Contents

01 Message from the Headmaster
02 The IBDP Learner Profile
03 Structure of the IBDP
04 At The Core of the Diploma
08 Creativity, Action, Service
14 IBDP Guidelines
18 The IBDP Marking System and the Diploma
19 IBDP and Portuguese Universities
Message From The Headmaster

The International Baccalaureate Diploma Programme is the flagship programme of Oporto British School. This two year course not only is the ideal university preparation programme but also provides the students with the skills, attitudes and perspectives to ensure that graduates make a telling contribution to the complex world we live in.

For our students we want the school ethos: To strive for success and to serve, to come alive. With small class sizes, individual attention, excellent teachers and support staff our students can really excel.

It is through study, reflection, participation and service that we succeed in producing global citizens.

We are very proud of our IB Diploma Programme and we invite you to join us on this exciting journey of discovery.

Tom McGrath
Headmaster
The IBDP Learner Profile

The IBDP Learner Profile is the IBO mission statement translated into a set of learning outcomes for the 21st century. The aim of all IBDP programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IBDP learners strive to be:

Inquirers
Knowledgeable
Thinkers
Communicators
Principled
Open-Minded
Caring
Risk-Takers
Balanced
Reflective
Structure of the IBDP

Courses available will depend on demand and economic use of teachers' time.

Your choice of these courses is very important. You will study them for the next two years. Likewise, so is the choice of level. These may affect your future career or higher education plans. Thus, you must talk to the IBDP Coordinator, your Form Tutor, your subject teachers and, of course, your parents when making your decisions.

The IBDP Diploma programme requires the study of six subjects – one chosen from each curriculum group, the sixth and additional subject can be chosen from group 6 or one of the previous groups. Three Higher Level (HL) and three Standard Level (SL) subjects must be studied to qualify for the IBDP Diploma.

At the core of the IBDP Diploma are Theory of Knowledge (TOK), the Extended Essay (an individual research project) and Creativity, Action, Service (CAS).
At the Core of the Diploma

» The Extended Essay
» Theory of Knowledge
» Creativity, Action, Service
The Extended Essay

The Extended Essay is an in-depth study of a focused topic chosen from the list of approved Diploma Programme subjects – normally one of the student’s six chosen subjects for the IBDP Diploma. It is intended to promote high-level research and writing skills, intellectual discovery and creativity.

It provides students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (a teacher in the school). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen.

The Extended Essay is:

• compulsory for all Diploma Programme students

• externally assessed and, in combination with the grade for Theory of Knowledge, contributes up to three points to the total score for the IBDP Diploma

• presented as a formal piece of scholarship containing no more than 4,000 words

Theory of Knowledge

This course is taught weekly over two years. This programme encourages students to think carefully and critically about what they learn and about the world around them.

There is no TOK exam, but students must submit one essay of approximately 1,400 words and give an oral presentation.
Creativity, Action, Service

Creativity, Action, Service is known by its acronym CAS and is a fundamental part of the Diploma programme. Every IBDP student must complete their CAS requirements in order to receive the diploma. Students keep an online diary and reflections through Managebac.

The IBDP goal of educating the whole person and fostering a more compassionate and active citizen comes alive in the immediate way through the CAS programme when students reach beyond themselves and their books. At Oporto British School we believe that international understanding and attitudes of mutual tolerance cannot be adequately fostered in the classroom alone.

CAS involves three essential elements:

**creativity**

This is interpreted broadly to include a wide range of arts activities as well as the creativity students demonstrate in designing and implementing service projects.
This can include not only participation in individual and team sports but also taking part in expeditions and in local or international projects.
This encompasses a host of community and local service activities and embraces the concept of helping others.
As a result of their CAS experience as a whole, including their reflections, there should be evidence that students have:

- increased their awareness of their own strengths and areas for growth
- undertaken new challenges
- planned and initiated activities
- worked collaboratively with others
- shown perseverance and commitment in their activities
- engaged with issues of global importance
- considered the ethical implications of their actions
- developed new skills

All eight outcomes must be present for a student to complete the CAS requirement. Some may be demonstrated many times, in a variety of activities, but completion requires only that there is some evidence for every outcome. The guideline for the minimum amount of CAS activity is approximately the equivalent of half a day per school week (three to four hours per week), or approximately 150 hours in total, with a reasonable balance between creativity, action and service. “Hour counting”, however, is not encouraged.

The school provides a variety of activities which count as CAS hours. Amongst these are the sports teams, plays, Duke of Edinburgh expeditions, Model United Nations Conferences and charity projects abroad and at home. However, whilst the school will endeavour to support students in providing activities, it will be necessary for students to be proactive about their CAS requirement and seek activities outside school too. The CAS coordinator will provide guidance and support as to where and how to find these activities.
Our aim is for a strong feeling of mutual trust and respect between staff and students to develop during the IBDP years. We are especially concerned with students developing an awareness of responsibility and the need for self-discipline.

Students are encouraged to take responsibility for their own success as independent, disciplined and principled inquirers.
Attendance & Punctuality

These are as important in the IBDP as they are lower down the school. Punctuality is simple courtesy and good training for later in life. Attendance at registration is essential in order that information be passed on and collected. It is also a health and safety requirement. Attendance at lessons is crucial for academic success.
The IBDP Common Room

The IBDP Common Room is a shared area and as such it is everybody’s responsibility to ensure that it is well used and looked after. The IBDP Common Room is an area for quiet study; where a working atmosphere is maintained in the room at all times.
Appearance

Our pupils are our ambassadors and it is therefore essential that they convey the highest possible standards of work, behaviour and appearance. All IBDP students must follow the IBDP dress code, which can be found on the OBS website.
The IBDP Marking System and the Diploma

The final assessment within each subject will be based on a combination of coursework, exam, and in some cases oral and practical. The value of each component can vary from subject to subject.

Final grades in each subject are awarded by the IBO on a scale of 1-7.

Full marks in all six subjects would thus lead to a maximum of 42 points. However, the final mark is also determined by bonus points awarded for the Extended Essay and the Theory of Knowledge course. Between them, the Extended Essay and the Theory of Knowledge could give a possible 3 bonus points. The highest possible IB mark therefore becomes 45 points.

To be awarded the IBDP Diploma a student must, subject to certain conditions, achieve 24 points or above.

Points from the Core
Students achieve a maximum of three points from TOK and the EE. These points are awarded as shown in the matrix below.

<table>
<thead>
<tr>
<th>ToK/EE</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td></td>
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<tr>
<td>C</td>
<td>2</td>
<td>2</td>
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<td>0</td>
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<td>D</td>
<td>2</td>
<td>1</td>
<td>0</td>
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<tr>
<td>E</td>
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<td>Failing condition</td>
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IBDP and Portuguese Universities

The IBDP Diploma Programme is equivalent to the ‘12º ano’ of the Portuguese education system, granted by the Decreto-Lei 227/2005, artº 3. The conversion of IBDP grades to the Portuguese system is established in Portaria 433/2005. Only the IB Diploma is accepted.

The IBDP final examinations are recognised as equal to the Portuguese national examinations, used as entrance examinations (Provas de Ingresso), by a large number of Portuguese Universities (application of artº 20, Decreto-Lei 296-A/98, annually revised by a deliberation of the Comissão Nacional de Acesso ao Ensino Superior (CNAES) – last deliberation: Deliberação nº 794/ 2012).

Students who are applying to Portuguese Universities, when choosing their HL/ SL IBDP subjects, should bear in mind the list of Institutions/Provas de Ingresso in CNAES’ deliberation, as each individual Faculty determines the level required for each subject.

Form 10, 11 and 12 pupils receive careers and universities advice and guidance from their tutors and in tutorial sessions.
Advice and guidance is given to pupils to support them in their applications to universities around the world most predominantly in the UK, Portugal and the USA.

Below is a table of the universities the 2014 leavers went on to study at in the UK and Portugal.

<table>
<thead>
<tr>
<th>UK UNIVERSITY OFFERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Hertfordshire — Events Management/Marketing</td>
</tr>
<tr>
<td>University of Glasgow — Theoretical Physics</td>
</tr>
<tr>
<td>Royal Holloway — Economics</td>
</tr>
<tr>
<td>University of Surrey — International Hospitality Management</td>
</tr>
<tr>
<td>Lancaster University — Medicine and Surgery</td>
</tr>
<tr>
<td>Kings College London — Computer Science</td>
</tr>
<tr>
<td>Kings College London — Business Management</td>
</tr>
<tr>
<td>Royal Holloway — Management</td>
</tr>
<tr>
<td>Imperial College London — Electrical and Electronic Engineering with a Year Abroad</td>
</tr>
<tr>
<td>Royal Holloway — Computer Science</td>
</tr>
<tr>
<td>Royal Holloway — Management with International Business</td>
</tr>
<tr>
<td>Queen Mary University of London — Law</td>
</tr>
<tr>
<td>University of Leeds — Fashion Design</td>
</tr>
<tr>
<td>The University of Nottingham — Medicine</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>PORTUGUESE UNIVERSITY OFFERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Univ. Nova de Lisboa — Fac. de Ciências Sociais e Humanas — Ciências da Comunicação</td>
</tr>
<tr>
<td>Universidade do Porto — Faculdade de Direito — Direito e Criminologia</td>
</tr>
<tr>
<td>Universidade Nova de Lisboa — Faculdade de Economia — Economia</td>
</tr>
<tr>
<td>Universidade do Porto — Faculdade de Economia — Economia</td>
</tr>
<tr>
<td>Universidade do Porto — Faculdade de Medicina — Medicina (1º colocado)</td>
</tr>
</tbody>
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