



Samara Medical Technical Lyceum
International Baccalaureate Diploma

Handbook for Students and Parents **2016/2017**



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*Welcome to the
Samara Medical Technical Lyceum (MTL)*

Your personal information

Name: _____

Address: _____

Postal Code/City: _____

Province/Country: _____

Home tel: _____

Mobile tel: _____

Year group: _____

Mentor: _____

The International Baccalaureate

The International Baccalaureate Diploma Programme is a rigorous pre-university course of study, leading to examinations, that meets the needs of the highly motivated and academically-inclined secondary school student. Designed as a comprehensive curriculum that allows its graduates to fulfill requirements of the various national systems of education, the IB is based on the pattern of no single country. It provides students of different linguistic, cultural and educational backgrounds with the intellectual, social and critical perspectives necessary for the adult world that lies ahead of them.

The educational philosophy of the **International Baccalaureate Organization** is found in their mission statement:

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

Head of school: Natalia Serebryakova

IB DP coordinator: Natalia Kabanova

CAS coordinator: Svetlana Makarova

Learning is the heart of the Medical Technical Lyceum



Our mission

We seek to:

- develop our students full potential
- be a community school based on honesty, fairness and respect
- foster global awareness and an understanding of international interdependence
- prepare students to be lifelong learners
- promote a healthy and well-balanced lifestyle
- make an active contribution to global, international and local communities

We believe that this is best achieved by:

- pursuing academic success
- developing physical and creative ability
- using international curricula
- working in partnership with our students and their families
- valuing the language and culture of The Russian Federation as a rich learning resource
- fostering and encouraging international-mindedness
- responding sensitively to the full range of students educational needs
- recognising the importance of Mother Tongue languages and supporting their development
- encouraging students to take part in a range of activities outside the formal curriculum
- interacting with global, international and local communities through the exchange of resources and knowledge

Your International Baccalaureate (IB) Learner Profile

The aim of all IB programmes at The Medical Technical Lyceum is to develop internationally minded people who, recognizing their common identity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners at MTL strive to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. Each of these profile areas is highlighted in our curriculum and with our current student activities.

Inquirers

You as an IB learner strive to be an inquirer as part of the IB learner profile, developing your natural curiosity and acquiring the skills necessary to conduct inquiry and research and show independence in learning. You actively enjoy learning and this love of learning will be sustained throughout your life.

Caring

MTL students are encouraged to be caring, show empathy, compassion and respect towards the needs and feelings of others. You have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Principled

Model United Nations (MUN) is just one example of the principled student. They act with integrity and honesty; with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

open-minded

The aim is that you as a student understand and appreciate your own culture and personal history, and be open-minded to the perspectives, values and traditions of other individuals and communities. You will be accustomed to seeking and evaluating a range of points of view, and willing to grow from the experience.

Your International Baccalaureate (IB) Learner Profile

Communicators

As communicators, students understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. You work effectively and willingly in collaboration with others.

Balanced

Another part of the IB Learner Profile involves helping students to understand the importance of intellectual, physical and emotional balance in order to achieve personal well-being for themselves and others. There are many sport challenges and social activities in the student school life.

Risk-takers

As risk-takers, students approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas and strategies. You are brave and articulate in defending your beliefs. CAS is a required component of the IB Diploma programme and stands for Creativity, Action and Service with rewarding activities for both student and community.

Thinkers

MTL students are encouraged to apply thinking skills in everything they do as part of the IB DP programme. The real achievers exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems. You may even make reasoned, ethical decisions after thinking all aspects through.

Reflective

Giving thoughtful consideration to your own learning and experience, being able to assess and understand your strengths and limitations in order to support your learning and personal development.

International Baccalaureate Programme at MTL

The IB Diploma is an extremely demanding course both for teachers and students alike. It is designed for students who are hard-working and self-motivated and no amount of teaching can replace these vital ingredients for success. It is expected that students take responsibility for themselves and realize that no one is going to complete work for them. The consequences of poor performance in the class will be poor exam results. Enrolment is **not** a guarantee of success. Students attending and passing IB Diploma courses at MTL, and who fulfill other passing requirements, will earn the national Russian “attestat”, regardless of whether they sit, or pass, their final IB Diploma exams.

The philosophy of the IB organization is to allow **any** student to register for the Programme and at MTL this philosophy is supported. However, teachers provide students and their families with guidance regarding subject choices and whether to pursue the full IB Diploma or IB certificates in certain subjects only. Students gaining less than a 4 average in 9th grade will normally be advised **not** to take the full IB Diploma. Performance at a 4 or 5 level in a single subject in 9th grade indicates that a student should normally perform well at an IB higher level in that subject area. The international pass rate for the IB Diploma from year to year is a bit under 80%. Keeping this in mind, it is important to note that not all students are expected to pass.

Grade 9 students and their parents are given guidance on subject choices during a preliminary meeting in last semester and a subject choice meeting held in May with the IB coordinator and the subject teachers. Attendance at these meetings is **vital** if students and their parents are to make fully informed choices. At these meetings, students and parents are required to approve of an IB agreement confirming their subject choices and committing them to the payment of the IB fees. Subject choices are binding. A subject or level change may be made only on college counselor or teacher recommendation.

Students with special needs must be professionally tested **before** embarking on the Programme to allow for the requesting of special consideration during examinations from the IB.

The IB Diploma is awarded on the successful completion of all the components of the course by the IB organization based in Geneva. Although it is an extremely demanding course, the rewards of success are the recognition by, and entry into, the majority of Higher Education Institutes throughout the world. Students and parents should ensure that the subjects they have chosen are accepted by the universities and colleges that they wish to attend after leaving school **before** selecting and starting the course.

The faculty at MTL has experience in teaching the IB (MTL was certified as an IB World school in 2001, there are now over 2370 schools offering the IB Diploma in more than 140 countries) and a good rate of success. They **cannot** compensate for lack of motivation or effort but they aim to create the conditions that allow students to **succeed at the highest level that their ability allows**.

The IB Curriculum at MTL (2016/2017)

Group 1 Language A (Studies in Language and Literature)

Language A: Russian Literature	HL
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Group 2 Language Acquisition

English B	HL
French B	SL/HL
German B	SL/HL

Group 3 Individuals and Societies

Economics	SL/HL
Business and Management	SL/HL
History	SL/HL

Group 4 Experimental Sciences

Environmental Systems	SL
Physics	SL/HL
Biology	SL/HL

Group 5 Mathematics

Mathematics	SL/HL
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Group 6 Arts and Electives

French B	SL
German B	SL

One subject from **each** of the above Groups must be chosen. At least three and not more than four must be offered at Higher level (HL) and the others at Standard Level (SL).

The school strives to satisfy as far as possible the requirements of its student body, which changes each year, but lack of numbers and other timetabling restrictions may further limit the proposed choices (including offering the HL version of a class) that are illustrated above.

In addition to completing the six subjects, each Diploma candidate must meet the following requirements:

Extended Essay

A substantial piece of independent work of no more than 4,000 words in an area that interests the student and in one of the subjects of the IB curriculum. The student works under the supervision of a teacher at school and submits an Extended Essay, which meets general and subject-specific criteria.

Bonus points may be awarded to the final six subject score -- see section "The IB Marking System".

Theory of Knowledge (ToK)

A course in the Theory of Knowledge. Bonus points may be awarded – see section "The IB Marking System".

Creativity, Action and Service Activities (CAS)

Activities that broadly cover the above mentioned areas are completed over the two years of the Programme, starting in September of the first year - see CAS section for more details.

Creativity, Action and Service Activities *(CAS)*

The General Regulations of the IB stipulate that all IB Diploma students must engage in extracurricular activities to be eligible for the award of the Diploma. This is a very important aspect in the education of the “whole person” and is one of the “core” activities in the whole IB Programme. These activities must take place during the IB Diploma course that starts in September; therefore, activities completed during the summer prior to the commencement of the course are inadmissible.

Each Diploma student must keep a diary to record the various activities undertaken. Proof of participation in activities is mandatory. Each student’s CAS diary will be reviewed and evaluated at regular intervals by the CAS Coordinator.

The three areas involved are:

Creativity

This includes regular individual or group activities in any form of art or craft, drama, debate, music, dance, film-making, photography, chess, etc. Such activities may be done outside the school as long as the CAS Coordinator is assured of the student’s regular participation and attendance.

Action

This may include participation in organized school activities and also serious interests in which the student has outside of school, subject to the approval of the CAS Coordinator.

Service

The student’s community service, both within the school as an officer or member of committees, and outside school helping the less privileged and less fortunate or integrating with the local community, is taken into high consideration. This may be done during holiday time.

Evaluation will be based on a written report to be given to the CAS Coordinator. All students should bear in mind the relevance and importance of CAS activities. Both MTL and the IB organization consider such activities very significant and relevant to the development of the “whole” person. Both MTL and the IB require a *minimum* of 50 hours in each of the three areas (for a *minimum* of 150 total CAS hours) for the IB Diploma. CAS activities start in September of 10th Grade and must finish by March of 11th Grade.

Examples of CAS activities at MTL

During School Hours:

Tutoring: Maths, Literature and English language

Classroom assistants: computer lab., junior school art, kindergarten , pre-school, 2nd grade, physical education.

Other: school office help, newsletter distribution, counsellor’s assistant, school wastepaper recycling, library assistant, journalism.

After School: yearbook, charity fund raising activities, sports, visits to the retirement home, church service, drama, Model United Nations (MUN), musical activities, hospital art project, veterinarian’s help.

The IB Marking System

The grading scheme in use for IB examinations is from 1 to 7 and is described as follows:

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

In many subjects, a part of the Programme ranging from 20 to 50% may be assessed by the subject teacher. This assessment is externally moderated by IB examiners and marks may be adjusted.

Bonus points

A maximum of three bonus points may be added to the total score awarded for the individual subjects based on performance in the Extended Essay and Theory of Knowledge. Performance in each of these requirements will be assessed using the following scale: excellent, good, satisfactory, mediocre, and elementary. Bonus points will be awarded according to a candidate's combined performance in both areas.

Conditions for the award of the Diploma

The Diploma will be awarded to candidates whose total score, including bonus points, reaches or exceeds 24 points and **does not** contain any of the following conditions:

- (a) a grade 2 at HL
- (b) more than one grade 2 at SL
- (c) total points in HL classes are fewer than 12 (or 16 if 4 HL classes are taken)
- (d) total points in SL classes are fewer than 9 (or 6 if 2 SL classes are taken)

However, if a candidate has at least 28 total points, including bonus points, the Diploma will be awarded provided that it **does not** contain any of the following conditions:

- (a) grade 2 at HL two or more times
- (b) grade 2 at SL three times
- (c) total points in HL classes are fewer than 11 (or 14 if 4 HL classes are taken)
- (d) total points in SL classes are fewer than 8 (or 5 if 2 SL classes are taken)

In addition, if a student receives an "E" (elementary) in either TOK or the extended essay, that student must earn at least 28 total points in order to be awarded the Diploma.

Please note that a maximum of three (3) examinations sessions is allowed in which to satisfy the requirements for the award of the IB Diploma.

Excluding conditions

The Diploma cannot be awarded, whatever the total score, to candidates who have:

- (a) received a grade 1 in any subject
- (b) not submitted an Extended Essay
- (c) not followed a course in Theory of Knowledge (TOK)
- (d) not engaged in or completed CAS activities
- (e) received an “E” (elementary) in both TOK and extended essay
- (f) been judged guilty of malpractice
- (g) received a grade 3 four or more times

Student Commitment

As a school we feel the following points constitute the **minimum** commitment for IB students:

Attendance

Students must be present for no less than 90% of their classes. All absences are to be justified by a note or medical certificate, in accordance with the school attendance policy. The consequences of missed school time are often poor grades. Students going on school-organised trips must attend the last day of school before the trip and the first day of school after the trip.

Punctuality

Students should not be late to class without a compelling reason. Collecting books, making telephone calls, etc. should all be done either before or after the class in the student's own time.

Attitude and behaviour

All students are expected to cooperate with teachers and to work in, and out of, class without the continued supervision of teachers. Failure to do so, or disruption of classes will result in a review of the student's status. Students should not expect always to sit next to, or work in a group with, their friends and should accept directions on seating and group composition. The IB and MTL put a large emphasis on the ability to work with others.

Submission of work

Work must be submitted on the day it is due. Late work may be marked down for MTL report card assessment purposes. Students who are absent are **fully responsible** for finding out about missed course content and homework assignments from their classmates or teachers **before** the work is due. If a student is absent for an extended period of time, an individual homework plan may be worked out with teachers and the IB Coordinator.

IB Internal Assessment Deadlines

A calendar of IB Internal Assessment deadlines is provided to students, teachers, and families in September of the first year of the International Baccalaureate Diploma Programme. Teachers work to ensure that all assignments can be successfully completed by the deadline date by providing guidance, input and assistance **before** the final copies of assessment are due.

On deadline days, students must hand in final and complete copies of their work to the IB Coordinator at 8.30 a.m. during their first period class. Please note that all works must be submitted BOTH electronically and in paper format to the Coordinator. If a student fails to

respect an IB Internal Assessment deadline, they will **immediately** be placed on external suspension until the work is complete.

External suspension means a student will be asked to leave the school campus in order to complete the missing work, will not attend classes or participate in any school-related extracurricular activities, and will receive a zero in their other classes on that day. Once the missing work is completed and given to the IB Coordinator, the student will be removed from external suspension and may rejoin classes.

If a student is absent on the day of a deadline, a medical certificate will be required from the student's physician justifying the absence. In this case, the work is due the morning of the day the student returns to school.

Organization

All students need to organize themselves for each class with the required equipment as suggested by the teacher. Each student will be issued a diary in which they should record homework, tests and other requirements. Though the IB teachers try to spread work as evenly as possible it is inevitable that students will experience 'busy' periods. Keeping up to date with assignments and not leaving anything to 'the last minute' is vital. This self-organization is one of the challenges of the IB Diploma. It must be noted that ***three to four hours of study time each night*** is expected of all IB students, so they must be willing and able to organize their time.

Equipment and IT Requirements

Aside from obvious supplies such as pens, pencils, notebooks, binders, and so forth, in addition to the required TI-84 calculator for Mathematics and Science courses, all students must have access to a reliable computer, printer, and the Internet. This is very important because the majority of MTL and IB work must be completed on a computer. Furthermore, a working printer is essential if students are to respect deadlines for their assignments (a broken printer is not an acceptable excuse for late work!).

Finally, Internet access is a requirement in many IB courses.

Plagiarism, Malpractice, and Academic Honesty

Plagiarism is defined as the representation of the ideas or work of another person as the candidate's own. During the first year of the IB, meetings with students are held to ensure that students are familiar with the conventions for acknowledging sources and for paraphrasing, as well as ensuring that students are familiar with the consequences of plagiarism.

Due to increased incidences of plagiarism, teachers may insist that rough drafts or work be handed in to ensure authenticity. Students may also be asked to complete work in class under test conditions. If rough drafts are not handed in, work may not be graded.

If a student is found to have copied all or part of another student's work or copied information from a source without appropriate citation or paraphrase, they will receive a zero for the work and a letter will be sent to inform parents of the situation. Students who allow their work to be copied will also receive a zero for the work and a letter home (this would be defined as collusion).

In either case, a first-time incident of plagiarism may result in suspension from the school, at the discretion of the Dean of Students. A repeated incident of plagiarism will result in suspension.

It should be noted that for every assignment submitted to the IB, each student must sign documentation that attests that the assignment is the "authentic work" of the student. The signing of such documentation should not, of course, be taken lightly.

If it is discovered that any official work for the IB, *including drafts*, is not the authentic work of the student, **the student may be withdrawn from the Diploma Programme and may also automatically fail the IB course or component in question, in addition to any MTL disciplinary consequences.**

In addition, the IB places plagiarism within a broader definition of academic dishonesty known as "malpractice." Malpractice includes the following:

- **plagiarism** (the representation of the ideas or work of another person as the student's own; that is, copying, summarizing, or paraphrasing information from a source without appropriate citation)
- **collusion (such as allowing one's work to be copied by another student, whether at MTL or elsewhere)**
- **duplication of work** (such as the presentation of the *same* work for *different* assessment components and/or IB Diploma requirements)
- **any other behavior** that gains an unfair advantage for a student or that affects the results of another student (e.g. using outside help for the researching and writing of assessments or taking unauthorized material into an examination room)

A student found guilty of malpractice by the International Baccalaureate Organization is considered to have breached regulations and **will not receive the diploma.**

If a student submits work that is not his own for IB assessment, the responsibility lies entirely with the student himself.

More information on malpractice, as well as other aspects of the IB Diploma Programme, can be found in the IB document General Regulations: Diploma Programme available on the school's website.

Coursework calendar for First Year Students

Deadline	Subject	Description	When set
25 Nov – 5 Dec	Biology, Physics	3 lab reports	Autumn break
7 Dec	Language A Literature	Written assignment 1	
15 December	CAS	CAS diaries	September
15 December	Business and management	First version of Business Internal Assessment	
End of December	Mid-term EXAMS		
20 January	Economics	First portfolio article	
3 February	Extended essay	Deadline for approaching a supervisor	
12 May	Economics	Second portfolio article	March
12-19 May	Biology, Physics	3 lab reports	Spring break
End of May	TOK	TOK presentations	
End of May	Business and management	Final version of Business Internal Assessment	December
1 June	Mathematics SL/HL	Portfolio 1	March
2 - 4 June	Group 4 Project	All practical work for science project to have been completed	
4 June	Group 4 Project	Group 4 Project Presentation	
End of June	CAS	CAS diaries	
End of June	Extended essay	All practical work for science extended essays to have been completed	
20 August	Extended essay	Assessable draft e-mailed to supervisors	
13 October	Extended essay	Final version with abstract	

Internal assessment/external assessment completed after 1 Year IB:

1. Economics HL/SL – 2 portfolio assignments
2. Science portfolios with Group 4 Project
3. Internal Assessment in Business and Management
4. TOK-presentation
5. Extended essay – 1st version
6. Language A Literature – 2 written tasks

Coursework calendar for Second Year Students

Deadline	Subject	Description	When set
Mid October	Language B English	Interactive Oral Activity	
1 November	Biology, Physics	3 lab reports	Autumn break
10 November	Economics	Third portfolio article	September
	Mathematics SL/HL	Portfolio 2	September
End December	Language B English	Written assignments	
Last week December	Language A Literature	Individual oral commentary	
13 January	TOK	Essay draft to teacher	June
End of January	Language ab initio	Written assignments	
End of January	Language B French, German	Written assignments	
3 February	TOK	Final version to teachers	June
3 February	Economics	Fourth portfolio article	December
10 February	Language A Literature	Written assignment 2	
February/March	Language ab initio	Individual Oral	
February/March	Language B French, German	Individual Oral	
3-7 March	Language B English	Individual Oral	
March («День науки»)	Extended Essay	Viva voce Extended Essay	
10 March	Biology, Physics	3 lab reports	Spring break
End of March	Computer Technology	Proramme Dossier	September
End of March	MOCK EXAMS		
April	REVISION		
2-22 May	IB EXAMS		



