official language English, French or Spanish.

Updated February 2016

Group 2: Language Acquisition

Language B

English, Portuguese, Spanish, French (Higher level and Standard Level)

Course Outline:

Group 2 courses exist to provide students with the opportunity to acquire or develop an additional language (or languages) and to promote an understanding of other cultures through the study of language. The courses are designed to provide students with the necessary skills and intercultural competence to communicate successfully in an environment where the language studied is spoken and is intended for students with at least 2 years of prior learning of the language. **Students may not take as Language B their mother tongue.**

Course Content:

The core—with topics common to both SL and HL—is divided into three areas: Communication and media, Global issues and Social relationships. In addition, at both SL and HL, teachers select two from the following five options: Cultural diversity, Customs and traditions, Health, Leisure and Science and technology. Also, at HL, students read **two** works of literature.

Assessment by:

Level	Assessment Task	Weight (%)
HL	EA Paper 1: Receptive skills	25
	EA Paper 2: Written Productive skills	25
	EA Written assignment: receptive and written productive skills (500-600+150w)	20
	IA Individual Oral	20
	IA Interactive Oral Activity	10
SL	EA Paper 1: Receptive skills	25
	EA Paper 2: Written Productive skills	25
	EA Written assignment: receptive and written productive skills (300-400+100w)	20
	IA Individual Oral	20
	IA Interactive Oral Activity	10

Listening skills are assessed in the context of group discussions (ie: there is no specific listening exam). Writing is assessed in a final written exam (ie: there is no written coursework).

What skills will it develop?

Language acquisition will be achieved through the development of the receptive, productive and interactive skills and competencies that can be accomplished through a variety of activities in oral and/or written forms.

Language Ab initio

German, Mandarin (Standard Level)

Course Outline:

The *ab initio* course is designed to enable students to start learning a new language from scratch (they should not have learned it for more than one year). The aim of the course is to prepare them to use the language in a range of everyday situations and contexts. They will also learn about the culture of the country where the language is spoken.

A successful student will need a genuine interest in learning new languages; a very high level of self-motivation; and the organisational skills and determination to learn a large amount of new information quickly but thoroughly.

Updated February 2016

Course content:

The course is organized around three themes:

- Individual and society
- Leisure and work
- Urban and rural environment

Each theme has a list of topics that provide the students with opportunities to practise and explore the language as well as to develop intercultural understanding.

Assessment:

Level	Assessment Task	Weight (%)
SL	EA Paper 1: Receptive skills	30
	EA Paper 2: Written Productive skills	25
	EA Written assignment: Receptive and written productive skills (200-300w)	20
	IA Individual Oral in 3 parts	25

What skills will it develop?

- Understand simple sentences and some more complex sentences related to the three themes and related topics.
- Understand simple authentic written texts and questions.
- Express information fairly accurately, in both writing and in speech, using a range of basic vocabulary and grammatical structures.
- Communicate clearly, in writing, some simple information and ideas in response to a written task.
- Engage in simple conversations.
- Demonstrate some intercultural understanding by reflecting on similarities and differences between the target culture(s) and the student's own and by providing some appropriate examples and information.

Where will it lead?

- languages are assets for any potential recruit as graduates are competing in a global jobs market with multi-lingual people from other countries
- any graduate recruit to a multi-national company may find that languages are useful for any job that involves interfacing with the public, e.g. sales and marketing, customer service, tourism, languages or if moving to another country.

Language A, Lang B or Ab initio, what is recommended?

Phase	MYP	DP
1		Ab initio
2		Ab initio in rare cases Lang B SL
3		Lang B SL
4		Lang B SL/HL
5		Lang B SL/HL
5	It is recommended that students have at least on semester in MYP Lang A before starting these DP courses.	Lang A Literature SL Lang A Language and Literature SL
6	It is recommended that students have at least on semester in MYP Lang A before starting these DP courses.	Lang A Literature SL/HL Lang A Language and Literature SL/HL

Group 3: Individuals and Societies

Business and Management, Economics, Geography, History, Psychology, (Higher and Standard level)

Business management

Course outline: Business and management is a rigorous and dynamic discipline that examines business decision-making processes and how these decisions impact on and are affected by internal and external environments. It is the study of both the way in which individuals and groups interact in an organization and of the transformation of resources. Through the exploration of six concepts underpinning the subject (change, culture, ethics, globalization, innovation and strategy), the business management course allows students to develop their understanding of interdisciplinary concepts from a business management perspective.

Course Content:

Topic 1: Business organization and environment

Topic 2: Human resources management

Topic 3: Finance and accounts

Topic 4: Marketing

Topic 5: Operations management

Assessment:

Level	Assessment Task	Weight (%)
HL	Paper 1: 3 sections based on prescribed case-studies	35
	Paper 2: based on stimulus material	40
	IA Research Project based on an issue or a decision to be made, facing an organization (2k)	25
SL	Paper 1: 2 sections based on prescribed case-studies	35
	Paper 2: based on stimulus material	40
	IA Written Commentary based on supporting documents about an issue facing an organization (1.5k)	25

What skills you will gain:

- Students learn to analyse, discuss and evaluate business activities at local, national and international levels.

Economics

Course outline:

The study of economics is essentially about the concept of scarcity and the problem of resource allocation. Although economics involves the formulation of theory, it is not a purely theoretical subject: economic theories can be applied to real-world examples. Even though this course does not require prior knowledge it incorporates elements of history, geography, psychology, sociology, political studies and many other related fields of study.

Course Content:

Topic 1: Introduction to Economics – an introduction to the basic economic problem and key economic concepts.

Topic 2: Microeconomics - seeks to identify and explain the importance of markets and the role played by demand and supply. Students will explore the roles played by consumers, producers and the government in different market structures. The failures of a market system are identified and possible solutions are examined.

Topic 3: Macroeconomics - provides students with the opportunity for a detailed examination of the major macroeconomic issues facing countries' economic growth, economic development, unemployment, inflation and income distribution.

Topic 4: International Economics - encourages students to understand why countries trade, the problems involved and how these problems are addressed.

Topic 5: Development Economics - provides students with the opportunity to understand the problems faced by developing countries, and to develop an awareness of possible solutions to these problems.

Assessment:

Level	Assessment Task	Weight (%)
HL	Paper 1: Extended response	30
	Paper 2: Data response	30
	Paper 3: Extension	20
	IA Portfolio of three commentaries (750 words)	20
SL	Paper 1: Extended response	40
	Paper 2: Data response	40
	IA Portfolio of three commentaries (750 words)	20

What skills you will gain:

- The ability to think logically
- A strong understanding of economic principles
- The ability to apply influential economic theories
- The ability to understand key economic statistics and information
- The ability to critically evaluate information
- The ability to communicate evaluative reasoning in a structured and coherent manner

Where will it lead?

Economics is fundamental to our understanding of the modern world. Through studying and applying the key concepts, students are able to gain a real insight into the interactions of citizens, governments, firms and money. It is an interesting, diverse and applied subject that is valued very highly by universities. The study of economics also aims to encourage students' development as independent learners. Economics leads to degrees such as economics and business and management.

Geography

Course outline:

A geographical education is an education for life. It develops an enthusiasm and enjoyment of our environments, and improves our understanding of environmental and cultural challenges that face the world. The study of geography helps to create environmentally responsible citizens who are aware of the need to create sustainable development. A particularly wide range of skills are developed through the learning of geography together with a stimulating use of contemporary issues and real world examples. In short, geographical knowledge is essential for the decision-makers of tomorrow, and a useful aid in understanding the changes and complexities of the 21st Century.

Course content:

All students study a core topic on population, development, environmental sustainability and resource consumption. There are three option topics chosen by the teacher amongst a variety of topics such as freshwater, oceans, extreme environments, hazards and disasters, leisure, sport and tourism, food and health and urban environments. The Standard Level students will study two of these, while higher level students will study all three. In addition to this the Higher Level students will take an extension paper on global interactions. All students will be involved in fieldwork.

Assessment:

Level	Assessment Task	Weight (%)
HL	EA Paper 1: Core theme (structured questions and essay)	25
	EA Paper 2: 3 Optional themes (structured questions and essay)	35
	EA Paper 3: Extension Essay	20
	IA Written report based on fieldwork (2500 words)	20
SL	EA Paper 1: Core theme	40
	EA Paper 2: 2 Optional themes	35
	IA Written report based on fieldwork (1500 words)	25

What skills you will gain:

Students develop transferable skills such as analysing information, data collection, IT, communication, decision making and teamwork skills, due to the content and design of the course. Much of this will be built upon on the fieldwork trip.

Where will it lead?

There are a variety of careers that Geography graduates go into. Whether you enjoy learning about societies, environments, landscapes or locations around the world, you should find that the knowledge and skills that Geographers gain are highly regarded. Geographers go into a wide variety of careers within a number of different sectors including economics, environmental consultants, advertising executives, financial risk assessors, lawyers, surveyors, diplomats and television researchers.

History

Course outline:

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.

History 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. A study of history both requires and develops an individual's understanding of, and empathy for, people living in other periods and contexts.

Course content:

Diploma Programme history focus on 20th century world history. It consists of a core syllabus comprising an in-depth study of an individual prescribed subject (The Arab-Israeli conflict 1945-79) and an additional two topics (Causes and effects of war and Origins and development of authoritarian and single-party states). HL students follow an in-depth study of an optional topic (aspects of the history of Europe and the Middle East). In addition, all students complete one piece of written coursework.

Assessment:

Level	Assessment Task	Weight (%)
HL	EA Paper 1: Short-answer questions	20
	EA Paper 2: Extended-response questions	25
	EA Paper 3: Extended-response questions from the option	35
	IA Historical investigation on any area of the syllabus (1.5-2K)	20
SL	EA Paper 1: Short-answer questions	30
	EA Paper 2: Extended-response questions	45
	IA Historical investigation on any area of the syllabus (1.5-2K)	25

What skills you will gain:

- Interpret historical sources
- Compare and contrast historical sources as evidence

- Evaluate and synthesize evidence from both historical sources and background knowledge
- Understanding of historical processes: cause and effect; continuity and change
- Structure an essay answer

Where will it lead?

History leads to careers in Law, international relations, diplomacy, history, communication, etc.

Psychology

Course outline:

The focus of the course is to introduce students to the idea that it is the combination of biology, cognition and social interaction that makes a person what they are and frames their behaviour. This results us all engaging in culturally-specific behaviour, having diverse understandings of the world, possessing multiple intelligences and having a different approach to psychology. Students will develop an awareness of the importance of ethical psychological research, and understanding of the biological, cognitive and socio-cultural influences on human behaviour, and be able to analyse and synthesise explanations to engage in debate over theories of human behaviour.

Course content:

Part 1 consists of the biological, cognitive and sociocultural levels of analysis.

Part 2 consists of two options (HL) or one option (SL) to be chosen from the following:

- Abnormal Psychology
- The Psychology of Human Relationships
- Health Psychology
- Sports Psychology
- Developmental Psychology

Part 3: Students in HL will also learn about qualitative research methodology, including an understanding of the strengths and limitations of qualitative research, the different types of qualitative research and the contribution of qualitative research to psychology.

Part 4: Students will be introduced to experimental research methodology and will complete an internally-assessed experimental study. All students will be supported in choosing their topic and methodology for this

Assessment:

Level	Assessment Task	Weight (%)
HL	EA Paper 1: Core	35
	EA Paper 2: Options	25
	EA Paper 3: Qualitative research methodology	20
	IA Experimental Study (1500-2000 words)	20
SL	EA Paper 1: Core	50
	EA Paper 2: Option	25
	IA Experimental Study (1000-1500 words)	25

What skills you will gain:

- organization of your study
- engaging in independent research
- how to structure answers
- skills of summary, comparison and conclusion
- critical thinking skills
- qualitative research skills
- an understanding of experimental research methodology

Where will it lead?

Psychology will lead to careers in psychology, business, social work, education etc

Group 4: Sciences

Biology, Chemistry and Physics (Higher and Standard level)

Sports, Exercise & Health Science (SEHS) and Environmental systems and societies (ESS) (Standard level)

Environmental Systems and Societies (ESS) (SL only)

Course outline: As a transdisciplinary subject, environmental systems and societies is designed to combine the techniques and knowledge associated with group 4 (the experimental sciences) with those associated with group 3 (individuals and societies). Students will be able to study this course successfully with no specific previous knowledge of science or geography.

Course content: Topics studied in this course include Systems and Models, The Ecosystem, Human population, carrying capacity and resource use, Conservation and Biodiversity, Pollution Management, The issue of global warming and Environmental value systems.

Where will it lead?

The prime intent of this course is to provide students with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face.

Assessment:

Level	Assessment Task	Weight (%)
SL	EA Paper 1: Short and data based	30
	EA Paper 2: Case study and 2 essay questions	50
	IA Practicals	20

What skills will you gain?

- Understand, apply and use information
- Synthesize, analyse and evaluate hypothesis
- Make judgements using appropriate sources
- Develop practical and research skills

Biology (HL and SL)

Course outline:

Biology is the study of living organisms applying the techniques and approach of the experimental sciences. The study is undertaken at a variety of levels from the molecular to that of the biosphere, each with its own distinctive approaches and methods. Students are expected to develop an appreciation of the interactions between these levels, and of organisms as functioning entities within the biosphere. The distinction between SL and HL is one of breadth and depth.

Course content:

Biology students at Standard Level and Higher Level undertake a common core syllabus, which builds on many of the concepts studied in the MYP such as Statistical analysis, Cells, The chemistry of life, Genetics, Ecology and evolution and Human health and physiology. Both SL and HL share a common internal assessment scheme and have some overlapping elements in the options studied. While the skills and activities of group 4 science subjects are common to students at both SL and HL, students at HL are required to study some topics in greater depth, to study additional topics and to study extension material of a more demanding nature in the common options.

Where will it lead?

Biology is a strong foundation for further studies in biological and environmental science, medicine, biochemistry, natural sciences, sport science and serves as useful preparation for employment.

Chemistry (HL and SL)

Course outline:

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. Throughout the course students are also encouraged to think about the nature of scientific knowledge and the scientific progress that allowed for the evolution of chemical theories, models and experimental work. Students are guided to evaluate the impact of chemistry advancement globally, including environmental, political and economic considerations.

Course content:

This course includes three components, the core, the AHL (additional higher level) and the options. The core consists of 11 topics including stoichiometric relationships, atomic structure, periodicity, chemical bonding and structure, energetics and thermodynamics, chemical kinetics, equilibrium, acids and bases, redox processes, organic chemistry and measurement and data processing and analysis. Each topic gives students the opportunity to develop related skills, specific language, nomenclature and manipulative skills.

Students will select an option between materials, biochemistry, energy and medicinal chemistry mainly according to the career choices.

Apart from being a subject worthy of study in its own right, chemistry is a prerequisite for many other courses in higher education, such as medicine, biochemistry, sport science, natural sciences, biological science and environmental science, and serves as useful preparation for employment.

What skills you will gain:

- problem solving, analytical skills, communication skills, investigative skills

Where will it lead?

Apart from being a subject worthy of study in its own right, chemistry is a prerequisite for many other courses in higher education, such as medicine, biochemistry, sport science, natural sciences, biological science and environmental science, and serves as useful preparation for employment.

Physics (HL and SL)

Course outline:

Physics is the study of nature and natural phenomena. Physics is an evidence based science requiring the application of scientific methods to test, analyse and arrive at valid conclusions supported by correctly collected data. The IB Physics course has two levels, Standard Level where students study core topics and Higher Level where students study additional higher level topics (AHL), involving more complex and mathematical topics.

Course content:

The core part of the course deals with the realms of physics, mechanics, waves, thermal physics, electricity and magnetism, atomic and nuclear physics and environmental physics. In addition to the core subjects, the higher level students study advanced mechanics, wave phenomena, digital electronics, advanced atomic and nuclear physics and thermodynamics. Physics students at both Standard and Higher Level undertake a short course in optional topics, these includes relativity, astrophysics, electromagnetic waves, medical physics and particle physics. Practical work is an integral part of IB Physics.

What skills will you gain?

Problem solving, analytical skills, communication skills and investigative skills

Where will it lead?

The unique combination of skills learnt in the course provide an outstanding opportunity for students who want to go into engineering, research, mathematics, banking, business economics, law, or any profession that require problem solvers or analysts.

Assessment for Biology, Chemistry and Physics:

Level	Assessment Task	Weight (%)
HL	EA Paper 1: multiple-choice questions on the core and AHL	20
	EA Paper 2: Short and extended-response questions on the core and AHL.	36
	EA Paper 3: Questions on core, AHL and option.	24
	IA Report on Individual Investigation	20
SL	EA Paper 1: Multiple choice questions on the core	20
	EA Paper 2: Short-answer and extended-response questions on the core.	40
	EA Paper 3: Questions on the core and SL option material.	20
	IA Report on Individual Investigation	20

*Students are required to spend 40 hours (SL) or 60 hours (HL), on practical activities which include the Individual Investigation (10 hours), Group 4 project (10 hours) and practical work in class.

Sports, Exercise and Health Science (HL and SL)

Course outline:

If you enjoy the subjects of science and sport and have aspirations of progressing to higher education to study a sports science related degree this course should be ideal for you. The general work of a sports scientist may involve designing training programmes based on critically analysis of an athletes' physiological, biomechanical and psychological performance in related activities. Furthermore, in a world where many millions of people are physically inactive and afflicted by chronic disease and ill health, the sport and exercise scientist should be equally proficient when prescribing exercise for the promotion of health and well-being.

Course content:

Core for SL/HL: There are six compulsory topics in the core (Anatomy, Exercise physiology, Energy systems, Movement analysis, Skill in sports, Measurement and evaluation of human performance.

For HL only: Further anatomy, The endocrine system, Fatigue, Friction and drag, Skill acquisition and analysis, Genetics and athletic performance, Exercise and immunity.

Options: Students need to study two options choosing between: Optimizing physiological performance, Psychology of sports, Physical activity and health, Nutrition for sports, exercise and health

Where will it lead?

This course aims to equip students with the skills and knowledge to potentially be a sports scientist.

Updated February 2016

Assessment:

Level	Assessment Task	Weight (%)
HL	EA Paper 1: multiple-choice qs on the core	20
	EA Paper 2: short and extended qs on the core	35
	EA Paper 3: short-answer qs on the options	25
	IA Investigations short and long	20
SL	EA Paper 1: multiple-choice qs on the core	20
	EA Paper 2: short and extended qs on the core	35
	EA Paper 3: short-answer qs on the options	25
	IA Investigations short and long	20

Group 5: Mathematics**Course outline:**

All students studying for the IB Diploma must take a course in Mathematics. The three different courses offered reflect the differing needs of the student. There is one course at Higher Level (Mathematics HL) and two at standard level (Mathematical Studies SL and Mathematics SL).

Course content:

Mathematics HL contains algebra, functions, trigonometry, vectors, matrices, statistics and probability, calculus and complex numbers. There is also a discrete option that contains both number theory and graph theory.

Mathematics SL is a subset of the Higher Level course covering all the same topics but not in as much depth. It does not contain complex numbers or the discrete option. It is worth considering that students opting for Mathematics SL cover far more mathematics and in much greater depth than those opting for Mathematical Studies SL.

Mathematical Studies SL contains number and algebra, functions, sets, logic, statistics and probability, geometry, trigonometry, financial mathematics and a basic introduction to differential calculus.

Assessment

Level	Assessment Task	Weight (%)
HL	EA Paper 1: No calculator	30
	EA Paper 2: Calculator	30
	EA Paper 3: Option	20
	IA: Mathematical Exploration	20
SL	EA Paper 1: No calculator	40
	EA Paper 2: Calculator	40
	IA: Mathematical Exploration	20
Studies	EA Paper 1: Short questions	40
	EA Paper 2: Long questions	40
	IA Project	20

What skills you will gain?

The mathematics courses focus on different branches of mathematics to help you appreciate the diversity of the subject and its application in a variety of areas. You will be encouraged to use the characteristics that are common to all mathematical thinking, independent of the topic you are currently studying. You will gain the confidence to discuss, report and evaluate mathematical findings.

What mathematics course should you choose?

Because individual students have different needs, interests and abilities, we offer three different courses in mathematics. These courses are designed for different types of students:

Mathematics HL caters for students with a strong background in mathematics who are competent in a range of analytical and technical skills. The majority of these students will be expecting to include mathematics as a major component of their university studies, either as a subject in its own right or within courses such as economics, physics, engineering and technology. Others may take this subject because they have a strong interest in mathematics and enjoy meeting its challenges and engaging with its problems.

Mathematics SL caters for students who already possess a strong knowledge of mathematical concepts, and who are equipped with the skills needed to apply mathematical techniques correctly. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as medicine, biochemistry, chemistry, natural sciences, business and management, architecture, psychology, sport science and business administration.

Mathematical Studies is available at standard level (SL) only. It caters for students with varied backgrounds and abilities and it is designed to build confidence and encourage an appreciation of mathematics in students who do not anticipate a need for mathematics in their future studies. Students taking this course need to be already equipped with fundamental skills and a rudimentary knowledge of basic processes.

Students who enroll in Mathematical Studies will pursue studies in areas such as law, history, languages, arts, communication, architecture in some universities, etc.

Note: Mathematical Studies is not accepted in several countries (including Portugal) for admission in courses where mathematics is needed.

In making this selection, individual students should be advised to take account of the following types of factor.

- Their own abilities in mathematics and the type of mathematics in which they can be successful
 - The advice of the current teacher
 - The ability to work without a calculator
 - Their own interest in mathematics
 - Their other choices of subjects within the framework of the DP
 - Their academic plans and choice of future career, in particular the subjects they wish to study in future
- Teachers, together with the career counselor, will assist students with the selection process and offer advice to students about how to choose the most appropriate course from the three mathematics courses available.

Calculators:

All students opting for the IB will need a Texas TI84 graphical display calculator (or equivalent). These are compulsory for the examinations.

Mathematics HL, Mathematics SL or Mathematical Studies, what is recommended?

MYP Maths Level	MYP minimum requirement	DP Course
Standard	3 or more Yr11	Mathematical Studies
	5 or more with A:6 in Yr11	Mathematics SL
Extended	4 or more in Yr11	
	6 or more with A:6 in Yr11	Mathematics HL

Group 6: Visual Arts (HL and SL), Music (SL only)

Visual Arts

Course outline:

The IB Diploma Program 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.

Assessment

Level	Assessment Task	
HL/SL	EA Part 1: Comparative Study	20
	EA Part 2: Process Portfolio	40
	IA Part 3: Exhibition	40

* The Visual Arts journal

Although sections of the journal will be selected, adapted and presented for assessment, the journal itself is not directly assessed or moderated. It is, however, regarded as a fundamental activity of the course.

Distinction between SL and HL

The visual arts syllabus demonstrates a clear distinction between the course at SL and at HL, with additional assessment requirements at HL that allow for breadth, greater depth and the production of a larger body of works.

What skills will you gain?

- Research skills
- Technical skills for a range of practical applications
- Time Management skills
- Organisational skills
- Critical thinking skills and Independence

Where will it lead?

Architecture, Interior Design, Advertising, Illustration, Publishing, Film Making, Television, Teaching, Art History, Fashion, Furniture and Product Design, Artist, Stylist, Costume Design, Theatrical Make-up, Graphic Designer, Model-Making, Curator, Photographer, Marketing.

Music (SL only)

Course outline:

The Music course provides an appropriate foundation for further study in music at university level or in music career pathways. It also provides an enriching and valuable course of study for students who may pursue other careers. This course also provides all students with the opportunity to engage in the world of music as lifelong participants.

The Music course is designed to offer students the opportunity to build on prior experience in music while encouraging a broad approach to the subject and developing new skills, techniques and ideas.

While prior music experience is not mandatory at SL, it is recommended. At HL it is very strongly recommended.

The Music programme consists of the following components: Musical perception, Creating, Solo performing and Group performing (SL only).

Assessment:

Level	Assessment Task	Weight (%)
HL	EA: Listening paper + Musical links investigation	50
	IA: Creating (SLC) and Solo performing	50
SL	EA: Listening paper + Musical links investigation	50
	IA: Creating or Solo performing or Group performing	50

What skills will you gain?

- Creative
- Performance
- Critical thinking skills
- Problem solving
- Team work

Why do this subject?

This subject will suit students interested in performing arts, artistic creation or simply keen to explore and develop music appreciation.

Where will it lead?

Music production, music composition, sound engineering, music technician, multi-media, performance, music education.

Minimum requirements for admission in the Diploma Programme

English B phase 5, with a minimum grade of 5 in the MYP.

Higher Level subjects: a minimum grade 5 in the MYP in the same or related subject.

Mathematics HL, highly recommended a minimum grade 6 with A:6 in MYP Mathematics Extended

Mathematics SL, highly recommended a minimum grade 6 with A:6 in MYP Mathematics Standard.

DP coordinator together with MYP and DP teachers will review individual applications.

Students new to the school will be required to take Entrance Examinations for various subject areas or produce other admissions documentation (eg previous year reports and/or exam grades).

DP DEADLINES POLICY

In order to complete the Diploma Programme successfully it is essential that deadlines are met. This will allow students to develop time management skills and avoid the piling up of work hindering results. To help them develop these skills, students have group sessions on Time Management, Research Skills and individual sessions with teachers and career counselor to help them plan their time.

If a student misses a deadline:

1. Teacher will email parents on the day the deadline is missed, copy to Tutor and DP Coordinator.
2. Work will be awarded a grade of zero. However, because feedback from the assigned work is critical to success in the DP, the work must be completed; therefore, the student will attend afterschool detention to complete the assignment and benefit from teacher's feedback.
3. If the student has a planned justified absence on the day the work is due, work must be submitted prior to the absence. In the event of an unexpected justified absence, work is due on the day the student returns to school.
4. If this is a recurrent situation, DP coordinator will contact the parents expressing general concern. A parent meeting will be arranged to determine what further action will be taken.
5. It is important to note that missing a deadline for final submission of a compulsory component such as an internal assessment, extended essay or TOK essay, may result in failure to successfully complete the diploma program.

All deadlines are posted on a school online platform to allow appropriate planning and time management. If exceptional circumstances arise, the student should discuss this with the teacher well in advance.

Adequate planning will allow for completing the assignment on time, technical failure (loss of work from computer, no ink in the printer, etc.) does not constitute an acceptable excuse for missing a deadline.

Dress Code

A dress code operates for students in years 12 and 13. Clothes should be clean, tidy, socially and culturally acceptable, appropriate for the season and suitable for the activity.

It is not permitted to wear T-shirts with slogans, spaghetti straps or strapless tops or excessively low-cut blouses or flip-flop sandals. Shirts or tops should meet trousers or skirts, without exposing the midriff or undergarments. Hats or caps should not be worn inside the buildings.

Conditions to complete Yr12 Diploma 2016-17

In order to move on to yr13 students need to comply with the OIS passing conditions of no more than two grade 3s, at least 80% attendance and have acceptable standards in the completion of the key assignments listed below. Work must be handed in on time in order to be assessed. Deadlines can be consulted on Managebac.

IB Group	Subject	Assignment	Y	N
Core	EE	First draft: about 2000 words and summer plan		
	CAS	Completed activities: CAS questions, reflections and supervisor reviews completed on Managebac. On Going activities: Reflections up to date At least one meaningful activity under each of the 3 areas of CAS. At least one activity for each of the 8 learning outcomes.		
	ToK	Presentation		
Group 1	Eng A Lang/Lit	Written assignment 1 x2 (HL and SL) Further Oral Activity 1 Oral Commentary		
	Eng A Lit & Performance	NA		
	Port A Lang/Lit	Written assignment x2 (HL and SL)		
	Port A Lit	Written assignment x1 (HL and SL) Individual Oral Presentation		
	Chinese A Lit	Written assignment x1 (HL and SL) Individual Oral Presentation		
Group 2	Lang B and ab	N/A		
Group 3	Business	HL: Research Project Plan		
	Economics	Commentary x2		
	Geography	Internal Assessment		
	History	Historical Investigation topic chosen		
	Psychology	N/A		
Group 4	Bio/Chem/Physics/SEHS/ESS	Group 4 Project and group 4 reflection		
Group 5	Mathematics HL/SL	Mathematical Exploration: Topic chosen		
	Maths Studies	Project		
Group 6	Visual Arts	HL: 9 Studio Works + Investigation WB SL: 6 Studio Works + Investigation WB		
	Music	N/A		

Date: _____ Parent's signature: _____ Student's signature: _____

Career counselling and university applications

The school provides the following services:

- ISCO profiling for students in years 11 and 12.
- guidance to students in their Diploma subject choices and university selection based on students' interest ISCO profiling, university requirements and teacher's recommendation (or predicted grades) .
- advice to students in the development of time management, organization and research skills
- guidance to students in writing their Personal Statements for university applications
- preparation of students for interviews when required by universities
- support in the completion of university application forms
- assistance in the preparation of the documentation needed for university entrance after the publication of the results

Frequently asked questions

How do I know if the Diploma is an appropriate programme for me?

Successful students in the diploma are organized, focused, responsible for their own learning and hard working. Students must also be able to study 3 subjects at higher level. A strong command of English is required.

Should I enroll in SL or HL in a certain subject?

You should consult your teachers, as they are all Diploma teachers and they can give you advice on the suitability of SL or HL. Besides the recommendation of the teacher you may also have an idea of the subjects and levels required for your university education. When there is a strong difference of opinion between your choices and the teacher's recommendation there will be a six week trial period after which a decision will be made by the school based on your success up to that date.

Who should I see to help me decide on subjects and levels?

You should seek the advice of different people: DP coordinator, teachers, career counselor, parents as well as professionals you may know in the area of your interest.

What if the subject that I really wanted to study is not offered?

The choice of subjects at OIS is broad enough to allow you to pursue any university degree. If you really want to study a subject not offered, and you are very organized and responsible, then you can enroll on an online course.

How do I find out the best choice of subjects for the university degree I want?

You can book a meeting with the career counselor, and your parents can be present as well.

What if I don't know what I want to study at university?

By now you have probably done an ISCO testing or the equivalent, and you have an idea of your strengths, as well as of the subjects that you are better at and enjoy the most. The choice of subjects has to take in consideration several possible options in a variety of fields The Diploma Programme is excellent in the sense that it is broad enough to allow you to delay a precise decision until the summer between yr12 and yr13, the university application process begins in September.

What if I find out that one or more subject I have chosen are not what I expected?

You have until November mid-term break to change subjects and until Christmas to change levels. After this the amount of work needed to catch up on the missed material would hinder progress in the programme.

Testimonials and tips from current DP students

“It takes a while to settle into, and it sucks away a lot of my free time, but it will help me get to where I want to go, and that’s important” Jimi

“Diploma is the beginning of a new phase in my life. You need to be organized and always pay attention to achieve wanted results” Suzanne

“Be prepared for hard work, spending hours on your homework. Try to balance out your work and social life. Achieve the best grades as possible” Sofia M

“To be honest, I have never had that much homework and that little time to do it. The DP is a great responsibility and a lot of pressure is put on everyone. However this gives you the opportunity to find out that you can do much more than you can imagine. The key to pass the DP painlessly is good time management and never ever leave work for the last minute. A lot of sleepless nights are yet to come and unfortunately the reason won’t be parties. Having fun is also important, so find time to enjoy life!” Zlatina

“Some advice, Study... every day and never say “ya, I can do it tomorrow” because come tomorrow you will have more work piled up than you can handle. And always ask for help when you don’t understand, things don’t get easier” Leah

“Some advice I can give is to definitely keep track of your homework and study even the smallest amount every day. Also enjoy your freedom while you can” Maria

“Dear student. Everyone makes a big fuss about the Diploma and how hard it is. Believe me...once you get started it isn’t hard. For it not to be hard, which is what we want, you need to be organized! Advice, sleep your hours and do not go on facebook before finishing your homework. Basically everything depends on if you waste your time or not..... Also Diploma is a choice... If you really want to succeed in life and to go to a good university, you have to forget your social life. Do something fun every other weekend. Good luck, talk to your teachers, they will help you.... ☺” Matilde

“Basically, get more time for studying at home, and get more responsible for your actions, these will affect the way you study.” João