



OEIRAS INTERNATIONAL SCHOOL STUDENT & PARENT HANDBOOK 2016-2017

SAPERE AUDE

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WELCOME FROM THE PRINCIPAL

Dear Friends,

Welcome to Oeiras International School (OIS), a school full of tradition in the area of the Sciences, Technology, Engineering and Mathematics.

OIS is a community of parents, teachers, students, founders and friends who enjoy the many good opportunities of working towards a common goal, reflected in the Mission, Vision and Values of the school.

Our Mission

OIS - Oeiras International School 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.

Our Vision

The School's strategic plan is annually revised having in mind quality education throughout the school with a special focus on the development of the Sciences, the Technologies, Engineering and Mathematics (STEM); the backward planning of the IB-MYP from the IB-DP and the IBCP; the well-being of the OIS community. This involves all students, teachers and staff, parents, founders and friends.

Our Values

(Originally set by the founders, have been revisited by the entire OIS community of teachers, staff, parents and students and we are proud to share these with you)

INTEGRITY - OIS fosters an honest, honourable and fair environment.

RESPECT - OIS builds character by fostering respect for ourselves and others, regardless of beliefs and creeds, as we contribute to building a better society.

COMMITMENT & SERVICE - OIS promotes reliability and dependability in work and studies, as well as selfless actions of service in the school community and beyond.

GROWTH - OIS promotes reliability and dependability in work and studies, as well as selfless actions of service in the school community and beyond.

EXCELLENCE / PERSONAL CHALLENGE - OIS celebrates excellence and honours commitment to personal growth toward one's full potential, understanding that failure is a necessary part of the path to success.

Located at the beautiful Quinta da Nossa Senhora da Conceição, we have grown as a learning community. The Palácio and the White House as well as the sports facilities and gardens, are the proper environment for the student's development as true International Baccalaureate (IB) - learners. For those who have been with us since OIS's first moments and for all those who will become part of our OIS community, a sincere welcome to the 2016/17 school year!

Chari Empis
Principal/IBCP Coordinator

SAPERE AUDE

THE SCHOOL

Oeiras International School is an IB World School, offering an international programme, including the IB Diploma Programme and IB - Career related Programme for 16-18 year old students and the IB Middle Years Programme for 10-16 year olds. (See www.ibo.org for more information about these international programmes). IB World Schools share a common philosophy; a commitment to high quality, challenging, international education that prepares young people to be caring global citizens.

IB - Mission Statement

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

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

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

Academic Honesty

Academic Honesty is an essential aspect of teaching and learning in the IB programmes where action is based on inquiry and reflection (from Academic Honesty In the IB educational context, 2014, p.2)

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.

IB learners strive to be:

ATTRIBUTES	IB	OIS CODE
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.	Students and teachers use the research facilities to develop themselves as independent and responsible learners who respect the plagiarism and IT use policies.
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.	The school community develops an understanding of local and global issues and uses this to create links locally and globally through the CAS and Service as action programmes, the creative activities programme and the sporting programme.
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.	The teachers, parents and students of the school community do not make hasty judgements, but use their knowledge to think carefully and make reasoned and 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.	Members of the school community make efforts to communicate across cultures and through different languages to increase their respect for, understanding of and collaboration with each other.
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.	This is shown through respect for the rights of others and for the policies regarding academic honesty. All members of the school community take responsibility for their own actions.

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.	The school community uses to the full the resources available through multimedia and through the library to develop an understanding and appreciation of their own culture and of other cultures. They consider all points of view carefully and acknowledge the rights of others to their own viewpoint.
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.	All members of the school community support and participate in the Service as action and CAS activities to the fullest extent possible. Members of the school community treat each other with respect.
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.	The school community is not a closed community: members are willing to explore new ideas and new possibilities and to form and defend their own ethical values and beliefs.
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.	Teachers and students remember to lead a balanced life where possible: to balance sport and study; action and reflection; collaboration and individual activities.
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.	Members of the school community understand their own strengths and where they need to develop further. Their reflection leads to personal development and growth in their own learning.

Contact us: Our school is open from 8 a.m. until 6 p.m. each day. Please email info@oeirasinternationalschool.com or telephone (+351) 211 935 330

Organization of the school

The Board and Founding Members

OIS - Oeiras International School, ASFL (OIS) a nonprofit organization, has over thirty founding members, who meet at least once a year in a General Assembly. Please contact us if you are interested in becoming an associate member.

OIS is governed by bylaws that were approved at the General Assembly in August 2010. The bodies of the OIS, ASFL are the General Assembly, the Board of Directors and the Fiscal Board/Internal Audits. The actual Board of Directors has been elected by the General Assembly in October 2014 with a 4 year mandate and comprises 7 members. The Board of Directors has a Chair a Vice-Chair with a casting vote, a Vice-President and a Treasurer. The Principal is a non-voting member of the Board of Directors, which meets every third Monday from 6.30pm to 8.00pm.

The Principal

As the Head of the school the Principal is directly answerable to the Board of Directors. The Principal is responsible for the daily running of the school and for the implementation of all school policies.

The Educational Leadership Team (ELT)

The curriculum and day-to day running of the school is in the hands of the Educational Leadership Team, comprising the Principal, the DP coordinator, the MYP coordinator, the Head of Curriculum (Vice-Principal) and the Dean of Students (Vice-Principal). As a group and between them, they take responsibility for the academic programme and pastoral care in the school and for the development and communication of the school's strategic plan. The plan follows the vision of the school and, more specifically, updates the areas for development in the school over the next few years (3 year cycles). As the school meets certain goals so the plan is revised.

Academic Standards

OIS Equivalence Table, for host country (Portugal):

	Portuguese system	Age at Dec 31 st	OIS 2014-2015
Stage 1	Pre-school	3-5 yrs	
	1º ano	6 yrs	
	2º ano	7 yrs	
	3º ano	8 yrs	
1º ciclo do básico	4º ano	9 yrs	
	5º ano	10 yrs	Year 6 / MYP0
Stage 2	6º ano	11 yrs	Year 7 / MYP1
	7º ano	12 yrs	Year 8 / MYP2
2º ciclo do básico	8º ano	13 yrs	Year 9 / MYP3
	9º ano	14 yrs	Year 10 / MYP4
Stage 3	10º ano	15 yrs	Year 11 / MYP5
	11º ano	16 yrs	Year 12 / DP1 / IBCP 1
3º ciclo do básico	12º ano	17 yrs	Year 13 / DP2 / IBCP 2

Academic Standards:

Our end of year marking scheme records progress on a scale from 7 (Excellent) to 1 (Very Poor/Insufficient). Please see Portaria 433/2005, April 19th for equivalence (on our website- www.oeirasiinternationalschool.com) and Deliberação 974/2015/CNAES. If a student earns a 3 or below in three or more subjects (all subjects are included), this may constitute failure of the year. In IBMYP a grade 2 in the Personal Project (PP) or non-completion of Community and Service (CS) should be viewed as failing conditions. In IBDP no completion of DP subject Internal Assessment, the Extended Essay (EE) or Creativity, Action and Service (CAS) are also viewed as failing conditions. In the IBCP, the Reflective Project is moderated by the IB and the career-related course is assessed by the career related course provider.

The School Year

Oeiras International School				
2016-2017 School Calendars				
Notes: Term 1 - 69 Term 2 - 60 Term 3 - 51 Academic year begins on 1 September 2016 National Holidays: 5 October 1 November 1 December 8 December 14 April 25 April 1 May 7 June 15 June Public Holiday ■ School Holiday ■ Mid-term break ■	September 2016 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	October 2016 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	November 2016 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	December 2016 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
	January 2017 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	February 2017 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	March 2017 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	April 2017 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
	May 2017 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	June 2017 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	July 2017 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	August 2017 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

The School Week

The school week is Monday to Friday. Wednesday afternoons are sports and creative activity afternoons for Years 6 - 9. Year 10 is registered by school in the Prémio Infante D. Henrique/Duke of Edinburgh Award vegetable garden programme for the whole afternoon or will attend subject classes in the MYP. IBCP students attend ValdoRio in the afternoon. IBCP students need to attend OIS at all times when ValdoRio Vocational school is not in session and vice-versa.

The School Day for IB-MYP and IB-DP

Students will receive their individual timetables on the first day of school.

The School Day	
0820-0830	Registration in Homeroom
0830-0920	PERIOD 1
0920-1010	PERIOD 2
1010-1100	PERIOD 3
1100-1120	BREAK
1120-1210	PERIOD 4
1210-1300	PERIOD 5
1300-1400	LUNCH
1400-1450	PERIOD 6
1450-1540	PERIOD 7
1600-1700	HOMEWORK CLUB
1600-1800	AFTER - SCHOOL ACTIVITIES

Lunch

The school provides a nutritious three-course lunch, with several options. Students may bring their own lunch, and may also purchase break-time snacks. School meals need to be booked monthly or termly in advance through the business office. If a student forgets to bring his/her lunch, a ticket for that day may be purchased from the school office.

Bus

The School has its own bus routes, from Cascais, Estoril and the Lisbon area. In the morning, buses will arrive in school at 8:15 am. In the afternoon buses will leave school at 3:45pm and at 5:30pm (to allow students to participate in after-school activities). Transportation will be invoiced PER TERM: **single** or **return** journeys.

Careers Service

During year 11, students are finalizing choices for post-16 studies. These choices should be made on the basis of strengths and interests but students should also consider how these might influence career and higher education opportunities later on.

OIS is a member of ISCO, the Independent Schools' Careers Organisation (www.isco.org.uk). To help you and your son/daughter with this decision-making process, we ask the ISCO careers service to provide all students entering year 10, and any students in year 12 who have not already been profiled, with an in-depth careers/aptitude assessment. This is done using a recognized psychometric profiling system, standardized for this particular age group. This profile, and a one-to-one interview with one of ISCO's qualified careers guidance professionals, forms the first stage of ISCO's Futurewise scheme.

School Uniform

The school uniform is required for all students in Years 6 - 11. It is compulsory for Diploma students to wear the formal uniform on occasions when those students are representing the school or for occasions as requested by the Principal.

Boys: Years 6-11

Grey trousers or shorts
 White shirt or polo shirt
 Grey socks
 Dress leather shoes (black, brown or blue)
 Light blue jumper (cotton or wool)
 Grey or blue fleece
 Blue Top coat
 Scarf
 Beanie
 Lab coat

Girls: Years 6-11

Grey skirt or trousers
 White shirt or polo shirt
 Grey socks or tights*
 Dress leather shoes (black, brown or blue)
 Light blue jumper (cotton or wool)
 Grey or blue fleece
 Blue Top coat
 Scarf
 Beanie
 Lab coat

*In Summer Term and up to mid-term break of Autumn Term, girls are allowed not to wear socks or tights, if suitable footwear is worn. No sandals are allowed.

Girls & Boys: Years 6-13

P.E. UNIFORM

Dark Blue/Grey shorts*

Blue polo shirt

Grey tracksuit

Football socks

Shin Pads

Appropriate Footwear

Plimsolls (optional)

The school P.E. uniform, or the school designated team uniform and school tracksuit is compulsory for all sporting activities, both internal and external, and when travelling to participate in sporting activities and events

*During dance and gymnastics girls may wear black leggings if they wish

Years 12 + 13 Clothes should be clean, tidy, socially and culturally acceptable. Students are NOT permitted to wear: T-shirts with inappropriate slogans, spaghetti straps, strapless or low cut tops or dresses, shorts and skirts above mid-thigh, backless sandals or ripped jeans. Shorter shorts may be worn over leggings. Shirts or tops should meet trousers or skirts, without exposing underwear. Hats or caps should not be worn inside the building.

Subject Specific Requirements

- A Lab coat is required for lab work in all science subjects.
- Students are required to have a protractor, set of compasses and ruler for maths and a scientific calculator. From Year 9 onwards,
- All students are required to have a laptop or tablet for their studies

FORMAL UNIFORM ALL YEARS

School blazer

Long-sleeved white shirt

School tie

School skirt or trousers

Grey socks or grey tights for girls

Dress leather shoes

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THE CURRICULUM

THE MIDDLE YEARS PROGRAMME

Students in Years 6 - 11 study through the International Baccalaureate Middle Years Programme. The MYP is a holistic programme which encourages students to become creative, critical and reflective thinkers. The MYP develops all aspects of the student, physical, emotional and intellectual. The aims of each subject within the MYP is to equip students with the skills and understanding, which are essential to life in the 21st century. At the end of Year 11, students will be taking e-exams at least in 6 subjects.

Please see the IB website at www.ibo.org for further details.

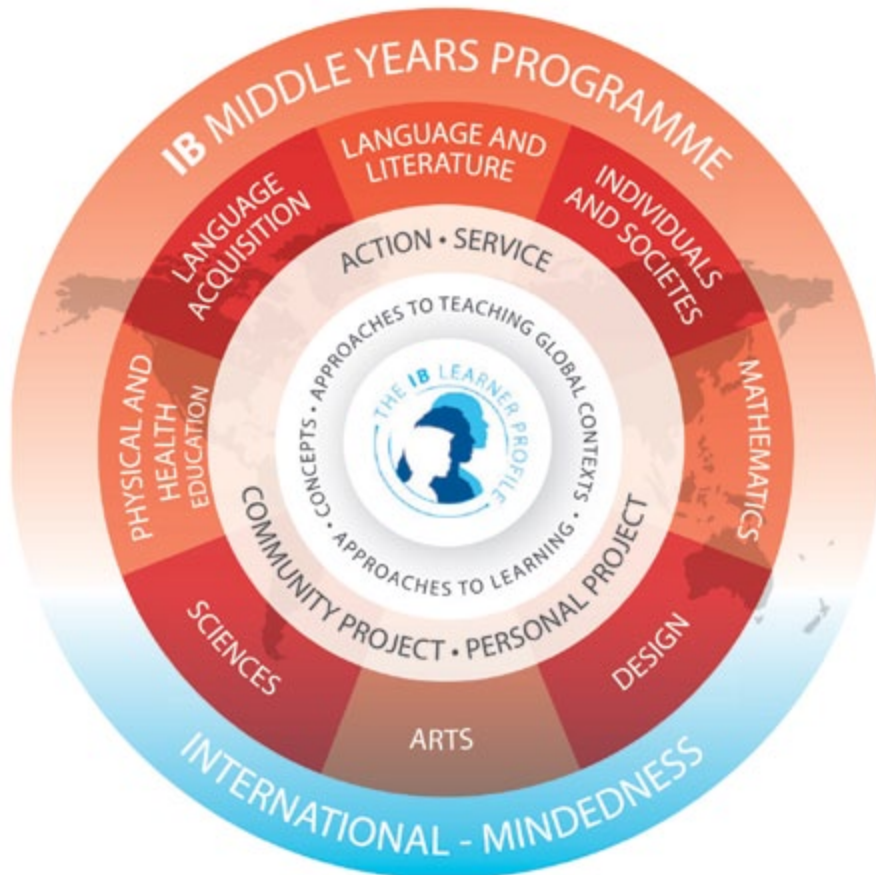
Assessment in the MYP is best described as criterion-related based, with the student's individual progress assessed regularly against defined criteria. All students are provided with task sheets, a clear description of the process and the task-specific criteria before commencing each assessment task within a unit of work. Students are encouraged to reflect upon their work and demonstrate their understanding of the topic being studied through these tasks.

Teaching in the MYP is consolidated with appropriate fieldtrips and visits by experts in the field. These activities can be subject specific or not.

Students need to bring a laptop or tablet every day to school as it is a vital learning tool for a 21st century learner.

In the following pages, you will find a summary of the subjects offered in the Middle Years Programme.

IB MIDDLE YEARS PROGRAMME MODEL



ARTS

The aim of art is to represent not the outward appearance of things, but their inward significance.

Aristotle

The arts are a universal form of human expression and a unique way of knowing that engage us in effective, imaginative and productive activities. Learning through the arts helps us to explore, shape and communicate our sense of identity and individuality. A focus on the individual enhances our self-confidence, resilience and adaptability. It encourages our sense of belonging and community through the recognition of identities. During adolescence, the arts provide an opportunity for age-appropriate and holistic development of the social, emotional, intellectual and personal intelligences of the student.

In MYP arts students have opportunities to function as artists, as well as learners of the arts. Artists have to be curious. By developing curiosity about themselves, others and the world, students become effective learners, inquirers and creative problem-solvers. Students develop through creating, performing and presenting arts in ways that engage and convey feelings, experiences and ideas. It is through this practice that students acquire new skills and master those skills developed in prior learning.

Development in the arts is a dynamic process, and not necessarily linear. The student moves freely through a creative process towards a deeper understanding of the arts. MYP arts values the process of creating artwork and the point of realization; the two elements combined tell us what students have experienced, learned and attempted to convey. In MYP arts, the four objectives have equal importance and value. Although the objectives can be addressed separately to scaffold learning, when used collectively they enrich teaching and learning of the arts.

Thinking creatively fits naturally in MYP arts, but can easily become a focus in other subject groups too. This objective is essential in modern education to address the need for student-centred learning and lifelong learning, looking towards a modern context of flexible employment and a higher demand for innovation and change in the workplace. As both an objective in the arts and an ATL skill across the programme, heightened awareness of thinking creatively encourages students to develop metacognitive skills and become self-regulated learners. Arts in the MYP stimulate young imaginations, challenge perceptions and develop creative and analytical skills. Involvement in the arts encourages students to understand the arts in context and the cultural histories of artworks, thus supporting the development of an inquiring and empathetic world view. They challenge and enrich personal identity and build awareness of the aesthetic in a real-world context.

(Taken from the IB MYP Arts guide 2014)

INDIVIDUALS AND SOCIETIES

MYP individuals and societies encourages learners to respect and understand the world around them and equips them with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological and cultural factors that have an impact on individuals, societies and environments. It encourages learners, both students and teachers, to consider local and global contexts.

MYP individuals and societies incorporates disciplines traditionally studied under the general term "the humanities" (such as history and philosophy), as well as disciplines in the social sciences (such as economics, business management, geography, sociology and political science).

In this subject group, students can engage with exciting, stimulating and personally relevant topics and issues. Many sensitive and personally challenging topics require careful consideration in the context of a safe and responsible learning environment characterized by respect and open-mindedness. The study of individuals and societies helps students to appreciate critically the diversity of human culture, attitudes and beliefs. Courses in this subject group are important for helping students to recognize that content and methodology can be debatable and controversial, and for practising the tolerance of uncertainty.

The IB's approach to individuals and societies includes a strong focus on inquiry and investigation. Students collect, describe and analyse data used in studies of societies; test hypotheses; and learn how to interpret increasingly complex information, including original source material. This focus on real-world examples, research and analysis is an essential aspect of the subject group.

The study of individuals and societies helps students to develop their identities as individuals and as responsible members of local and global communities. These explorations of our common humanity are intrinsically interesting, and disciplines in this subject group are filled with potential for creating in students a lifelong fascination with "the human story" as it continues to evolve in an era of rapid change and increasing interconnectedness. Studies in individuals and societies are essential for developing empathy and international-mindedness, including the idea that "other people, with their differences, can also be right" (IB mission statement).

(Taken from the IB MYP Individuals and Societies guide 2014)

DESIGN (Previously Computer Technology)

Design, and the resultant development of new technologies, has given rise to profound changes in society: transforming how we access and process information; how we adapt our environment; how we communicate with others; how we are able to solve problems; how we work and live.

Design is the link between innovation and creativity, taking thoughts and exploring the possibilities and constraints associated with products or systems, allowing them to redefine and manage the generation of further thought through prototyping, experimentation and adaptation. It is human-centred and focuses on the needs, wants and limitations of the end user.

Designing requires an individual to be imaginative and creative, while having a substantial knowledge base of important factors that will aid or constrain the process. Decisions made need to be supported by adequate and appropriate research and investigation. Designers must adopt an approach that allows them to think creatively, while conforming to the requirements of a design specification.

Both the ideas of design and the process of design can only occur in a human context. Design is carried out by a community of people from a wide variety of backgrounds and traditions, and this has clearly influenced the way design has progressed at different times. It is important to understand, however, that to design is to be involved in a community of inquiry with certain common beliefs, methodologies, understandings and processes. MYP design challenges all students to apply practical and creative thinking skills to solve design problems; encourages students to explore the role of design in both historical and contemporary contexts; and raises students' awareness of their responsibilities when making design decisions and taking action.

At OIS students will be encouraged to think of the ethical implications of being able to contact one another instantly, and sometimes thoughtlessly. They will also consider the creative uses of information technology in the arts and in the design of the world around us. Learning will take place through student projects.

(Taken from the IB MYP Design guide 2014)

LANGUAGE AND LITERATURE (Previously Language A)

Language is what makes us human. It is a recourse against the meaningless noise and silence of nature and history.

Octavio Paz

Literature is the art of discovering something extraordinary about ordinary people, and saying with ordinary words something extraordinary.

Boris Pasternak

Language is fundamental to learning, thinking and communicating; therefore it permeates the whole curriculum. Indeed, all teachers are language teachers, continually expanding the boundaries of what students are thinking about. Mastery of one or more languages enables each student to achieve their full linguistic potential. Students need to develop an appreciation of the nature of language and literature, of the many influences on language and literature, and of its power and beauty. They will be encouraged to recognize that proficiency in

language is a powerful tool for communication in all societies. Furthermore, language and literature incorporates creative processes and encourages the development of imagination and creativity through self-expression.

All IB programmes value language as central to developing critical thinking, which is essential for the cultivation of intercultural understanding, as well as for becoming internationally minded and responsible members of local, national and global communities. Language is integral to exploring and sustaining personal development and cultural identity, and provides an intellectual framework to support conceptual development. The six skill areas in the MYP language and literature subject group— listening, speaking, reading, writing, viewing and presenting—develop as both independent and interdependent skills. They are centred within an inquiry-based learning environment. Inquiry is at the heart of MYP language learning, and aims to support students' understanding by providing them with opportunities to independently and collaboratively investigate, take action and reflect.

As well as being academically rigorous, MYP language and literature equips students with linguistic, analytical and communicative skills that can also be used to develop interdisciplinary understanding across all other subject groups. Students' interaction with chosen texts can generate insight into moral, social, economic, political, cultural and environmental factors and so contributes to the development of opinion-forming, decision-making and ethical-reasoning skills, and further develops the attributes of an IB learner.

At OIS we offer Language and Literature in English, Portuguese, French, Dutch, Mandarin and Spanish. Only bilingual students who are equally strong in Portuguese, English, French or Spanish will study both as language A; most students will choose one of these as their main language and study the other as Language Acquisition.

(Taken from the IB MYP Language and Literature guide 2014)

LANGUAGE ACQUISITION (Previously Language B)

Learning to speak another's language means taking one's place in the human community.

It means reaching out to others across cultural and linguistic boundaries.

Language is far more than a system to be explained. It is our most important link to the world around us. Language is culture in motion. It is people interacting with people.

Savignon (1983)

The ability to communicate in a variety of modes in more than one language is essential to the concept of an international education that promotes multilingualism and intercultural understanding, both of which are central to the IB's mission.

The study of additional languages in the MYP provides students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realize that there are diverse ways

of living, behaving and viewing the world.

The acquisition of the language of a community and the possibilities to reflect upon and explore cultural perspectives of our own and other communities:

- is valued as central to developing critical thinking, and is considered essential for the cultivation of intercultural awareness and the development of internationally minded and responsible members of local, national and global communities
- is integral to exploring and sustaining personal development and cultural identity, and provides an intellectual framework to support conceptual development
- greatly contributes to the holistic development of students and to the strengthening of lifelong learning skills
- equips students with the necessary multiliteracy skills and attitudes, enabling them to communicate successfully in various global contexts and build intercultural understanding.

At OIS we offer language Acquisition in: Portuguese, English, French, Mandarin and Spanish.

Please contact the school for further details of additional language learning.

(Taken from the IB MYP Language Acquisition guide 2014)

MATHEMATICS

Neglect of mathematics works injury to all knowledge, since he who is ignorant of it cannot know the other sciences or the things of the world.

Roger Bacon (1214–1294)

The study of mathematics is a fundamental part of a balanced education. It promotes a powerful universal language, analytical reasoning and problem-solving skills that contribute to the development of logical, abstract and critical thinking. Mathematics can help make sense of the world and allows phenomena to be described in precise terms. It also promotes careful analysis and the search for patterns and relationships, skills necessary for success both inside and outside the classroom.

Mathematics, then, should be accessible to and studied by all students. Studying mathematics, however, should be more than simply learning formulae or rules. Students should not have the impression that all of the answers to mathematics can be found in a book but, rather, that they can be active participants in the search for concepts and relationships. In that light, mathematics becomes a subject that is alive with the thrill of exploration and the rewards of discovery.

At the same time, that new knowledge may then be applied to other situations, opening up even more doors for students. MYP mathematics promotes both that inquiry and application, helping students to develop problem-solving techniques that transcend the discipline and that are useful in the world outside school.

An MYP mathematics program should be tailored to the needs of students, seeking to intrigue and motivate them to want to learn its principles. Students should see authentic examples of how mathematics is useful and relevant to their lives and be encouraged to apply it to new situations.

Mathematics provides the foundation for the study of sciences, engineering and technology. However, it is also evident in the arts and is increasingly important in economics, the social sciences and the structure of language. Students in the MYP are encouraged to use ICT tools to represent information, to explore and model situations, and to find solutions to various problems. These are skills that are useful in a wide range of arenas. MYP mathematics aims to equip all students with the knowledge, understanding and intellectual capabilities to address further courses in mathematics, as well as to prepare those students who will use mathematics in their studies, workplaces and lives in general. In MYP years 4 and 5 (Years 10 and 11) we at OIS allow students to work at two levels: standard and extended mathematics.

(Taken from the IB MYP Mathematics guide 2014)

PHYSICAL AND HEALTH EDUCATION

Physical fitness is not only one of the most important keys to a healthy body, it is the basis of dynamic and creative intellectual activity.

John F Kennedy

MYP physical and health education aims to empower students to understand and appreciate the value of being physically active and develop the motivation for making healthy life choices. To this end, physical and health education courses foster the development of knowledge, skills and attitudes that will contribute to a student's balanced and healthy lifestyle. Through opportunities for active learning, courses in this subject group embody and promote the holistic nature of well-being. Students engaged in physical and health education will explore a variety of concepts that help foster an awareness of physical development and health perspectives, empowering them to make informed decisions and promoting positive social interaction.

Physical and health education focuses on both learning about and learning through physical activity. Both dimensions help student to develop approaches to learning (ATL) skills across the curriculum. Physical and health education contributes a unique perspective to the development of the attributes of the IB learner profile, promoting the health of individuals and communities.

Through physical and health education, students can learn to appreciate and respect the ideas of others, and develop effective collaboration and communication skills. This subject area also offers many opportunities to build positive interpersonal relationships that can help students to develop a sense of social responsibility. At their best, physical and health education courses develop the enjoyment, engagement and confidence in physical activity that students need in order to achieve and maintain a balanced, healthy life.

Physical activity and health are of central importance to human identity and global communities. They create meaningful connections among people, nations, cultures and the natural world, and they offer a range of opportunities to build intercultural understanding and greater appreciation for our common humanity.

(Taken from the IB MYP Physical and Health Education guide 2014)

SCIENCES

The scientific mind does not so much provide the right answers as asks the right questions.

Claude Levi-Strauss

With inquiry at the core, the MYP sciences framework aims to guide students to independently and collaboratively investigate issues through research, observation and experimentation. The MYP sciences curriculum must explore the connections between science and everyday life. As they investigate real examples of science applications, students will discover the tensions and dependencies between science and morality, ethics, culture, economics, politics, and the environment.

Scientific inquiry also fosters critical and creative thinking about research and design, as well as the identification of assumptions and alternative explanations. Students should learn to appreciate and respect the ideas of others, gain good ethical-reasoning skills and further develop their sense of responsibility as members of local and global communities.

Learning science involves more than simply learning technical terminology. The MYP considers all teachers to be language teachers and, thus, MYP sciences should enable students to access, use and communicate scientific knowledge correctly and confidently in oral, written and visual modes.

At OIS, students study integrated sciences in years 6-9. This is important, as it gives them a firm understanding of the interrelation between the sciences and how developments in one field have impacted knowledge in another. In years 10 and 11, the students study Biology, Chemistry and Physics separately, in order to gain a deeper knowledge of the specificities of each science, while still exploring the relationships between them. We have three well-equipped science laboratories that will allow all of our students to learn through experience and experiment.

(Taken from the IB MYP Sciences guide 2014)

PERSONAL PROJECT

The personal project encourages students to practice and strengthen their approaches to learning (ATL) skills, to consolidate prior and subject-specific learning, and to develop an area of personal interest. The personal project provides an excellent opportunity for students to produce a truly personal and often creative product/outcome and to demonstrate a consolidation of their learning in the MYP. The project offers many opportunities for differentiation of learning and expression according to students' individual needs. The personal nature of the project is important; the project should revolve around a challenge that motivates and interests the individual student. Each student develops a personal project independently.

MYP projects are student-centred and age-appropriate, and they enable students to engage in practical explorations through a cycle of inquiry, action and reflection. MYP projects help students to develop the attributes of the IB learner profile; provide students with an essential opportunity to demonstrate ATL skills developed through the MYP; and foster the development of independent, lifelong learners.

All students in year 11 at OIS complete a MYP Personal Project. This is the chance for each student to research and complete a project on anything at all that interests them, with the support of a teacher-supervisor. The project is completed in the student's own time between the end of year 10 and January of year 11.

MYP Assessment Criteria and Grade Boundaries

MYP Assessment Criteria and Grade Boundaries

Subjects	Criteria out of maximum 8			
	A	B	C	D
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Language and Literature	Analysing	Organising	Producing text	Using language
Language Acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Mathematics	Knowing and Understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Physical and Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
IDU	Disciplinary grounding	Synthesizing	Communicating	Reflecting

Grade	Boundary guidelines	Descriptor
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6–9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10–14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15–18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19–23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations, and, with support, some unfamiliar real-world situations.
6	24–27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28–32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

THE DIPLOMA PROGRAMME

The International Baccalaureate Diploma Programme provides a challenging, internationally focused, broad and balanced educational experience for students aged 16 to 18. OIS offers the IB Diploma Programme for years 12 and 13, the final two years of school. Students are required to study six subjects and a curriculum core concurrently over two years. The programme is designed to equip students with the basic academic skills needed for university study, further education and their chosen profession as well as developing the values and life skills needed to live a fulfilled and purposeful life (DP: From Principles into Practice, 2009). Please see the IB website at www.ibo.org/information-for-parents for further details. We offer a wide range of Diploma subjects allowing students to pursue further studies in any area.



See below for subjects offered.

Group 1: LANGUAGE A Literature, Language & Literature and Literature & Performance

At Oeiras International School we offer three Diploma level courses: Language A: Literature, Language and Literature and Literature and Performance in. All three courses require a strong, flexible command of the chosen language of study and an active engagement with the texts on the course.

If the student's mother tongue is neither of the ones offered, please contact the school to discuss the possibility of self-taught language A. (STANDARD LEVEL)

PORTUGUESE A, ENGLISH A and CHINESE A - Language and Literature (HIGHER LEVEL AND STANDARD LEVEL)

The Language and Literature course comprises four areas of study: language in a cultural context, mass communication, critical literary study and literary texts and contexts. Both courses provide students with a high level of study in Language A.

ENGLISH A - Literature & Performance (STANDARD LEVEL)) (only in Year 13)

This course is an interdisciplinary synthesis of language A and theatre. It incorporates essential elements of literature and performance and aims to explore the dynamic relationship between the two. At the heart of the course is this interaction between (i) a conventional literary emphasis on close reading, critical writing and discussion and (ii) the practical, aesthetic and symbolic elements of performance. A distinctive outcome of this "marriage" is the performance of a piece transformed from poetry or prose. In this exciting, creative process text is viewed from different angles in a way that goes beyond what is characteristic of either literary or theatre studies as single disciplines.

The course as a whole examines literary and dramatic texts and seeks to develop intellect, imagination and creativity. It encourages intercultural awareness through a study of texts from more than one culture.

FRENCH A Literature (HIGHER LEVEL AND STANDARD LEVEL)

Literature is a flexible course that allows teachers to choose works from a prescribed lists of authors and to construct a course that suits the particular needs and interests of their students. Thirteen texts are studied at higher level in the Literature course, and ten texts at standard level with an emphasis on literary analysis and an understanding of texts and contexts. It is divided into four parts, each with a particular focus.

Part 1: Works in translation

Part 2: Detailed study
 Part 3: Literary genres
 Part 4: Options (in which works are freely chosen)

ENGLISH A Literature (HIGHER LEVEL AND STANDARD LEVEL) - to be taught in Group 2
 PORTUGUESE B (HIGHER LEVEL AND STANDARD LEVEL) - is offered in Group 1

Group 2: LANGUAGES B (HIGHER LEVEL AND STANDARD LEVEL)

Language B courses are designed for students who have had previous exposure to the language and do not have English, Portuguese, German or Spanish as their mother tongue. Ab initio courses are for those who would like to start a new language right from the beginning.

PORTUGUESE B (in Group 1), ENGLISH B, and SPANISH B (also in Group 6)

The Diploma Portuguese B, English B, and Spanish B courses will develop four primary language skills - listening, speaking, reading and writing.

These skills will be achieved through the use and study of a variety of authentic contemporary written texts – descriptive, narrative, informative, argumentative, analytical and critical - and spoken material - films, documentaries, speeches, interviews, songs, conferences, and news bulletins.

GERMAN ab initio (STANDARD LEVEL)

This programme is designed for students with little or no experience of learning German or Mandarin. The main aim of the programme is to prepare the student to use the language appropriately in everyday social interactions and contexts.

Group 3: INDIVIDUALS AND SOCIETIES (HIGHER LEVEL AND STANDARD LEVEL)

BUSINESS AND MANAGEMENT (HIGHER LEVEL AND STANDARD LEVEL)

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.

The course will consist of units covering: Business organization and environment, Human resources, Accounts and finance, Marketing, Operations management and Business strategy (HL only)

ECONOMICS (HIGHER LEVEL AND STANDARD LEVEL)

The study of economics is essentially about dealing with scarcity, resource allocation and the methods and processes by which choices are made for the satisfaction of human wants. As a social science, economics uses scientific methodologies that include quantitative (HL only) and qualitative elements.

The economics course encourages students to develop international perspectives, fosters a concern for global

issues and raises students' awareness of their own responsibilities at a local, national and international level. The course also seeks to develop values and attitudes that will enable students to achieve a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interdependent world.

While the skills and activity of studying economics are common to both SL and HL students, the HL student is required to acquire a further body of knowledge - including the ability to analyse, synthesize and evaluate that knowledge - and to develop quantitative skills in order to explain and analyse economic relationships.

HISTORY (HIGHER LEVEL AND STANDARD LEVEL)

The purpose of the course is to gain an understanding of major historical events in a global context; one in which the student can make comparisons of political, economic and social circumstances. The student can then develop a strong international awareness and a better understanding of his/her responsibilities to society. Over the period of two years, students will study twentieth-century World history. At Standard Level, students will cover Causes, Practices and Effects of Wars and the Rise of Authoritarian and Single Party States. Wars studied will be: World War 1; World War 2; The Spanish Civil War; The Chinese Civil War; The Gulf War; The Falklands War. The dictators studied in the second topic will be Hitler, Stalin and Mao. This section is assessed through essay writing skills.

Higher Level students will also study Imperial Russia, Revolutions and the Emergence of the Soviet State 1853-1924; Interwar Years: Conflict and Cooperation 1919-39; The Soviet Union and Eastern Europe 1924-2000. The Higher Level topics are also assessed by means of an essay. Students will write an Historical Investigation for Internal Assessment.

PSYCHOLOGY (HIGHER LEVEL AND STANDARD LEVEL)

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 in us all engaging in culturally-specific behaviour, having diverse understandings of the World, possessing multiple intelligences and having a different approach to psychology.

The course will study the three levels of analysis: biological, cognitive and socio-cultural. The options studied are the psychology of abnormal behaviour and the psychology of human relationships.

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 synthesize explanations to engage in debate over theories of human behaviour.

Group 4: EXPERIMENTAL SCIENCES

BIOLOGY (HIGHER LEVEL AND STANDARD LEVEL)

The aims of the teaching and study of Diploma Biology are to encourage and enable students to develop inquiring minds and curiosity about Biology and the natural world; to acquire knowledge, conceptual understanding and skills to solve problems and make informed decisions in scientific and other contexts; to think analytically,

critically and creatively to solve problems, judge arguments and make decisions in scientific and other contexts; to understand the international nature of Biology and the interdependence of science, technology and society, including the benefits, limitations and implications imposed by social, economic, political, environmental, cultural and ethical factors and to develop values and attitudes of honesty and respect for themselves, others, and their shared environment. Topics studied include:

- Cell biology
- Molecular biology
- Genetics
- Ecology
- Evolution and biodiversity
- Human physiology
- Nucleic acids (HL)
- Metabolism, respiration and photosynthesis (HL)
- Plant biology (HL)
- Animal physiology (HL)

CHEMISTRY (HIGHER LEVEL AND STANDARD LEVEL)

The focus of the Chemistry course is to provide students with a body of knowledge, methods and techniques that develop their scientific understanding within a relevant and global context. The course will also encourage students to reflect upon the need for effective planning, communication and collaboration as well as raising their awareness of the moral, ethical, socio-economic and environmental impact of scientific advancement.

The course will be delivered through the use of a variety of teaching methods, suitable to various learning styles. This will incorporate exposition, discussion, reflection, seminars, practical skills development, use of ICT and audio-visual material. Assessment will be through written examinations, focused and extended assessment of student's written and oral work, including laboratory reports and observation of practical skills. Topics studied at standard or higher level include:

- Quantitative chemistry
- Atomic structure
- Periodicity
- Bonding
- Energetics
- Kinetics
- Equilibrium
- Acids and Bases
- Oxidations and Reductions
- Organic Chemistry
- Measurements and data processing

PHYSICS (HIGHER LEVEL AND STANDARD LEVEL)

The Physics SL and HL course is designed to enable students to develop their scientific knowledge and skills in Physics, whilst becoming scientifically literate citizens with an international perspective. The course will mainly prepare students wishing to study Physics or related subjects in further or higher education. Topics studied include: The Physics SL and HL course is designed to enable students to develop their scientific knowledge and skills in Physics, whilst becoming scientifically literate citizens with an international perspective. The course will mainly prepare students wishing to study Physics or related subjects in further or higher education. Topics studied include:

- Physics and physical measurement
- Mechanics
- Thermal physics
- Oscillations and waves
- Electricity and magnetism
- Circular motion and gravitation
- Fields and forces
- Atomic, nuclear and particle physics
- Energy, power and climate change
- Quantum and nuclear physics

SEHS - SPORT EXERCISE AND HEALTH SCIENCE (STANDARD LEVEL)

Sports, exercise and health science involves the study of the science that underpins physical performance and provides the opportunity to apply these principles. Students will cover a range of core and option topics and carry out practical (experimental) investigations in both laboratory and field settings. This will provide an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyse human performance. Where relevant, the course will address issues of international dimension and ethics by considering sport, exercise and health relative to the individual and in a global context. Topics studied include:

- Anatomy
- Physiology
- Energy systems
- Movement analysis
- Skill in Sport
- Measurement and evaluation of human performance
- Physical activity and health
- Psychology
- Nutrition
- Optimizing physiological performance

ESS - ENVIRONMENTAL SYSTEMS AND SOCIETIES (STANDARD LEVEL)

Environmental Systems and Societies (ES&S) is an interdisciplinary group 3 and 4 course that is offered at standard level (SL). The prime intent for the course is to provide students with a coherent perspective of 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. The teaching approach is such that students are allowed to evaluate the scientific, ethical and socio-political aspects of issues. Topics studied include:

- Ecosystems and ecology
- Biodiversity and conservation
- Water and aquatic food production systems
- Soil systems and food production
- Atmospheric systems
- Climate change and energy production
- Human systems and resource use

Group 5: MATHEMATICS

MATHEMATICS (HIGHER LEVEL AND STANDARD LEVEL)

The higher and standard level courses cater for students who already possess solid knowledge of basic mathematical concepts, and are equipped with the skills needed to apply more complex mathematical techniques correctly. The majority of these students will need a sound mathematical background for their future studies in subjects such as chemistry, economics, psychology and business administration abroad as well as in Portugal.

Areas studied are common but studied at different levels, these include:

- Algebra
- Functions and equations
- Circular functions and trigonometry
- Vectors
- Statistics and probability
- Calculus
- Option: Sets, relations and groups (HL only)

Internal assessment in both mathematics HL and SL is a Mathematical Exploration. This is a piece of written work that involves investigating an area of mathematics of the student's choice.

MATHEMATICAL STUDIES (STANDARD LEVEL)

Mathematical Studies is a course that is appropriate for students of diverse backgrounds and abilities. It is designed to develop an appreciation of mathematics in students who do not foresee a need for mathematics in their post-diploma studies. Familiarity with fundamental number skills and mathematical processes in number, algebra, geometry, probability and statistics and discrete mathematics are considered prerequisites for the course.

Areas studied include:

- Graphic display calculator
- Number and algebra
- Sets, logic and probability
- Functions
- Geometry and trigonometry
- Statistics
- Introductory differential calculus
- Financial mathematics

Internal Assessment in Mathematical Studies consists of a Project. The project is an individual piece of work involving the collection of information or the generation of measurements, and the analysis and evaluation of the information or measurements.

Group 6: THE ARTS

MUSIC (STANDARD LEVEL)

A vibrant musical education fosters curiosity and openness to both familiar and unfamiliar musical worlds. Through such a study of music we learn to hear relationships of pitch in sound, pattern in rhythm and unfolding sonic structures. Through participating in the study of music we are able to explore the similarities, differences and links in music from within our own culture and that of others across time. Informed and active musical engagement allows us to explore and discover relationships between lived human experience and specific sound combinations and technologies, thus informing us more fully of the world around us, and the nature of humanity. The Diploma Programme 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.

THEATRE ARTS (STANDARD LEVEL) (not running this year)

The IB Diploma Programme theatre course is a multifaceted theatre-making course of study. It gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasizes the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists.

Students experience the course from contrasting artistic perspectives. They learn to apply research and theory to inform and to contextualize their work. The theatre course encourages students to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theatre—as participants and audience members—they gain a richer understanding of themselves, their community and the world.

VISUAL ARTS (HIGHER LEVEL AND STANDARD LEVEL)

The IB DP Visual Arts Course can be enjoyed and successfully undertaken by all students, regardless of previous art experience. Its major purpose is to foster creative and imaginative practices and attitudes through studio-based classroom activities. Throughout the course, students will experiment in fine arts, popular arts, design, three-dimensional art, video art and other multimedia experiences. The students will research the life and the work of several artists and will also have the opportunity to interact with artists in their own studios. Together with the development of knowledge and understanding of the major role art serves in the formation and transmission of cultural heritage, as well as by learning to do critical analysis of the past and present-day art practice, the students will have the chance to discover their own interests and aesthetical preferences and that will be directly expressed in their own creativity.

GEOGRAPHY (HIGHER LEVEL AND STANDARD LEVEL)

The aims and objectives of Geography are to give students a sound foundation of geographical knowledge and understanding and to help students appreciate how people's beliefs, attitudes and values, which may be different from their own, have geographical consequences.

Furthermore, the course will help students develop a range of geographical skills which will not only assist with geographical investigations but will also contribute to their overall life skills. It will make the study of Geography a worthwhile and enjoyable experience, develop a strong interest in both students' surroundings and the wider world and foster appreciation of the fascinating diversity of human and physical landscapes.

Finally, Geography will encourage students to see the increasing relevance of geographical understanding and skills in the modern world. Topics such as population change, urbanization, migration, development, disparities in wealth, degraded environments and sustainability are all issues that concern us today.

SPANISH B (HIGHER LEVEL AND STANDARD LEVEL), as in group 2

THE DIPLOMA CORE

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.

EXTENDED ESSAY

The extended essay is an in-depth study of a focused topic normally chosen by the student from one of his or her six chosen subjects for the IB diploma. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. It provides students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (a teacher in the school). This leads to a 4,000 word research essay in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen.

All Diploma programme students complete an extended essay under the supervision of their supervisor. Similar to the MYP personal project, the extended essay is on a topic of the student's choice and is completed independently but within the school's own deadlines. The student also presents his/her findings orally at the end of the research.

THEORY OF KNOWLEDGE (TOK)

The aims of the TOK course are to assist the students in discovering and understanding the richness and empowerment of knowledge, develop an awareness of how knowledge is constructed, critically examined, evaluated and renewed by communities and individuals and encourage students to reflect on their own experiences as learners as well as make connections between academic disciplines and thoughts, feelings and actions.

TOK is organized as a critical thinking course around the two fundamental questions:

- a. What is it I claim to know?
- b. How valid are the methods used to establish what it is I claim to know?

TOK aims to encourage an interest in the diversity of ways of thinking and lifestyles of individuals and communities, develop an awareness of personal and ideological assumptions as well as encourage consideration of the responsibilities originating between knowledge, the community and the individual as a citizen of the world. The students will

be assessed on oral presentations and essays, role play and on their participation in preparing for and leading debate and discussion, as well as on their final presentations and essays.

CREATIVITY, ACTION 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.

IBCP – IB CAREER-RELATED PROGRAMME

National qualifications framework level:

Level 4 (3- EU)



Background:

The IBCP (International Baccalaureate Career-related Certificate) is an IB programme, designed to be taken over two years, and to complement career-related/vocation courses. It is the school's responsibility to determine the appropriate career-related/vocation that is linked to the IBCP, and should be determined by the local context and aligned with student needs, whether they are used to support further studies or to assist direct employment opportunities. The IB is not responsible for the choice and administration of the career related/vocational course offered to students; however, schools need to ensure that the course is recognized by local, national or international authorities, and that it is usually taken over a two-year period.

The IBCP:

- Provides flexibility to allow for local differences
- Is relevant and creative
- Sets appropriate and achievable attainment requirements
- Encourages significant school and student input in the curriculum and assessment
- Provides breadth and balance

The IBCP is a framework that consists of three key elements:

1. Candidates choose a minimum of two IB Diploma Programme courses from any of the six Diploma groups, at Higher Level (HL), Standard Level (SL) or a combination of both.
2. In addition to the Diploma course requirements, students must also complete the IBCP core which consists of an internally assessed Personal and Professional Skills (PPS) course and Service Learning Project (SLP) programme, as well as an internally assessed and externally moderated Reflective Project (RP). Students must also complete a Language Development (LD) course relevant to their needs. In Portugal this course has 2 components: Portuguese and English.
3. The above requirements must all be studied concurrent with a career-related course of study.

OIS offers 6 courses from Val Do Rio Vocational School, for the time being:

- Graphic Designer
- Assistant to Junior School
- Telecommunications
- Video/Film
- Marketing

but offers can be extended.

The school week for IBCP

OIS SCHOOL SCHEDULE 2016/2017					
TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
08.20-08.30	REGISTRATION	REGISTRATION	REGISTRATION	REGISTRATION	REGISTRATION
08.30-09.20	IBCP - OIS	IBCP - OIS	IBCP - OIS	IBCP - OIS	IBCP - OIS
09.20-10.10	IBCP - OIS	IBCP - OIS	IBCP - OIS	IBCP - OIS	IBCP - OIS
10.10-11.00					
11.00-11.20	BREAK	BREAK	BREAK	BREAK	BREAK
11.20-12.10	IBCP - OIS	IBCP - OIS	IBCP - OIS	IBCP - OIS	IBCP - OIS
12.10-13.00	IBCP - OIS	IBCP - OIS	IBCP - OIS	IBCP - OIS	IBCP - OIS
13.00-14.00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
14.00-14.50	Val do Rio	Val do Rio	Val do Rio	Val do Rio	Val do Rio
14.50-15.40	Val do Rio	Val do Rio	Val do Rio	Val do Rio	Val do Rio
15.40-18.00	Up to 6 p.m.	Up to 6 p.m.	Up to 6 p.m.	Up to 6 p.m.	Up to 6 p.m.

When a school is not in session, students have to attend the other one: I.e. - OIS starts earlier and we launch ATL+CS; mid-term break at Val do Rio.

AFTER SCHOOL ACTIVITIES AND OIS ARTS

The OIS Arts Centre is part of the after-school programme. It is a cultural and artistic programme that embraces art, music, dance and theatre. The programme is open to the community, and adults and students that register for any of these activities are invited to participate in various performances. Art lessons cover fine arts and design as well as some craftsmanship; music includes a variety of instrumental lessons, as well as orchestra, quartet or pop/rock band; dance offers a variety of styles such as hip-hop, tap dance, sevillhanas, flamenco and ball-room dances. OIS has choirs that perform regularly.

After school activities are part of the after-school programme at OIS, comprising sports and other activities. The programme is also open to the community, and adults and students that register for any of these activities are invited to participate in various sporting events in both Portugal and abroad. These activities include: Taekwondo, surf, chess, creative dance, tennis, lego-robotics and many other activities.

The after school programme includes English as an Additional Language (EAL) tutoring by a qualified teacher, Clique (psychologists) support as well as the Art as Therapy Club (dArte - Duchess of Cambridge's Foundation).

All these activities involve a cost and parents will be sent monthly invoices, once informed of the respective price.

The Homework Club is a free afterschool activity which runs from 4.00pm to 5.30pm (school buses departure time).

POLICIES AND CODE OF CONDUCT

ADMISSIONS POLICY

Policy reviewed as needed, then approved at ELT and Board levels.

Our mission: OIS - Oeiras International School 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 programs.

Our vision: Quality international education throughout the school with a special focus on the development of the Sciences, the Technologies, Engineering and the Mathematics (STEM); the backward planning of the IB-MYP from the IB-DP and the IBCP; the well-being of the OIS community. This involves all students, teachers and staff, parents, founders, associates and friends.

Values:

- **INTEGRITY** - OIS fosters an honest, honourable and fair environment.
- **RESPECT** - OIS builds character by fostering respect for ourselves and others, regardless of beliefs and creeds, as we contribute to building a better society.
- **COMMITMENT & SERVICE** - OIS promotes reliability and dependability in work and studies, as well as selfless actions of service in the school community and beyond.
- **GROWTH** - OIS respects the diverse background and needs of all members of our community. Understanding these differences and working cooperatively, each individual can reach his / her full potential.
- **EXCELLENCE / PERSONAL CHALLENGE** - OIS celebrates excellence and honours commitment to personal growth toward one's full potential, understanding that failure is a necessary part of the path to success.

Our admissions policy is commensurate with our vision and values.

Guiding principles:

- The school accepts students between 10 and 18 years of age* regardless of ethnicity, religious belief, nationality, social background or gender and wishes to promote learning and cultural and international understanding.
- Oeiras International School is committed to attracting students who have a positive attitude and wish to be involved in the Middle Years, the Diploma and the Career Related programmes of the International Baccalaureate.
- Students will receive appropriate support to achieve their academic and social potential.

Priorities for admission:

- Present students, students of OIS staff and founding members will have the first priority for places in the following year.
- Second priority is for siblings of students who are already students at the school.
- International applicants have third priority.
- Other applicants will be accepted as they apply, as long as there is space in the school, and subject to the procedures set out below.
- Under equal previous conditions an offer will be made to the student with the best previous academic records.

Restrictions on admission:

- A learning support programme has been developed at Oeiras International School as in any other inclusive IB World school. Applicants with severe emotional needs cannot be catered for.

Procedures for admission:

It is the intention of the school to accept applicants

- After a language profiling and Maths test have been completed, as well as the questionnaire sent to the former school, having been received. For Year 12 acceptance, ISCO or Futurewise profiling will be analysed.
- When both the parents or guardians and the school, have assured themselves that joining the school is in the best interests of the student.
- When it has been decided which level is appropriate for the applicant after receiving full academic records from the previous school profiling and Maths test have been analysed.
- After parents have completed the registration form and the student has signed the Academic Honesty, IT Use and Code of Conduct Agreements with the School.
- When the contract between the school and the parents has been signed and the registration fee has been paid.

The school has no deadline for applications, and students may be admitted during the academic year. If acceptance takes place after the winter break, school fees are payable for the second semester only. If parents are in doubt whether the student will be successful at the school, a week's trial period can be arranged. This trial period is free of tuition charge if it is decided that the child is not to join the school permanently.

Note: in order to ensure that teaching and learning is differentiated to meet the needs of students, it is very important to receive relevant and available documentation from any previous school and to have an interview with the applicant accompanied by parents.

Minimum requirements for admission in the Diploma Programme

English B proficient phase, with a minimum grade of 5 in the MYP.
Higher Level subjects: a minimum grade 5 in the MYP or equivalent in the same or related subject.
Mathematics HL, highly recommended a minimum grade of 6 in MYP Mathematics Extended or equivalent.
Mathematics SL, highly recommended a minimum grade 6 in MYP Mathematics Standard or equivalent.
DP coordinator together with MYP and DP teachers will review individual applications.
Students new to the school will be required to take Entrance Examinations in English and Mathematics and/or produce other admissions documentation (e.g. previous year reports and/or exam grades).

LANGUAGES AT OIS POLICY

OIS Language Philosophy:

Our approach to language study at Oeiras International School begins with the tenets of a theorist closely aligned with a constructivist view of education, one that permeates the philosophy upon which the International Baccalaureate Programmes are based. Viewing the learner at the centre of the learning process, this approach places an emphasis on meaningful contexts, active participation, social interaction and dynamic support. Knowledge is internalized as the learner builds constructs, establishing a personalized connection with the subject matter. It is here, in the study and role of language, that Vygotsky's thoughts on education come into play: "Thought is not

merely expressed in words, it comes into existence through them." L. Vygotsky. From this perspective, language not only underpins learning in all aspects of a school's curriculum, it is essential to it. Language is the medium through which we learn, and as advocates of a holistic philosophy of education, we are all language teachers. Language is vital for social, emotional and cognitive development. Because of its power and scope, language is the medium through which all other subjects are studied. "Language is integral to exploring and sustaining personal development and cultural identity, and provides an intellectual framework to support conceptual development." (Language and literature guide, 4) Through a rich and varied study of language and literature, it is our aim to foster internationally minded, thoughtful and responsible students. As an IB World school, our Language Policy is conducive to promoting linguistic diversity and is commensurate with our mission, vision and values.

Our Mission:

Oeiras International School 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.

Our Vision:

Quality international education throughout the school, with: a special focus on the development of the Sciences, the Technologies, Engineering and the Mathematics (STEM); the backward planning of the IB-MYP from the IBDP and IBCP; the wellbeing of the OIS community. This involves all students, teachers and staff, parents, founders and friends.

Values:

- **INTEGRITY** - OIS fosters an honest, honourable and fair environment.
- **RESPECT** - OIS builds character by fostering respect for ourselves and others, regardless of beliefs and creeds, as we contribute to building a better society.
- **COMMITMENT & SERVICE** - OIS promotes reliability and dependability in work and studies, as well as selfless actions of service in the school community and beyond.
- **GROWTH** - OIS respects the diverse background and needs of all members of our community. Understanding these differences and working cooperatively, each individual can reach his / her full potential.
- **EXCELLENCE / PERSONAL CHALLENGE** - OIS celebrates excellence and honours commitment to personal growth toward one's full potential, understanding that failure is a necessary part of the path to success.

Aims:

Through the implementation of this policy the school community will:

- in the context of teaching and learning the curriculum delivered through the medium of English with the notable exception of the specific languages courses.
- provide students with a rich programme of language study
- promote bilingual and multilingual language profiles
- promote international mindedness and cultural understanding inherent in the International Baccalaureate Learner Profile
- support all aspects of language learning and literacy through a well-considered selection of literary and non-literary works in languages under study in the school library
- appreciate that the best language learning requires authenticity of experience
- appreciate the interconnectedness of language and learning across all subject areas
- identify and promote mother tongue languages in the school community

- ensure that the languages used outside the classroom are inclusive of all members of the community
- understand that all teachers are responsible for the language development of students.

Language Profile:

Although many of our students are bilingual in Portuguese and English, a number of students come to OIS with a complex language profile. In order to best support students in their respective languages and in their learning on the whole, the student's language profile is documented upon entry to the school, with reference to previous school records, the student's declared mother tongue, and written and oral competency in given languages. Students are expected to complete a language placement test in English upon application to the school to ensure a smooth transition to OIS. Student's initial placement is reviewed during the first weeks of school and at the end of each term. The language of instruction of the school is English.

Implementation:

Language and literature or Language A* refers to the student's mother tongue or preferred spoken, written, reading and understood language. The language of the literature under study may be the student's mother tongue, the language of instruction in the school, or the language in which they are most proficient (International Baccalaureate). Language acquisition or Language B** refers to the student's second (and third) language. Learning an additional language affords students the opportunity to develop lifelong learning skills, and an awareness and understanding of the perspectives of people from other cultures. "Language acquisition in the MYP aims to develop a respect for, and understanding of, other languages and cultures, and is equally designed to equip the student with a skills base to facilitate further language learning." Language acquisition Guide 2014

We encourage students to use language carefully, to be aware of the effect of their words on others and to take a creative approach to understanding through language. We welcome a diversity of mother tongues as adding to the richness of our school community.

Middle Years Programme (MYP)

At OIS, students in the MYP may study a combination of one Language and Literature course alongside two Language acquisition courses or they may, alternatively study two Language and Literature courses together with one Language acquisition course.

In the Language acquisition courses in each year group, students are placed in designated phases ranging from 1 to 6, in accordance with their Language Profile, level of competence and understanding and analysis of diagnostic placement tests. The phases represent a developmental continuum where students work through and acquire a solid base of communication and literacy skills. The phases are not age-dependent; rather they are constructed to ensure that there is significant progress through the phases as the students meet the objectives of each phase in oral communication, reading comprehension and writing. Portuguese, English, French, Mandarin and Spanish are currently offered as Language acquisition courses in MYP.

Students in English Language acquisition phase 1 and 2 are not required to study an additional Language acquisition course.

A student may graduate from the Middle Years Programme with a level of competence of Proficient in a given language, and still be eligible for a Language B course at the Diploma level. The student may alternatively take Language and Literature, or Literature SL upon consultation with the IB Diploma Coordinator and the Language Coordinator.

It is important to note that in order to obtain the MYP Certificate (28 points minimum) at present, students must enroll in one of the following Language and Literature courses of study: French, English, Spanish, Dutch or Mandarin.

OIS Language and Literature in the Middle Years programme is comprised of Portuguese, French, Dutch, German, Mandarin, Spanish and English. Language and Literature courses provide students with the opportunity to learn and apply the skills of literary analysis in both written and oral forms. Through literature and the act of storytelling, one is granted the opportunity to explore the nature of the human condition. Inherent in the literary study of a work from a culture different from our own is a re-evaluation of our own values and practices as well as those of another culture. This knowledge informs our understanding of what it means to be human. All Language and Literature courses comprise a study of literature, covering a range of time periods and genre. Media and visual literacy contribute to a balanced, challenging course of study.

In circumstances where MYP students do not have as their mother tongue any of the Language and Literature courses offered by the school, OIS will endeavour to find a suitable mother tongue teacher from amongst our staff or the community. This is, of course, not always possible, but we pledge to make suitable Language and Literature arrangements wherever possible within the confines of our curriculum and schedule.

Students currently entering OIS at MYP 0 will have an intensive programme of study for Year 6 in English. The design of the Year 6 immersion programme is to establish a sound basis of English in the early years in order to help students fully access the curriculum in the MYP, Diploma Programme and Career Programme. Second and third languages will be studied in Year 7 onwards.

Diploma Programme (DP)

At the Diploma level, students must study at least two languages in order to qualify for the International Baccalaureate Diploma, and one of them must be a Language A. Students must be working at MYP Proficient/ 5 or above in English, the language of instruction, in order to be admitted to the Diploma programme at OIS. Candidate students new to the school will sit a diagnostic test and will be interviewed in English in order to ascertain the level of English before admission.

Students may currently study the following Language courses:

English A: Language and Literature HL/SL

English A: Literature and Performance SL

English A: Literature HL/SL

English B HL/SL

Portuguese A: Language and Literature HL/SL

Portuguese A: Literature HL/SL

Portuguese B HL/SL

Spanish A: Literature SL, Self-taught

Spanish B HL/SL

German ab initio

French A: Literature SL/HL

Chinese A, Language and Literature HL/SL

Group 1 Language and Literature and Literature are accepted equally by universities as an advanced level of literary and linguistic study.

Group 2 Languages B are for those students with previous exposure to the language.

Group 2 Languages Ab initio are for those who have not studied the given language or who have had a very limited exposure to it.

At Diploma level, students must study two languages (at least one Language A) in order to qualify for the International Baccalaureate Diploma. Students with a complex language profile will make their respective choices based upon their level of acquisition of a given language and strictly upon consultation with the IB Diploma Coordinator and the Language Coordinators. When the student's mother tongue is not currently offered at the school, it is incumbent upon the IB Diploma Coordinator to assist Diploma students in locating a qualified teacher for all Self-taught Language A SL Literature courses.

Careers Programme (CP)

In addition to the International Baccalaureate, OIS offers the IBCP programme. This vocational qualification demands the two languages, Portuguese and English in Language Development as part of its core requirements. The Language Development courses study improves students' language proficiency as a continuation of the respective Language B courses but is more directed towards work placement.

Language Development courses of study: Portuguese (180 hours/2 years) and English (240hours/2years). Students will work on tasks related to their language development portfolio, where they reflect on their experiences and document their progress. The IBCP work-placement language of the programme is Portuguese. IBCP students may also choose to study one or two languages B or A as part of their two Diploma courses requirements. "Language Development is designed to ensure that all students have access to, and are exposed to, a second language that will assist and further their understanding of the wider world. Students are encouraged to extend or begin a second language that suits their needs, background and context. Language Development aims to provide students with the necessary skills and intercultural understanding to enable them to communicate in an environment where the language studied is spoken. This process encourages learners to expand their awareness of the world and fosters respect for cultural diversity," (www.ibo.org/ibcc).

Student support (SS)

Students with educational needs will be assessed for the appropriate language programme that best supports their learning. Please see the Student Support policy with respect to language learning at OIS.

The role of the librarian

The programme coordinators and language leaders work with the school librarian in order to ensure that:

- a consistent application of MLA referencing and citation is taught and employed in accordance with our academic honesty policy
- students are introduced to a variety of research strategies
- the contents of the school library is reflective of our multilingual school community.

Professional Development

Teachers will remain updated concerning language developments by attending relevant IB training, and by sharing their expertise with their colleagues through collaborative meetings.

* Studies in Language and literature formally known as Language A

** Language acquisition formally Language B

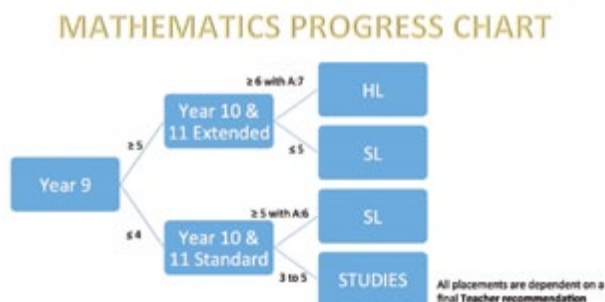
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Policy published: September, 2010 (Updated March 2015)

To be revised by the language steering committee by June 2016



DEADLINE POLICY

MYP DEADLINES

In the case that an MYP student misses a deadline for a summative task, the following procedure applies:

- As with any other absence, a parental note is needed to justify absence on the deadline day. Technological failure (loss of work from computer, etc.) does not constitute an acceptable excuse; all students are expected to back up their work. (If the student has not been absent, then proceed to number 3 below).
- Work is expected on the first day back, otherwise under special circumstances, teacher and student can agree on an extension. If the justified absence has been prolonged, or other deadlines have been missed, then the homeroom teacher should supply a student support form.
- If a parental note of explanation is not provided and the work is not submitted, the teacher has the option to supervise the student for 45 minutes (1.15pm-2pm) during the next available lunchtime to enable the student to complete the work. This is then what is assessed. If the work is given in late with no agreement from the teacher,

then an NS (not submitted) grade is entered. The teacher has the right to give or not give feedback, and term grades will be based on work handed in on to the agreed deadline.

4. Subsequently, the teacher contacts the Homeroom tutor who contacts parents and copies the MYP coordinator to express general concern about the situation.

5. If a deadline is missed for a second time, parents should be called in to attend a meeting with the Homeroom tutor and MYP coordinator to discuss solutions.

DP DEADLINES

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:

- Teacher will email parents on the day the deadline is missed, copy to Tutor and DP Coordinator.
- 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.
- 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.
- If this is a recurrent situation, Senior Tutor will contact the parents expressing general concern. A parent meeting will be arranged to determine what further action will be taken.
- 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 programme.

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.

IBCP DEADLINES

IBCP Reflective Project important dates from Year 1 of the course:

- January – Initial meeting with IBCP students
- February – Research on Ethics
- March – Define a topic
- April – Concrete research question
- May – Plan with dates
- June – Progress check according to student's plan
- September – Research – collecting information completed
- October – Analysis completed
- December – Final draft completed
- January – Final version RP
- February - Viva-voce

If a student misses a deadline:

1. The CP subject teacher will contact the homeroom tutor who will then contact parents, and copy the CP coordinator, expressing his/her concern. The CP coordinator will take further action if necessary.
2. Late work for CP or Core subjects will not be assessed, and the teacher has the right to give or not give feedback.
3. Each term's summative grades will be based on work handed in on time.
4. A parental note is needed to justify absence on the deadline day, otherwise an extension will not be granted.
5. The CP coordinator will contact the parents expressing general concerns if this has happened in more than one CP subject. For the IBCP core, the IBCP Coordinator needs to be informed, at least at the weekly IBCP meeting.
6. If the deadline missed is the final deadline for a compulsory component of a CP subject, a meeting with parents, student and CP coordinator will be arranged to discuss further action, which may include failing that component.

Students have access to an online database (Managebac) where all deadlines are posted. This enables them to plan accordingly and to foresee any problems concerning dates. If exceptional circumstances apply, students should see the teacher well in advance.

CERTIFICATION:

MINIMUM CRITERIA TO AWARD THE MYP CERTIFICATE

- Have gained at least a grade 2 in at least one subject per subject group of the MYP (note that a second language A may be taken instead of a language B)
- Have gained at least a grade 3 for the personal project
- Have met the expectations of Community and Service to the satisfaction of the school
- Have gained a grade total of at least 28

MINIMUM CRITERIA TO AWARD THE DP CERTIFICATE

Please consult www.ibo.org/information-for-parents

MINIMUM CRITERIA TO AWARD THE CP CERTIFICATE

- Having gained at least a grade 3 for the DP subjects.
- Approval in LD (Portugues and English, PPS and SLP)
- At least a grade D in RP
- Approval in the vocational course and Prova de Aptidão Profissional (PAP) exam

Conditions to complete Yr12 DP

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	Completed	Not completed
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		
	Port A Lang/Lit	Written assignment x2 (HL and SL)		
	Chinese A Lit	Written assignment x1 (HL and SL) Individual Oral Presentation		
Group 2	Lang B and ab	N/A		
Group 3	Span Ab			
	Business	HL: Research Project Plan SL: Written Commentary Plan		
	Economics	Commentary x2		
	Geography	Internal Assessment		
	History	Historical investigation topic chosen		
Group 4	Psychology	N/A		
	Bio/ Chem/ Physics/SS/ESS	Group 4 Project and group 4 reflection		
Group 5	Physics			
	Mathematics HL/SL Maths Studies	Mathematical Exploration Project		
Group 6	Visual Arts	HL: 9 Studio Works + Investigation WB SL: 6 Studio Works + Investigation WB		
	Music	N/A		

Conditions to complete Yr12 IBCP

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 83% 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	Completed	Not completed
Core	Reflective Project	Topic chosen and a plan for the Summer		
	ATL	Completion of all tasks within the 3 units covered		
	Language Development	Complete Portfolio including 3 sections (Profile) Evidence,)Experiences		
	Service Learning Project	Up to date reflections on Managebac and ongoing project		
DP Subjects	Maths Studies (SL)			
	Biology (HL + SL)	Group 4 Project and Reflection		
	ENG B (SL)			
	Visual Arts (HL + SL)	9 Studio Works + Investigation WB		
		6 Studio Works + Investigation WB		
	Geography (HL + SL)			
Music (SL)				
ValdoRio	Own Modules	Meet vocational requirements		

HOMEWORK POLICY

We at OIS believe that regular homework is necessary to support students' understanding in the subjects. Homework is set by teachers in their subjects and students take down the details in their homework diaries, on the day that it is set. Homework can be completed during the 4-5pm homework club by younger students, with support from older mentors and the teacher in charge.

For the Diploma students, it should be realised that two hours per night is an absolute minimum and more will often be required.

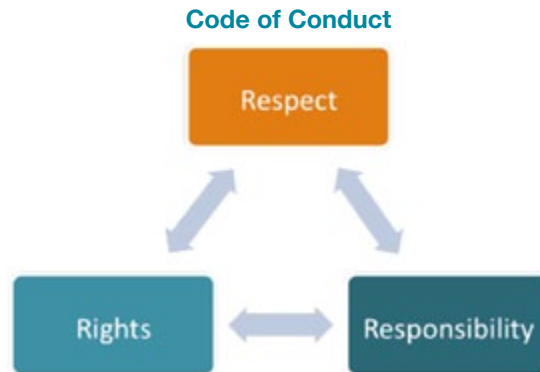
SUGGESTED MINIMUM HOMEWORK AMOUNTS:

Y6 & Y7 – 30 mins a night Mon-Thursday (no H/W Friday unless needing to catch up).
 Y8 & Y9 – 1 hr per night (Mon-Fri)
 Y10 & Y11 – 1hr 30 mins per night (Mon-Fri)
 DP – 2 hrs per night (Mon-Fri) + weekends
 CP – 1 hrs per night (Mon-Fri)

ABSENCES

Absences:

- All absences from school must be accompanied by a letter/email from the parents explaining the absence.
- Justified absences include:
 - Doctor's appointment with medical certificate or letter.
 - Illness: for less than three days, students must bring a note from a parent. For three days or more, students must bring a medical certificate for the full period of absence.
 - Special circumstances approved by the school.
- All other absences are considered unjustified, including exclusion from a classroom from disruptive behaviour, holidays that extend into school days even if pre-authorized by school (classified as authorized and unjustified), etc.
- Arriving late to a lesson or to morning registration is unjustified. When this occurs frequently without a written notification, a meeting with parents is required. If students do not attend morning registration this counts as a 1/2 day absence.
- More than five days of unjustified absences may constitute failure of that year.
- More than five unjustified absences from any single subject may constitute failure of that subject for the year.
- Total number of absences amounting to less than 83% attendance in one school year may constitute failure of that year.
- If a student is absent for more than 5 consecutive days without written notification from parents, he/she will be considered withdrawn from the school.



INTRODUCTION

The OIS code of conduct sets the standard by which members of the OIS community measure their relationships with others. The code is based on the development of attributes of the IB learner profile. The values and attitudes of the school community that underpin the culture and ethos of a school are significant in shaping the future of its young people. In a school that has a commitment to the values inherent in the IB learner profile, these values will be readily apparent in classroom and assessment practices, the daily life, management and leadership of the school. We have high expectations of the entire community at OIS. Mutual co-operation, respect for property, respect for our environment and, above all, respect for each other are essential to our happiness. The purpose of this code is to set the context for a safe and productive learning environment by outlining expected behaviour in a caring school.

Reference is made to the school community throughout this code. The school community includes students, all staff, parents, and all adults whose roles or jobs place them in contact with students in school settings and school activities.

The IB Learner Profile is the IB mission statement translated into a set of learning outcomes for the 21st century. The attributes of the profile express the values inherent to the IB continuum of international education: these are values that should infuse all elements of the IB programmes and therefore the culture and ethos of all IB World Schools. The learner profile provides a long-term vision of education. It is a set of ideals that can inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose. The attributes and descriptors of the learner profile define the type of learner the IB hopes to develop through its programmes. (IB learner profile booklet, March 2006).

Equal Education Opportunity Statement

No student at OIS will be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any programme or activity on the basis of sex or sexual orientation, race, religious belief, national origin, ethnic group, or disability.

ROLES OF STUDENTS, SCHOOL PERSONNEL AND PARENTS

The cooperation of students, parents, school staff, and the community remains essential in providing an appropriate environment for learning to take place. Our students must understand their rights and responsibilities in relationship to achieving the maximum from every educational experience.

OIS Code of Conduct Agreement for Students

1. STUDENTS

Students enrolled in OIS are subject to the OIS code of conduct while at school and when attending all school-sponsored activities, which include but are not necessarily limited to the following:

- Transportation on school buses or any other transport on their way in or out of school
- Field trips
- Athletic functions
- Club or group meetings
- School-sponsored social events
- Trips by school groups to educational events

Students will:

- a) Attend all classes on time, in uniform (or tidily dressed if in Years 12 or 13), and with the proper materials needed for schoolwork. These materials may be carried in a computer bag.
- b) Show respect for all people and property at OIS, especially towards the learning environment in classes.
- c) Understand that mobiles are not allowed on school grounds.
- d) Not eat or drink (except for water), in classrooms. Not bring chewing gum into school.
- e) Not use or have in their possession dangerous objects. Students will also not misuse common place objects, including but not limited to keys, padlocks etc.
- f) Co-operate fully with the teacher in charge whenever the need exists to evacuate the room or building in any emergency. Teachers will be instructed on proper procedures and everyone is to act accordingly with safety always in mind.
- g) Conduct themselves in a responsible manner when attending any trips or events as a representative of OIS.
- h) Be aware that OIS has a zero tolerance policy towards alcohol, pornography and drugs.
- i) Any type of medicine cannot be kept by students and must be given to the school nurse.
- j) Be responsible for the tidiness and correct use of class materials, in and outside areas of the school.
- k) Respect all belongings of the school community.
- l) Be present in school during the school day and events, unless otherwise properly authorised by the Principal.

- m) Participate in the election of the Student Council, House Captains and Class Prefects.
- n)) No personal pictures nor images or sounds can be recorded from any classroom or school activity and consequently be published on FaceBook or sent via internet without the Principal's permission.
- o) Overall abide by OIS code of conduct

2. SCHOOL PERSONNEL

School personnel will:

1. maintain a proper environment for learning;
2. show respect for all students
3. support the use of proper guidance procedures;
4. communicate regularly with parents;
5. encourage parental support of school activities;
6. act in a professional, responsible manner;
7. take part on professional development activities;
8. employ various disciplinary and guidance procedures such as:
 - conferences and /or contact between administrator(s), parent(s), teacher(s), and student(s);
 - referral to appropriate personnel for counselling, psychological evaluations, or other needed services;

3. PARENTS/GUARDIANS

Parents will:

1. maintain close communication with school staff concerning their child's performance and behaviour;
2. make certain that their child attends school regularly and send a written note to school when their child is absent or late;
3. supply their child with materials needed for schoolwork and with the school uniform;
4. communicate to school any problems or condition that may affect their child or other children in the school;
5. discuss reports and school assignments with their child;
6. supply school with current home and work telephone numbers.

REMEMBER

1. Students must conduct themselves responsibly at all times.
2. The drinking of alcohol, bullying, smoking, sexual impropriety, stealing and vandalism are not tolerated. In the last resort the Principal reserves the right to expel a student.
3. The school has a zero tolerance policy towards the use, sale and possession of illegal drugs; as well as for any other type of business involving buying and selling.

Remember at all times that we are representatives and ambassadors of Oeiras International School.

BE PROUD TO BE PART OF OUR SCHOOL

SAPERE AUDE



Oeiras International School – ASFL

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