



**AD / IBDP
STUDENT**

**GUIDE
WORKBOOK**

FOR STUDENTS OF GRADES 11-12

Contents

CONTENTS	2
WELCOME	5
1. MISSION, VISION, VALUES AND CITIZENSHIP AT AISC	6
2. HUMAN RIGHTS AND RESPONSIBILITIES POLICY AT AISC	7
3. AISC LEARNER PROFILE	8
NOTE: THE AISC'S LEARNER PROFILE IS THE SAME AS THE IB LEARNER PROFILE.....	8
4. THE SCHOOL CALENDAR	11
5. THE SCHOOL DAY	12
SCHEDULE.....	12
6. MY SCHEDULE	13
7. THEORY OF KNOWLEDGE.....	15
TOK	15
TOK - TRACKING MY PROGRESS.....	16
8. CREATIVITY, ACTIVITY, SERVICE	18
CREATIVITY	18
ACTIVITY	18
SERVICE.....	18
THE AIMS OF CAS.....	18
CAS LEARNING OUTCOMES	19
9. IMPORTANT CAS DATES AND DEADLINES.....	20
CAS - TRACKING MY PROGRESS	21
10. THE EXTENDED ESSAY AND SENIOR RESEARCH PROJECT	23
11. ASSESSMENT CRITERIA AND OBJECTIVES FOR EE AND SRP	25
EE/SRP - TRACKING MY PROGRESS.....	27
12. GROUPS 1 - 6.....	29
GROUP 1 = MODERN GREEK A AND ENGLISH A: LANGUAGE AND LITERATURE (IB HL, IB SL, AD)	29
GROUP 1 = LANGUAGE A: LITERATURE SSST (School-Supported, Self-Taught) SL ONLY	32
GROUP 2: LANGUAGE B SPANISH AND FRENCH (IB HL, IB SL, AD)	32
GROUP 2: LANGUAGE AB INITIO (SL)	33
GROUP 3: BUSINESS MANAGEMENT (IB HL, IB SL, AD)	34
GROUP 3: INDIVIDUALS AND SOCIETIES: HISTORY (IB HL, IB SL, AD)	35
GROUP 3 AND 4: INTERDISCIPLINARY COURSE - ENVIRONMENTAL SYSTEMS AND SOCIETIES (IB HL, IB SL, AD)	36
GROUP 4: BIOLOGY (IB HL, IB SL, AD)	37
GROUP 4: PHYSICS (IB HL, IB SL, AD)	38
GROUP 4: CHEMISTRY (IB HL, IB SL, AD).....	39
GROUP 5: MATHEMATICS - APPLICATIONS AND INTERPRETATION (IB SL & AD)	40
GROUP 5: MATHEMATICS - APPLICATIONS AND INTERPRETATION (IB HL).....	41
GROUP 5: MATHEMATICS - ANALYSIS AND APPROACHES (IB SL)	42
GROUP 5: MATHEMATICS - ANALYSIS AND APPROACHES (IB HL)	43

GROUP 6: VISUAL ARTS (IB HL, IB SL, AD) – CLASS OF 2026	44
GROUP 6: VISUAL ARTS (IB HL, IB SL, AD) – CLASS OF 2027	45
GROUP 6: THEATRE (IB HL, IB SL, AD)	46
GROUP 6: MUSIC (IB HL, IB SL, AD)	47
PAMOJA ONLINE COURSES	48
COMPUTER SCIENCE (IB HL, IB SL) - OFFERED AS A PAMOJA COURSE ONLY	48
ECONOMICS (IB HL, IB SL) - OFFERED AS A PAMOJA COURSE ONLY	49
BUSINESS MANAGEMENT (IB HL, IB SL) - OFFERED AS A PAMOJA COURSE ONLY	50
PSYCHOLOGY (IB HL, IB SL) - OFFERED AS A PAMOJA ONLINE COURSE ONLY CLASS OF 2026	51
PSYCHOLOGY (IB HL, IB SL) - OFFERED AS A PAMOJA ONLINE COURSE ONLY CLASS OF 2027	52
PHILOSOPHY (IB HL, IB SL) - OFFERED AS A PAMOJA ONLINE COURSE ONLY	53
13. THE DIFFERENCE BETWEEN THE AD AND IBDP	54
14. THE IB DIPLOMA PROGRAMME	55
THE IB MISSION STATEMENT:	55
16. THE AWARD OF THE IB DIPLOMA	56
GRADING	56
IB COURSES (CERTIFICATES)	56
IB DIPLOMA	56
THE AWARD OF THE IB DIPLOMA	56
17. THE AWARD OF THE AMERICAN DIPLOMA	59
THE AMERICAN HIGH SCHOOL COLLEGE PREPARATORY DIPLOMA REQUIREMENTS	59
THE AMERICAN HIGH SCHOOL STANDARD LEVEL DIPLOMA	59
GRADING SYSTEM	60
18. DEADLINES AND IMPORTANT SUBMISSION DATES 2025-26	61
19. ACADEMIC HONESTY	63
ARE YOU COMPLETING YOUR ASSIGNMENTS HONESTLY?	63
EXAMPLES OF ACADEMIC MALPRACTICE	63
HOW TO AVOID PLAGIARISM	63
THINGS TO REMEMBER	63
20. REFERENCING AND CITATIONS	64
MLA REFERENCING	64
21. AISC LIBRARY RESOURCES	65
22. SMART GOALS	68
HOW DO I SET MYSELF SMART GOALS?	68
SPECIFIC	68
MEASURABLE	68
ACHIEVABLE / ATTAINABLE	68
REALISTIC	69
TIME BOUND / TIMELY	69
23. PRIVATE STUDY	78
THINGS TO DO DURING PRIVATE STUDY TIME	78
24. HOW DO I REVISE EFFECTIVELY?	79

PLANNING FOR TESTS AND EXAMINATIONS: DOS AND DON'TS	79
25. REVISION TECHNIQUES.....	80
... OTHER REVISION TOOLS /TECHNIQUES.....	80
TIME & TASK MANAGEMENT.....	81
ORGANIZATION OF MATERIALS	81
26. STRESS MANAGEMENT & HEALTHY EATING	82
LISTEN TO CLASSICAL MUSIC.....	82
EXERCISE	82
PLAY WITH BUBBLE WRAP & PUPPIES	83
GET ENOUGH SLEEP	83
GIVE YOUR MIND SPACE.....	83
EATING HEALTHY AND SMART DURING EXAMS.....	83
LET IT ALL OUT	83
27. GUIDANCE SERVICES AT AISC.....	84
WHAT ARE THE FOUR DOMAINS OF GUIDANCE SERVICES?	84
HOW DOES GUIDANCE WORK AS A STUDENT SERVICE?	84
WHAT ARE SOME OF THE THINGS THE SCHOOL COUNSELLOR DOES?	84
28. ACTIVITIES AND TUTORIALS	85
29. SCHOOL TIMETABLE	86
WEEK 1.....	86
WEEK 2.....	86
30. HOMEWORK TIMETABLE	87
WEEK 1.....	87
WEEK 2.....	87
31. WHAT DO I DO IF?	88
WHEN SHOULD YOU TALK TO YOUR TEACHERS ONE-ON-ONE?	88
TIPS FOR HOW TO TALK TO TEACHERS.....	89
32. IMPORTANT EMAILS AND WEBSITES	90
IMPORTANT EMAILS	90
IMPORTANT WEBSITES	90

Welcome

Dear Student,

I would like to take this opportunity to welcome you to the new academic year 2025/2026, which is surely going to be the best yet! I would like to extend a special welcome to all the Juniors and the new students to AISC.

The aim of the IB/AD Program at The American International School in Cyprus (AISC) is to provide a high-quality post-16 education, which will enable you to reach the best possible standards of achievement in both academic and personal development. High expectations, strong teaching and excellent relationships are key features of the International Baccalaureate (IB) and the American Diploma (AD) programs. At AISC, Juniors and Seniors are expected to take charge of their own learning so that, through both individual effort and teamwork, they attain the highest possible academic success and develop an approach to life that will be of a lifetime benefit.

To help facilitate a better educational experience the AD/IBDP team created this workbook for you. It is designed to help you. If you use it and keep it up to date, this workbook will aid you in taking charge of your own learning.

- Plan your work
- Manage your time
- Meet deadlines
- Record your achievements
- Review your progress
- Set goals for improvements

AISC Juniors and Seniors, these two years of learning and growth will be the most exciting and inspiring phase of your school education. Together, we will create lasting memories. The AD/IBDP team and I look forward to getting to know you.

Kika Coles
AD and IBDP Coordinator

1. Mission, Vision, Values and Citizenship at AISC

AISC Mission

The mission of the American International School in Cyprus is to develop lifelong learners empowered to achieve **educational excellence**, nurture **personal well-being**, and become responsible **global citizens** who positively impact the world.

AISC Vision

Our vision is to be a global community that **accepts and respects** everyone and provides an **outstanding, progressive KG-12 education** through **high-quality teaching and learning**

AISC Shared Values

At AISC, we value:

Respect everyone.

Excellence every time.

Accountability for all actions.

Caring to create community.

Honesty in all our words.

Global Citizenship at AISC

Global citizens collaborate to positively impact the world by:

- Striving to understand, accept, respect, and include diverse cultures and identities
- Considering how their decisions and actions affect communities locally and globally
- Advocating and acting for justice, equity, sustainability, and peace

Intercultural learning prepares students to become global citizens with the knowledge and skills needed to understand, interact, and collaborate with people of different cultures and identities.

Digital Citizenship at AISC

Digital citizens responsibly use technology to:

- Critically and accurately learn information from reliable sources.
- Respectfully and safely communicate with diverse communities.
- Effectively protect personal privacy and data.
- Constructively create and collaborate.
- Honestly credit other people's ideas.
- Actively advocate for justice, equity, sustainability, and peace.

Reflect on the ways that you apply and embody the AISC mission, beliefs, REACH values, global and digital citizenship.

2. Human Rights and Responsibilities Policy at AISC

The following rights apply to all community members – **staff, students, families and alumni** - who have the responsibility to **create a caring school environment** where everyone is valued. The creation of this human rights policy serves to support the **rich diversity** and overall mission of our school.

	Rights	Responsibilities
1	I have the right to be myself	I have the responsibility to accept and respect others as they are
	The right to develop one's own personality and individuality (so long as it does not interfere with the rights of others) without disrespectful criticism or pressure from cliques and peers.	
2	I have the right to be free from name calling or physical harassment	I have the responsibility to refrain from and stand up against name-calling, physical or digital harassment, mental abuse, and bullying.
	Freedom from physical abuse and from mental abuse such as name-calling, threats, intimidations, or harassment.	
3	I have the right to feel proud of what makes me different.	I have the responsibility to recognize and appreciate differences in others.
	Freedom from being set apart or mocked because of national origin and accent, race, gender, religion, culture, social class, intelligence, sexuality, physical strength, handicap, size, features, friendship groups, age, etc.	
4	I have the right to my privacy	I have the responsibility to protect the privacy of others
	The right of privacy and freedom from being harassed in the academic, social and athletic spaces within and to and from school. The right extends to freedom from cyber-bullying that impacts individuals within the school environment.	
5	I have the right to learn, make mistakes without embarrassment, and be proud of my success.	I have the responsibility to support others in their learning, both in their mistakes and successes.
	The right to an education; teachers should be free to teach, and students should be free to learn without being interrupted by inconsiderate, unruly, or disrespectful students.	
6	I have the right to my own opinion and to agree or disagree with others respectfully.	I have the responsibility to create an open, safe space for sharing diverse perspectives and opinions.
	The right to formulate and communicate opinions supported by careful thought and reasoning. Remaining open-minded to diverse thought, students and teachers will respectfully challenge different viewpoints.	
7	I have the right to feel safe at school.	I have the responsibility to uphold a safe learning environment.
	The right to a comfortable school environment where personal and school property is respected.	

Activity: Rate yourself against the AISC Human Rights and Responsibilities (1 low-10 high)

Objective: Self-awareness and personal development

	1	2	3	4	5	6	7
1 - Very poor							
2 - Poor							
3 - Mediocre							
4 - Satisfactory							
5 -Good							
6 - Very Good							
7 - Excellent							

3. AISC Learner Profile

Note: The AISC’S learner profile is the same as the [IB learner profile](#)

AISC learners, strive to be:

Inquirers

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

Rate yourself

1 - Very poor	2 - Poor	3 – Mediocre	4 - Satisfactory	5 -Good	6 - Very Good	7 - Excellent
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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.

Rate yourself

1 - Very poor	2 - Poor	3 – Mediocre	4 - Satisfactory	5 -Good	6 - Very Good	7 - Excellent
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Thinkers

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

Rate yourself

1 - Very poor	2 - Poor	3 – Mediocre	4 - Satisfactory	5 -Good	6 - Very Good	7 - Excellent
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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.

Rate yourself

1 - Very poor	2 - Poor	3 – Mediocre	4 - Satisfactory	5 -Good	6 - Very Good	7 - Excellent
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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.

Rate yourself

1 - Very poor	2 - Poor	3 – Mediocre	4 - Satisfactory	5 -Good	6 - Very Good	7 - Excellent
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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.

Rate yourself

1 - poor	2 - Poor	3 – Mediocre	4 - Satisfactory	5 -Good	6 - Very Good	7 - Excellent
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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.

Rate yourself

1 - Very poor	2 - Poor	3 – Mediocre	4 - Satisfactory	5 -Good	6 - Very Good	7 - Excellent
---------------	----------	--------------	------------------	---------	---------------	---------------

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.

Rate yourself

1 - Very poor	2 - Poor	3 – Mediocre	4 - Satisfactory	5 -Good	6 - Very Good	7 - Excellent
---------------	----------	--------------	------------------	---------	---------------	---------------

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.

Rate yourself

1 - Very poor	2 - Poor	3 – Mediocre	4 - Satisfactory	5 -Good	6 - Very Good	7 - Excellent
---------------	----------	--------------	------------------	---------	---------------	---------------

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.

Rate yourself

1 - Very poor	2 - Poor	3 – Mediocre	4 - Satisfactory	5 -Good	6 - Very Good	7 - Excellent
---------------	----------	--------------	------------------	---------	---------------	---------------

Self-Reflection

Self - reflection prompts:

- What areas of the AISC learner profile do you need to work on? How will you develop these attributes?
- How best can you embody the AISC mission, vision, values and citizenship?
- How responsible are you? Reflect using the AISC Human Rights and Responsibilities Policy.

4. The School Calendar



Inspiring students to become lifelong learners

An IB World School, AISC is fully accredited by Middle States Association of Schools and Colleges, USA and Council of International Schools, the Netherlands

Academic Calendar 2025-2026

Month	Week	Su	Mo	Tu	We	Th	Fr	Sa
Aug	PD	10	11	12	13	14	15	16
	PD	17	18	19	20	21	22	23
	PD	24	25	26	27	28	29	30
Sept	Week 1	31	1	2	3	4	5	6
	Week 2	7	8	9	10	11	12	13
	Week 1	14	15	16	17	18	19	20
	Week 2	21	22	23	24	25	26	27
Oct	Week 1	28	29	30	1	2	3	4
	Week 2	5	6	7	8	9	10	11
	Week 1	12	13	14	15	16	17	18
	Week 2	19	20	21	22	23	24	25
Nov	BREAK	26	27	28	29	30	31	1
	Week 1	2	3	4	5	6	7	8
	Week 2	9	10	11	12	13	14	15
	Week 1	16	17	18	19	20	21	22
Dec	Week 2	23	24	25	26	27	28	29
	Week 1	30	1	2	3	4	5	6
	Week 2	7	8	9	10	11	12	13
	Week 1	14	15	16	17	18	19	20
Jan 2026	BREAK	21	22	23	24	25	26	27
	BREAK	28	29	30	31	1	2	3
	Week 2	4	5	6	7	8	9	10
	Week 1	11	12	13	14	15	16	17
Feb	Week 2	18	19	20	21	22	23	24
	Week 1	25	26	27	28	29	30	31
	Week 2	1	2	3	4	5	6	7
	Week 1	8	9	10	11	12	13	14
Mar	Week 2	15	16	17	18	19	20	21
	Week 1	22	23	24	25	26	27	28
	Week 2	29	30	31	1	2	3	4
	BREAK	5	6	7	8	9	10	11
Apr	BREAK	12	13	14	15	16	17	18
	Week 1	19	20	21	22	23	24	25
	Week 2	26	27	28	29	30	1	2
May	Week 1	3	4	5	6	7	8	9
	Week 2	10	11	12	13	14	15	16
	Week 1	17	18	19	20	21	22	23
	Week 2	24	25	26	27	28	29	30
Jun	Week 1	31	1	2	3	4	5	6
	Week 2	7	8	9	10	11	12	13
	Week 1	14	15	16	17	18	19	20
	Week 2	21	22	23	24	25	26	27
BREAK	28	29	30					

Important Dates

Aug. 18-28	Orientation for Staff
Aug. 29	Open House
Sept. 1	First Day of School
Sept. 8	ASA's Fall Session Begins
Oct. 1	Holiday: Cypriot Independence Day
Oct. 16-17	Parent/Teacher Conferences
Oct. 27-31	Mid Term Break
Nov. 7	Quarter 1 Ends
Nov. 10	Quarter 2 Starts
Nov. 21	ASA's Fall Session Ends
Nov. 26	PD Day – No Classes
Nov. 27-28	School Holiday: Thanksgiving
Dec. 1	ASA's Winter Session Begins
Dec. 19	Early Dismissal
Dec. 22-31	Winter Holiday Break
Jan. 1-6	Winter Holiday Break
Jan. 7	School Resumes
Jan. 26-30	Grade 8-10 Semester Exams
Jan. 30	Quarter 2 Ends
Feb. 2	Quarter 3 Begins
Feb. 19	Parent/Teacher Conferences (PM Only)
Feb. 20	Parent/Teacher Conferences (Full Day)
Feb. 23-24	Green Monday Holiday & School Holiday
Feb. 27	ASA's Winter Session Ends
Mar. 9	ASA's Spring Session Begins
Mar. 13	PD Day – No Classes
Mar. 25	Holiday – Greek Independence Day
April 1	Holiday: National Day
April 3	Early Dismissal
April 6-17	Spring Break
April 24	Quarter 3 Ends
April 27	Quarter 4 Begins
May 1	Holiday: Labor Day
June 1	Holiday: Cataclysmos
June 5	ASA's Spring Session Ends
June 15-19	Grade 8-10 Semester Exams
June 24	Last Day of School

an Esol Education school

11 Kassos Street
PO. Box 23847
1686 Nicosia, Cyprus

T: +357 22 316345
F: +357 22 316549

E: aisc@aisc.ac.cy

www.aisc.ac.cy

5. The School Day

Schedule

Period	Start	Finish	Duration	KG-2	3-5	6-8	9-12
Morning meeting	8:00	8:05	0:5				
1	8:05	8:50	0:45				
2	8:55	9:40	0:45				
Break	9:40	9:50	0:10				
3	9:55	10:40	0:45				
4	10:45	11:30	0:45				
5a	11:35	11:55	0:20	Recess	Lunch		
5b	12:00	12:20	0:20	Lunch	Recess		
6a	12:25	12:50	0:25			Lunch	Recess
6b	12:55	13:20	0:25			Recess	Lunch
7	13:25	14:10	0:45				
8	14:15	15:05	0:50				

6. My schedule

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10
	Morning Meeting									
8:00-8:05										
Period 1 8:05-8:50										
Period 2 8:55-9:40										
Period 3 9:55-10:40										
Period 4 10:45-11:30										
Period 5 11:35-12:20										
Period 6 12:25-13:20										
Period 7 13:25-14:10										
Period 8 14:15-15:05										



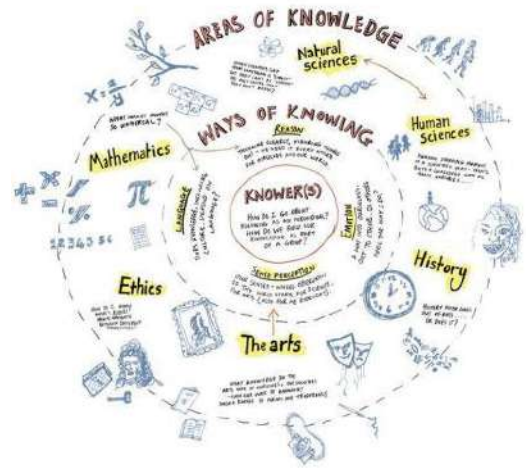
Academic Calendar 2025-2026

Month	Week	Su	Mo	Tu	We	Th	Fr	Sa
Aug	PD	10	11	12	13	14	15	16
	PD	17	18	19	20	21	22	23
	PD	24	25	26	27	28	29	30
Sept	Week 1	31	1	2	3	4	5	6
	Week 2	7	8	9	10	11	12	13
	Week 1	14	15	16	17	18	19	20
	Week 2	21	22	23	24	25	26	27
	Week 1	28	29	30	1	2	3	4
Oct	Week 2	5	6	7	8	9	10	11
	Week 1	12	13	14	15	16	17	18
	Week 2	19	20	21	22	23	24	25
	BREAK	26	27	28	29	30	31	1
Nov	Week 1	2	3	4	5	6	7	8
	Week 2	9	10	11	12	13	14	15
	Week 1	16	17	18	19	20	21	22
	Week 2	23	24	25	26	27	28	29
Dec	Week 1	30	1	2	3	4	5	6
	Week 2	7	8	9	10	11	12	13
	Week 1	14	15	16	17	18	19	20
	BREAK	21	22	23	24	25	26	27
Jan 2026	BREAK	28	29	30	31	1	2	3
	Week 2	4	5	6	7	8	9	10
	Week 1	11	12	13	14	15	16	17
	Week 2	18	19	20	21	22	23	24
	Week 1	25	26	27	28	29	30	31
Feb	Week 2	1	2	3	4	5	6	7
	Week 1	8	9	10	11	12	13	14
	Week 2	15	16	17	18	19	20	21
	Week 1	22	23	24	25	26	27	28
Mar	Week 2	1	2	3	4	5	6	7
	Week 1	8	9	10	11	12	13	14
	Week 2	15	16	17	18	19	20	21
	Week 1	22	23	24	25	26	27	28
Apr	Week 2	29	30	31	1	2	3	4
	BREAK	5	6	7	8	9	10	11
	BREAK	12	13	14	15	16	17	18
	Week 1	19	20	21	22	23	24	25
May	Week 2	26	27	28	29	30	1	2
	Week 1	3	4	5	6	7	8	9
	Week 2	10	11	12	13	14	15	16
	Week 1	17	18	19	20	21	22	23
Jun	Week 2	24	25	26	27	28	29	30
	Week 1	31	1	2	3	4	5	6
	Week 2	7	8	9	10	11	12	13
	Week 1	14	15	16	17	18	19	20
	Week 2	21	22	23	24	25	26	27
	BREAK	28	29	30				

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Aug. 18-28	Orientation for Staff
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Sept. 1	First Day of School
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Oct. 1	Holiday: Cypriot Independence Day
Oct. 16-17	Parent/Teacher Conferences
Oct. 27-31	Mid Term Break
Nov. 7	Quarter 1 Ends
Nov. 10	Quarter 2 Starts
Nov. 21	ASA's Fall Session Ends
Nov. 26	PD Day – No Classes
Nov. 27-28	School Holiday: Thanksgiving
Dec. 1	ASA's Winter Session Begins
Dec. 19	Early Dismissal
Dec. 22-31	Winter Holiday Break
Jan. 1-6	Winter Holiday Break
Jan. 7	School Resumes
Jan. 26-30	Grade 8-10 Semester Exams
Jan. 30	Quarter 2 Ends
Feb. 2	Quarter 3 Begins
Feb. 19	Parent/Teacher Conferences (PM Only)
Feb. 20	Parent/Teacher Conferences (Full Day)
Feb. 23-24	Green Monday Holiday & School Holiday
Feb. 27	ASA's Winter Session Ends
Mar. 9	ASA's Spring Session Begins
Mar. 13	PD Day – No Classes
Mar. 25	Holiday – Greek Independence Day
April 1	Holiday: National Day
April 3	Early Dismissal
April 6-17	Spring Break
April 24	Quarter 3 Ends
April 27	Quarter 4 Begins
May 1	Holiday: Labor Day
June 1	Holiday: Cataclysmos
June 5	ASA's Spring Session Ends
June 15-19	Grade 8-10 Semester Exams
June 24	Last Day of School

7. Theory of Knowledge

Theory of knowledge or TOK is a course designed to encourage each student to reflect on the nature of knowledge by critically examining at least four ways of knowing (sense perception, emotion, language, reason, memory, imagination, faith, intuition) through different areas of knowledge, such as Mathematics, the Natural Sciences, Ethics, the Human Sciences, History, and Indigenous Knowledge. The theory of knowledge (TOK) requirement is central to the educational philosophy of the Diploma Programme. As a thoughtful and purposeful inquiry into different ways of knowing, and into different areas of knowledge, TOK is composed almost entirely of questions. The most central of these is "How do we know?"



TOK

There are two assessment tasks in the TOK course.

- The TOK exhibition assesses the ability of the student to show how TOK manifests in the world around us. The exhibition is an internal assessment component; it is marked by the teacher and is externally moderated by the IB - 33% (Internally assessed and moderated externally)
- The TOK essay engages students in a more formal and sustained piece of writing in response to a title focused on the areas of knowledge. The essay is an external assessment component; it is marked by IB examiners. The essay must be a maximum of 1,600 words and must be on one of the six prescribed titles issued by the IB for each examination session - 67% (Externally assessed)

TOK - Tracking my progress

1st QUARTER	Goal 1	Goal 2	Goal 3	Goal 4
	Notes:			
2nd QUARTER	Goal 1	Goal 2	Goal 3	Goal 4
	Notes:			

3rd QUARTER	Goal 1	Goal 2	Goal 3	Goal 4
Notes:				
4th QUARTER	Goal 1	Goal 2	Goal 3	Goal 4
Notes:				

8. Creativity, Activity, Service

Creativity, activity, service (CAS) is at the heart of the Diploma Programme and involves students in a range of activities alongside their academic studies. CAS enables students to enhance their personal and interpersonal development through experiential learning. A good CAS programme should be, purposeful, challenging, and enjoyable and a personal journey of self-discovery that extends the student's experience and capabilities.

CAS is organized around the three strands of creativity, activity and service

CREATIVITY

FREE YOUR MIND: exploring and extending ideas leading to an original or interpretive product or performance. This could include music, visual arts, art-crafts, dance, theatre, etc.

ACTIVITY

DEEDS, NOT WORDS is “physical exertion contributing to a healthy lifestyle”. It can include participation in expeditions, individual and team sports and physical activities outside your curriculum.

SERVICE

SOMEONE NEEDS YOU collaborative and reciprocal engagement with the community in response to an authentic need. This can be a person, a group of people, the general local or larger community; it can also be an intermediate association or organization providing help for socially, physically or mentally disadvantaged persons, abandoned animals, or the environment. Service involves interaction, building links with individuals and groups in our community, local district, etc.

The Aims of CAS

Within the Diploma Programme, CAS provides the main opportunity to develop many of the attributes described in the IB learner profile. For this reason, the aims of CAS have been written in a form that highlights their connections with the IB learner profile.

The CAS programme aims to develop students who are:

Reflective thinkers they understand their own strengths and limitations, identify goals and devise strategies for personal growth

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

Balanced—they enjoy and find significance in a range of activities involving intellectual, physical, creative, and emotional experiences.

CAS Learning Outcomes

Learning outcomes are differentiated from assessment objectives because they are not rated on a scale. The completion decision for the school in relation to each student is, simply, “Have these outcomes been achieved?”

As a result of their CAS experience, including their reflections, there should be evidence that students have:

1. Identify own strengths and develop areas for growth: Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.

2. Demonstrate that challenges have been undertaken, developing new skills in the process: A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area.

3. Demonstrate how to initiate and plan a CAS experience: Students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process.

4. Show commitment to and perseverance in CAS experience: Students demonstrate regular involvement and active engagement in CAS.

5. Demonstrate the skills and recognize the benefits of working collaboratively: Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.


6. Demonstrate engagement with issues of global significance: Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally, or internationally.

7. Recognize and consider the ethics of choices and actions: Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

All seven learning outcomes must be present for a student to complete the CAS obligations. CAS supervisors will evaluate you based on the CAS Learning outcomes!

9. Important CAS Dates and Deadlines

Month	Year 1	Year 2
September	<ul style="list-style-type: none"> Introduction to CAS Review CAS Handbook ManageBac Login Begin <u>ALL</u> 3 Experiences Start CAS reflections 	<ul style="list-style-type: none"> Summer Review: Monday 1st September Check you have 3 ongoing experiences, one for each strand Evidence that all learning outcomes will be met by the end of November
October	<ul style="list-style-type: none"> CAS Portfolio Review no.1: Wednesday 8th October at 8 a.m. 1st Interview with CAS Adviser: Monday 13th to Friday 24th October 	<ul style="list-style-type: none"> CAS Portfolio Review no.1: Wednesday 8th October at 8 a.m. Progress Review with CAS Coordinator: Monday 6th to Wednesday 15th October
November	<ul style="list-style-type: none"> CAS Portfolio Review no.2: Wednesday 5th November at 8 a.m. Balanced programme is evident 	<ul style="list-style-type: none"> CAS Portfolio Review no.2: Wednesday 5th November at 8 a.m. Evidence of meeting all 7 CAS LOs
December	<ul style="list-style-type: none"> CAS Portfolio Review no. 3 & CAS <u>Project Proposal Form</u> Submission: Wednesday 10th December at 8 a.m. Checkpoint: ALL 3 experiences are ongoing or completed [ensure the <u>Supervisor Review</u> is completed at the end of each experience] 	<ul style="list-style-type: none"> CAS Portfolio Review no. 3: Wednesday 10th December at 8 a.m. Checkpoint: ALL 3 experiences are ongoing or completed [ensure the <u>Supervisor Review</u> is completed at the end of each experience]
January	<ul style="list-style-type: none"> Evidence of meeting at least 4 CAS LOs Progress Review with CAS Coordinator: Wednesday 7th to Friday 16th January CAS Portfolio Review no.4: Wednesday 21st January at 8 a.m. 	<ul style="list-style-type: none"> CAS Portfolio Review no.4: Wednesday 21st January at 8 a.m.
February	<ul style="list-style-type: none"> CAS project planning is evident CAS Portfolio Review no.5: Wednesday 18th February at 8 a.m. 	<ul style="list-style-type: none"> Start finalizing CAS Portfolio CAS Portfolio Review no.5: Wednesday 18th February at 8 a.m.
March	<ul style="list-style-type: none"> Evidence of participation in CAS project 	<ul style="list-style-type: none"> 3rd Interview with CAS Adviser: Monday 2nd to Friday 6th March

	<ul style="list-style-type: none"> CAS Portfolio Review no.6: Wednesday 18th March at 8 a.m. 2nd Interview with CAS Adviser: Monday 16th to Friday 27th March. 	<ul style="list-style-type: none"> Final CAS Portfolio Review: Wednesday 16th March at 8 a.m.
April	<ul style="list-style-type: none"> Follow up: Supervisor Reviews CAS Portfolio Review no.7: Wednesday 29th April at 8 a.m. 	<ul style="list-style-type: none"> Entries to be added until 3rd April All Supervisor Reviews due: 3rd April CAS Portfolio Completion: 3rd April
May	<ul style="list-style-type: none"> CAS Project Completion Deadline: Friday 29th May Checkpoint: ALL 3 experiences are ongoing or completed [ensure the <u>Supervisor Review</u> is completed at the end of each experience] 	
June	<ul style="list-style-type: none"> CAS Portfolio Review no. 8: Wednesday 3rd June at 8 a.m. Managebac to be updated before the break: deadline Wednesday 17th June at 8 am CAS Portfolio Review no. 9: Wednesday 17th June at 8 a.m. 	

If you fail to meet the important CAS dates and deadlines, you will be placed on the CAS cause for concern list and be closely monitored by the CAS Coordinator. Fulfilling the CAS requirements is essential for obtaining the IB Diploma.

CAS - Tracking my progress

1st QUARTER	Goal 1	Goal 2	Goal 3	Goal 4
	Notes:			
2nd QUARTER	Goal 1	Goal 2	Goal 3	Goal 4
	Notes:			
	Goal 1	Goal 2	Goal 3	Goal 4

3rd QUARTER				
	Notes:			
4th QUARTER	Goal 1	Goal 2	Goal 3	Goal 4
	Notes:			

10. The Extended Essay and Senior Research Project

The Extended Essay (IB) / Senior Research Project (AD) is an independent and self-directed study on a topic of special interest. The SRP may be written in one of the topics that the student is studying. The EE should be written in one of the HL subjects the student is studying. The EE/SRP provides students with the opportunity to engage in independent research, which facilitates the transition from school to university.

An EE /SRP should be sharply focused, original, and innovative. Students will create a research question, with a focused topic, which can be addressed and analyzed within 4,000 words. Each student will have a teacher supervisor, assigned based on their topic area. Students should spend approximately 40 hours during grades 11 and 12 working on their EE/SRP, including the summer between grades 11 and 12.

The EE/SRP is an opportunity for you to demonstrate the key elements of the IB Learner Profile/ AISC Learner Profile and is a mandatory component of the IB and American Diploma. You must gain a D grade or above in your SRP. An E grade is a failing condition, which puts your whole Diploma at risk.

Extended Essays are assessed and moderated externally by the IB. The Senior Research Project is assessed internally. You should refer to the assessment criteria throughout the process of writing your EE/SRP to judge the quality of your work.

EE and TOK together can contribute up to 3 points, towards the IB diploma as outlined in the table below:

TOK / EE	A	B	C	D	E
A	3	3	2	2	Failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing condition				

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

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

11. Assessment Criteria and Objectives for EE and SRP

In working on the extended essay and senior research, project students are expected to achieve the following assessment objectives.

Class of 2026 (Last assessment 2026)

Criterion A: focus and method	Criterion B: knowledge and understanding	Criterion C: critical thinking	Criterion D: presentation	Criterion E: engagement
<ul style="list-style-type: none"> • Topic • Research question • Methodology 	<ul style="list-style-type: none"> • Context • Subject-specific terminology and concepts 	<ul style="list-style-type: none"> • Research • Analysis • Discussion and evaluation 	<ul style="list-style-type: none"> • Structure • Layout 	<ul style="list-style-type: none"> • Process • Research focus
Marks	Marks	Marks	Marks	Marks
6	6	12	4	6

Total marks available: 34

Assessment objectives	
Knowledge and understanding	To demonstrate knowledge and understanding of the topic chosen and the research question posed. To demonstrate knowledge and understanding of subject specific terminology and/or concepts. To demonstrate knowledge and understanding of relevant and/or appropriate research sources and/or methods used to gather information.
Application and analysis	To select and apply research that is relevant and appropriate to the research question. To analyze the research effectively and focus on the research question.
Synthesis and evaluation	To be able to discuss the research in terms of a clear and coherent reasoned argument in relation to the research question. To be able to critically evaluate the arguments presented in the essay. To be able to reflect on and evaluate the research process.
A variety of (research) skills	To be able to present information in an appropriate academic format. To understand and demonstrate academic integrity.

Class of 2027 (First assessment 2027)

Criterion A: Framework for the essay	Criterion B: Knowledge and understanding	Criterion C: Analysis and line of argument	Criterion D: Discussion and evaluation	Criterion E: Reflection
Guiding question: Do the research question, research methods and structural conventions followed provide an effective framework for the essay?	Guiding question: Does the student demonstrate knowledge and understanding of the subject matter being used in the research?	Guiding question: Does the student analyze the information presented in the essay and produce a coherent line of argument?	Guiding question: Does the student discuss the findings and evaluate the essay?	Guiding question: Does the student evaluate the effect of the extended essay learning experience on them as a learner?
<ul style="list-style-type: none"> • Research Question • Research Methods • Structure 	<ul style="list-style-type: none"> • Knowledge • Understanding - Terminology • Understanding - Concepts 	<ul style="list-style-type: none"> • Analysis • Line of argument 	<ul style="list-style-type: none"> • Discussion • Evaluation 	<ul style="list-style-type: none"> • Evaluative • Growth
Marks: 6	Marks: 6	Marks: 6	Marks: 8	Marks: 4
Total marks available: 30				

Assessment objectives	
Know and understand	<ul style="list-style-type: none"> • To demonstrate knowledge and understanding of the topic chosen and the research question posed. • To demonstrate knowledge and understanding of terminology and concepts. • To demonstrate knowledge and understanding of relevant research methods
Apply and analyze	<ul style="list-style-type: none"> • To apply relevant research methods to respond to the research question • To analyze the research to determine appropriate findings
Synthesize and evaluate	<ul style="list-style-type: none"> • To discuss in a balanced way the significance of the research findings. • To develop a clear line of argument that links the research question, research findings, and conclusions. • To evaluate the effectiveness of the essay. • To evaluate the extended essay learning experience and reflect on the growth of the learner.
Communicate research	<ul style="list-style-type: none"> • To communicate research according to appropriate structural conventions. • To understand and demonstrate academic integrity.

EE/SRP - Tracking my progress

	Goal 1	Goal 2	Goal 3	Goal 4
1st QUARTER	Notes:			
	Goal 1	Goal 2	Goal 3	Goal 4
2nd QUARTER	Notes:			

3rd QUARTER	Goal 1	Goal 2	Goal 3	Goal 4
	Notes:			
4th QUARTER	Goal 1	Goal 2	Goal 3	Goal 4
	Notes:			

12. Groups 1 - 6

Group 1 = Modern Greek: A and English A: Language and Literature (IB HL, IB SL, AD)

Paper 1: (Externally assessed for IB and internally assessed for AD)

SL and AD - 35%	HL- 35%
Guided textual analysis (1 hour 15 minutes)	Guided textual analysis (2 hours 15 minutes)
The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students choose one passage and write an analysis of it. (20 marks)	The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students write an analysis of each of the passages. (40 marks)

Paper 2: (Externally assessed for IB and internally assessed for AD)

SL and AD - 35%	HL - 25%
Comparative essay (1 hour 45 minutes)	Comparative essay (1 hour 45 minutes)
The paper consists of four general questions. In response to one-question students write a comparative essay based on two works studied in the course. (30 marks)	The paper consists of four general questions. In response to one-question students write a comparative essay based on two works studied in the course. (30 marks)

HL Essay: Externally assessed

HL essay only - 20%

Students submit an essay on one non-literary text or a collection of non-literary texts by one same author, or a literary text or work studied during the course. (20 marks) The essay must be 1,200-1,500 words in length.

Individual Oral: Internally assessed (IB and AD)

SL and AD - 30%

This component consists of an individual oral, which is internally assessed by the teacher and externally moderated by the IB at the end of the course. The individual oral (15 minutes) is supported by an extract from one non-literary text and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of two of the texts that you have studied. (40 marks).

HL – 20%

This component consists of an individual oral, which is internally assessed by the teacher and externally moderated by the IB at the end of the course. The individual oral (15 minutes) is supported by an extract from both one non-literary text and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied. (40 marks).

Group 1 = Language A: Literature SSST (School-Supported, Self-Taught) SL ONLY

Paper 1: Externally assessed (1 hour 15 minutes)

SL = 35%

Guided textual analysis (1 hour 15 minutes)

The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students choose one passage and write an analysis of it. (20 marks)

Paper 2: Externally assessed (1 hour 45 minutes)

SL = 35%

Comparative essay based on two literary works written in response to a choice of one out of four questions.

Individual Oral: Internally Assessed

SL = 30%

Involves students discussing orally two works on the basis of a common global issue. One of the works must be a text in translation and students pre-prepare the oral on works and global issues of their choice.

Group 2: Language B Spanish and French (IB HL, IB SL, AD)

Paper 1: 25% (Externally assessed for IB and internally assessed for AD)

SL and AD	HL
Productive skills—writing (30 marks)	Productive skills—writing (30 marks)
One writing task from a choice of three, 250 - 400 length - 1 hour 15 minutes	One writing task from a choice of three, 450 - 600 length - 1 hour 30 minutes

Paper 2: 50% (Externally assessed for IB and internally assessed for AD)

SL and AD	HL
Receptive skills—separate sections for listening and reading (65 marks) Listening comprehension (45 minutes, 25 marks, 25%) Reading comprehension (1 hour, 40 marks, 25%) Total: 1 hour 45 minutes	Receptive skills—separate sections for listening and reading (65 marks) Listening comprehension (1 hour, 25 marks, 25%) Reading comprehension (1 hour, 40 marks, 25%) Total: 2 hours
Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	Comprehension exercises on three audio passages and three written texts, drawn from all five themes.

Individual Oral Assessment: 25% - Internally assessed (IB and AD) - Externally moderated by the IB (only IB)

SL and AD	HL
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks)	This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus. (30 marks)

Group 2: Language Ab Initio (SL)

Assessment component	Weighting
External assessment (2 hours 45 minutes)	75%
Paper 1 (1 hour):	25%
Productive skills—writing (30 marks)	
Two written tasks of 70–150 words each from a choice of three tasks, choosing a text type for each task from among those listed in the examination instructions.	
Paper 2 (1 hour 45 minutes)	50%
Receptive skills—separate sections for listening and reading (65 marks)	
Listening comprehension (45 minutes, 25 marks, 25%)	
Reading comprehension (1 hour, 40 marks, 25%)	
Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	
Internal assessment	25%
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Individual oral assessment A conversation with the teacher, based on a visual stimulus and at least one additional course theme. (30 marks)	25%

Group 3: Individuals and Societies: Business Management (IB HL, IB SL, AD)

Paper 1:

IB HL - 25 % - Externally assessed

Based on a pre-released statement that specifies the context and background for the unseen case study.

Time: 1 hr. 30 mins

IB SL - 35% - Externally assessed

Based on a pre-released statement that specifies the context and background for the unseen case study.

Time: 1 hr. 30 mins

Paper 2:

IB HL - 30 % - Externally assessed

Based on unseen stimulus material with a quantitative focus

Time: 1 hr. 45 mins

IB SL - 35 % - Externally assessed

Based on unseen stimulus material with a quantitative focus

Time: 1 hr. 30 mins

Paper 3:

IB HL - 25 % - Externally assessed

Based on unseen stimulus material about a social enterprise

Time: 1 hr. 15 mins

Business research project: 20% (IB HL)

Business research project: 30% (IB SL)

IB HL/SL - Internally assessed

Students produce a research project about a real business issue or problem facing a particular organization using a conceptual lens

Time: 20 hours

Group 3: Individuals and Societies: History (IB HL, IB SL, AD)

Paper 1: Source Analysis, 30% (IB SL, AD) Externally assessed (only for IB) 20% (IB HL) Externally assessed

The paper will contain 4 sources. Sources will be primary or a mixture of primary and secondary, and may be written, pictorial or diagrammatic.

The paper will consist of five questions, and students must answer all five questions on *The Move to Global War – Causes of WW 2*

Paper 2: Two Essays, 45% (IB SL, AD) Externally assessed (only for IB) 25% (IB HL) Externally assessed

Choice of 2 out of 4 essay questions based on *The Cold War: Superpower tensions and rivalries (20th century) Authoritarian Regimes*

Paper 3: 3 Essays, 35% (IB HL) Externally Assessed

Choice of 3 out of 6 essay questions based on the three world history topics studied:

- I. International Relations, 1919 – 1941
- II. The Soviet Union, 1924 – 2001
- III. Inter-war domestic developments in European states (1918 – 1939)

Historical Investigation: 25% (IB SL, AD) Internally assessed 20% (IB HL) Internally assessed

A historical investigation into a topic of the student's choosing.
Maximum word limit: 2,200 words

Group 3 and 4: Interdisciplinary course - Environmental systems and societies (IB HL, IB SL, AD)

Paper 1: (IB HL, SL, AD) - Externally assessed (only for IB)

Format of Assessment	Time (hours)		Weighting of final grade %	
	SL	HL	SL	HL
<p>Case study: Students will be provided with data in a variety of forms relating to a specific, previously unseen case study. Questions will be based on the analysis and evaluation of the data in the case study. All questions are compulsory.</p>	1 HOUR	2 HOURS	25%	30%

Paper 2: (IB HL, SL, AD) - Externally assessed (only for IB)

Format of Assessment	Time (hours)		Weighting of final grade %	
	SL	HL	SL	HL
<p>Short answers and structured essays: Section A is made up of short-answer and data-based questions. Section B requires students to answer structured essay questions. There is a limited amount of choice.</p>	2 HOURS	2 HOURS 30 MINUTES	50%	50%

Individual Investigation: (IB HL, SL, AD) - Internally assessed

Format of Assessment	Time (hours)		Weighting of final grade %	
	SL	HL	SL	HL
<p>Individual investigation: Written report of a research question designed and implemented by the student. The maximum overall word count for the report is 3,000 words</p>	10 HOURS	10 HOURS	25%	20%

Group 4: Biology (IB HL, IB SL, AD)

Part 1: Exam, 80% Externally assessed

SL and AD	HL
<p>Paper 1 (1 hour 30 minutes) 36%</p> <p>Paper 1A Multiple choice questions</p> <p>Paper 1B Data-based questions (four questions that are syllabus related, addressing all themes)</p> <p>Total: 55 marks</p>	<p>Paper 1 (2 hours) 36%</p> <p>Paper 1A Multiple choice questions</p> <p>Paper 1B Data-based questions (four questions that are syllabus related, addressing all themes).</p> <p>Total: 75 marks</p>
<p>Paper 2 (1 hours 30 minutes) 44 %</p> <p>Section A: Data-based and short answer questions</p> <p>Section B: Extended response questions</p> <p>Total: 80 marks</p>	<p>Paper 2 (2 hours 30 minutes) 44%</p> <p>Section A: Data-based and short answer questions</p> <p>Section B: Extended response questions</p> <p>Total: 50 marks</p>

Part 2: Independent Investigation, 20% Internally assessed

All students (HL, SL, AD)
<p>The scientific investigation (10 hours)</p> <p>AD = This component is internally assessed by the teacher.</p> <p>IB HL/SL = This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>The scientific investigation is an open-ended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words.</p> <p>Total: 24 marks</p>

Group 4: Physics (IB HL, IB SL, AD)

Part 1: Exam, 80% Externally assessed

SL and AD	HL
<p>Paper 1 (1 hour 30 minutes) 36%</p> <p>Paper 1A Multiple choice questions</p> <p>Paper 1B Data-based questions (four questions that are syllabus related, addressing all themes)</p> <p>Total: 55 marks</p>	<p>Paper 1 (2 hours) 36%</p> <p>Paper 1A Multiple choice questions</p> <p>Paper 1B Data-based questions (four questions that are syllabus related, addressing all themes).</p> <p>Total: 75 marks</p>
<p>Paper 2 (1 hours 30 minutes 44 %)</p> <p>Section A: Data-based and short answer questions</p> <p>Section B: Extended response questions</p> <p>Total: 80 marks</p>	<p>Paper 2 (2 hours 30 minutes) 44%</p> <p>Section A: Data-based and short answer questions</p> <p>Section B: Extended response questions</p> <p>Total: 50 marks</p>

Part 2: Independent Investigation, 20% Internally assessed

All students (HL, SL, AD)
<p>The scientific investigation (10 hours)</p> <p>AD = This component is internally assessed by the teacher.</p> <p>IB HL/SL = This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>The scientific investigation is an open-ended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words.</p> <p>Total: 24 marks</p>

Group 4: Chemistry (IB HL, IB SL, AD)

Part 1: Exam, 80% Externally assessed

SL and AD	HL
<p>Paper 1 (1 hour 30 minutes) 36%</p> <p>Paper 1A Multiple choice questions</p> <p>Paper 1B Data-based questions (four questions that are syllabus related, addressing all themes)</p> <p>Total: 55 marks</p>	<p>Paper 1 (2 hours) 36%</p> <p>Paper 1A Multiple choice questions</p> <p>Paper 1B Data-based questions (four questions that are syllabus related, addressing all themes).</p> <p>Total: 75 marks</p>
<p>Paper 2 (1 hours 30 minutes 44 %)</p> <p>Section A: Data-based and short answer questions</p> <p>Section B: Extended response questions</p> <p>Total: 80 marks</p>	<p>Paper 2 (2 hours 30 minutes) 44%</p> <p>Section A: Data-based and short answer questions</p> <p>Section B: Extended response questions</p> <p>Total: 50 marks</p>

Part 2: Independent Investigation, 20% Internally assessed

All students (HL, SL, AD)
<p>The scientific investigation (10 hours)</p> <p>AD = This component is internally assessed by the teacher.</p> <p>IB HL/SL = This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>The scientific investigation is an open-ended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words.</p> <p>Total: 24 marks</p>

Group 5: Mathematics - Applications and Interpretation (IB SL & AD)

IB Exam Papers

Part 1: Paper 1, 40 %, externally assessed

Mathematics: Applications and Interpretation IB SL

1 hour 30 minutes

Calculator paper

Compulsory short- response questions based on the whole syllabus

Part 2: Paper 2, 40 %, externally assessed

Mathematics: Applications and Interpretation IB SL

1 hour 30 minutes

Calculator paper

Compulsory extended - response questions based on the whole syllabus

AD Exam Paper

Part 1: Paper 1, 80%, internally assessed

Mathematics: AD (covering the Applications and Interpretation IB SL syllabus)

1 hour 30 minutes

Calculator paper

Compulsory extended - response questions based on the whole syllabus

Internal assessment, 20%, internally assessed

Mathematics: Applications and Interpretation IB SL and AD

Part 3: IB IA: This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics.

Part 2: AD IA: The teacher internally assesses this component. This piece of work involves investigating an area of mathematics.

Group 5: Mathematics - Applications and Interpretation (IB HL)

Part 1: Paper 1, 30%, externally assessed

Mathematics: Applications and Interpretation IB HL
2 hours
Calculator paper
Compulsory short- response questions based on the whole syllabus

Part 2: Paper 2, 30%, externally assessed

Mathematics: Applications and Interpretation IB HL
2 hours
Calculator paper
Compulsory extended - response questions based on the whole syllabus

Part 3: Paper 3, 20%, externally assessed

Mathematics: Applications and Interpretation IB HL
1 hour
Calculator paper
Compulsory extended – response problem – solving questions

Part 4: Internal assessment, 20%, internally assessed

Mathematics: Applications and Interpretation IB HL
<p>This component is internally assessed by the teacher and externally moderated for the IB at the end of the course. Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics.</p>

Group 5: Mathematics - Analysis and Approaches (IB SL)

Part 1: Paper 1, 40 %, externally assessed

Mathematics: Analysis and Approaches IB SL

1 hour 30 minutes

Non calculator paper

Short & long response questions based on the entire syllabus

Part 2: Paper 2, 40 %, externally assessed

Mathematics: Analysis and Approaches IB SL

1 hour 30 minutes

Calculator paper

Short & long response questions based on the entire syllabus

Part 3: Internal assessment, 20%, internally assessed

Mathematics: Analysis and Approaches IB SL

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics.

Group 5: Mathematics - Analysis and Approaches (IB HL)

Part 1: Paper 1, 30%, externally assessed

Mathematics: Analysis and Approaches IB HL

2 hours

Non calculator paper

Short & long response questions based on the entire syllabus

Part 2: Paper 2, 30%, externally assessed

Mathematics: Analysis and Approaches IB HL

2 hours

Calculator paper

Short & long response questions based on the entire syllabus

Part 3: Paper 2, 20%, externally assessed

Mathematics: Analysis and Approaches IB HL

1 hour

Calculator paper

2 compulsory extended – response problem – solving questions

Part 4: Internal assessment, 20%, internally assessed

Mathematics: Analysis and Approaches IB HL

This component is internally assessed by the teacher and externally moderated for the IB at the end of the course. Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics.

Group 6: Visual Arts (IB HL, IB SL, AD) – Class of 2026

Part 1: Comparative Study, 20%, externally assessed (only for IB)

SL and AD	HL
SL 10-15 screens	HL 10-15 screens + 3-5 screens which analyze the extent to which their work has been influenced by the art and artists examined.
The pages submitted examine and compare at least three artworks at least two of which need to be by different artists. The work selected for comparison should come from contrasting contexts	The pages submitted examine and compare at least three artworks at least two of which need to be by different artists. The work selected for comparison should come from contrasting contexts

Part 2: Process Portfolio, 40%, externally assessed (only for IB)

SL and AD	HL
9–18 screens	13–25 screens
Pages will show evidence of at least two different art making forms from 2 columns of the Art Making Forms Table	Pages will show evidence of at least three different art making forms from 2 columns of the Art Making Forms Table

Part 3: The Exhibition, 40%, internally Assessed

SL and AD	HL
A selection of 4-7 resolved artwork from the exhibition	A selection of 8-11 resolved artwork from the exhibition
A written Curatorial Rationale 400 words max	A written Curatorial Rationale 700 words max

Group 6: Visual Arts (IB HL, IB SL, AD) – Class of 2027

Art - making inquiries portfolio (externally assessed for the IB students)	
SL/AD - 40%	HL - 30%
<p>The students select and organize visual evidence of their personal investigations, discoveries and creations, supported by critical reflections, in a portfolio. They provide curated evidence of their art-making as inquiry in a variety of art-making forms and creative strategies. Students must submit two mandatory files: (a) One PDF file of up to 15 screens. The word count must not exceed 3,000 words, (b) One separate text file listing the sources.</p>	
Connections study (externally assessed for the IB students)	Artist project (externally assessed for the IB students)
SL/AD - 20%	HL - 30%
<p>This is an SL-only task focused on the student situating in context one of their resolved artworks, chosen from the five they submit for IA.</p> <p>SL students submit two mandatory files: (a) One PDF file of up to 10 screens including visual evidence and supporting written materials. The total word count must not exceed 2,500 words, (b) One separate text file listing the sources.</p>	<p>This is an HL-only task focused on the student creating and situating in context an artwork that they ideate and realize as part of a project of their choice.</p> <p>HL students submit three mandatory files: (a) One PDF file of up to 12 screens including visual evidence and supporting written materials. The total word count must not exceed 2,500 words, (b) One video file up to 3 minutes long presenting the artwork. The video is submitted accompanied by the artwork details and text with the artistic intentions (100 words maximum), (c) One separate text file listing the sources.</p>
Resolved artworks (internally assessed for the IB students)	
SL /AD - 40%	HL – 40%
<p>SL students submit six mandatory files.</p> <ul style="list-style-type: none"> Five image or video files (each up to three minutes long) of artworks—each accompanied by a title and details on medium and size. One PDF file of up to two screens for the rationale (which must not exceed 700 words). 	<p>HL students submit six mandatory files.</p> <ul style="list-style-type: none"> Five image or video files (each up to three minutes long) of artworks—each accompanied by a title and details on medium and size. One PDF file of up to eight screens including the rationale (which must not exceed 700 words) and five artwork texts (with must not exceed 1,000 words).

Group 6: Theatre (IB HL, IB SL, AD)

Solo theatre piece: 35% (IB HL) - Externally assessed

IB HL

Students at HL research a theatre theorist they have not previously studied, identify an aspect(s) of theory, and create and present a solo theatre piece (lasting 4-7 minutes maximum) that demonstrates the practical application of this theory to a theatre piece for an audience. Each student submits the following: 1. A report (2,500 words maximum) plus a list of all primary and secondary sources cited. 2. A continuous unedited video recording of the whole solo theatre piece (4-7 minutes maximum).

Collaborative project: 25% (IB HL) - Externally assessed
40% (IB SL, AD) - Externally assessed (only for IB)

IB HL, IB SL, AD

Students at SL, AD and HL collaboratively create and perform an original piece of theatre (lasting 7–10 minutes maximum) created from a starting point of their choice. The piece is presented to an audience as a fully - realized production. Each student submits the following. 1. A project report (a maximum of 10 pages of written text and images, with written text not exceeding 4,000 words) plus a list of all sources used. 2. A video recording of the final piece (7-10 minutes maximum).

Research presentation: 20% (IB HL) - Externally Assessed
30% (IB SL, AD) - Externally Assessed (only for IB)

IB HL, IB SL, AD

Students at SL, AD and HL deliver an individual presentation (15 minutes maximum) that outlines and physically demonstrates research into a convention of a theatre tradition. Each student submits the following: 1. A video recording of the student's research presentation (15 minutes maximum). 2. A list of all sources cited, and any additional resources used by the student during the presentation.

Production proposal: 20% (IB HL) - Internally Assessed
30% (IB SL, AD) - Internally Assessed

IB HL, IB SL, AD

Students at SL, AD and HL choose a published play text they have not previously studied and formulate a vision for the design and theoretical staging of the entire play text for an audience. These ideas are presented in the form of a proposal. Each student submits a production proposal (a maximum of 12 pages of written text and images, with written text not exceeding 4,000 words) plus a list of all sources used.

Group 6: Music (IB HL, IB SL, AD)

Exploring music in context: 20% (IB HL) - Externally assessed
30% (IB SL, AD) - Externally assessed (only for IB)

IB HL, IB SL, AD

Students select samples of their work for a portfolio submission.

Students submit: a) written work demonstrating engagement with, and understanding of, diverse musical material b) practical exercises in creating and performing

Experimenting with music: 20% (IB HL) – Internally assessed
30% (IB SL, AD) – Internally assessed

IB HL, IB SL, AD

Students submit an experimentation report with evidence of their musical processes in creating and performing in two areas of inquiry in a local and/ or global context. The report provides a rationale and commentary for each process. Students submit: a) a written experimentation report that supports the experimentation b) practical musical evidence of the experimentation process in creating and performing

Presenting music: 30% (IB HL) - Externally assessed
40% (IB SL, AD) - Externally assessed (only for IB)

IB HL, IB SL, AD

Students submit a collection of works demonstrating engagement with diverse musical material from four areas of inquiry. The submission contains: a) Programme notes b) Presenting as a creator: composition and/or improvisation c) Presenting as a performer: solo and/ or ensemble

The contemporary music-maker 30% (IB HL only) – Internally assessed

IB HL

Students submit a continuous multimedia presentation documenting their real-life project which evidences: a) the project proposal b) the process and evaluation c) the realized project, or curated selections of it.

Pamoja Online Courses

Computer Science (IB HL, IB SL) - Offered as a Pamoja course ONLY

Paper 1:

IB HL 40% - Externally assessed (2 hours)

IB SL 35% - Externally assessed (1 hour 15 mins)

- Questions focused on the four topics in theme A, “Concepts of computer science”.
- The paper also consists of three questions related to the case study.

Paper 2:

IB HL 40% - Externally assessed (2 hours)

IB SL 35% - Externally assessed (1 hour 15 mins)

- Questions for SL and HL focused on the three topics in theme B, “Computational thinking and problem-solving”.
- Additional questions for HL, focused on OOP and abstract data types.

Students can answer questions in either Java or Python.

The Computational Solution: 20% (IB HL) - Internally assessed

The Computational Solution: 30% (IB SL) - Internally assessed

IB HL/ IB SL

Students develop a computational solution to a real- world problem of their own choosing. The solution should use the concepts, skills and tools acquired in the course and the computational thinking process.

Time: 35 hours

Economics (IB HL, IB SL) - Offered as a Pamoja course ONLY

Paper 1:

IB HL - 20 % / IB SL - 30% - Externally assessed

Extended response paper based on all units of the syllabus

Time: 1 hour 15 minutes

Paper 2:

IB HL - 30% / IB SL - 40 % - Externally assessed

Data response paper based on all units of the syllabus

Time: 1 hour 45 minutes

Paper 3:

IB HL - 30% - Externally assessed

Policy paper based on all units of the syllabus

Time: 1 hour 45 minutes

Portfolio: 20% (IB HL) - Internally assessed

Portfolio: 30% (IB SL) - Internally assessed

IB HL/ IB SL

Three commentaries based on different units of the syllabus (except the introductory unit) and from published extracts from the news media, analysed using different key concepts.

Time: 20 hours

Business Management (IB HL, IB SL) - Offered as a Pamoja course ONLY

Paper 1:

IB HL - 25 % - Externally assessed

Based on a pre-released statement that specifies the context and background for the unseen case study.

Time: 1 hr. 30 mins

IB SL - 35% - Externally assessed

Based on a pre-released statement that specifies the context and background for the unseen case study.

Time: 1 hr. 30 mins

Paper 2:

IB HL - 30 % - Externally assessed

Based on unseen stimulus material with a quantitative focus

Time: 1 hr. 45 mins

IB SL - 35 % - Externally assessed

Based on unseen stimulus material with a quantitative focus

Time: 1 hr. 30 mins

Paper 3:

IB HL - 25 % - Externally assessed

Based on unseen stimulus material about a social enterprise

Time: 1 hr. 15 mins

Business research project: 20% (IB HL)

Business research project: 30% (IB SL)

IB HL/SL - Internally assessed

Students produce a research project about a real business issue or problem facing a particular organization using a conceptual lens

Time: 20 hours

Psychology (IB HL, IB SL) - Offered as a Pamoja online course ONLY

CLASS OF 2026

Paper 1:

IB HL - 40 % - Externally assessed

Stimulus - based questions on core theme and essay questions on optional themes.

Time: 2.25 (2 hours 15 minutes)

IB SL – 50 % - Externally assessed

Stimulus - based questions on core theme and essay questions on optional themes

Time: 1.75 (1 hour 45 minutes)

Paper 2:

IB HL – 20 % - Externally assessed

Question on prescribed philosophical texts

Time: 1 hour

IB SL - 25 % - Externally assessed

Question on prescribed philosophical texts

Time: 1 hour

Paper 3:

IB HL – 20 % - Externally assessed

Written response to a previously unseen text. Students compare and contrast their experience of philosophical activity with the view(s) of philosophical activity found in the text.

Time: 1.25 (1 hour 15 minutes)

Analysis: 20% (IB HL), 25% (IB SL) - Internally assessed

IB HL and IB SL

Students are required to complete a philosophical analysis of a non-philosophical stimulus. Time: 20 hours

Psychology (IB HL, IB SL) - Offered as a Pamoja online course ONLY

CLASS OF 2027

Paper 1:

IB HL – 25 %, IB SL – 35 % - Externally assessed

Integration of the concepts, content and contexts (35 marks)

Section A: two compulsory short-answer questions from two of the three content areas

Section B: two compulsory questions asking students to apply their knowledge of content to an unseen situation, each from one of four contexts

Section C: two concept-based extended response questions, each from a different context

Time: 1.5 hours

Paper 2:

IB HL – 20 %, IB SL - 35 % - Externally assessed

Applying concepts and content to research contexts (35 marks)

Section A: four compulsory questions that focus on the class practicals

Section B: evaluation of an unseen research study with regard to two or more concepts

Time: 1.5 hours

Paper 3:

IB HL – 30 % - Externally assessed

Data analysis and interpretation of research data (30 marks)

Four source-based questions with quantitative and qualitative findings. The focus of the questions will be from one of the HL extensions.

Time: 1.75 hours

Research proposal

IB HL (20%) and IB SL (30%) - Internally assessed

Develop a research proposal using one of the four research methods used in the class practicals. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Time: 20 hours

Philosophy (IB HL, IB SL) - Offered as a Pamoja online course ONLY

Paper 1:

IB HL - 40 % - Externally assessed

Extended response paper. (Students answer one stimulus-based question on the core theme and two thematic essay questions on two optional themes). Time: 2 hours 30 minutes

IB SL – 50 % - Externally assessed

Extended response paper. (Students answer one stimulus-based question on the core theme and one thematic essay question on an optional theme). Time: 1 hour 45 minutes

Paper 2:

IB HL – 20 %, IB SL - 25 % - Externally assessed

Extended response paper assessing the prescribed text. Time: 1 hour

Paper 3:

IB HL only – 20 % - Externally assessed

Unseen text paper assessing the HL extension topic. (Students respond to an 800 word unseen philosophical text discussing a contemporary issue). Time: 1 hour 15 minutes

Analysis: 20% (IB HL), 25% (IB SL) - Internally assessed

IB HL and IB SL

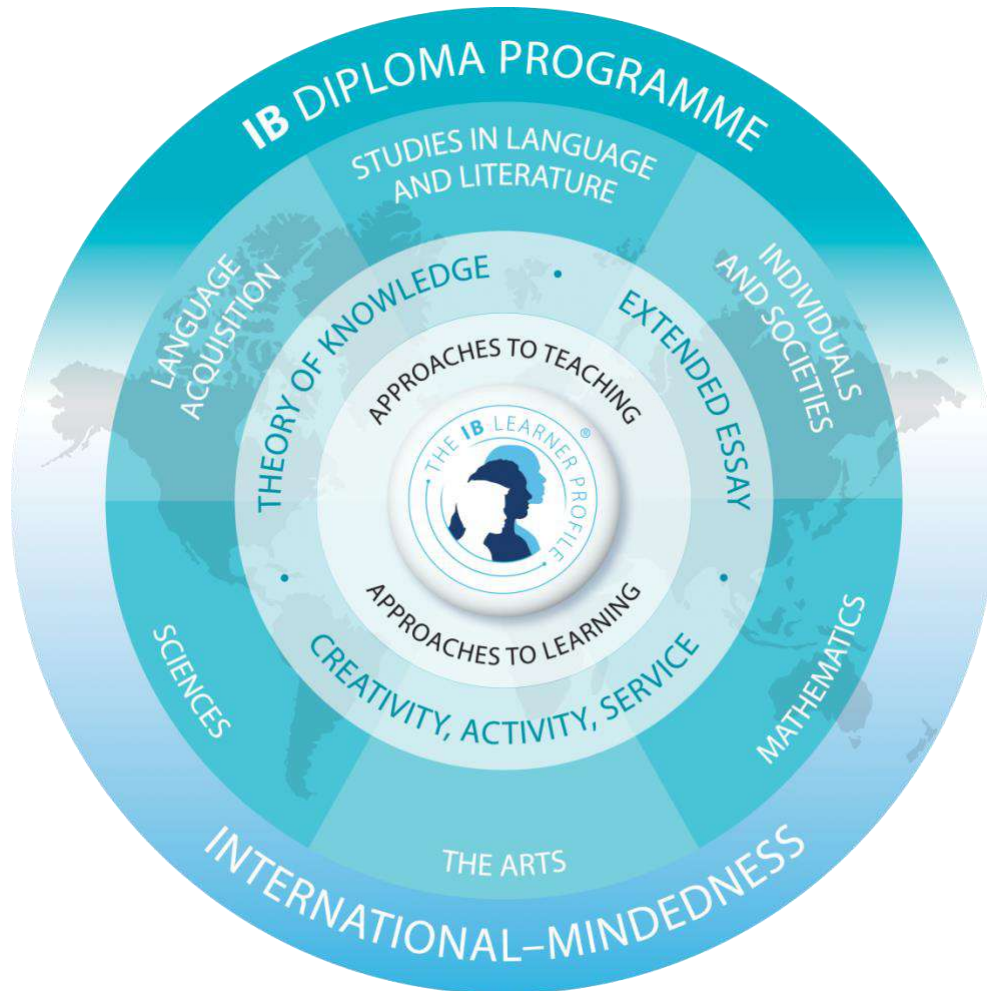
2000-word philosophical analysis of a non-philosophical stimulus. Time: 20 hours

13. The difference between the AD and IBDP

All students who graduate from AISC receive an American High School Diploma. In addition to that, they may also earn the IB Diploma. Whether following the path to the AD + IB Diploma, the AD Diploma, or a combination of the two, all students must follow the AISC Graduation Requirements, which sets a minimum number of credits required in each subject area. Please consult with the School's Guidance Counselor to determine individual graduation requirements.

IB Diploma	American Diploma (AD)
IB HL courses have 10 class time periods	AD Advanced Level (with HL) meet 10 class time periods
IB SL courses meet 8 class time periods	AD (with SL) meet 8 class time periods
6 courses (3 SL & 3 HL or 4 HL) are required	Must take at least 5 courses as a full-time student (Any exceptions to this policy must be in accordance with Graduation Requirements and must have the approval of the Counselor and Administration)
Exams and assessments are marked and moderated both internally and externally	The teachers mark all exams and assessments internally.
Grading uses IB scale 1-7	Grading uses AISC scale A-F
Follows the IB prescribed syllabus	Follows the IB units of instruction and content, but some flexibility in syllabus may be offered
IB students have the opportunity to re-sit their final exams in the next exam session (November or May). Before deciding to retake any exams consultation, with the AD/IBDP Coordinator should take place. The better grade will be used in calculating a final grade.	If an AD student receives a B+ or better on the Y. 2 Mock Exam, the student will have the option to choose either: (A) To NOT take the Final Exam and use the Mock Exam grade as their Final Exam grade. OR (B) To take the Y. 2 Final Exam, provided they attend all revision classes. The better grade will be used in calculating a final grade.
The AISC final exams are registered to take place in the May session.	AD final exams happen exactly at the same time as the IB final exams
Final IB exams cover 2 full years of content.	Final AD exams in cover 1 full year of content
CAS is required	CAS is optional.
TOK is required	TOK is not required, but students may take TOK as an IB Course, earning an IB Certificate.
Extended Essay is required	Senior Research Project (Junior and Senior Year) is required, or students may take Extended Essay as an IB Course, earning an IB Certificate.
Note: Students can also take a combination of AD and IB classes. As non, full IB Diploma students, passing an IB course will count as an IB Certificate.	

14. The IB Diploma Programme



The 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.

16. The award of the IB Diploma

Grading

All IB courses, HL and SL, are graded on the IB 7-point scale:

- 7: Excellent
- 6: Very Good
- 5: Good
- 4: Satisfactory
- 3: Mediocre
- 2: Poor
- 1: Very Poor

IB courses (certificates)

The majority of our students will take some examinations under the supervision of the International Baccalaureate. There are many subjects available at AISC; for a school of our size, we offer an unusually generous and wide variety of courses. An IB Certificate will be awarded externally, by the IB, for any IB examination taken. IB Certificates are typically used in conjunction with the American Diploma to earn advanced standing credit.

IB Diploma

A student will be eligible for the award of the IB Diploma if he/she meets the criteria outlined by the IB (below). This will include taking external examinations in all courses, plus completing additional work specific to the IB Diploma: Theory of Knowledge (TOK), Creativity, Activity, & Service (CAS) and the Extended Essay. The award of the IB Diploma is made externally by the IB.

Several of our students each year take the IB Diploma. Traditionally the pass rate at AISC has been higher than the average rate worldwide. However, students are not obliged to take the IB Diploma. Some students may feel that their needs are not best met by this course and may choose to organize their program in a different way. It may be that the IB Diploma is not required either by a student's university of choice or in the country where the student would like to study; in these cases, a student may, or may not, complete CAS, TOK or the Extended Essay. A student may choose fewer than three higher level subjects, or all six subjects at standard level, or even select a combination of subjects that does not meet the requirements for the IB Diploma.

The Award of the IB Diploma

To be a successful IB Diploma student, it is necessary to be punctual both to classes and to school, to have an excellent attendance record, and to complete work on time and to an appropriate standard. In all courses, students must complete mandatory coursework assignments; typically, this coursework amounts to 20% of the final grade for each course, although in some cases it may be higher or lower. The key to doing this work to an acceptable standard is organization, and the importance of keeping to internal deadlines cannot be stressed enough.

There is a maximum of 7 points available for each of the six required elective courses; in addition, there are 3 points available for the combination of TOK and the Extended Essay. This makes a maximum total of 45 points. A minimum of three courses must be at Higher Level.

		Theory of knowledge					
Extended essay		A	B	C	D	E	
	A	3	3	2	2	Failing condition	
	B	3	2	2	1		
	C	2	2	1	0		
	D	2	1	0	0		
	E	Failing condition					

Example: According to the chart, a candidate who receives a B in theory of knowledge and a C in the extended essay, will be awarded 2 points from the core elements.

In general, in order to receive the IB Diploma, a student will have to score at least a 4 in each subject, or 24 points or more in total. The full criteria for passing the IB DP are set out below and students need to be aware that a score of 24 points will not always guarantee a pass.

Conditions for achieving the diploma

A candidate can only receive an IB Diploma if the following conditions are met:

- CAS requirements are met.
- The candidate has achieved at least 24 total points.
- A grade has been awarded in all subjects, TOK and the EE.
- A grade of at least a 2 has been awarded in all subjects.
- There are no more than two grade 2s awarded (SL or HL).
- There are no more than three grade 3s or below awarded (SL or HL).
- The candidate has at least 12 points on HL subjects. (For candidates who register for four HL subjects, the three highest grades count).
- Candidates have at least 9 points on SL subjects. (Candidates who register for two SL subjects must be awarded at least 5 points at SL).

Bilingual diplomas

In addition to the usual diploma, a "bilingual diploma" can be awarded to a candidate who completes two languages selected from group 1 with a grade 3 or higher in both.

17. The award of the American Diploma

Students can graduate from AISC with the American High School College Preparatory Diploma or the American High School Standard Level Diploma. The American tracks have different graduation requirements.

The American High School College Preparatory Diploma Requirements

Students need 21 units of credit to graduate:

4 units of English
3 units of Social Studies
3 units of Science
3 units of Mathematics
2 units of Modern Language
1 unit of Physical Education
1 unit of Fine Arts
4 units of Electives

The following classes are required for currently enrolled students, but credits are not specifically required to graduate.

- 0.75 unit of Senior Research Project / Extended Essay
- 0.5 unit of Grade 9 & 10 Research Writing
- 1 unit of Guidance Seminar
- 1 unit of Technology

The American High School Standard Level Diploma

Students need 21 units of credit to graduate:

4 units of English
2 units of Social Studies
2 units of Mathematics
2 units of Science
1 unit of Physical Education
1 unit of Fine Arts
9 units of Electives

The following classes are required for currently enrolled students but are not specifically required to graduate.

- 0.75 unit of Senior Research Project / Extended Essay
- 0.5 unit Grade 9 & 10 Research Writing
- 1 unit of Guidance Seminar
- 1 unit of Technology



Grading System

Scores	Grade	GPA Value
97-100	A+	4.00
93-96	A	4.00
90-92	A-	3.75
87-89	B+	3.50
83-86	B	3.00
80-82	B-	2.75
77-79	C+	2.50
73-76	C	2.00
70-72	C-	1.75
67-69	D+	1.50
63-66	D	1.00
60-62	D-	0.50
0-59	F	0.00

IB Grades	GPA Equivalents
7	5.00
6	4.50
5	3.50
4	2.50
3	1.50
2	0.50
1	0.00

AD students get a letter grade A – F.
 IB students get a number grade 1 – 7
 for the groups 1 - 6 courses. For TOK
 EE and SRP they get a letter grade A
 - E and for CAS a pass or fail.

Note: There is no direct correlation between the IB and AD grading systems.

18. Deadlines and Important Submission Dates 2025-26

Individual teachers will establish intermediate dates for the completion of various stages of coursework in their subject areas to ensure that final deadlines are respected. At the beginning of the academic year, you will be invited to an Office 365 calendar. This calendar will include all main deadlines and important submission dates. Please check weekly.

NOTE THAT DEADLINES MIGHT CHANGE AND IT IS YOUR RESPONSIBILITY TO KEEP UP TO DATE WITH THE OFFICE 365 CALENDAR AND YOUR INDIVIDUAL SCHEDULE.

2025/2026

September	
October	
November	
December	

2025/2026

January

February

March

April

May

June

19. Academic Honesty

Are you completing your assignments honestly?

AISC expects all students to exercise academic honesty in all of their work. Academic malpractice is behavior that results in, or may result in students gaining an unfair advantage during, tests, formal assessments, and class assignments

Examples of academic malpractice

Plagiarism - the representation of the ideas or work of another person as your own. This is usually done by copying and pasting the work of other from the internet.

Collusion - supporting malpractice by another student by allowing your work to be copied or used by another student.

Duplication of work - the presentation of the same work for different assessment components and/or IB diploma requirements.

Misconduct during an examination or test such as cheating or being in possession of unauthorized material or items such as mobile phones.

Disclosing information to another student, or **receiving information** from another student, about the content of an examination paper.

How to avoid plagiarism

Credit all the sources you use, even if you have paraphrased or summarized.

Clearly distinguish between your original ideas and the source being used by using correct in-text citations.

Use a style of referencing/citation that is appropriate for the subject.

Things to remember

AISC graduates - (IB/AD) students are principled and act with integrity and honesty. IB/AD students should be content creators not content imitators. If you engage in any form of malpractice, you may not be eligible for a grade in the subject concerned.

Do it right, remember to cite! Credit where credit is due!

For more information, refer to the AISC Academic Honesty Policy found in the Family Handbook on the school website.

20. Referencing and Citations

A significant amount of your work will be made up of not just your own thoughts and opinions, but facts, information, quotations, data, and viewpoints of other people taken from the resources you have used. You must accurately acknowledge these sources in all your work. This is done in two ways:

You must provide in-text references/citations to show where in the essay each source has been used.

You must provide a works cited/bibliography.

It is reasonable to expect that at this stage in your education you will already have substantial knowledge of your own. However, all new facts, information, quotations, data, and viewpoints should be referenced. All statements, opinions, conclusions etc. taken from another writer's work should be cited, whether the work is directly quoted, paraphrased, or summarized.

MLA Referencing

There are several different methods for presenting your bibliography and in-text references. All AISC students should use the MLA referencing.

Where to go for more information:

Purdue OWL (online writing lab) - <https://owl.english.purdue.edu/owl/resource/747/01/>

EBook: MLA Made Easy: Citation Basics for Beginners. It is available under this URL:
<https://reader.follettshelf.com/mobileReader/indexMin.html#/ktsId/146547>

Please note that in some subjects there are specific referencing and citing guidelines that your teachers will make you aware of and must follow.

21. AISC Library Resources

Our secondary students use the library before, after, and during school both as an entire class and individually. The library hours are 8:00 a.m. to 4:00 p.m. daily including Wednesday. AISC annually purchases fiction and non-fiction books and visual materials to maintain a large and up-to-date catalogued collection. A trained librarian provides readers' advisory and MLA and APA reference services to the AISC community. We invite you to access our extensive online [AISC Library Catalog](#).

You may access the online AISC Library catalog from Home, Office, the AISC Campus, OR, anywhere in the world there is Internet. Please follow these simple steps:

1. Using Google Chrome, the preferred Browser, navigate to: <http://library.aisc.ac.cy/>
2. Click on the name of our School
3. Then, click on **Home** to see all the databases you can access from School or Home, as well as specialized *Search Engines* you can access from Home or School.
4. Next, click on the **Catalog** Tab.
 - a. The top right Corner under Catalog Tab will indicate three different types of searches: **Basic, Power, and Visual**.
5. Click on **Power** for the most powerful type of search: the **keyword** search option is incredibly powerful!
6. If you know the exact author or the specific title you are looking for, you can click on the down arrow just to the right of keyword and choose author or title.

Example: Type *mystery or graphic novel or Percy Jackson* in the keyword search, using the **POWER SEARCH** option. (Capitalization does not matter.) This will retrieve all the Mystery Books, and the Graphic Novels the Library owns, as well as books where *Percy Jackson* is a character.

Example: Now type *SCIENCE* in the Keyword option, using the **POWER SEARCH** option.

library.aisc.ac.cy/cataloging/servlet/presentadvancedsearchform.do?refiningSearch=true

Keyword Science All these words Search

AND OR NOT Clear

Keyword All these words

Keyword All these words

Limit your search for titles...

Material Type Any Type

Publication Year Any Year

Call Number From to

Circulation Type All Circulation Types Update

Reading Level From to

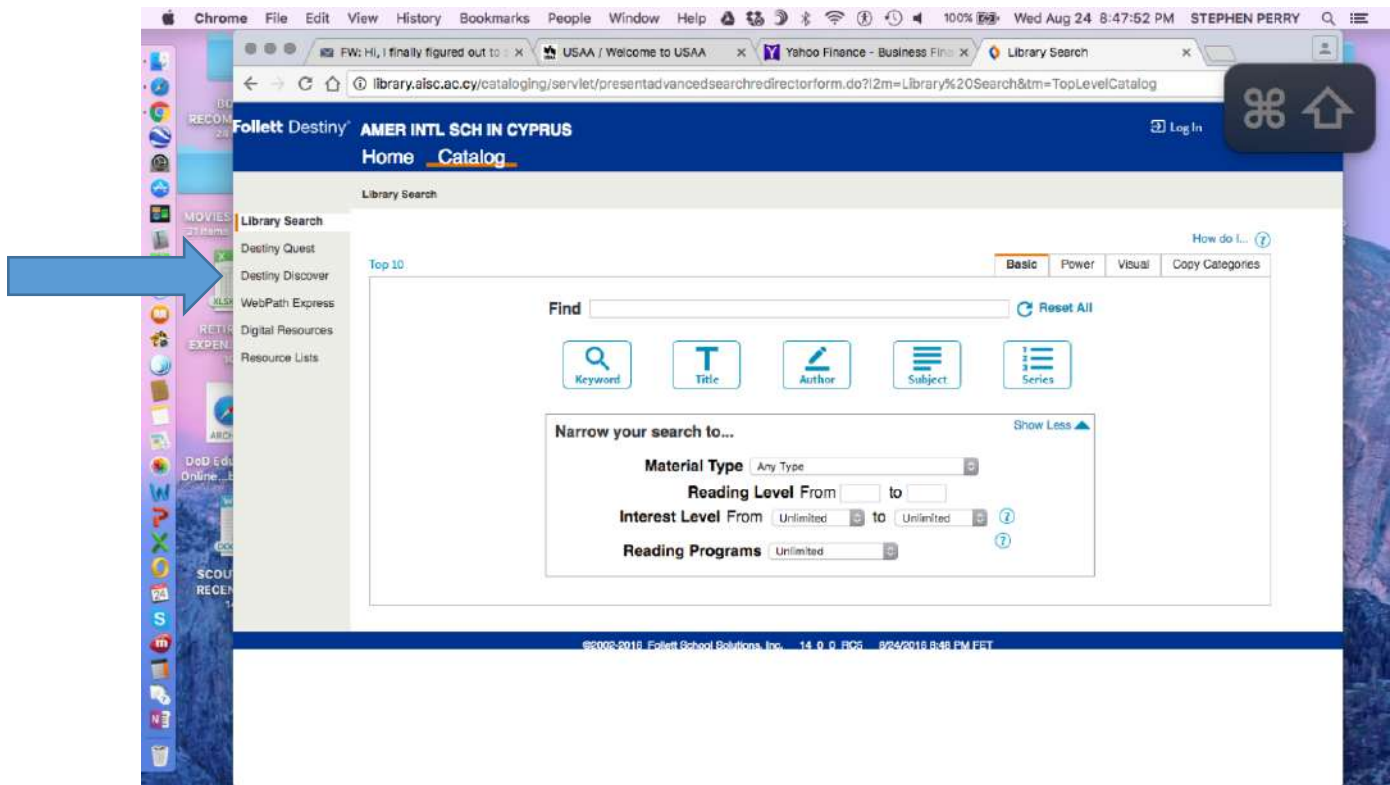
Interest Level From 7 to 10

Reading Programs Unlimited

Include Online Resources One Search

7. Go to **Interest Level** at the bottom of the keyword search, while still in the **Power Option**, and you can refine any search appropriate for any Grade level. **Example below:**
8. Clicking on **Visual search** will give you visual representations of major **categories** of interest: i.e. *Animals, Famous People, History, Holidays, Science, Folk and Fairy Tales*, etc. Clicking on these **categories** will **retrieve the specific books we have in our Library on this topic.**

DESTINY DISCOVER SEARCH is a new option at our school, and again, an incredibly powerful way to locate both books and articles from databases – as well as the best websites on a particular topic.



Click on **Destiny Discover Search** located at the left side of the screen – when in the **Catalog Tab**. Clicking on **Destiny Discover Search** will give you a Google like search bar, but will retrieve books we have in this Library, as well as articles from databases like *Gale in Context: High School*, as well as the best websites via **WEBPATH EXPRESS**.

NO MATCHES indicates no books in our catalog on that topic but clicking on the **DATABASES TAB** will give you articles on that topic.

Example: Typing *Big Bang Theory* in the Search Bar in Destiny Discover Search will retrieve books we have in this Library on the Big Bang. The Databases tab will retrieve specific articles in databases, as well as the best websites via WEBPATH EXPRESS.

PASSWORDS:

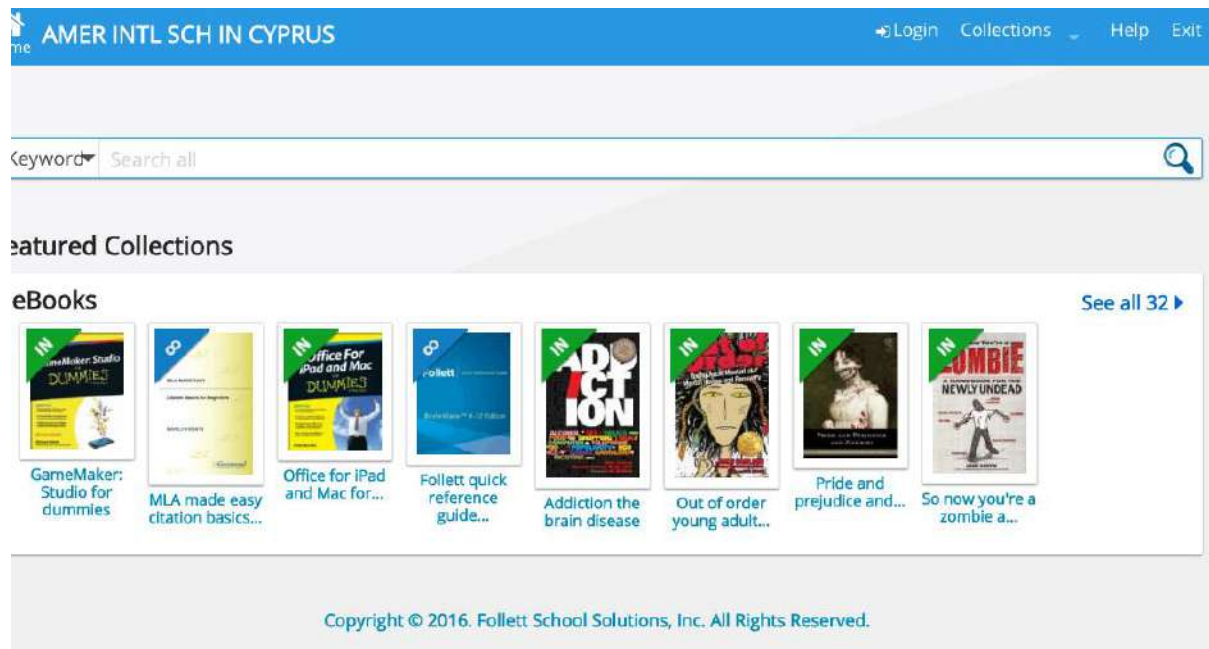
The Gale in Context: High School does require a password in order to access individual full-text articles from home. The patron must access this database through the library website using the password A13Cypru3.

Likewise, the JSTOR database requires a password when accessing full text articles from Home: JSTOR's user ID is [ais.cyprus](#) and JSTOR's password is [researcher](#).

e-BOOKS! Yes, we have them – click on the **Catalog Tab** and then to the left of the screen, you will see **FOLLETT SHELF** – click on this link and you will find eBooks that you can read (or even checkout) from Home or School – we will be purchasing more eBooks in the years to come.

The AISC library is open Monday through Friday from 8:00 am to 4:00 pm. We encourage our students to visit the library to check out books, use the computers for research, or read for pleasure or information. We also welcome our parents to visit and check out books for themselves, or for their children.

The AISC librarian is a great resource, use it!



The screenshot shows the top navigation bar of the AISC library website with the text "AMER INTL SCH IN CYPRUS" and links for "Login", "Collections", "Help", and "Exit". Below the navigation bar is a search bar with the placeholder text "Keyword Search all" and a magnifying glass icon. Underneath the search bar is a section titled "Featured Collections" with a sub-section for "eBooks". This section displays seven eBook covers with their titles: "GameMaker: Studio for dummies", "MLA made easy citation basics...", "Office for iPad and Mac for...", "Follett: quick reference guide...", "Addiction the brain disease", "Out of order young adult...", "Pride and prejudice and...", and "So now you're a zombie a...". A "See all 32" link is located to the right of the eBook covers. At the bottom of the screenshot, there is a copyright notice: "Copyright © 2016. Follett School Solutions, Inc. All Rights Reserved."

22. Smart Goals

How do I set myself SMART Goals?

One of the most difficult things to do in school is to improve your work. To do this you need to set yourself clear goals for improvement. These are called 'SMART' goals.

Specific

A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal you must answer the six "W" questions:

- *Who: Who is involved?
- *What: What do I want to accomplish?
- *Where: Identify a location.
- *When: Establish a time frame.
- *Which: Identify requirements and constraints
- *Why: Specific reasons, purpose or benefits of accomplishing the goal

EXAMPLE: A general goal would be, "Get in shape." But a specific goal would say, "Join a health club and workout 3 days a week."

Measurable

Establish concrete criteria for measuring progress toward the attainment of each goal set.

When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to continued effort required to reach your goal.

To determine if your goal is measurable, ask questions such as ...

How much? How many?

How will I know when it is accomplished?

Achievable / Attainable

When you identify goals that are most important to you, you begin to figure out ways you can make them come true. You develop the attitudes, abilities, skills, and financial capacity to reach them. You begin seeing previously overlooked opportunities to bring yourself closer to the achievement of your goals.

You can attain most any goal you set when you plan your steps wisely and establish a time frame that allows you to carry out those steps. Goals that may have seemed far away and out of reach eventually move closer and become attainable, not because your goals shrink, but because you grow and expand to match them. When you list your goals, you build your self-image. You see yourself as worthy of these goals and develop the traits and personality that allow you to possess them.

Realistic

To be realistic, a goal must represent an objective toward which you are both *willing* and *able* to work. A goal can be both high and realistic; you are the only one who can decide just how high your goal should be. But be sure that every goal represents substantial progress.

A high goal is frequently easier to reach than a low one because a low goal exerts low motivational force. Some of the hardest jobs you ever accomplished actually seem easy simply because they were a labor of love.

Time bound / Timely

A goal should be grounded within a time frame. With no time frame tied to it there's no sense of urgency. If you want to lose 10 lbs., when do you want to lose it by? "Someday" won't work. But if you anchor it within a timeframe, "by May 1st", then you've set your unconscious mind into motion to begin working on the goal.

Your goal is probably realistic if you truly *believe* that it can be accomplished. Additional ways to know if your goal is realistic is to determine if you have accomplished anything similar in the past or ask yourself what conditions would have to exist to accomplish this goal.

T can also stand for Tangible – A goal is tangible when you can experience it with one of the senses, that is, taste, touch, smell, sight or hearing.

When your goal is tangible, you have a better chance of making it specific and measurable and thus attainable.

To help you write you SMART goals you could think about the following things:

- Previous reports
- Specific subjects where you need to improve
- Test results and grades
- Punctuality
- Organization
- Presentation
- Homework
- Behavior
- Service in the community
- Extracurricular activities
- Social skills

My Smart Goals: Quarter 1

ACADEMIC DEVELOPMENT

Smart Target 1

S These are the specific things I want to accomplish:

M This is how I will know that I achieved my goal:

A My goal is realistic. These are the tools & people I need to achieve it:

R This goal is important to my life because:

T This is how long I think it will take me to reach this goal:

Smart Target 2

S These are the specific things I want to accomplish:

M This is how I will know that I achieved my goal:

A My goal is realistic. These are the tools & people I need to achieve it:

R This goal is important to my life because:

T This is how long I think it will take me to reach this goal:

PERSONAL DEVELOPMENT

Smart Target 1

S These are the specific things I want to accomplish:

M This is how I will know that I achieved my goal:

A My goal is realistic. These are the tools & people I need to achieve it:

R This goal is important to my life because:

T This is how long I think it will take me to reach this goal:

Smart Target 2

S These are the specific things I want to accomplish:

M This is how I will know that I achieved my goal:

A My goal is realistic. These are the tools & people I need to achieve it:

R This goal is important to my life because:

T This is how long I think it will take me to reach this goal:

Student Signature _____

My Smart Goals: Quarter 2

ACADEMIC DEVELOPMENT

Smart Target 1

S These are the specific things I want to accomplish:

M This is how I will know that I achieved my goal:

A My goal is realistic. These are the tools & people I need to achieve it:

R This goal is important to my life because:

T This is how long I think it will take me to reach this goal:

Smart Target 2

S These are the specific things I want to accomplish:

M This is how I will know that I achieved my goal:

A My goal is realistic. These are the tools & people I need to achieve it:

R This goal is important to my life because:

T This is how long I think it will take me to reach this goal:

PERSONAL DEVELOPMENT

Smart Target 1

S These are the specific things I want to accomplish:

M This is how I will know that I achieved my goal:

A My goal is realistic. These are the tools & people I need to achieve it:

R This goal is important to my life because:

T This is how long I think it will take me to reach this goal:

Smart Target 2

S These are the specific things I want to accomplish:

M This is how I will know that I achieved my goal:

A My goal is realistic. These are the tools & people I need to achieve it:

R This goal is important to my life because:

T This is how long I think it will take me to reach this goal:

Student Signature _____

My Smart Goals: Quarter 3

ACADEMIC DEVELOPMENT

Smart Target 1

S These are the specific things I want to accomplish:

M This is how I will know that I achieved my goal:

A My goal is realistic. These are the tools & people I need to achieve it:

R This goal is important to my life because:

T This is how long I think it will take me to reach this goal:

Smart Target 2

S These are the specific things I want to accomplish:

M This is how I will know that I achieved my goal:

A My goal is realistic. These are the tools & people I need to achieve it:

R This goal is important to my life because:

T This is how long I think it will take me to reach this goal:

PERSONAL DEVELOPMENT

Smart Target 1

S These are the specific things I want to accomplish:

M This is how I will know that I achieved my goal:

A My goal is realistic. These are the tools & people I need to achieve it:

R This goal is important to my life because:

T This is how long I think it will take me to reach this goal:

Smart Target 2

S These are the specific things I want to accomplish:

M This is how I will know that I achieved my goal:

A My goal is realistic. These are the tools & people I need to achieve it:

R This goal is important to my life because:

T This is how long I think it will take me to reach this goal:

Student Signature _____

My Smart Goals: Quarter 4

ACADEMIC DEVELOPMENT

Smart Target 1

S These are the specific things I want to accomplish:

M This is how I will know that I achieved my goal:

A My goal is realistic. These are the tools & people I need to achieve it:

R This goal is important to my life because:

T This is how long I think it will take me to reach this goal:

Smart Target 2

S These are the specific things I want to accomplish:

M This is how I will know that I achieved my goal:

A My goal is realistic. These are the tools & people I need to achieve it:

R This goal is important to my life because:

T This is how long I think it will take me to reach this goal:

PERSONAL DEVELOPMENT

Smart Target 1

S These are the specific things I want to accomplish:

M This is how I will know that I achieved my goal:

A My goal is realistic. These are the tools & people I need to achieve it:

R This goal is important to my life because:

T This is how long I think it will take me to reach this goal:

Smart Target 2

S These are the specific things I want to accomplish:

M This is how I will know that I achieved my goal:

A My goal is realistic. These are the tools & people I need to achieve it:

R This goal is important to my life because:

T This is how long I think it will take me to reach this goal:

Student Signature _____

23. Private Study

The organization of your 'free time' is a very important skill, which, once acquired, will be useful to you in later life. It is vital that you use your time wisely. Use your agenda and 'Student Survival Guide' to keep a check on the work you have to do.

It is important to allow a fair distribution of time between all the subjects you are studying outside set lesson time.

Things to do during private study time

- Homework
- Writing up notes
- Reading relevant sections of a textbook
- Independent practical work
- Learning facts, quotations or vocabulary and testing yourself
- Internal Assessment research and planning
- Extended Essay (EE) / Senior Research Project (SRP) research and planning
- Drafting, editing, amending and writing up essays
- Wider reading and research about a topic you are studying
- Revision
- Plan your CAS experiences
- Write your CAS reflections
- Update your CAS portfolio within ManageBac

Remember: There is always something to do! For example, you should seek out extra sources of information other than classroom notes and textbooks. Broaden your knowledge and horizons!

24. How do I Revise effectively?

Planning for tests and examinations: Dos and don'ts

Don't leave everything to the last moment then have a cramming session. This is inefficient, exhausting and reduces effectiveness in the exam.

Do start revising months before examinations. Plan a revision timetable and stick to it.

Don't work all night. Long periods of revision without a break are not effective.

Don't skip lessons or revision sessions with your teacher. Some of the most important revision you will do will be with your teacher.

Do plan a series of rewards during your revision sessions to give you a break and an incentive to work hard

Do find somewhere quiet to revise where you are not going to be distracted.

Do make sure that you allow time for recall of material you have already revised.

Do practice examination papers so that you are aware what is expected of you and have practiced time management. Completing past papers is a vital part of successful revision!

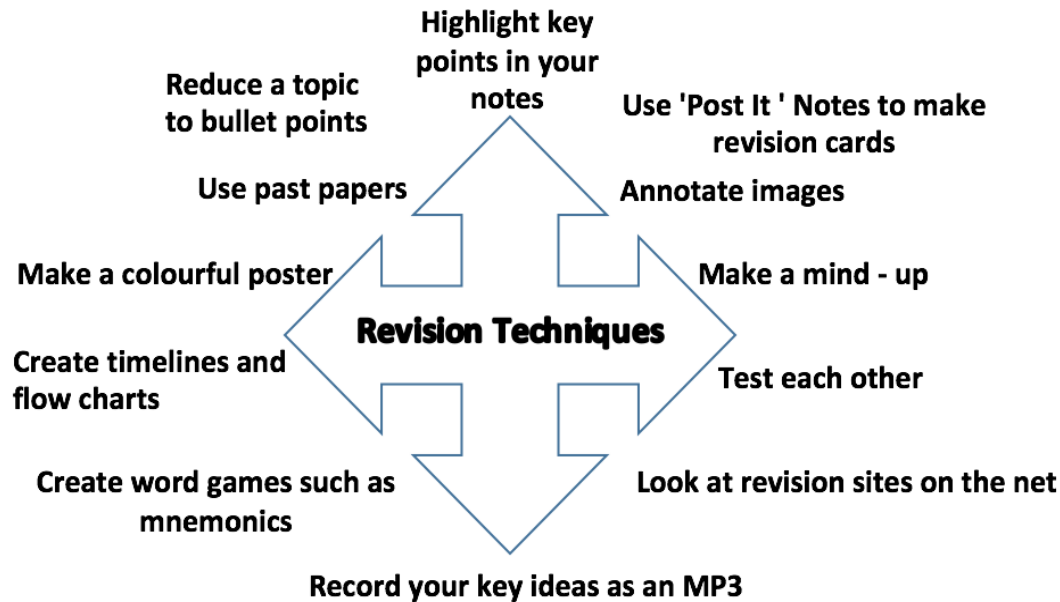
Do eat well and drink plenty of water.

There is no 'right way' to revise, as long as the method you choose enables you to gain a solid grasp of key facts and consolidate your knowledge.

Tips for Visual Learners	Tips for Auditory Learners	Tips for Kinesthetic Learners
Rewrite your notes as mind maps	Read or sing your notes aloud	Move around the room when you are learning
Make timelines and flowcharts	Record yourself reading key points of your notes aloud, then listen afterwards	Role play what you have learnt.
Use color to highlight important things	Revise with other students if you can: Teach or explain to someone else	Revise while you do a physical activity
Draw diagrams and sketches to help you remember points	Verbally summarize key points	Make revision cards or posters.
Annotate images	Use mnemonics	Go on field trips and visits to enhance classroom learning
Put posters and charts on the wall	Listen to music	
Watch videos, use the internet		

25. Revision Techniques

You should use a variety of revision techniques because we only remember a small percentage of what we read or hear, or do however we do remember most of what we read and hear and do.



Remember that you will need to cover the same topic many times when you revise in order to 'fix' the knowledge in your brains.

... other revision tools /techniques

Flash cards -- index cards or online, <https://quizlet.com/>

Cornell Notes -- fold into two columns...use the left-hand column to quiz yourself, <http://www.educationcorner.com/cornell-note-taking-system.html>

- Games
- Subject study guides
- Look at previous tests & assessments through the semester and identify areas needing more revision
- Ask someone to quiz you
- Say it out loud -- you are more likely to remember something if you say it out loud than if you simply read it over and over
- Teach it to someone else -- work with a study partner
- Thinking Maps -- create mental associations and connections
- Use mobile apps. There are tons of mobile apps that are designed to help you with revision i.e. improve your mental arithmetic or work on your English language skills.

Time & Task Management

Plan your Study Routine. It is shocking the number of students who discount the benefits of creating a personal study plan. With some initial effort, you can become more productive and motivated each day you approach your study by understanding your learning progress. GoConqr (<https://www.goconqr.com/en/study-planner/>) study planner is a great tool that can help you align your goals with your day-to-day study.

Break Free from Distraction. I bet you don't even realize the number of times you check Facebook, Instagram... When you add it all up together, it amounts to a significant waste of time. It can be hard to detach from your life outside of studying but keeping the end goal and timeframe in mind will ease the process. You might find useful the SelfControl website blocker (<https://selfcontrolapp.com>)

- Use your Agenda Book and AD/IBDP Guide/Workbook
- Keep track of assignments on a daily basis
- Keep track of due dates -- write assignment due dates in your agenda
- Check the Portal regularly. Build that into your routine
- Create study schedules prior and during exam periods of time
- Build in time for regularly scheduled activities and relaxation
- What will I prepare for each evening?
- Plan for frequent breaks (30-minute power study followed by a 5-minute break)
- Think about when each exam is scheduled. Do you need more time for one subject than another? Do you need to study differently for one subject than another?
- Cross things off the list as you complete them -- sense of accomplishment

Organization of materials

Binder set up

Notebooks

Proper headings on papers

26. Stress Management & Healthy Eating

Listen to Classical Music

Listening to music can create a positive and productive environment by elevating your mood and encouraging you to study more effectively and for longer. Classical music is recommended as the best type of music to boost your brain power, but ambient music can work too.

Research findings state that music with vocals is distracting, while instrumental music might actually help your performance.

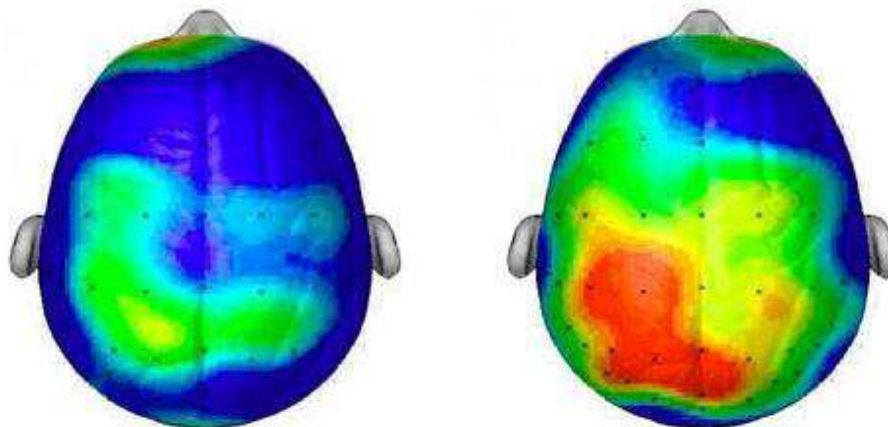
Exercise

(32 minutes is the optimal amount of time for effective studying...need a 5-minute break before getting back to it)

Many students feel as if they should spend their entire time before exams with their books open and their pen poised for action. However, research has proven that exercising such as taking a walk can boost your memory and brain power. Exercise will help keep you calm during exams, and you'll feel more energized and refreshed.

The image below shows the results of a study conducted by Dr. Chuck Hillman of the University of Illinois. It clearly demonstrates the effect exercise can have on your brain's activity. Imagine how this could improve your exam performance!

Composite of 20 student brains taking the same test



After sitting quietly

After 20 minute walk

Research/Scan compliments of Dr. Chuck Hillman University of Illinois

Play with Bubble Wrap & Puppies

Where do puppies come into exam stress? Many universities have installed ‘puppy rooms’ where students can come to relieve stress and anxiety. Pets have also been found to help you focus while studying but we would not recommend dropping into the library with your pet hamster! Popping bubble wrap is another stress reliever you can save [for home study](#).

Get Enough Sleep

The benefits of a proper night’s sleep can never be underestimated. Most importantly, sleep helps your brain to assimilate new knowledge into your long-term memory so that you can recall it when it comes to test day. If you get in the habit of studying in bed, it will make it harder to sleep there. You want your bed to be associated with sleep only. Make sure to study at your desk or in the library not in bed. Do not take naps as this will make it harder for you to sleep at night. Instead of napping, try going for a walk or exercise. Use relaxation techniques such as taking a warm bath or shower, aromatherapy, yoga breathing techniques to help you relax...

Give Your Mind Space

Meditation is one of the most effective ways to take a break and see your stress from a different perspective. Practicing meditation is another way to maintain focus while improving both mental and physical health to reduce pre-exam stress.

Eating healthy and smart during exams

- Make sure to eat a good breakfast i.e. a bowl of cereal and a fruit instead of a coffee and a donut.
- Fruit that ranks high among the best foods you can eat for your brain are bananas and blueberries that particularly help with your attention span
- Stay well hydrated. Caffeine and sugar should be kept to a minimum. Better choices include water, fruit juice, milk, and antioxidant-rich green tea.
- Eat at regular intervals. Eating three big meals slows you down mentally and physically. Consider five to 6 balanced smaller meals. Some smart smaller meals are jacket potato with cottage cheese or a banana with peanut butter or a toast with hummus or tuna.
- Believe it or not, this is 100% true. Eating dark chocolate, which is over 70% cocoa, fights the stress hormone cortisol and has an overall relaxing effect on the body. In addition, chocolate releases endorphins, which act as a natural stress fighter. A bit of dark chocolate on the exam day might help your stress levels.

Let it All Out

Sometimes you just need to talk to someone, other times you need to shout it from the rooftop or scream from the top of your lungs. Figure out what you are feeling and then let it out. Speaking to a family member a friend or the AISC School Counsellor can highlight the bigger picture for you and empower you to rise.

27. Guidance Services at AISC

What are the four domains of guidance services?

The Careers/Post-Secondary Transition: Getting into university.

The Academic domain: What courses should I be taking? How do the subjects I take relate to higher education and the world of work?

The Personal/Social domain: How am I doing as a person and a learner? (school- wide)

The Global Citizenship domain: How can I make a difference to my own community and the world at large?

How does Guidance Work as a student service?

You have a Guidance Counsellor: Mrs. Sue Morell Stewart

The Counsellor has an open-door policy but if they are busy, they will give you an appointment.

What are some of the things the School Counsellor does?

Conscious of its multicultural student population, the counselling office helps develop developmentally appropriate, proactive, school-wide prevention activities. The counsellor is ready to interface with the school administration, teachers, house, and parents. The counsellor carries out coordinated interventions, as well as individual, brief counselling sessions with students and/or parents, as needed.

In grades 11 and 12, careers counselling and university placement are essential services that serve the needs and interests of our prospective graduates. The approach is individualized to meet each student's unique needs, goals, and strengths, and aims to match the student's interests and academic accomplishments with appropriately supportive and selective institutions of higher education. The counsellor explains the importance of the choice of subjects and extra-curricular and service activities. They provide guidance on university selection and the application process for tertiary institutions around the world. They coordinate standardized testing (SAT and other university other entrance tests, when possible).

The Guidance Counsellor focuses on helping to identify those universities that most closely match an individual student's interests, needs, abilities, and potential. They assist students and parents in developing a reasonable list of universities, based on student's interests, needs, abilities, and potential and advocates for the student, through the reference letter and ongoing contact with the universities. The Guidance Counsellor assists students through the college application process: transcripts, records, recommendations, essays. They can serve as a sounding board for both parents and students when questions or concerns arise through the application process.

28. Activities and tutorials



The after-school activities programme will be released at the beginning of each quarter. One of these activities might cover some of your CAS obligations. In addition, your teachers publicize at the beginning of the year their tutorial dates, make a note of them.

Activities/Tutorials quarter 1

--

Activities/Tutorials quarter 2

--

Activities / Tutorials quarter 3

--

Activities/Tutorials quarter 4

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29. School Timetable

(It is always good to have a personalized copy of your timetable)

Week 1

	P. 1	P. 2	P. 3	P. 4	P. 5	P. 6	P. 7	P. 8	P.9
Monday									
Tuesday									
Wednesday									
Thursday									
Friday									

Week 2

	P. 1	P. 2	P. 3	P. 4	P. 5	P. 6	P. 7	P. 8	P.9
Monday									
Tuesday									
Wednesday									
Thursday									
Friday									

30. Homework Timetable

(Set yourself a homework schedule. Even if you don't have teacher set homework you could clearly write your notes, revise material, practice your musical instrument, sketch ...)

Week 1

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Week 2

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

31. What Do I Do If?

I am absent	Ask your parents to call the school
I am late	You must sign in at reception.
I have a medical or dental appointment	Whenever possible, appointments should be made outside of school hours. If you are unable to do this, please ask your parents to write a note which you should present to Mrs. Eleni Christodoulidou (AISC Student Information Specialist) When you leave school remember to sign out at reception.
I have lost something	Try to mark all your property with your name and keep valuables locked in your locker. Lost property is kept near to the school reception. Items are displayed regularly. If you have lost something, tell Mrs. Christina Chari (AISC School Receptionist)
I need an extension for an important piece of work	Go and see your subject teacher and discuss an extension before the deadline.
I don't feel well	You must go to the school nurse for treatment. If you need to go home the school nurse will arrange this for you.
I am unhappy about something	Be reflective. Talk to someone: There are many different people you can talk to. Discuss your problem with a teacher, your parents, the School Counsellor, the AD & IBDP Coordinator

When should you talk to your teachers one-on-one?

- When you don't understand an assignment or task (of course during class is the best time for this, but sometimes you don't realize you are unclear about something until later, or there were other tasks that were more important during class time)
- When you are confused about why you received a particular grade
- When you've been absent, and you want to double-check what you missed.
- When you are having problems with a particular classmate or feel uncomfortable with something that is happening in the classroom.
- When you are feeling overwhelmed with the workload.

Tips for How to Talk to Teachers

Make an appointment. Teachers are very busy so schedule a time to talk rather than trying to discuss something in the middle of class or right after class. It is a good idea to start by sending an email with a few dates & times that, you are available.

Plan ahead. Write down what you want to say beforehand. Write down any questions you have and if it is regarding a particular assignment or test, make sure you have the necessary paperwork. You may even want to copy your list for the teacher so both of you can consult it during your meeting (or consider giving it to the teacher ahead of time).

Use productive, rather than negative, language. Let your teacher know that you want to do well and how important it is for you to be able to succeed. When you ask questions, about an assignment instead of saying “I don’t get it” be specific and explain what part of the assignment you don’t understand.

Be a problem solver. This is a really important one! Propose a solution to your teacher. You may not get exactly what you propose, but it will at least give the teacher a better idea of your perspective of what might help.

Be empathetic. Try to look at the situation from your teacher’s point of view. Be respectful. Teachers have feelings too.

Listen! It is important to listen respectfully to your teacher. The teacher may tell you something you don’t know, which could be of great help.

Remember that no matter what, you and the teacher are on the same team. You don’t know what your teacher is thinking. Don’t assume they don’t like you. Talk to them! You may be surprised what comes out of the conversation. At the end of the day, they want the same thing as you – for you to succeed!

Learn from the experience. Even if the conversation with your teacher doesn’t go the way you hoped at least now you have a clearer picture of your teacher’s expectations. Now, you know what to do in the future. Hopefully, your teacher learned from the experience as well. Don’t forget to SAY THANK YOU.

32. Important emails and websites

Important Emails

The IBDP & AD Coordinator: kcoles@aisc.ac.cy

The School High School Counsellor: nduhig@aisc.ac.cy

The CAS Coordinator: eroussou@aisc.ac.cy

The EE Coordinator: ehkarpasitis@aisc.ac.cy

The SRP Coordinator: eroussou@aisc.ac.cy

The TOK Coordinator: uaboeros@aisc.ac.cy

The Pamoja Site Based Coordinator: eroussou@aisc.ac.cy

Important websites

The IBO: www.ibo.org

SAT: <https://www.sat.collegeboard.org/>

The UK Universities and Colleges Admission Service (UCAS): <https://www.ucas.com/>

The United States College Board: <https://www.collegeboard.org>

TOEFL: How to register: <http://www.ets.org/toefl/ibt/register/>

The Common Application: <http://www.commonapp.org>

The AISC library homepage: <http://library.aisc.ac.cy/>