

Etelä-Tapiolan lukio

INTERNATIONAL BACCALAUREATE
DIPLOMA PROGRAMME
Study Guide 2021 – 2022



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Gustafsson, Tom	TGu	Pre-DP maths
Hänninen, Jyrki	JHä	Physics, Mathematics
Jatkola, Kristiina	KJä	Physical Education (girls)
Kivimäki Noora	NKi	Finnish as a Second Language, Finnish B
Klemola Leena	LKl	Visual Art, 19G class tutor
Koponen, Ruut	RKo	Librarian, Extended Essay advisor
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Lumme, Rosa	RLu	Chemistry, Mathematics, 21G class tutor
Matoq, Mohammed	MMa	Mathematics, Physics, 20F class tutor
Pohja, Juha	JPo	Swedish
Rantanen, Lauri	LRa	Biology, 20G class tutor

Vasileiadou-Turkka, Marianthi MVA English Language and Literature, 19F class tutor

Väänänen, Antti AVä Physical Education (boys)

STUDENT TUTORS

21F: Sara Back, Jane John Brownsom, Anna Ivanova, Olli Maijala

21G: Catherine Nyabamba, Dylan Riihelä O´Kane, Ghazal Saghi, Szonja Urbanics

Tutors organize social events, help with Wilma, publicize the school among ninth graders, host open door events and guide visitors. Tutors perform an invaluable service - please make use of them!

THE SCHOOL YEAR 2021 - 2022

Autumn term: Wednesday 11.8. - Wednesday 22.12.2021

Autumn break 18.-22.10.2021

Christmas holiday 23.12.2021-9.1.2022

Spring term Monday 10.1. - Saturday 4.6.2022

Winter holiday 21.-25.2.2022

Easter holiday 15.-18.4.2022

Ascension Day 26.5.2022

THE INTERNATIONAL BACCALAUREATE

MISSION STATEMENT

A mission statement defines the goals of the IB and informs the entire curriculum, guided by its principles. Ultimately, this is something we are all striving to achieve:

The International Baccalaureate aims to develop enquiring, knowledgeable and caring young people who help to create a better and more peaceful world through inter-cultural understanding and respect.

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

LEARNER PROFILE

The learner profile articulates the values at the core of the IB philosophy. IB programmes promote education of the whole person, emphasizing intellectual, personal, emotional and social growth through all domains of knowledge. Learning is perceived as a life-long journey underpinned by the pursuit of international-mindedness. There are ten values shared by the school community and underpinned by the programme, as students aim to become **inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.**

THE DIPLOMA PROGRAMME (DP)

The main elements in the Diploma Programme are neatly summarized in the following model:



Diploma students are required to select six subjects. At least three and not more than four are taken at higher level* (HL), the others at standard level (SL). HL courses represent some 240 hours of teaching; SL courses comprise 150 hours. By arranging work in this fashion, students are able to explore some subjects in depth and others more broadly over a two-year period: this is a deliberate compromise between the early specialization preferred in some national systems (such as in the UK) and the breadth found in others (such as Finland). Internationally mobile students are, potentially, able to transfer from one IB school to another, whilst students who remain closer to home benefit from a highly respected international curriculum.

* Students of HL maths are required to register, initially at least, for four HL subjects.

The programme equips students with the skills and attitudes necessary for success in higher education and the world of employment. The DP has the strengths of a traditional liberal arts curriculum, but with three important additional features, shown at the heart of the curriculum model. These are unique to the IB and outlined below.

THEORY OF KNOWLEDGE (TOK)

This mandatory component is designed to stimulate critical reflection on knowledge and experience gained inside and outside the classroom. TOK involves at least 100 hours of teaching time. Students are encouraged to reflect on different ways of knowing to foster clarity of thought and good judgment. As part of the assessment of TOK each student is required to submit an essay and make a brief presentation to the class.

EXTENDED ESSAY (EE)

IB Diploma students are required to undertake a piece of independent research over 40 hours culminating in an essay of some 4000 words. This is regarded as an essential preparation for academic research and writing skills required in higher education. Topics for research should be taken from subjects within the IB Diploma. A World Studies EE (exploring a contemporary global issue), involving research in two subjects, is also a possibility.

CREATIVITY, ACTION AND SERVICE (CAS)

CAS is a fundamental part of the Diploma experience. The CAS requirement takes seriously the importance of life outside the world of scholarship, providing a refreshing counter-balance to the academic focus of much school work. **Creativity** embraces a broad range of arts activities; **activity** includes sports, projects and expeditions; whilst **service** encompasses a host of community and social activities. CAS activities will take up two-three hours per week, and each student has his/her own supervisor for an activity. Please note that regular reflections are required, using Managebac, as you go along.

The whole point of CAS activities is to make a difference - to the benefit of others and in terms of self-development. Students are encouraged to be imaginative, adventurous and ambitious with their activities. The CAS Coordinator will gladly discuss all ideas and help identify supervisors for each task.

SUBJECTS

Whilst all IB World Schools share the core curriculum in common, the precise range of subjects on offer will differ from one school to the next. Even within a school the subject choices may vary from one year to another depending on the staffing situation and the preferences among students. In general, subjects require the enrolment of at least seven students in order to run.

These are the DP subjects offered in Etis:

Group 1	Mother tongue Finnish HL/SL and self-taught languages SL English Language and Literature HL/SL
Group 2	French B SL Finnish B SL
Group 3	History HL/SL Business Management HL/SL
Group 4	Chemistry HL/SL Physics HL/SL Biology HL/SL
Group 5	Mathematics: Applications and Interpretations SL/HL Mathematics: Analysis and Approaches SL/HL
Group 6	Visual Arts SL

All Diploma students must take at least one subject from each group 1 - 5. Thereafter students can choose either Visual Arts in group 6 or another subject from groups 1- 4. In practice, this means that one third of the Diploma is language-orientated. Keen linguists can opt for a third language, resulting in a 50% language component. Similarly, everyone studies mathematics, at least one science and a humanities subject as part of the Diploma. The breadth of study is a real strength and one reason why the Diploma is so widely regarded in the world of higher education. It is not possible to study all three sciences except in special circumstances.

A combination of three sciences is permitted for students requiring a non-regular diploma. This option should always be discussed with the coordinator during the Pre-DP year.

PAMOJA EDUCATION

A fast-developing set of online courses is offered by Pamoja Education. Here is an opportunity to sign up - at cost - for subjects unavailable with Etis, such as ab initio (beginner level) Mandarin Chinese, Psychology or Spanish B. Courses are taught using the latest digital applications by teachers specially trained in online pedagogy. If you are interested in exploring this option, please visit www.pamojaeducation.com. It should be stressed that students and their families are responsible in full for payment of the fees over a two-year period. The school will provide a site-based coordinator. Please also note: the school reserves the right to determine whether an online course is in the best interests of students, particularly where taught courses offer a viable alternative.

SCHEMES OF WORK

The DP is taught continuously without division into periods. Typically, IB students at SL meet their teachers twice a week for 75-minute lessons. Students at HL meet for an extra 75-minute lesson each week. The scheme of work, available from your teacher, shows how the workload in any given subject is spread over a two-year period. It is important for you to know how the subject matter will

be distributed throughout this time-frame and equally to know when internal assessments, portfolios, Extended Essays - and such like - are slotted into the calendar.

ASSESSMENT

The grading of pre-DP and IB Diploma students is different. Pre-DP students are assessed at the end of each period with a numerical grade (4-10). The pre-DP is based on the Finnish high school system: its content and assessment are determined by standard high school requirements applicable throughout the country. The DP students switch immediately to an IB grading scale: 1 (minimum) to 7 (maximum). Award of a diploma requires students to attain at least 24 points and satisfactory completion the Extended Essay, TOK component and CAS activities. A maximum score of 45 points is achievable by students who gain top grades in all subjects as well as full points in the core curriculum activities.

There are a number of failing conditions:

- CAS requirements have not been met
- Fewer than 24 points scored
- No result is recorded for the TOK essay, Extended essay or a contributing subject due to academic misconduct
- An E (fail) is awarded for one or both the EE and TOK essays
- A grade 1 is awarded in any subject/level
- A grade 2 is awarded three or four times (HL or SL)
- A grade 3 or below has been awarded four or more times (HL or SL)
- A candidate gains fewer than 12 points in HL subjects (for candidates with four HL subjects, the three highest grades count).
- A candidate gains fewer than 9 points in SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL)

A maximum of three examination sessions is allowed to satisfy the requirements for award of the Diploma.

The global average grade for diploma students fluctuates around 29-30 points. Etis has **always** exceeded this global average, often by a good margin. While some 80% pass the diploma globally, our own pass rate ranges from 80- 95%. Of course, we would like *everyone* to pass at the first attempt. This is always our goal.

GRADE DESCRIPTORS FOR THE DP

GRADE	DESCRIPTOR
7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality .
6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight.
5	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
4	A good understanding of the required knowledge and skills, and the ability to apply them in normal situations. There is occasional evidence of analysis, synthesis and evaluation.
3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student shows a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support .
2	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support .
1	Minimal achievement in terms of the objectives

GRADING IN PRACTICE

In practice DP students will be awarded a numerical grade on a scale of 1-7 above as well an alphabetic grade in each subject:

A = high level of effort **B** = satisfactory level of effort **C** = unsatisfactory level of effort

POINTS MATRIX FOR THE CORE CURRICULUM

	THEORY OF KNOWLEDGE					
	A	B	C	D	E	
EXTENDED ESSAY	A	+3	+3	+2	+2	FAIL
	B	+3	+2	+2	+1	FAIL
	C	+2	+2	+1	0	FAIL
	D	+2	+1	0	0	FAIL
	E	FAIL	FAIL	FAIL	FAIL	FAIL

ETELÄ-TAPIOLAN LUKIO ASSESSMENT POLICY

Etelä-Tapiolan Lukio will support and encourage all students accepted onto the challenging IB programme.

The assessment policy is outlined below.

PRE-DP

1. A Pre-DP student failing to attain a minimum average of 7 on any IB-related subject is required to take the retest immediately in the next period (or June in the case of period V). Conversely, a student gaining at least a grade 7 is not permitted to do the re-test (but can attempt the subsequent upgrade test in January/June)
2. A student who still fails to achieve grade 7 after a re-test will have their progress put under review.
3. An upgrade test in January/June will allow students to attempt to improve their performance on any single module, irrespective of the grade received.
4. Students failing to make the grade, despite opportunities for re-tests, will be obliged to withdraw from the programme at the end of the Pre-DP year.
5. Pre-DP students also need to complete at least 28 modules successfully, including all compulsory modules, irrespective of whether these are related to IB choices. If a student fails a compulsory module (grade 4), he/she needs to sign up for retake right away in the next period.
6. Students are not permitted to re-do the Pre-DP year.

IB1

1. A first year IB student (IB1) failing to achieve a minimum grade of 4 at Higher Level or a minimum grade of 3 at Standard Level, in one or more subjects, at the end of period II and IV will be required to take the re-test at the earliest opportunity.
2. A student who still fails to achieve the required grade will have progress put under review.
3. The Head will either require a student to repeat the first year of IB studies or withdraw from the programme.
4. Formative assessment will be offered at the end of period 1, designed to check whether students are meeting the demands of their studies.

IB2

1. A final year student (IB2) failing to achieve a minimum grade of 4 at Higher Level or a minimum grade of 3 at Standard Level, in one or more subjects, during the end of period II tests, will be required to take the retest at the earliest opportunity.
2. The mock examination result will comprise the fourth and final numerical assessment and will provide the basis for predictions issued at the end of period IV.
3. A student who still fails to achieve the required grade will have progress put under review.
4. The Head will either require a student to repeat the second year of IB studies or withdraw from the programme.

While stress is placed on performance in test conditions, ongoing continuous assessment in class is fundamental to the learning experience and will play its part in the end of period assessment. Teachers may pose interim tests at any time.

With respect to infringements of the assessment policy, each case will be taken on its merits and discussed by the IB coordinator, teachers, and Principal. The actual decision will be taken by the Head and this decision is final.

Where students are required to leave the school, in a last resort, efforts will be made to assist in finding an appropriate alternative.

SCALE OF FEES (current at time of publication)

Registration fee (per candidate) before the first deadline	122€
Subject fee (per candidate) for each subject	85€
Late subject fee (per candidate) between the first and second deadline	162€
Late subject fee (per candidate) after the second deadline	350€
Courier service charges (per candidate)	20€

Please speak with the coordinator to discuss the deadlines for late entries and amendments, enquiries upon results, appeals, and such like.

POLICY ON RE-TAKING THE DIPLOMA

The school is under no obligation to re-enter candidates who have successfully passed the diploma with 24 points or more. In fact, we have never done this. Such students are graduates and thus no longer registered in this school.

The school is under no obligation to enter candidates for re-takes in the event of failing one or more DP subjects. Each case will be taken on its merits.

Where a candidate is less than three points short of the 24 points required to pass, an opportunity to re-take examinations will normally be provided in November, six months after the main examination session in May.

Where a candidate is three or more points short of the 24 points required to pass, s/he will normally be required to repeat the entire second year of the DP programme.

The question of resubmission of Internal Assessments (IAs) must be discussed with the coordinator. The subject teacher may also be a party in this discussion.

The coordinator has the right to insist on the resubmission of IAs if this is perceived to enhance the chances of success of a retake candidate. Candidates repeating the second year of the programme will normally be expected to resubmit IAs and regularly attend class. Those failing to honour this obligation will be withdrawn from the programme and the right to retake will be revoked.

Retakes may be processed with IBO from 6 July onwards. The coordinator reserves the right to delay registrations until August, giving an opportunity to discuss retakes with subject teachers.

Thus, the coordinator is under no obligation to register retakes before 29 July, when the first deadline for registration passes.

DEADLINES

There are many deadlines, both internal (set by the school) and external (submission dates to IB). All such deadlines are absolute. Failure to meet deadlines will jeopardize progress and could result in dismissal from the school. Students are urged to work ahead of deadlines, as leaving submissions to the very last moment courts disaster. Data can be lost, printers break down, etc. Leave nothing to chance. If you are aware that you are going to be absent (on holiday, for example) when a deadline is approaching you are bound to submit your work **before** departure. There can be no exceptions, except for health reasons.

Deadlines are deadlines.

All missed deadlines will be brought to the attention of the coordinator. Anyone missing a deadline will have their progress reviewed with the Head and Coordinator. An action plan will be devised to prevent a repetition of this issue, which could jeopardize success with the Diploma.

ACADEMIC HONESTY

Academic honesty requires students to ensure that their expression, language and ideas are authentic. Integrity is paramount. Plagiarism, duplication and collusion are serious academic offenses. To this end, the school possesses a clearly articulated policy on Good Academic Practice. Students are required to sign a declaration that all work submitted for assessment is authentic. Any infringements become matters for the immediate attention of the Coordinator and Principal. Parents will invariably be informed.

Some key points:

- *Sources of all ideas, information, photos, diagrams, illustrations, maps must be acknowledged.*
- *Substituting a few words in someone else's text (and regarding this as one's own) is unacceptable.*
- *Collaboration (between two or more students) for research purposes may be permitted. In such cases the resultant work must be independently produced - with the abstract, introduction, content, conclusion and summary written in each candidate's own words. Where this is neglected the outcome is collusion rather than collaboration.*

IBO routinely scrutinizes a random sample of candidates' work with a plagiarising tracking system. Within the school, all teachers and the librarian will be on guard for evidence of plagiarism. We have a powerful search engine at our disposal and submissions will be checked. The consequences are serious.

PRE-DIPLOMA YEAR (Pre-DP)

Vital academic groundwork is laid during the pre-DP year. Students complete an average of 30 modules (or six modules per period) in order to be eligible to progress to the IB. Students completing fewer than 28 modules will not be permitted to join the DP in the following year. Similarly, students performing weakly in prospective DP subjects will have their progress placed under review. Modules available in 2021-22 are shown below.

SUBJECT	MODULES AVAILABLE
ÄIDINKIELI JA KIRJALLISUUS	ÄI1/ÄI2 ÄI3/ÄI4 ÄI5/ÄI7
FINNISH AS A SECOND LANGUAGE	S21/S22 S23/S24
B1-SWEDISH	RUB11 RUB12 RUB13
A-ENGLISH	ENA1 ENA2 ENA3 ENA4
B3-FRENCH	RAB301 RAB302 RAB303
MATHS	MAY1 MAA2 MAA3/MAB3 MAA8/MAY2 MAB4/MAY2
BIOLOGY	B1
PHYSICS	FY1 FY3 FY4
CHEMISTRY	KE1/KE2 KE3
SCIENCE	SCI1
HISTORY	HI1 HI3
ECONOMICS	YH2
PHYSICAL EDUCATION	LI1
MUSIC	MU1
ART	KU1 KU2
STUDY GUIDANCE	OP1

Compulsory modules are marked in **bold**. Everyone completes these modules and needs to get at least a pass grade (5). Moreover, the optional modules ought to be regarded as compulsory for those intending to study these same (or closely related) subjects as part of the DP. For example, students of IB physics will invariably take the two optional modules as well as the first compulsory one.

At the end of each period students are issued with certificates showing numbers gained in different subjects. At the end of the first year **students are required to gain at least an average of grade 7 in future SL subjects and grade 8 in HL subjects in order to proceed with these subjects at DP level**. Students intending to study Business Management are expected to make the requisite grade in Economics.

Students failing to gain a grade 7 or more on any pre-DP module are required to retake the test. Re-tests are available at the end of each period. Normally only one re-test per period is possible and this must be administered at times noted in this guide.

Students have the right to re-sit **any** test irrespective of the grade during the upgrade tests in January/June. Thus, students have a possibility to increase their average in a subject where they may be struggling to make the required grade for the IB proper. (See assessment policy).

Hard work and strong organisational skills are needed to cope with the demands of the pre-DP. Students who are struggling will meet with the coordinator and/or principal to decide what action to take. Our primary aim is to support and encourage. If you are experiencing problems, come and speak about these sooner rather than later.

PRE-DP MODULES (the number of credits is shown in brackets)

<p>MATHEMATICS</p> <p>MAY1 Numbers and Equations (2)</p> <p>MAA2 Functions and Equations (3)</p> <p>MAA3/MAB3 Geometry (2)</p> <p>MAA8/MAY2 Analytical geometry (3)</p> <p>MAB4 /MAY2 Statistics and Probability (3)</p>	<p>ÄIDINKIELI</p> <p>ÄI1/ÄI2 Kieli ja tekstit (3)</p> <p>ÄI3/ÄI4 Kirjallisuus ja vuorovaikutus (3)</p> <p>ÄI5/ÄI7 Vuorovaikutus ja tekstien tulkinta (3)</p>
<p>ENGLISH</p> <p>ENA1 Study skills and building linguistic identity (0.5)</p> <p>ENA2 English as a global language (1.5)</p> <p>ENA3 English Language and Culture as instruments for creative expression (2)</p> <p>ENA4 English as an influential instrument (2)</p>	<p>SWEDISH</p> <p>RUB11 Study skills and building linguistic Identity (1)</p> <p>RUB12 Swedish in my daily life (3)</p> <p>RUB13 Culture and media (2)</p>
<p>ART</p> <p>KU1 My images, shared cultures (2)</p> <p>KU2 Spaces, places and phenomena in the environment (2)</p>	<p>MUSIC</p> <p>MU1 Intro – music for all (2)</p>
<p>PHYSICAL EDUCATION</p> <p>LI1 Learning by physical activity (2)</p>	<p>HISTORY</p> <p>HI1 People, the environment and history (2)</p> <p>HI3 Modern Finnish history (2)</p>

<p>PHYSICS</p> <p>FY1/FY2 Introduction to physics (1)</p> <p>FY3 Thermal physics (2)</p> <p>FY4 Mechanics (2)</p>	<p>FRENCH</p> <p>RAB301 Basic level French 1 (2)</p> <p>RAB302 Basic level French 2 (2)</p> <p>RAB303 Basic level French 3 (2)</p>
<p>ECONOMICS</p> <p>YH2 Introduction to economics (2)</p>	<p>BIOLOGY</p> <p>BI1 Life and Evolution (2)</p>
<p>CHEMISTRY</p> <p>KE1/KE2 Introduction to Chemistry (2)</p> <p>KE3 Molecules and models (2)</p>	<p>STUDY GUIDANCE</p> <p>OP1 I as a student (2)</p>
<p>SCIENCE</p> <p>SCI1 Science (2)</p>	
<p>FINNISH AS A SECOND LANGUAGE</p> <p>S201/S202 Kieli ja tekstit (3)</p> <p>S203/S204 Kirjallisuus ja vuorovaikutus (3)</p>	

Pre-DP students are required to sign up for modules on Wilma. Deadlines will be made clear at the beginning of the school year. If you require help in signing up, turn to a tutor or the counsellor for guidance.

THE PERIOD SYSTEM

The Finnish high school year is divided into 5 periods. These divisions apply to pre-DP students only. Diploma students will have regular lessons through the course of the year without regard to the period system except in a few cases. Assessment will be conducted for IB1 students during periods 1, 2 and 4. The initial assessment will be entirely formative in nature, designed to ensure that students are on track and studying at the appropriate level. Assessment for IB2 students will occur at the end of period 2. Mock examinations for IB2 will be held in the fourth period.

DEDICATED STUDY WEEK

Dedicated study week allows teachers and students to spend half a day working together. Unlike in a standard 75 minute lesson, there is time to engage in a range of activities, including group work, problem-solving, trips out, review activities, practice with past papers or work on internal assessments. Stress is put upon in-depth study rather than testing although part of the day may be devoted to testing as well.

THE DAILY SCHEDULE

	Time	Mon	Tue	Wed	Thu	Fri
1.	8.15 - 9.30	2	7	4	7	1
2.	9.45 - 11.00	3	5	2	5	4
3.	11.00 - 13.00 *) Lunch	7	4	3	1	6
4.	13.15 - 14.30	6	1	6	2	5
5.	14.45 - 16.00	8	9	8	3	8

*) Lunch rota periods 1-3:

I shift 11.00 - 11.45
3. lesson 11.45 - 13.00

II shift 11.55 - 12.25
3. lesson 11.15 - 11.55 and 12.25 - 13.00

III shift 12.30 - 13.15
3. lesson 11.15 - 12.30

Periods 4-5

I shift 11.00 - 11.45
3. lesson 11.45 - 13.00

II shift 11.55 - 12.25
3. lesson 11.15 - 11.55 and 12.25 - 13.00

Specific lunch sessions for each class are clearly marked in the downstairs foyer.

Tuesday class tutorials are held from 13.00-13.15. A summary of announcements (Tinfo) will be posted on Wilma each week on Tuesday - students are required to view these postings as well as attend tutorial sessions.

A "morning word" is occasionally delivered on Wednesdays (by the local parish).

Snacks are provided, at a cost, from Monday, Wednesday and Thursday at these times: 9.30 - 9.45 and 14.30 - 14.45. On Tuesday and Friday snacks are available at 9.30-9.45 only.

Sports lessons (LI1 and LI2) will commence at 8.00 for morning classes and 14.35 for afternoon classes, ending 90 minutes later in each instance. Sports lessons are generally held during codes 7 and 8. **Note that Pre-DP PE lessons are held once a week from August to Christmas.**

INDEPENDENT STUDY

It is **possible for Pre-DP students to study certain modules independently without participating in classroom instruction**. Indeed, you are encouraged to study at least one module in this way to foster study skills. You should note that certain restrictions apply:

- The first module in each subject must be studied in class
- Two consecutive modules in the same subject may NOT be studied independently
- The grade awarded on the previous module in a given subject must be at least a grade 8
- A modules may not be taken independently for the reason that studies have been interrupted through repeated absence
- Teachers may specifically require classroom participation on certain modules

Be prepared for a reasonably heavy workload. Independent study is never an easy option. There will be regular coursework assignments and a final test to complete. If the timetable for submitting coursework is neglected, independent study will be terminated. Please note that it is the responsibility of the student to **register for the independent study test on the date noted in the calendar section of this guide**.

Application forms for independent study are available online. You are advised to always consult with the teacher before signing up for independent study. **Registration must occur within the first week of any new period**. Late requests will not be considered.

ABSENCE FROM A TEST

If you know in advance that you cannot attend a test, inform the teacher in good time so that alternative arrangements can be made. You are urged to do this in written using Wilma. Do not miss a test for appointments, such as with a doctor or dentist, that can be handled equally well at other times. In the event of illness, inform the school secretary (by phone) and/or the subject teacher (via Wilma) without delay - and on the same morning of the test at the latest. Parents/guardians should handle this for students under the age of 18. Alternative arrangements will have to be made for each missed test in the days ahead.

Until the test is conducted a P (=Partially completed) mark will show as the module grade.

Students do not have an automatic right to do the re-test in cases where they fail to provide a reliable and timely explanation for their absence.

CHANGING LEVELS

A student struggling with Maths HL can drop down to SL. Additionally; a student of Maths HL may decide to remain in this group and drop down another subject instead.

Whatever the change, this should always be discussed with the subject teacher and the coordinator. Changes will not be permitted mid-way through a period: normally these changes are made after Dedicated Study Week in the second period of IB1.

With few exceptions, changing subjects is not possible once the IB is underway.

INTERIM PREDICTED GRADES

Predicted grades for university entrance purposes will be based on performance in tests to date. The coordinator will calculate arithmetic averages based on this record and consult teachers in December before issuing predictions needed by UCAS. It will take five working days to issue predictions upon a request being filed, so please act early enough.

Special case: Candidates applying to Oxbridge or applying to study medicine will need to contact me about their predicted grades in September (Y2) at the latest.

MOCK EXAMINATIONS

Mock examinations for IB2 will be held over a two-week period in late February/early March. Attendance in the mocks is compulsory; absences must be accounted for with medical evidence, just as in the actual examinations. Please be prompt and treat these mock examinations with the same seriousness as the finals. A schedule will be issued at the beginning of February.

FINAL PREDICTIONS

Once IB2 students have completed the mock examinations, predicted grades for IB and university entrance purposes will be based upon performance in the mocks as well as internal assessment submissions + previous achievement in tests. This ought to be the most accurate prediction. Such predictions will be issued to ALL students on 1.4 at the latest.

FINAL EXAMINATIONS

The final exams for IB2 students are held in late April/May over a three-week period. Two weeks before the first exam a meeting will be scheduled with the coordinator to discuss the mechanics of exam administration. What happens if a candidate arrives late? How about if struck by a sudden headache? These are important matters to discuss beforehand and thus attendance is compulsory, please!

Students are entitled to request special arrangements in the event of a temporary or permanent physical disability. In such cases, medical documentation must be brought to the coordinator at least six months prior to the exams.

SPECIAL ARRANGEMENTS DURING DEDICATED STUDY WEEK

When does a student have the right to special arrangements?

The right to special arrangements is based upon a diagnosis of a specific access or learning difficulty such as dyslexia. Pre-DP Students are entitled to an extra hour in test conditions if the level of dyslexia is recorded as mild (level 3) or above (up to level 5) by the special needs teacher. IB students will normally be granted 10% or 25% extra time in test conditions, depending on the severity of the difficulty.

What does the student need to do?

- Students need to ensure that the necessary documentation reaches the Principal and the IB Coordinator. The special needs teacher will submit her own assessment.
- Students are required to remind the teacher about their needs prior to testing.
- Students should also send a message in the previous week to Deputy-Head, stating name, module, teacher and details of the requirements, such as extra time or access to a word processor.

It is important to ensure that students observe the agreed conditions.

INTERNAL ASSESSMENT

Some 20 - 50% of assessment in any given DP subject is internally assessed by teachers and moderated externally. Teachers will provide guidance on assessment criteria at the start of the programme and while steering students through the internal assessment. Deadlines must be respected.

The IA deadlines are available to all students in electronic form and posted physically on the international notice board.

ABSENCE

Regular and punctual attendance is a cornerstone to successful study. **For those under the age of 18 a Wilma message or a sick note (signed and dated by a parent or medical staff) is required to account for absence. Those students over the age of 18 are expected to take full responsibility for any absence, providing a formal sick note wherever more than a single day has been missed.** Note this carefully: a self-written note may be accepted for a single day's absence by those who are 18+, but only in cases where the note is brought in the very next school day. Repeated absence is likely to negatively impact upon performance. In such cases, teachers will bring the matter to the attention of the Coordinator and Head.

Driving lessons are never an acceptable reason for absence!

SUPPORT TEACHING

Students have the right to request additional support teaching, which will be provided according to the availability of resources. Students who are frequently absent from class without a suitable explanation will be denied this option. Every application will be weighed according to its merits. Please speak with the coordinator if you feel the need for additional support. It is worth remembering that IB students are very willing to offer peer tuition (in return for valuable CAS points).

APPLICATIONS FOR A PERIOD OF ABSENCE

Students are permitted to be absent for short holidays, sporting championships and such like. For periods of absence up to one week, please complete the necessary form (online or outside the secretary's office) and **hand this to the class tutor before you go**. For periods of absence of more than a week's duration apply to the Head.

Where time off is granted, the student is responsible for completing assignments required by the teacher. Be aware that absence may impact on grades. At certain times of the year absence must be avoided at all costs. Dedicated Study Week is one such occasion. Where absence coincides with an internal assessment deadline it is the responsibility of the student to ensure that work is submitted *before* the deadline is reached.

LATENESS

The occasional late arrival may be unavoidable, but repeated lateness is a serious nuisance. Many teachers refuse to admit students into the classroom after lessons have begun. Late-comers should report to the Head instead. We expect students and teachers alike to be punctual.

GUIDANCE COUNSELING

Students need (considerable) guidance in making the right study choices while in school and in preparing for Higher Education. To this end, there is one compulsory module of study guidance, spread over three years, led by the Guidance Counselor. The first year tutorials concentrate on strategies for effective study. In the second and third years more attention is paid to attending educational fairs, meeting representatives from various institutions, and familiarization with university application procedures and deadlines.

An important part of student guidance is played by the weekly tutorials, during which the class tutor will typically notify students of forthcoming events. Students are required to be prompt and regular in attending these sessions. Please have your (electronic) diary readily to hand. Also take this opportunity to raise issues of concern. Do be prompt! Parents will be informed in cases of repeated late-coming or irregular attendance.

IB COORDINATION

The task of the coordinator is to ensure smooth running of the programme, administration of the exams and the meeting of deadlines in all subjects and the core curriculum. More than this, the coordinator helps students keep on track with their studies and provides a sympathetic ear in the event of difficulties. As necessary, individual action plans will be devised with students. The coordinator is happy to advise students on personal statements, collate predicted grades, ensure results are issued expeditiously to universities and counsel students who fail the diploma. Students are recommended to get in touch with a low threshold concerning any study or welfare issues impacting upon performance.

UNIVERSITY DEADLINES

Applications via the Universities and Colleges Admissions Service (UCAS) to Oxford and Cambridge (and, typically, medicine) need to be submitted on 15.10. at the latest. Applications to other British universities need to be submitted by 15.01. In Finland the deadline for most English taught university programs is in January. The deadline for Finnish taught university programs is in early April. Students are required to file their own individual applications to universities; the school will not submit these on a student's behalf (and thus no buzzword is required). Please make sure that references are requested from teachers at least a fortnight before the application deadline. The coordinator is always happy to write references and give advice on personal statements. It should be stressed that applications can be filed at any stage in the autumn and do not need to be left to the final deadline before submission. Teachers are under no obligation to write references when less than 5 days remain before a deadline.

FINAL WORD

A recent IB graduate described the IB in Etis as “unforgettable, enjoyable, challenging”. We wonder what you will make of the experience. Certainly, you are urged to make the most of this extraordinary and potentially life-changing journey. We want you to thrive on the IB and enjoy yourselves enormously. ***Be curious! Think critically! Have fun!***