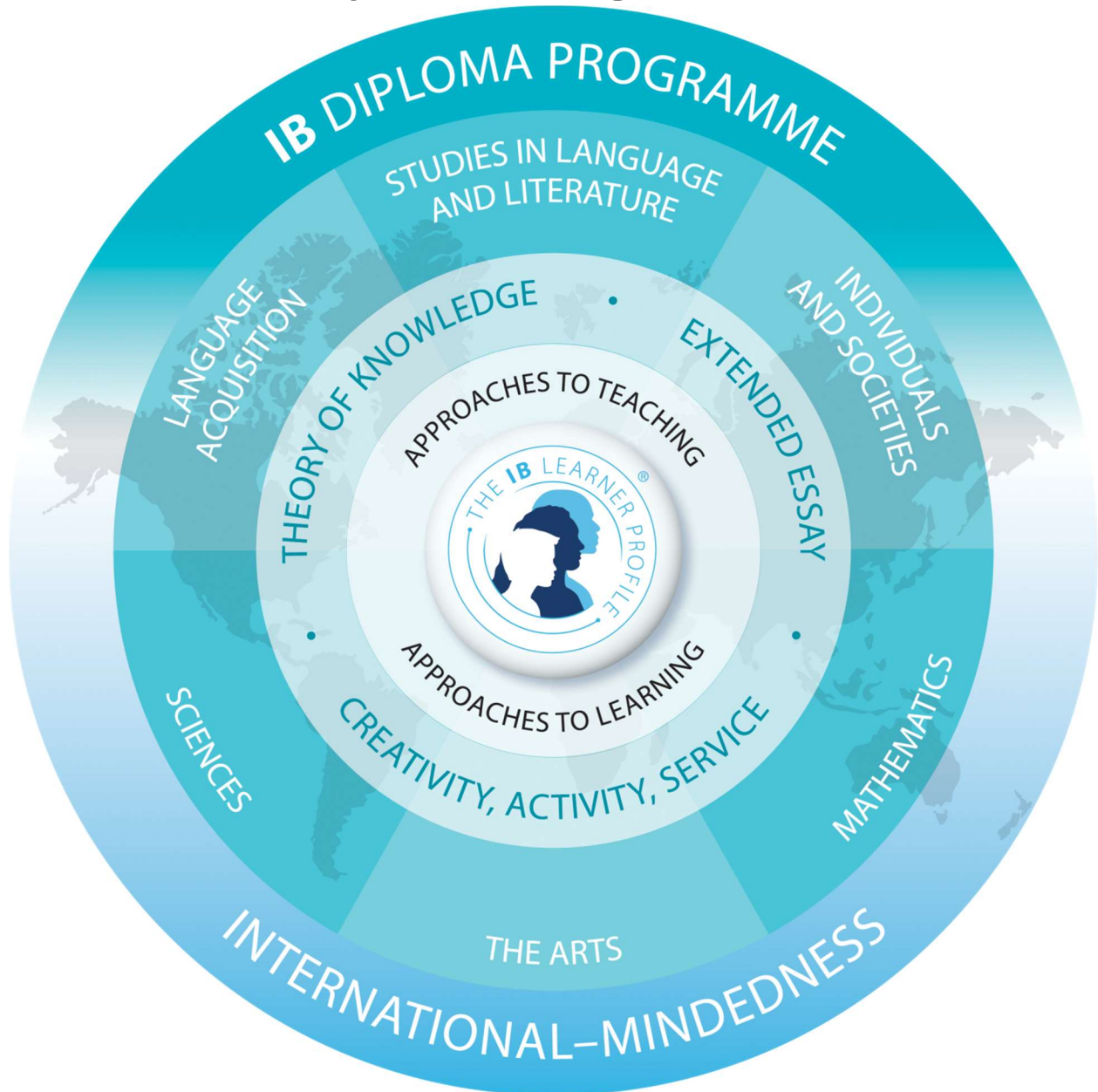


International Baccalaureate Diploma Programme



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Table of content

Mission Statement

IB Learner Profile

Introduction to the Diploma Programme

DP courses offered in Narmer American College

Group I Courses

- Course description
- Course assessment

Group II Courses

- Course description
- Course assessment

Group III Courses

- Course description
- Course assessment

Group IV Courses

- Course description
- Course assessment

Group V Courses

- Course description
- Course assessment

Group VI Courses

- Course description
- Course assessment

Core Requirements: CAS, EE and TOK

Selection form for full DP students

Selection form for IB Certificate students (Subject to change)

NAC IB DP Policies

- Admission Policy
- Academic Integrity Policy
- Assessment Policy
- Language Policy
- Inclusion Policy

Extended Essay Timeline

Two Year Coursework Deadlines

International Baccalaureate 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.”

The International Baccalaureate® (IB) learner profile

This profile describes a broad range of human capacities and responsibilities that go beyond academic success. They imply a commitment to help all members of the school community learn to respect themselves, others and the world around them. Each of the IB’s programmes is committed to the development of students according to the IB learner profile.

The profile aims to develop learners who are:

- **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.

- **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.

- **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.

- **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.

- **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.

- **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.

- **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.

- **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.

- **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.

- **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.

Introduction to the Diploma Programme

The IB Diploma Programme (DP) is a rigorous, challenging and balanced two-year university-preparation programme for students aged 16 to 19. It aims to support schools by providing outstanding research-based education, developing both disciplinary and interdisciplinary knowledge and understanding. This guide seeks to outline the main components of the programme while summarizing key research on impact and outcomes of participation. The DP is a truly international programme developed in consultation and collaboration with educators from around the world. It incorporates the best educational practices from different systems while remaining free of influence of any particular one. At its heart, the DP is driven by the IB mission to create a better world through education. DP students are prepared for participation in a rapidly evolving and increasingly global society as they develop intellectually, emotionally, physically and ethically, while acquiring the skills that will prepare them for further education and life in the 21st century.

The Diploma Programme model



The DP promotes language and literacy, multilingualism, the social sciences, science, mathematics, the arts, interdisciplinary learning, service learning and international-mindedness. It encourages students to be knowledgeable, inquiring, caring and compassionate, and to develop intercultural understanding, open-mindedness and respect for others' views. The full IB Diploma Programme can be undertaken in English, Spanish and French, with elements available in Japanese, German, Chinese, Arabic, and Turkish. The same quality and rigor is in place regardless of the language of study. The DP model includes over 30 courses from six subject groups, ensuring breadth and depth of knowledge and understanding.

- *Students select one course from each subject group (The arts may be replaced with another subject).*
- *At least two languages are studied.*
- *At least three courses are taken at higher level (HL), generally 240 hours of instruction. Standard level (SL) courses are typically 150 hours.*
- *All courses are designed to span two years, assessed with the same level of rigor and equally weighted. A compulsory core comprises three distinct components, and is an integral part of the DP student experience.*
- *Theory of knowledge (TOK) is a course on critical thinking that makes connections across the academic disciplines and explores the nature of knowledge.*
- *The extended essay (EE) is an in-depth, externally assessed, independent research project into a topic of the student's choice. Up to 4,000 words in length, it promotes high-level research and writing skills, intellectual discovery and creativity.*
- *Creativity, activity, service (CAS) involves students in a range of experiential and service learning activities that enhance personal and interpersonal development. CAS encourages engagement in the arts, creative thinking, a healthy lifestyle and a sense of social responsibility.*

A variety of studies suggest that the DP core plays an important role in improving student confidence in critical thinking, engaging with research, university-level writing, time management, and the ability to gather, organize and evaluate information. Personal growth, an ethic of service, maturity, open-

mindfulness, reflection and a better understanding one's place in the world were also cited as important benefits.

Approaches to teaching and learning (ATL) and international-mindedness run throughout the programme, fostering positive attitudes toward learning, social responsibility and intercultural understanding. ATL, in particular, explicitly emphasizes thinking, communication, social, self-management and research skills.

Assessment and reporting

The DP utilizes a variety of assessment techniques and components to measure student performance; it represents one of the most rigorous, valid, reliable and balanced wide-scale educational assessments available. Written examinations marked by professionally trained examiners, along with internal assessments by the students' teachers, form the basis of the assessment for most courses.

Exams are in May or November, depending on the school's calendar. Results are released in July or January, respectively. Scoring and reporting After all assessment components are marked and weighted, students receive a final score ranging from 1 (lowest) to 7 (highest) for each course. HL and SL courses are weighted equally. The core's extended essay and TOK are each marked on an A (highest) to E (lowest) scale, and their combined results can account for up to three additional points. CAS is not marked, but completion is required to earn the diploma. Scores are based on the extent to which students master basic and advanced competencies, such as:

- *knowledge and understanding of content and concepts*
- *critical-thinking, reflective, research and independent learning skills*
- *analysis and evaluation of information, creative problem solving, and construction and presentation of arguments*
- *Intercultural skills and understanding, and an international outlook. The diploma is awarded to students who meet minimum requirements, including: earning at least 24 points overall, completion of the core and a minimum grade of 3 in at least four subjects. All students are recognized for any individual components successfully completed. The maximum a student can earn is 45 points: 6 courses × 7 points, plus 3 points for the core. Around 80% of full DP students earn the diploma, and the average score is 30 points. Relatively few (less than 1%) achieve the full 45 points, demonstrating the excellent differentiation of ability provided by DP assessments. Diploma Programme course results are awarded to students who take individual DP courses (for example, mathematics HL or economics SL) but do not enroll in the full DP. A student may take as many or as few DP courses as their school allows. Students earn course results (1 to 7) for each course taken.*
- *DP course results are also reported for students who attempt the full programme but do not earn the diploma. Such students have, however, participated in a secondary education programme and been assessed according to the same rigorous DP standards. Transcripts for full DP or DP course students are sent in hard copy or electronically to the students' chosen institution(s).*
- *IB transcripts report the student's name, school, IB programme, courses taken, language of instruction and final score for each course; for full DP students, the total point score, additional points for the core, marks on core components, and extended essay subject area are also recorded.*

Group 1: Studies in Language and Literature

1. English language and Literature

Group 2: Language Acquisition

1. Arabic B
2. French Ab initio

Group 3: Individuals and Societies

1. Economics
2. Business Management
3. Environmental Systems and Societies (Interdisciplinary Course)

Group 4: Sciences

1. Chemistry
2. Physics
3. Biology

4. Environmental Systems and Societies (Interdisciplinary Course)

Group 5: Mathematics

1. Mathematics: Analysis and Approaches
2. Mathematics: Application and Interpretations

Group 6: Arts

1. Visual Arts

N. B. All subjects are offered in NAC IB DP are subject to variation from one year to the other to cater for different students' interest and scheduling availability

Group 1: Studies in Language and Literature

English language and Literature

Course Description

The study of the texts produced in a language is central to an active engagement with language and culture and, by extension, to how we see and understand the world in which we live. A key aim of the language A: language and literature course is to encourage students to question the meaning generated by language and texts, which, it can be argued, is rarely straightforward and unambiguous. Helping students to focus closely on the language of the texts they study and to become aware of the role of each text's wider context in shaping its meaning is central to the course.

The language A: language and literature course aims to develop in students skills of textual analysis and the understanding that texts, both literary and non-literary, can be seen as autonomous yet simultaneously related to culturally determined reading practices. The course is designed to be flexible—teachers have the opportunity to construct it in a way that reflects the interests and concerns that are relevant to their students while developing in students a range of transferable skills. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception.

In view of the international nature of the IB and its commitment to intercultural understanding, the language A: language and literature course does not limit the study of texts to the products of one culture or of the cultures covered by any one language. The study of literature in translation from other cultures is especially important to IB Diploma Programme students because it contributes to a global perspective, thereby promoting an insight into, and understanding of, the different ways in which cultures influence and shape the experiences of life common to all humanity.

Assessments

Standard Level		Higher Level	
External Assessment	70%	External Assessment	80%
Paper 1: Textual analysis (1 hour 15 minutes) The paper consists of two unseen texts. Students write an analysis of one of these texts. (20 marks)	35%	Paper 1: Comparative textual analysis (2 hours 15 minutes) The paper consists of two pairs of unseen texts. Students write a comparative analysis of one pair of texts. (40 marks)	35%
Paper 2: Essay (1 hour 45 minutes) In response to one of six questions students write an essay based on both the literary texts studied in part 3. The questions are the same at HL but the assessment criteria are different. (30 marks)	35%	Paper 2: Essay (1 hour 45 minutes) In response to one of six questions students write an essay based on at least two of the literary texts studied in part 3. The questions are the same at SL but the assessment criteria are different. (30 marks) HL essay: 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. 1200 – 1500 words (20 marks)	25% 20%

Internal Assessment	30 %	Internal Assessment	20 %
<u>Individual Oral Commentary: (15 mins)</u> Students comment on an extract from a literary text studied in part 4 of the course. Students are given two guiding questions. (40 marks)	30%	<u>Individual oral commentary: (15 mins)</u> Students comment on an extract from a literary text studied in part 4 of the course. Students are given two guiding questions. (40 marks)	20%

Group 2: Language Acquisition *Arabic B*

Course Description

Language B is an additional language-learning course designed for students with some previous learning of that language. It may be studied at either SL or HL. The main focus of the course is on language acquisition and development of language skills. These language skills will be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, and will be related to the culture(s) concerned. The material will be chosen to enable students to develop mastery of language skills and intercultural understanding.

The study of an additional language adds to the international dimension of the Diploma Programme. While learning the target language, the student becomes aware of the similarities and differences between his or her own culture(s) and those of the target culture(s). With this awareness, a greater respect for other peoples and the way in which they lead their lives is fostered. Within the course framework, through the study of authentic texts, students investigate and reflect on cultural values and behaviors. The language B course achieves this reflection on cultural values and behaviors in different ways.

The language B course seeks to develop international understanding and foster a concern for global issues, as well as to raise students' awareness of their own responsibility at a local level. It also seeks to develop students' intercultural awareness, which contributes to the relationship between language B and the international dimension.

Assessment: Arabic B

Standard Level	Higher Level	Ab Initio
External Assessment 75%	External Assessment 70%	External Assessment 70%
Paper 1 Writing 1 hr 15 min Producing a text based on a choice of specific text types (e.g. article, speech, letter, flyer) of 250-400 words length weighting 25 %	Paper 1 Writing 1 hr 30 min Producing a text based on a choice of specific text types (e.g. article, speech, letter, flyer) of 450-600 words length weighting 25%	Paper 1 Writing 1 hr Producing 2 texts based on a choice of specific text types (e.g. article, speech, etc.) of 70-150 words each 25% weighting
Paper 2 Receptive skills – listening and reading (separate sections) Listening comp. – 45 min Reading comp. – 1 hr	Paper 2 Receptive skills – listening and reading (separate sections) Listening comp. – 1 hr Reading comp. – 1 hr weighting 50%	Paper 2 Receptive skills – listening and reading (separate sections) Listening comp. – 45 min

weighting 50%		Reading comp. – 1 hr 50% weighting
Internal Assessment 25 %	Internal Assessment 25 %	Internal Assessment 25%
Internal Assessment Individual oral 12-15 min + 15 min of preparation weighting 25%	Internal Assessment Individual oral 12-15 min + 20 min of preparation For HL, this is based on an extract of one of the two literary works studied during the course 25% weighting	Internal Assessment Individual oral 7-10 min + 15 min of preparation 25% weighting

Language Ab initio (SL ONLY) French Ab-initio

Course Description: The language ab initio course is organized into three themes.

- 1. Individual and society**
- 2. Leisure and work**
- 3. Urban and rural environment**

Each theme has a list of topics that provide the students with opportunities to practice and explore the language as well as to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students should be able to respond and interact appropriately in a defined range of everyday situations. Each language ab initio course has a language-specific syllabus that is used in conjunction with the guide. Language ab initio is available at SL only.

The study of an additional language adds to the international dimension of the Diploma Programme. Intercultural understanding is a major cohesive element of the syllabus in language ab initio. While learning the target language, the student becomes aware of the similarities and differences between his or her own culture(s) and those of the target culture(s). With this awareness, a greater respect for other peoples and the way in which they lead their lives is fostered. Within the course framework, through the study of authentic texts, students investigate and reflect on cultural values and behaviors.

The language ab initio course achieves this reflection on cultural values and behaviors in different ways. The course's three broad themes are well suited to fostering an international perspective. The language ab initio course, albeit at a basic level, seeks to develop intercultural understanding and foster a concern for global issues, as well as to raise students' awareness of their own responsibility at a local level.

Placement: Who is Language Ab-initio for?

The language ab initio course is designed for students **with little or no prior experience of the language they wish to study**. All final decisions on the appropriateness of the course for which students are entered are taken by the IB DP Coordinator in conjunction with teachers, using their experience and professional judgment to guide them. The most important consideration is that the language ab initio course should be a challenging educational experience for the student.

Assessment

Standard Level Only	
External Assessment	75%
Paper 1 : Receptive skills (1 hour 30 minutes) Understanding of four written texts. Text-handling exercises. (40 marks)	30 %
Paper 2: Productive skills (1 hour): Two compulsory writing exercises. (25 marks) <u>Section A (7 marks):</u> One question to be answered from a choice of two. <u>Section B (18 marks):</u> One question to be answered from a choice of three.	25 %
Written Assignment: <u>Receptive and productive skills</u> A piece of writing, 200–350 words, demonstrating intercultural understanding and written in the target language. (20 marks)	20 %
Internal Assessment	25 %
Individual oral (25 marks) Three-part oral IA <ul style="list-style-type: none">• Part 1: Presentation of a visual stimulus (from a choice of two) by the student.• Part 2: Follow-up questions on the visual stimulus.• Part 3: General conversation including at least two questions on the written assignment. 25%	

Group 3: Individuals and Societies: Economics (SL/HL)

Course Description

Economics is a dynamic social science, forming part of group 3 – individuals and societies. The study of economics is essentially about dealing with scarcity, resource allocation and the methods and processes by which choices are made in the satisfaction of human wants. As a social science, economics uses scientific methodologies that include quantitative and qualitative elements.

The IB Diploma Programme economics course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. These economic theories are not studied in a vacuum; rather, they are applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability.

The ethical dimensions involved in the application of economic theories and policies permeate throughout the economics course as students are required to consider and reflect on human end-goals and values.

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

Assessment

Standard Level		Higher Level	
External Assessment	80%	External Assessment	80 %
Paper 1 : Extended Response (1 hour and 30 minutes) An extended response paper (50 marks) <u>Section A/ Syllabus content: section 1—microeconomics.</u> Students answer one question from a choice of two. (25 marks) <u>Section B/ Syllabus content: section 2—macroeconomics.</u> Students answer one question from a choice of two. (25 marks) 40 %		Paper 1: Case Study Paper 1 (1 hour and 30 minutes) An extended response paper (50 marks) <u>Section A Syllabus content: section 1—microeconomics.</u> Students answer one question from a choice of two. (25 marks) <u>Section B Syllabus content: section 2—macroeconomics.</u> Students answer one question from a choice of two. (25 marks) 30 %	
Paper 2: Data Response (1 hour and 30 min) (40 marks) Assessment objectives 1, 2, 3, 4 <u>Section A /Syllabus content: section 3—international economics.</u> Students answer one question from a choice of two. (20 marks) <u>Section B /Syllabus content: section 4—development economics.</u> Students answer one question from a choice of two. (20 marks) 40 %		Paper 2: Course topics <u>Section A /Syllabus content: section 3—international economics.</u> Students answer one question from a choice of two. (20 marks) <u>Section B/ Syllabus content: section 4—development economics.</u> Students answer one question from a choice of two. (20 marks) 30 %	
		Paper 3: HL Extension paper <u>Sections 1 to 4—microeconomics, macroeconomics, international economics, development economics</u> Students answer two	

		questions from a choice of three. (25 marks per questions) 20 %	
Internal Assessment	20 %	Internal assessment	20 %
Student Portfolio: Consists of three commentaries, based on different sections of the syllabus and on published extracts from the news media. <i>Maximum 750 words x 3 (45 marks)</i>	20%	Student Portfolio: Consists of three commentaries, based on different sections of the syllabus and on published extracts from the news media. <i>Maximum 750 words x 3 (45 marks)</i>	20%

Business Management SL/HL

Course Description

The business management course is designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyze, discuss and evaluate business activities at local, national and international levels. The course covers a range of organizations from all sectors, as well as the sociocultural and economic contexts in which those organizations operate. The course covers the key characteristics of business organization and environment, and the business functions of human resource management, finance and accounts, marketing and operations management. Through the exploration of six underpinning concepts (change, culture, ethics, globalization, innovation and strategy), the course allows students to develop a holistic understanding of today's complex and dynamic business environment. The conceptual learning is firmly anchored in business management theories, tools and techniques and placed in the context of real world examples and case studies. The course encourages the appreciation of ethical concerns, at both a local and global level. It aims to develop relevant and transferable skills, including the ability to: think critically; make ethically sound and well-informed decisions; appreciate the pace, nature and significance of change; think strategically; and undertake long term planning, analysis and evaluation. The course also develops subject-specific skills, such as financial analysis.

Assessment

Standard Level		Higher Level	
External Assessment	75%	External Assessment	75 %
Paper 1: (75 mins) Two compulsory sections: Section A: Students answer three of four structured questions based on the case study issued in advance by the IBO. (20 marks) Section B: Students answer one compulsory question including evaluative skills. (20 marks)	35%	Paper 1: (135 minutes) Three compulsory sections: Section A: Students answer three of four structured questions based on the case study issued in advance by the IBO. (30 marks) Section B: Students answer one compulsory question including evaluative skills. (20 marks) Section C: One compulsory question focusing on strategic decision-making. (20 marks)	35%
Paper 2: (105 mins) Two compulsory sections: Section A: Students answer two structured questions based on stimulus material with a quantitative element. (10 marks) Section B: Students answer one of three structured questions based on stimulus material. (20 marks)		Paper 2: (135 mins) Three compulsory sections: Section A: Students answer one of two structured questions based on stimulus material with a quantitative element. (20 marks) Section B: Students answer two of three structured questions based on stimulus material. (40 marks)	

Section C: Students answer one of three extended response questions. This question is based primarily on two concepts that underpin the course. (20 marks) 40%	Section C: Students answer one of three extended response questions. This question is based primarily on two concepts that underpin the course. (40 marks) 40%
Internal Assessment 25 %	Internal assessment 25 %
Students produce a written commentary based on three to five supporting documents about a real issue or problem facing a particular organization. Maximum 1,500 words.	Students research and report on an issue facing an organization or a decision to be made by an organization (or several organizations). Maximum 2,000 words.

Group 4: Sciences / Chemistry /Physics /Biology

Biology SL/ HL

Course Description

Biologists have accumulated huge amounts of information about living organisms, and it would be confusing to learn large numbers of seemingly unrelated facts. In the Diploma Programme biology course, it is hoped that students will acquire a limited body of facts and, at the same time, develop abroad, general understanding of the principles of the subject.

Although the Diploma Programme biology course at standard level (SL) and higher level (HL) has been written as a series of discrete statements, there are four basic biological concepts that run throughout:

1. Structure and function. This relationship is probably one of the most important in a study of biology and operates at all levels of complexity. Students should appreciate that structures permit some functions while, at the same time, limiting others.

2. Universality versus diversity. At the factual level, it soon becomes obvious to students that some molecules (for example, enzymes, amino acids, nucleic acids and ATP) are ubiquitous, and so are processes and structures. However, these universal features exist in a biological world of enormous diversity. Species exist in a range of habitats and show adaptations that relate structure to function. At another level, students can grasp the idea of a living world in which universality means that a diverse range of organisms (including ourselves) are connected and interdependent.

3. Equilibrium within systems. Checks and balances exist both within living organisms and within ecosystems. The state of dynamic equilibrium is essential for the continuity of life.

4. Evolution. The concept of evolution draws together the other themes. It can be regarded as change leading to diversity within constraints, and this leads to adaptations of structure and function.

These four concepts serve as themes that unify the various topics that make up the three sections of the course: the core, the additional higher level (AHL) material and the options.

Assessment

Standard Level		Higher Level	
External Assessment	80%	External Assessment	80 %
Paper 1: Multiple-choice Questions	20%	Paper 1: Multiple -choice Questions	20%
Paper 2: Data –based question	40%	Paper 2: Data –based question	36%
Paper 3: short-answer questions	20 %	Paper 3: short-answer questions	24 %
Internal Practical Assessment	20%	Internal assessment	20 %
<u>Group 4 Project</u>			

The Group 4 Project is compulsory for all group 4 students and takes place at the end of the academic year in IB1. Completion of this component is obligatory; failure to complete this component of the course will result in an automatic failure of the group 4 subject, and consequently, the IB Diploma or DP course.

Chemistry (SL/HL)

Course Description

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems. Apart from being a subject worthy of study in its own right, chemistry is a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science, and serves as useful preparation for employment.

The Diploma Programme chemistry course includes the essential principles of the subject but also, includes several options (modern analytical chemistry, human biochemistry, chemistry in industry and technology, medicines and drugs, environmental chemistry, food chemistry, and further organic chemistry). The course is available at both standard level (SL) and higher level (HL), and therefore accommodates students who wish to study science in higher education and those who do not.

Assessment

Standard Level		Higher Level	
External Assessment	80%	External Assessment	80 %
Paper 1: Multiple-choice Questions	20%	Paper 1: Multiple -choice Questions	20%
Paper 2: Data –based question	40%	Paper 2: Data –based question	36%
Paper 3: short-answer questions	20 %	Paper 3: short-answer questions	24 %
Internal Practical Assessment	20%	Internal assessment	20 %

Group 4 Project

The Group 4 Project is compulsory for all group 4 students and takes place at the end of the academic year in IB1. Completion of this component is obligatory; failure to complete this component of the course will result in an automatic failure of the group 4 subject, and consequently, the IB Diploma or DP course.

Physics (SL/HL)

Course Description

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself, from the very smallest particles – quarks, which may be truly fundamental – to the vast distances between galaxies.

Despite the exciting and extraordinary development of ideas throughout the history of physics, certain things have remained unchanged. Observations remain essential at the very core of physics, and this sometimes requires a leap of imagination to decide what to look for. Models are developed to try to understand the observations, and these themselves can become theories that attempt to explain the observations. Theories are not directly derived from the observations but need to be created. These acts of creation can sometimes compare to those in great art, literature and music, but differ in one aspect that is unique to science: the predictions of these theories or ideas must be tested by careful experimentation. Without these tests, a theory is useless. A general or concise statement about how

nature behaves, if found to be experimentally valid over a wide range of observed phenomena, is called a law or a principle.

The Diploma Programme physics course allows students to develop traditional practical skills and techniques and to increase facility in the use of mathematics, which is the language of physics. It also allows students to develop interpersonal skills, and information and communication technology skills, which are essential in modern scientific endeavor and are important life-enhancing, transferable skills in their own right.

Assessment

Standard Level		Higher Level	
External Assessment	80%	External Assessment	80 %
Paper 1: Multiple-choice Questions	20%	Paper 1: Multiple -choice Questions	20%
Paper 2: Data –based question	40%	Paper 2: Data –based question	36%
Paper 3: short-answer questions	20 %	Paper 3: short-answer questions	24 %
Internal Practical Assessment	20%	Internal assessment	20 %
<u>Group 4 Project</u>			
The Group 4 Project is compulsory for all group 4 students and takes place at the end of the academic year in IB1. Completion of this component is obligatory; failure to complete this component of the course will result in an automatic failure of the group 4 subject, and consequently, the IB Diploma or DP course.			

Environmental Systems and Societies/ ESS/ Interdisciplinary Course G3 and G4 (Offered only as SL)

ESS is an interdisciplinary group 3 and 4 course that is offered only at standard level (SL). As an interdisciplinary course, ESS is designed to combine the methodology, techniques and knowledge associated with group 4 (sciences) with those associated with group 3 (individuals and societies). Because it is an interdisciplinary course, students can study ESS and have it count as either a group 3 or a group 4 course, or as both. If students choose the latter option, this leaves the opportunity to study an additional subject from any other group, including an additional group 3 or group 4 subject.

ESS is a complex course, requiring a diverse set of skills from its students. It is firmly grounded in both a scientific exploration of environmental systems in their structure and function and in the exploration of cultural, economic, ethical, political, and social interactions of societies with the environment. As a result of studying this course, students will become equipped with the ability to recognize and evaluate the impact of our complex system of societies on the natural world. The interdisciplinary nature of the course requires a broad skill set from students and includes the ability to perform research and investigations and to participate in philosophical discussion. The course requires a systems approach to environmental understanding and problem-solving, and promotes holistic thinking about environmental issues. It is recognized that to understand the environmental issues of the 21st century and suggest suitable management solutions, both the human and environmental aspects must be understood. Students should be encouraged to develop solutions from a personal to a community and to a global scale.

Through the exploration of cause and effect, the course investigates how values interact with choices and actions, resulting in a range of environmental impacts. Students develop an understanding that the connections between environmental systems and societies are diverse, varied and dynamic. The complexity of these interactions challenges those working towards understanding the actions required for effective guardianship of the planet and sustainable and equitable use of shared resources.

Assessment

The following methods are used to assess students.

- Detailed markschemes specific to each examination paper
- Markbands

The markbands are published in this guide.

- For paper 1, there is a markscheme.
- For paper 2, there are markbands and a markscheme.

The markbands are related to the assessment objectives established for the ESS course. The markschemes are specific to each examination.

External assessment details

The external assessment consists of two written papers and is worth 75% of the final assessment.

A calculator is required for both papers. Graphic display calculators (GDCs) are permitted.

Note: Wherever possible, teachers should use, and encourage students to use, the *Système International d'Unités* (International System of Units—SI units).

Paper 1

Duration: 1 hour

Weighting: 25%

Marks: 35

- Students will be provided with a range of 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 of the questions are compulsory.
- The questions test assessment objectives 1, 2 and 3.

Paper 2

Duration: 2 hours

Weighting 50%

Marks: 65

- Paper 2 consists of two sections, A and B.
- Section A (25 marks) is made up of short-answer and data-based questions.
- Section B (40 marks) requires students to answer two structured essay questions from a choice of four. Each question is worth 20 marks.
- The questions test assessment objectives 1, 2 and 3.

The final part of each essay in section B (9 marks) will be marked using markbands.

It is recommended that the markbands be made available to students. The descriptors of these markbands are given below.

Internal assessment details

Duration: 10 hours

Weighting: 25%

- Individual investigation
- The investigation covers assessment objectives 1, 2, 3 and 4.

The individual investigation will be a single task taking about 10 hours. This time allocation includes time for consultation with the teacher to discuss the research question before the investigation is implemented, as well as time spent developing methodology and collecting data. It should be noted that during the consultation stage, the teacher provides advice to support the student but does not tell

the student what to investigate or how to carry it out. Before the final submission, teachers should also provide feedback to the student on one draft of the written report.

The purpose of the internal assessment investigation is to focus on a particular aspect of an ESS issue and to apply the results to a broader environmental and/or societal context. The investigation is recorded as a written report.

The report should be 1,500 to 2,250 words long. Students should be made aware that external moderators will not read beyond 2,250 words and teachers should only mark up to this limit.

The internal assessment investigation consists of:

- identifying an ESS issue and focusing on one of its specific aspects
- developing methodologies to generate data that are analyzed to produce knowledge and understanding of this focused aspect
- Applying the outcomes of the focused investigation to provide understanding or solutions in the broader ESS context.

It is important to stress that the focused research question should arise from a broader area of environmental interest (the context), so that in conjunction with evaluating the research process and findings of their study, students will be able to discuss the extent to which their study applies to the environmental issue that interests them at a local, regional or global level (the application). This broader discussion does not have to be in direct relation to their findings, because the quality of data collected is not always good enough to use for this application, and this should not be an expectation. However, it is intended that this discussion will lead students to develop creative thinking and novel solutions, or to inform current political and management decisions relating to the issue. For example, if a student carries out a study on the impact of wind turbines that have been erected in the vicinity of their school, he or she may suggest solutions for the erection of wind turbines in other areas based on their findings. This style of investigation reflects the interdisciplinary nature of the task.

The investigation produced should be commensurate with the level of the course and may draw on methodologies and analytical techniques used in either experimental or human science studies.

Methodologies

- Values and attitude surveys or questionnaires
- Interviews
- Issues-based inquiries to inform decision-making
- Observational fieldwork (natural experiments)
- Field manipulation experiments
- Ecosystem modelling (including mesocosms or bottle experiments)
- Laboratory work
- Models of sustainability
- Use of systems diagrams or other valid holistic modelling approaches
- Elements of environmental impact assessments
- Secondary demographic, development and environmental data
- Collection of both qualitative and quantitative data

Analytical techniques

- Estimations of NPP/GPP or NSP/GSP
- Application of descriptive statistics (measures of spread and average)
- Application of inferential statistics (testing of null hypotheses)
- Other complex calculations
- Cartographic analysis
- Use of spreadsheets or databases

➤ Detailed calculations of footprints (including ecological, carbon, water footprints)

Investigations may consist of appropriate qualitative work or quantitative work. In some cases these are descriptive approaches and may involve the collection of considerable qualitative data. In others, establishing cause and effect through inferential statistical analysis (a scientific approach) may be used. Exemplars to further assist teachers are presented in the *Environmental systems and societies teacher support material*.

Group 5: Mathematics: Mathematics Analysis and Approaches HL/SL / Mathematics Applications and Interpretations HL/SL

Mathematics Analysis and Approaches HL/SL

Course Description

Individual students have different needs, aspirations, interests and abilities. For this reason there are two different DP subjects in mathematics, Mathematics: analysis and approaches and Mathematics: applications and interpretation. Each course is designed to meet the needs of a particular group of students. Both courses are offered at SL and HL. The IB DP Mathematics: analysis and approaches course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. The focus is on developing important mathematical concepts in a comprehensible, coherent and rigorous way, achieved by a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve abstract problems as well as those set in a variety of meaningful contexts. Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. Students should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments. The internally assessed exploration allows students to develop independence in mathematical learning. Throughout the course students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas.

Assessment

Standard Level		Higher Level	
External Assessment	80%	External Assessment	80 %
Paper 1 (1.5 hours) No calculators allowed. Section A: compulsory short-response questions based on the syllabus. Section B: compulsory extended-response questions based on the syllabus. 40%		Paper 1 (2 hours) No calculators allowed. Section A: compulsory short-response questions based on the syllabus. Section B: compulsory extended-response questions based on the syllabus. 30%	
Paper 2 (1.5 hours) Calculators are allowed Section A: compulsory short-response questions based on the syllabus. Section B: compulsory extended-response questions based on the syllabus. 40%		Paper 2 (2 hours) Calculators are allowed Section A: compulsory short-response questions based on the syllabus. Section B: compulsory extended-response questions based on the syllabus. 30%	
		Paper 3 (1 hour) Calculators are allowed Two compulsory extended-response problem-solving questions. 20%	
Internal Practical Assessment	20%	Internal assessment	20 %

Mathematics Applications and Interpretations HL/SL

Individual students have different needs, aspirations, interests and abilities. For this reason there are two different DP subjects in mathematics, Mathematics: analysis and approaches and Mathematics: applications and interpretation. Each course is designed to meet the needs of a particular group of students. Both courses are offered at SL and HL.

The IB DP Mathematics: applications and interpretation course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. Students are encouraged to solve real-world problems, construct and communicate this mathematically and interpret the conclusions or generalizations.

Students should expect to develop strong technology skills, and will be intellectually equipped to appreciate the links between the theoretical and the practical concepts in mathematics. All external

assessments involve the use of technology. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments.

The internally assessed exploration allows students to develop independence in mathematical learning. Throughout the course students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas.

Assessment

Standard Level		Higher Level	
External Assessment	80%	External Assessment	80 %
Paper 1 (1.5 hours) Calculators are allowed Compulsory short-response questions based on the syllabus.	40%	Paper 1 (2 hours) Calculators are allowed Compulsory short-response questions based on the syllabus.	30%
Paper 2 (1.5 hours) Calculators are allowed Compulsory extended-response questions based on the syllabus.	40%	Paper 2 (2 hours) Calculators are allowed Compulsory extended-response questions based on the syllabus.	30%
		Paper 3 (1 hour) Calculators are allowed Two compulsory extended-response problem-solving questions.	20%
Internal Practical Assessment	20%	Internal assessment	20 %

Group 6

Visual arts SL/HL

The visual arts are an integral part of everyday life, permeating all levels of human creativity, expression, communication and understanding. They range from traditional forms embedded in local and wider communities, societies and cultures, to the varied and divergent practices associated with new, emerging and contemporary forms of visual language. They may have sociopolitical impact as well as ritual, spiritual, decorative and functional value; they can be persuasive and subversive in some instances, enlightening and uplifting in others. We celebrate the visual arts not only in the way we create images and objects, but also in the way we appreciate, enjoy, respect and respond to the practices of art-making by others from around the world. Theories and practices in visual arts are dynamic and ever-changing, and connect many areas of knowledge and human experience through individual and collaborative exploration, creative production and critical interpretation.

The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

Supporting the International Baccalaureate mission statement and learner profile, the course encourages students to actively explore the visual arts within and across a variety of local, regional, national, international and intercultural contexts. Through inquiry, investigation, reflection and creative application, visual arts students develop an appreciation for the expressive and aesthetic diversity in the world around them, becoming critically informed makers and consumers of visual culture.

Assessment

Standard Level	Higher Level
<p>External Assessment</p> <p>Part 1: <u>Comparative study</u> 20% Students at SL analyze and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts.</p> <ul style="list-style-type: none"> • SL students submit 10–15 screens which examine and compare at least three artworks, at least two of which should be by different artists. The work selected for comparison and analysis should come from contrasting contexts (local, national, international and/or intercultural). • SL students submit a list of sources used. 	<p>External Assessment</p> <p>Part 1: <u>Comparative study</u> 20% Students at HL analyze and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artefacts from differing cultural contexts.</p> <ul style="list-style-type: none"> • HL students submit 10–15 screens which examine and compare at least three artworks, at least two of which need to be by different artists. The works selected for comparison and analysis should come from contrasting contexts (local, national, international and/or intercultural). • HL students submit 3–5 screens which analyze the extent to which their work and practices have been influenced by the art and artists examined. • HL students submit a list of sources used.
<p>Part 2: <u>Process portfolio</u> 40% Students at SL submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two year course.</p> <ul style="list-style-type: none"> • SL students submit 9–18 screens which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities. For SL students the submitted work must be in at least two art-making forms, each from separate columns of the art-making forms table. 	<p>Part 2: <u>Process portfolio</u> 40% Students at HL submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course.</p> <ul style="list-style-type: none"> • HL students submit 13–25 screens which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities. For HL students the submitted work must have been created in at least three art-making forms, selected from a minimum of two columns of the art-making forms table.
<p>Internal Practical Assessment 40%</p> <p>Part 3: <u>Exhibition</u> Students at SL submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication.</p>	<p>Internal assessment 40%</p> <p>Part 3: <u>Exhibition</u> Students at HL submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication.</p>

<ul style="list-style-type: none"> • SL students submit a curatorial rationale that does not exceed 400 words. • SL students submit 4–7 artworks. • SL students submit exhibition text (stating the title, medium, size and intention) for each selected artwork. <p>SL students may submit two photographs of their overall exhibition. These exhibition photographs provide an understanding of the context of the exhibition and the size and scope of the works. While the photographs will not be used to assess individual artworks, they may give the moderator insight into how a candidate has considered the overall experience of the viewer in their exhibition</p>	<ul style="list-style-type: none"> • HL students submit a curatorial rationale that does not exceed 700 words. • HL students submit 8–11 artworks. • HL students submit exhibition text (stating the title, medium, size and intention) for each selected artwork. HL students may submit two photographs of their overall exhibition. These exhibition photographs provide an understanding of the context of the exhibition and the size and scope of the works. While the photographs will not be used to assess individual artworks, they may give the moderator insight into how a candidate has considered the overall experience of the viewer in their exhibition.
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IB DP Course Approval Form

Student Name:

Date:

Full Diploma Students are required to select one course from each of the six groups. Group six (Visual Arts) can be dropped and the sixth course would be selected from any of the other five groups. Students are required to select **at least three SL courses** and a **maximum of four HL** (Higher Level) courses, the **rest of the courses are studied at the SL** (Standard Level).

Please select the courses of your choice online on NAC website

* NAC is offering the online DP Pamoja courses

These courses will be delivered via an online platform “Pamoja Provider of IB DP Courses” and is limited to a maximum enrolment level of five students. These students will work under the guidance of an on-site coordinator (SBC) who will monitor student progress as they work in the Pamoja Education on line environment. Only highly motivated students with high effort scores will be permitted to enroll in this course. Please note that there will be a non- refundable fee policy associated with the delivery of the online courses. Dropping the course will not result in any refund of the course fees paid to Pamoja Education. Only selected students will be able to complete these online offerings.

Please see the IB DPC for more information on registration for an online course.

Students who apply to Visual Arts/ Math HL / Physics HL will have to abide to the admission policy

- 1- Grades of last two years before admission must present a grade not less than 85%
- 2- Previous or current year teacher recommendation is required
- 3- Admission Test with at least a passing grade

N. B. All subjects offered in NAC IB DP are subject to variation from one year to the other to cater for different students’ interest and scheduling availability

Summary of the Full Diploma Requirements

Full IB Diploma Programme	Register for six DP courses, three of which are at HL Higher Level
Theory of knowledge TOK	Complete the internally assessed TOK presentation and submit one final essay for external assessment
Internal Assessments	Submit IA coursework for all six courses
Extended Essay EE	Complete an original research report of 4,000 words
Creativity, Activity , and Service CAS	Meet all learning outcomes of the CAS Programme
External Examinations	Sit for external examinations in all six courses
Total Points	A minimum of 24 points is required across all six subjects
Government Requirements	Ministry of Education Arabic, Religious Studies and Civic Education
Final Award	IB Diploma and NAC Diploma (For American Diploma Students) IB Diploma and IGCSE Diploma (For IGCSE Certificate Students)

Drop and Add Policy:

1. A period of two weeks, including induction week, will be offered to DP students to drop and add courses. Student must fill in a request form and decision will be made subject to availability. If the school cannot compel to the request made, the student will have to stay at the original choice he/she made.
2. In case of dropping the whole programme for academic incompetence, there are two safe stops decided for that purpose: 1. at the end of the first semester of DPY1 & at the end of DPY1. The student loses the right to make subject choices back to the American Diploma section; he/she will have to abide to what the schedules can offer him /her at this time of the year. IBDPY1 school fees are nonrefundable in that case as well.
3. In case of dropping the whole programme at the end of the first semester of DPY1 or at the end of DPY1 the student will have to go back to his/her original systems as follows:
 - American Diploma students go back to American Diploma G11 classes
 - IG students go back to IG British Year 11 classes and courses
 - IB students coming from MYP system will have to join the American Diploma Grade 10 not Grade 11 due to the Ministry of education three years Grades 10-12 as a requirement for university admission.

I, the parent of the student -----, am aware of the Drop and Add Policy for IBDP in Narmer American College.

Student Name and Signature -----

Parent Name and Signature -----

NAC University Counselor -----

DPC Signature -----

Date Approved -----

Admission and Selection Policy

Admission Philosophy

NAC offers an open door Admission to IB DP; all students have the right to apply to IB DP in Narmer American College.

Students who are already enrolled in NAC

- Students and parents are given several orientation sessions about IB and DP requirements and expectations. A fair comparison is offered to exhibit the cons and pros of joining the American Diploma, the IGCSE and or IB DP.
- Interested students fill out an application where they complete a profile and attach Grade 9 and 10 copies of the report cards
- Each applicant's grades will be scrutinized; applicants scoring grades below **B** in core subjects only (Math, English, Social Studies and Science) will not be considered. Individual cases of **C** scores will be discussed with the teachers teaching the course and the applicant.
- Applicants from the British Section in Narmer American College must present their Year 10 Cambridge Certificate with all passing grades. Year 10 students are expected to complete at least eight O. Level subjects and are encouraged to complete the remaining A Level course(s) during their DP year one. (This is not mandatory but is highly recommended.)
- Applicants are required to write an essay about joining IB and what their potentials are.
- Grade 10 teachers will be consulted to give their opinion of the applicants to the DP.
- DP Coordinator will interview applicants one on one.
- Show evidence of completion of any volunteering work or community service activities that the student got engaged in within Grades 8-10. (The discussion with the DPC is considered valid evidence if documentation is not available)
- DP Coordinator is responsible for informing students of their acceptance or rejection and the student has all rights to ask for verification of the decision.

Students who apply from another school:

- Take Math and English admission tests; applicants scoring below 85% will not be considered.
- Fill out an application where they complete a profile and attach Grade 9 and 10 copies of the report cards from the previous school(s).
- Applicants scoring grades below **B** in core subjects only (Math, English, Social Studies & Science) will not be considered.
- Applicants from the British Section in Narmer American College must present their Year 10 Cambridge Certificate with all passing grades. Year 10 students are expected to complete at least five O. Level subjects and are encouraged to complete the remaining three courses and HL courses during their DP years. (This is not mandatory but is highly recommended.)
- Applicants are required to write an essay about joining IB and what their potentials are.
- Submit two recommendation letters from a teacher or/ and an administrator with focus on both academics and discipline.
- DP Coordinator will interview applicants one on one.
- Show evidence of completion of any volunteering work or community service activity that the student got engaged in within Grades 8-10. (The discussion with the DPC is considered valid evidence if documentation is not available)
- DP Coordinator is responsible for informing students of their acceptance or rejection and the student has all rights to ask for verification of the decision (Five factors affect the decision as stated in the Placement Procedures that follow).

IB DP Placement Procedures:

1. DP candidate fill in an application and completed teacher recommendations
2. DP candidate types the writing task assigned and submits it with the completed application
3. DP candidate sits for an IB admission test
4. DP candidate submits copies of report cards for the last year and the current school year
5. DP candidate books a One on One meeting appointment with the DPC
6. Decision regarding (Acceptance/ Rejection/ Stipulation) is made the candidate is informed

Narmer American College IB DP Academic Integrity Policy

Academic integrity lies at the heart of NAC and the IB mission. Narmer American College students are expected to be meticulously authentic in the way in which they carry out and present their work. This means that all parts of all internal and or external work submitted for assessment must either be original to the student and or must be properly cited. The Academic Integrity policy must be reviewed annually by IB teachers, librarian, DPC and School Principal. Academic Integrity policy must be a regular topic with the highest priority on all collaborative planning meetings for IB team, including the school Librarian, and for group meetings as well. The Academic Integrity policy must be communicated to the whole school community and adjustments need to be made age appropriate. This policy will be reviewed annually by the DPC, IB teachers, librarian and the School Principal.

This policy should be read in conjunction with the following publications:

- *Academic Honesty in the IB Educational Context* (publication by the IBO)
- *General regulations for students and their Legal guardians* (Publication by the IBO)
- *Academic Integrity – International Baccalaureate (2019)* (Publication by IBO)

How do we educate students about academic honesty?


- Counselling DP Students:
 - Starting from G9 students are trained to use Turnitin.com and are aware of the Academic Integrity policy of our school. Students are taught MLA citation and creating works cited pages for all different research projects they are assigned to do
 - Session on plagiarism associated with the Extended Essay briefing including an educational session on proper referencing
 - Preparation for IB mock exams and the briefing session before the IB final exams
 - Library rules and guiding policies all guide students to refrain from misconducts and encourage academic honesty
 - Using www.turnitin.com as a tool to educate students on proper citation rules
 - Share good practices and set the model for students at all times
- Resources for students:
 - Academic Expectations
 - Coursework and Information on Exams
 - Writing References using MLA style
 - www.turnitin.com
 - Narmer American College Academic Integrity Policy
 - Good practices in classrooms and around the school campus


Academic Misconduct:

Academic misconduct may involve:

- Copying material from a textbook, the internet, or another student and presenting it as one's own work.

- *Taking unauthorized material into an examination room (for example, an electronic device other than a permitted calculator, own rough paper, notes, books and or a mobile phone) regardless of whether this material is used or potentially contains information pertinent to the examination.*
- *Misconduct during an examination, including any attempt to disrupt the examination or distract another candidate.*
- *Exchanging or in any way supporting, or attempting to support, the passing on of information that is related to the examination.*
- *Failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of the examination.*
- *Impersonating another candidate.*
- *Stealing examination papers.*
- *Using an unauthorized calculator during an examination.*
- *Disclosing or discussing the content of an examination paper with a person outside the immediate school community within 24 hours of the end of the examination.*
- Instructors may identify other behaviours that violate academic honesty

 This list is not exhaustive

 Examples in italics above were taken from the IB Publication on Academic Integrity <https://www.ibo.org/contentassets/76d2b6d4731f44ff800d0d06d371a892/academic-integrity-policy-english.pdf>

The rights of the student, if suspected of a breach of academic integrity

- If suspected of academic misconduct, the student will have to present his proof of authenticity of work submitted like: work logs, drafts of written work, progress reports or feedback from teachers or supervisors.
- A copy of the suspected work can be submitted on www.turnitin.com for originality checking.
- Parents will be informed of the malpractice and might be invited for a meeting
- The student and the parent are officially informed via school system and infringement will be documented in a referral form in the student file
- The student and the parent are made aware of the consequences of a second infraction inline

Action to be taken by the school if a candidate is found guilty of misconduct

In Narmer American College we condition our students to gain values as well as knowledge. Plagiarism will not be tolerated under any condition. The student general conduct, history and behaviour records, age as well as the severity of the infraction, are all factors that affect the decision made about a guilty student.

First offence: Intervention with the students to correct the behaviour and direct to a remedial action of work redo. Records of the first infraction will be kept in the student file and parents will be involved. A meeting and official signature of the parent might be required depending on the intensity of the infraction. The student must be monitored closely to avoid any future misconducts.

Second offence or more: Student will receive a zero on the plagiarized work or where academic misconduct was proved. Meeting with the parent is required. Student might be removed from the DP depending on the intensity of the infraction

Article 3: Candidates and their legal guardian(s) from *Diploma Programme General regulations* states:

3.3 Candidates are required to act in a responsible and ethical manner throughout their participation in the DP, as determined by the IB at its sole discretion, which includes not engaging in academic misconduct (as defined in article 20), and must be in good standing at the school at the time of the examinations.

3.4 The IB is entitled to refuse to mark or moderate assessment submissions if a candidate has acted in an irresponsible or unethical manner in connection with that part of assessment for the DP, or if a candidate submits inappropriate material that is unrelated to the content of the assessment. In such cases the Final Award Committee (defined in article 16) is entitled to take action.

<https://www.ibo.org/globalassets/publications/become-an-ib-school/dp-general-regulations-sept-16-en.pdf>

Using Turnitin.com:

Narmer American College is using Turnitin.com for originality checking. Turnitin.com is an online tool that checks students' work for improper citation or potential plagiarism by comparing it against the world's largest academic database. All internal and some external assignments for all subjects offered in DP must be posted on Turnitin.com for checking originality of student work.

However, the results from using this tool must be checked by the teacher and the feedback of the teacher will be considered in the final decision in all misconduct or suspected misconduct cases. This tool is used mainly as part of the school responsibility in educating the students on academic honesty and not to document misconduct of some students.

Roles and responsibilities, include but are not limited to:

Student	Teacher	School	Parent
1. It is the responsibility of the student to produce authentic work of his at all times. 2. To follow the guides, rules and procedures of academic honesty policy 3. To consult the advisor, teacher or DPC when muddled in an ambiguous situation 4. To maximize the benefits from the educational	1. It is the responsibility of the teacher to train students on how to give credit to other people's work, like proper citation rules. 2. To teach students what would be considered as misconduct and guide the students on the correct procedures 3. Practice academic honesty at all	1. It is the responsibility of the school to offer a fair , safe environment where students are secure to make their decisions 2. Allow students to make mistakes and correct them on these errors to help them do what is right 3. Practice academic honesty at all times to set the model for the students	1. It is the responsibility of the parent to encourage students to give authentic work all the time 2. Parents can guide students to use resources that the parents can facilitate 3. Not to help students with school work that only the students are responsible for

<p>resources offered through the library and through online originality checkers (Turnitin.com)</p> <p>5. Make the effort to learn academic writing, research and citation skills</p> <p>6. Use time-management and self-management approaches to avoid delay which is often referred to by students as the reason for them committing an act of plagiarism</p>	<p>times to set the model for the students</p> <p>4. Make the effort to learn and teach students academic writing, research and citation skills.</p> <p>5. All teachers are responsible for teaching proper citation, not just the language teachers</p> <p>6. Foster the students' self and time management skills to guarantee they hit due dates without struggling</p>	<p>4. Provide professional development for teachers and school librarian on proper citation</p> <p>5. Guide teachers, students and parents on Academic Integrity and put it into practice at all times</p> <p>6. Encourage parents involvement in students' learning and raise the parent's awareness on academic honesty, misconducts and consequences of infringements in this area</p> <p>7. Facilitate the usage of online originality checkers (Turnitin.com)</p> <p>8. To train the librarian to run sessions on academic honesty and to provide teachers and students with the knowledge needed.</p> <p>9. Inform staff, students and parents with the policy and hold each party responsible for it</p>	<p>4. Practice academic honesty themselves, when necessary, and set the role model for the student</p>
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Scenarios and FAQs

1. What is the distinction between legitimate collaboration and unacceptable plagiarism?

Group work in DP is strongly encouraged and is acceptable. However, there is a huge clear difference between legitimate collaboration and plagiarism. Any written work presented must be the original authentic work of each student; one student cannot do the writing for another under any condition.

2. What is referencing?

It is the important process of formally recognizing another person's ideas used in creating your essays or reports.

3. What is plagiarism?

Plagiarism is an academic term used for using other people's work as your own. This includes material or ideas from any sources, whether written, online material or ideas from other researchers, students or academic staff. Good referencing is the way to avoid accusations of plagiarism.

4. What is Turnitin.com?

Turnitin.com is an online tool that checks students' work for improper citation or potential plagiarism by comparing it against the world's largest academic database.

5. Why do I have to use Turnitin.com for originality checking?

All internal and some external assignments for all subjects offered in DP must be posted on Turnitin.com for checking originality of student work. However, the results from using this tool must be checked by the teacher and the feedback of the teacher will be considered in the final decision in all misconduct or suspected misconduct cases. This tool is used mainly as part of the school responsibility in educating the students on academic honesty and not to document misconduct of some students.

6. What is MLA Style and format?

MLA (Modern Language Association) style is most commonly used to write papers and cite sources. This resource offers examples for the general format of MLA research papers, in-text citations, endnotes/footnotes, and the Works Cited page.

7. What is an example of good citation?

In most cases you insert the author's surname and year of publication in brackets after you have used the author's information (Wrafter, 2017)

8. What do I look for when reading any source?

When reading any information, take a note of:

- Author
- Year of publication
- Title
- Edition
- Place of publication/publisher
- Web address

9. Can we use online software programs that help generate our works cited pages like “easybib”?

The usage of “easybib” and other similar software programs is acceptable; however, students must refine the outcome of this electronically generated product. Students must edit the works cited page to guarantee the accuracy and completion of the final bibliography page.

IB Publications to use:

<https://www.ibo.org/globalassets/publications/become-an-ib-school/dp-general-regulations-sept-16-en.pdf>

<http://www.ibo.org/globalassets/digital-toolkit/brochures/academic-honesty-ib-en.pdf>

<https://www.ibo.org/contentassets/76d2b6d4731f44ff800d0d06d371a892/academic-integrity-policy-english.pdf>

<https://ibo.org/contentassets/76d2b6d4731f44ff800d0d06d371a892/effective-citing-and-referencing-en.pdf>

https://resources.ibo.org/data/conduct-of-examinations-booklet-2021_6b8fdc64-94cc-4874-b0d6-ba036278042e/conduct-of-examinations-booklet-2021-en_dcdd8936-5659-4a30-8434-1ff100caa4d5.pdf

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Reviewed: October 25, 2021

Narmer American College IB DP Assessment Policy

NAC Assessment Philosophy:

Narmer American College recognizes that teaching, learning and assessment are fundamentally interdependent. Assessment is criterion-related, which means student performance is measured against pre-specified assessment criteria based on the aims and objectives of each subject curriculum, rather than the performance of other students taking the same examinations. The range of scores that students have attained remains statistically stable, and universities value the rigor and consistency of Diploma Programme assessment practice. The school complies with the IB regulations and procedures related to the conduct of all forms of assessment for the Diploma Programme. The IB DPC together with IB staff and NAC School Principal are responsible for implementing, evaluating and reviewing the assessment policy and for training new teachers on these policies. The assessment policy will be reviewed annually to meet the needs of our students, teachers and to meet any required changes by IBO. The review is the responsibility of IB teachers, the DPC and the School Principal.

At NAC we are guided by our awareness that our students:

- have different learning styles (see NAC IB Inclusion Policy)
- have different cultural experiences, expectations and needs (see NAC IB Admission Policy and NAC IB Language Policy)
- perform differently according to the context of learning
- need to know their achievements and areas for improvement in the learning process
- should receive feedback that is positive and constructive
- have an active role to play in self-assessment and peer assessment

At NAC we are guided with the principle that in the curriculum and instructional process assessment:

- forms an integral part of the planning/ assessment/ reporting cycle
- monitors the progress of student learning and achievement
- determines the effectiveness of teaching
- informs curriculum and assessment review
- utilizes a variety of methods
- should be in a context that is relevant and motivating to students

At NAC we understand that the wider world requires:

- feedback to parents and others, as appropriate
- transmission of relevant data to receiving institutions
- assessment and appraisal of a broad range of concepts, attitudes, knowledge & skills appropriate to an international and increasingly complex world

Why do we assess?

Narmer American College is involved in the process of assessment of its student body in order to:

- enhance the learning of the students
- monitor the progress of individual student learning and achievement
- determine the effectiveness of teaching
- inform curriculum review
- help evaluate suitability of courses
- inform others as appropriate, including, students, teachers, parents, receiving schools, future employers

Roles and responsibilities:

Teachers:

IB teachers plan their course outline from the IB published subjects guides and will utilize teacher support material as well as past IB examination papers to design the flow of the course. Teachers always follow the requirements of the syllabus as published in the latest subject guide. Teachers use their knowledge of the subject as well as IB standards, and IB published assessment criteria when relevant to design school based assessments. As part of the teaching and learning process, teachers will prepare examples of excellent work to show students in each subject. The example work comes from the IB teacher support material or from students who have agreed to allow their work to be shown for such purpose. This practice allows students to understand the level of work expected by the IB to be able to achieve a high grade. Teachers analyze and reflect on student performance and assessment goals, and strategies to address both.

Teachers also plan and design learning experience for students to complete outside the classroom which, while not formally assessed are an important part of the learning process and integral to student success in each course

We are a small program where often there is only one teacher per subject and under these circumstances, every single IB teacher has been to an IB workshop for their subject, certainly once, often twice or more. If we get a new teacher replacing someone who leaves, transition talks between the two teachers are scheduled and a workshop is provided as soon as possible. If we happen to have more than one teacher per subject group in the languages, then at least one of them has been to a workshop and the person with the workshop shares the knowledge with the other teacher on the team.

Our teachers standardize the marking of internal assessments or external non-exam components within the subject group (i.e. Individual and Societies teachers standardize internal assessment marking with one another) and where there is only one teacher in a subject group, that teacher has a network outside of school to standardize with. Most teachers standardize with a greater network even if they have someone at school to work with because the practice is so valued. Each teacher can build a network through IB workshops, secondly through social media, and thirdly through local country based association conferences.

The Head of School and DP Coordinator:

DPC and Head of school support teachers in meeting the goals of the courses by providing timely IB training, face to face or online, and by facilitating in-house workshops focused on integrating Theory of Knowledge in subjects as a response to essay titles, and the development of Approaches to Teaching and Learning (ATLs).

Students:

Beyond the learner profile attributes, which we always expect students to be developing, there are some specific expectations in regard to assessment that we would like to clarify:

- We expect students to ask questions if they don't understand something.
- We expect students to have read and understood this policy, shared it with their caretakers, and if they have any questions or need clarification about it that they will ask us.
- We expect students to use organization strategies to keep track of the work they will need to keep up with.
- We expect if a student is struggling to organize themselves or their work, they will reach out for help; the first line for help would be his/her mentor.
- We expect students to engage and participate in their lessons, following their teachers' instructions, and, asking questions when needed.
- We expect students to complete homework as assigned by their teacher(s) within the time frame given

How do we assess?

In NAC our assessment process occurs by gathering evidence & information and by analyzing them using professional knowledge and expertise. We gather data from the following sources:

- **Ongoing Formative Assessment:** Formative assessments help students to improve and help teachers distinguish the students' strengths and weaknesses. Students judge their own performance and teachers help them improve through best ATL practices on "how to learn" like using rubrics, benchmarks, peer and self-evaluations all mentored by the teachers. Teachers are responsible for designing and delivering formative assessments to help students improve their academic performance.
- **Summative Assessment Tasks:** Summative assessment practices are formal mostly external *examinations. Most formal assessment is external and includes examinations or work completed during the course and then sent to an external examiner. Some formal assessment is internal, requiring the teacher to mark the work before it is moderated by an external moderator. Each subject guide explains the assessment model and practices for that particular subject.* (Please see Course Subject Guides for assessment details for each course.)
- **Previous Summative Records:** Previous years' records are in place and are used in making decisions regarding the student, the teacher, the educational resources and the curriculum. Previous MAP test results are in place to help monitor and measure student academic progress over time. Aggregating data from MAP test results is a practice that drives decision making.
- **Parent Consultations:** Meetings with parents gives us an insight of the student interests and future course study. (Used during parent student orientations and DP choices of courses.)

- Conversations with other adults who have knowledge of the student as a learner: Specifically, teachers either meeting them, using teacher blogs or receiving written recommendations. (Used during admissions. Please see NAC DP Admission Policy.)
- Criterion-related Assessment: In NAC we judge one student's work as an individual learner and not in comparison to the work of other students.

NAC IB DP Formative and Summative Assessment Practices:

Students take written examinations at the end of the IB DP programme, which are marked by external IB examiners. Students also complete assessment tasks in the school, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners. If a candidate's work is ***externally assessed***, it means that it is assessed by an examiner appointed by the IB, and not by the candidate's teacher for the subject concerned. Work that is assessed by a teacher is referred to as ***IA or Internal Assessment***. At all times, all the work presented by the student, whether work done at home or in school, must be authentic and only presenting the student's own work or with proper citation to any resources used. (Please see NAC IB Academic Integrity Policy)

Internal Assessments or external non-exam components are completed prior to April 20 and the school has mapped out a timeline of introduction, first draft, and final deadlines for them. Teachers introduce the task early enough in the course so that the hours designated for the task, according to the syllabus, can be met, but also late enough so that enough content has been taught so that the student isn't lost by the scope of the project. Teachers have also had to take into consideration that not all IAs can start and end around the exact same time frame, as this would be too overwhelming for students. It is of utmost importance that students stick to the timeline dates for their own benefit.

Every subject guide which is published by the IBO states how Internal Assessments are to be carried out and clarifies the teacher's role. Teachers are expected to guide the students through the process by advising, clarifying the assessment criteria, and giving feedback for improvement. Note that the teacher will provide oral or written advice on how student work can be improved against the assessment criteria on one draft. The next version handed to the teacher must be the final version for submission. Please note that in between the oral/written feedback and the deadline for final submission, teachers can continue to answer student questions or concerns orally in class or by a scheduled meeting. The teacher is never able to edit or rewrite the draft or explicitly correct errors. Students are expected to consult the teacher throughout the process.

During the completion of internal assessments, but not limited to them, teachers as a matter of habit include students in the participation of, and reflection upon, the assessment of their work.

"In marking, a candidate is given credit for the work they have produced against a markscheme or similar framework. This is an indication of the degree of the assessment task they got right. The mark itself has no other meaning. In deciding a grade, the examiner is making a judgment on the quality of the candidate's work against a defined standard which will take into account the difficulty of the task as well as the proportion of the task that was completed. The grade therefore has some meaning or relevance and is usually intended to be comparable with performances on other assessments. It might be possible for a candidate to demonstrate a high grade from getting only a small proportion of a very difficult questions correct and be impossible to demonstrate the same grade by correctly answering

many trivial questions. ...In our assessments, the IB generally uses marks as an indication of overall performance (compensation model) and then looks at how candidates with this number of marks performed to determine a boundary point (grade boundary) where students with more than that number of marks are awarded a particular grade.”

Internal assessment (official IB component) procedures are outlined shared by subject teachers in the syllabus shared with students at the beginning of DP year 1. Published IB assessment criteria are always used to evaluate the work. Students will receive one set of formal oral or written comments on one draft of work. The comments will be connected directly to the assessment criteria so that it is most meaningful for student improvement where needed. While the teachers can continue to assist with the IA up until the final deadline, the next copy submitted must be the final. After submission of the final, the teacher assesses the work according to the assessment. The teacher will check the prior year’s grade boundaries for the IA and give an indication of the grade (1-7) for the work also. Note that grade boundaries can sometimes change from year to year. Once the final copy is submitted, no changes are permitted to be made.

Practices specific to DP 1:

Teachers will introduce the subject and the assessment structure at the start of the Quarter 1 of year 1. The syllabus will be taught in full, but topics and approach, where possible, will be designed and individualized by the teacher. By Quarter 3 of year 1 students will get their first opportunity to become familiar with the conduct and practice of examinations. Subject teachers schedule mock examinations during their regular class time. Papers may be adjusted so that only the content that has been taught is assessed. Or, a teacher may choose to keep encountered content so that students can see how they fare with an unseen task but perhaps those tasks will be left out of the marking of the paper. A teacher will always explain how a student is being assessed and why, prior to the assessment taking place. A teacher will always clarify the results of assessment for a student or students, if there is any need, and students are encouraged to ask questions about assessment any time they have one. Many internal assessments will already be introduced by Quarter 2 of DP 1 as well.

Practices specific to DP 2:

By November 15 in DP 2, any request for inclusive access arrangements must be made via the Diploma Programme Coordinator. An arrangement such as this will have needed to be identified prior to this date and any arrangement requested must be in line with the pedagogic practices already in place at the school, as a response to identified student needs. Often, a medical report is required to request authorization from the IB for inclusive access during examinations.

During DP year 2, we have 3 mock exams before exams in May. They are usually held in October, December, and March of the second year to give practice opportunities for the students in an exam setting, and to provide different opportunities for a realistic predicted grade for university admissions.

By March 15 in DP year 2, the following externally assessed non-examination components are sent to the IB:

- Extended Essay
- Theory of Knowledge Essay
- Language and Literature HL Essay
- IOs for Language A and Language B

By April 20 in DP year 2, all internally assessed component marks, coursework, and teacher comments are sent to the IB through the secure IB platform, IBIS. Internally assessed coursework is moderated by IB examiners. Note that it is possible for marks to change after moderation. If the school's marks are not within an acceptable tolerance level, a moderation factor is applied to the entire cohort in that subject which can affect the final grade of that component as well as the final grade of the course.

Also by April 20 in DP year 2, teachers submit all predicted grades through the secure IB platform, IBIS. By April 30 in DP year 2, the following externally assessed non-examination components are sent to the IB:

- Visual Arts Comparative Study
- Visual Arts Process Portfolio

By June 1 the Creativity, Activity, and Service (CAS) coordinator or DP coordinator must indicate whether each student has met the CAS requirements or not.

Deadlines for May Session (Narmer American College expected G12 graduates of the year's class)

- All Internal assignments are due by the internal deadline set out by the school.
- It is the student's responsibility to ensure that he/ she makes a careful note of the due date for each assignment and produces this work on time
- Students who have difficulty meeting a deadline must see the subject teacher well before due date to discuss strategies which will allow them to meet the requirements
- **Students with an absence** for the day that an assignment was due must inform the Subject teacher via email and CC the DP Coordinator on that. No telephonic messages will be accepted for that. The candidate must hand in the assignment on the deadline assigned unless the DP Coordinator decides otherwise based on the reason(s) and evidence for absence.
- Students are also responsible for finding out what new assignments or tests decided on the day they were absent. Absence gives the candidate no accepted excuses no matter what the reason for absence was, the student will be held responsible for all assignments and information shared during the period he/ she was absent.
- The school will not accept that a student has not been informed of internal or external deadlines. Failure to meet a course deadline will result in not receiving the International Baccalaureate Diploma.

Prediction of Grades:

Each subject teacher must predict each student's grade on IBIS, the secure online IB platform for reporting assessments and results. The IB directs teachers to base their predictions on all evidence of the candidate's work and the teacher's knowledge of IB standards. The IB directs teachers to make a prediction as accurate as possible, without under-predicting or over-predicting the grade. The predicted grades are always based on the grade descriptors published by the IBO.

Reporting of predicted grades in DP 1 and 2: a predicted grade is not static and can go up or down over the 2 years. Teachers always strive to predict as accurately as possible and learning happens over the continuum of approximately 18 months. Often it is such that content becomes more complex later in the course. Therefore, it is important for students to know that if one report shows they are working at a predicted level 5, it is possible that later, that predicted level could go down as new content has been introduced and assessment is continual and varied. The school values transparency and therefore has

chosen to share predicted grades with students through our reporting in December and June of Year 1, and December and April of Year 2.

Grading Scale:

The marks awarded for each course range from 1 (lowest) to 7 (highest). Students can also be awarded up to three additional points for their combined results on **TOK** Theory of Knowledge and the **EE** Extended Essay. The diploma is awarded to students who gain **at least 24 points**, subject to certain minimum levels of performance across the whole programme and to **satisfactory participation** in the **CAS** Creativity, Activity and Service requirement. **The highest total that a Diploma Programme student can be awarded is 45 points.**

	<u>GPA</u>	<u>IB DP Percentage</u>
A	4.0	80-100
A-	3.7	70-79
B+	3.3	65-69
B	3.0	60-64
B-	2.7	55-59
C+	2.3	50-54
C	2.0	45-49
C-	1.7	40-44
D+	1.3	35-39
D	1.0	33-34
D-	0.7	32
F	0	Below 32

How do we record and report student assessment data?

- All student data on assessment is posted regularly on NAC online school system. Teachers update their grade books weekly and all parents and students have access to their assigned accounts both online and on the NAC portal.
- Quarterly report cards are issued during each academic year as well as an end of the year report card.
- Quarterly Parent Teacher Conferences occur three – three times a year.
- In some cases, parents are called to attend a one-on-one meeting with the IB Coordinator and teacher(s).
- Progress reports are posted to the students and parents as needed.

This policy is published in the IBDP student/parent handbook, on the school website, and on Managebac. Students and parents are expected to read and abide to the policy.

Reviewed January 2023

NAC Language Philosophy

NAC mission statement states: *Narmer American College has as its primary mission the education and development of the whole student-mind, body and spirit. The students will be equipped to assume positions of leadership with an understanding of technology and its impact on the global community. Students will be able to cooperate in a diverse multicultural community.*

NAC mission statement and the IB Learner Profile establish the foundation for NAC IB DP Language Policy. At NAC we are aware that through language our students can explore areas of interest, become lifelong learners and communicate in a diverse, multicultural world. As a result, at NAC we equip our students with the necessary language tools that enable them to speak, read and write effectively in all classes and in the core components of the DP CAS, Extended Essay and Theory of Knowledge. At NAC all teachers are language teachers; teaching and guiding all students to communicate effectively.

NAC Language Practices

- English is the language of instruction in Narmer American College.
- English language is taught at a native speaker level K-12.
- Arabic is taught to Arab nationals following the Egyptian Ministry of Education guidelines. Mother tongue instruction in the Arabic language, Social Studies and Religion are therefore actively encouraged and supported.
- Our goal is to ensure that students learn to appreciate their mother tongue with the language being nourished through daily usage. Often families are invited to visit the school and participate in different school activities throughout the year.
- Arabic as a second language (ASL) program is offered to non-Arabic speakers from grades 4 -12. As Arabic is the host country language, students who have been residents of foreign countries, or those who haven't acquired the Arabic language for any other reason are enrolled to the ASL program to receive a modified Arabic curriculum.
- Narmer American College DP is offering Language A: English Language and Literature at both the SL and HL.
- Language B offerings include Arabic B and French B at the SL and HL. Additionally, French ab initio, Spanish B, and Spanish ab initio are offered to meet the different needs of students.
- Part of the admission policy is testing the language skills of the DP applicants. IBDP candidates are expected to show progress in their reading, writing and speaking language skills within the DP programme.
- Based on all past school reports, a personal interview, language proficiency testing, and a review of previous special needs documentation, students will be invited to select the languages that best will suit their chances for success and responds to the needs of their future career. Based on the student's final results and after discussions with the student himself/herself, the parents and the DPC, the student will be invited to choose their Language B subject, and the level of Language A English Language and Literature as an SL or HL.

- Traditionally students write their extended essays in English, but each year 1-2 students opt to write it in Arabic, as they may find writing in Arabic more natural as a researcher and thinker. Students are supported with a supervisor that is fluent in the language.
- Realizing that language is central to learning and teaching processes, all DP students are offered teachers who facilitate communication and demolish language barriers. As stated in the philosophy, all NAC teachers are language teachers who direct students to effective communication.
- Teachers of both Language A and Language B courses are regularly sent for IB training and they participate in networking sessions sponsored by the IB Cairo Schools Association, the country based IB organization.
- All members of staff: teachers, administrators, librarians and others are aware and practice English language for all types of communication in school.
- Narmer American College provides administrators, teachers, librarians, technical and other school-based staff with annual professional development. Central to this training are effective use of accommodations in teaching/ learning content material and the role of differentiation in instruction.
- At Narmer American College the role of all teachers, not just language teachers, is to facilitate interpersonal and global communication. Our teachers employ best professional practices and actively collaborate across disciplines to facilitate and enrich the learning experience for our students.
- Parents are an integral part of our learners' community and provide tremendous support for language learning at Narmer American College. The school uses multiple methods to communicate to parents the critical importance of maintaining academic proficiency in the mother tongue. Parents are often involved during activities and the school utilizes the resources and expertise of the community to enhance learning within the programmes.
- Parents are active participants into the learning of their kids and so they are well aware of the school Language Policy and sign their commitment to planning the language choices for their kids to meet their needs.
- All learning and teaching resources are accessible in different languages, English, Arabic, French, and Spanish. Resources are updated regularly meeting the increasing desires of the students and teachers.
- The school library has English, Arabic, as well as a French, Spanish and a German section. An annual budget is allocated in order to increase the resources in the school library. Students are expected to read independently and to use reference resources in completing learning tasks.
- The school is committed to developing library resources to support all students' mother tongue including using, when necessary, some of the objectives of the Language acquisition subject group.
- The school librarian conducts ongoing awareness projects to promote reading. The librarian meets with students to discuss reading and literature as well.

- Students are offered opportunities to exchange cultural activities.
- Student’s language performance can be monitored through formative and summative assessments, and decisions regarding teaching and learning are made accordingly. Students’ involvement into CAS activities provides students opportunities to use their mother language and develop communication skills in the mother tongue and in English.
- Reading support programs are offered to help students struggling with reading for non-IB students. Students working towards an IB diploma are not expected to have reading difficulties, but those in need will be making use of the reading support program in NAC
- Collaboration with parents is essential to facilitate additional support as part of the student’s “Individual Development Plan”.
- In respect to other languages that NAC DP might not be offering in school, we offer our students the opportunity to do online IB DP course with Pamoja providers.
- If there appears to be a growing need for the school to add more languages, German for example, the required decision will be made to meet the learning necessities of the student body.
- Language Policy must be reviewed annually by all language teachers. This policy is a working document and will be reviewed and revised as needed involving consultation with departments and the school community.

Last reviewed: January 17, 2023

Narmer American College IB DP Inclusion Policy

In all IB programmes, teaching is designed to remove barriers to learning. Teaching is inclusive and values diversity. It affirms students' identities, and aims to create learning opportunities that enable every student to develop and pursue appropriate personal goals. (What is an IB education? 2013:6)

The aim of this document is to define inclusion and diversity in IB programmes at Narmer American College, to create welcoming environment for each student, to ensure that the learning support requirements are identified early and provided for, to identify staff roles and responsibilities and to specify procedures and arrangements in order to help students reach their full potential.

NAC Inclusion Philosophy:

At Narmer American College we believe that promoting inclusivity and valuing diversity is essential for making all individuals contribute to common good and world peace through/based on universal values. To value diversity means to understand, accept and respect the fact that every individual is unique. Inclusive teaching and learning are designed to be inclusive of, and accessible to all students.

Legal Requirements:

According to Egyptian Laws regarding inclusion policy in education, *Article 9 of Law No. 139 of 1981 (the Education Law) states that efforts have been made to integrate students with disabilities, including through full integration into **equipped schools**. However, the Ministry of Education sees the past and current efforts as merely a 'trial phase'. Those efforts need to be expanded and replicated to serve more students with disabilities. Schools that integrate students are few in number and are not meeting needs. In this respect, the 2014–30 education strategic plan seeks to achieve full integration of children with simple/basic disabilities.*

Additionally, the Ministry of Education also commits to offering special needs education based on nature and level of disability (Art. 12).

With these legal requirements considered, Narmer American College declares that as a school we are not "equipped" or licensed by the Egyptian Ministry of Education to admit students with special physical needs. Parents who apply to Narmer American College are informed of this admission information on filling in the online application and they sign their knowledge to it as part of the admission process. However, we have been committed to making arrangements in inclusive learning that are relevant to their learning talents and challenges. Implementing these arrangements most frequently takes place in the classroom, with extra learning support provided after school hours

Narmer American College recognizes that learning challenges are part of diversity, and a policy of inclusion is necessary for:

- Affirming identity and building self-esteem
- Valuing prior knowledge
- Scaffolding
- Extending knowledge form the basis of our Approaches to Teaching and Learning.

I. Acknowledging Learning Diversities

1. Inclusion

In the strive to achieve genuine inclusive education Narmer American College ensures a friendly learning environment and attempts to remove learning barriers for all students.

The school, the staff and the Learning Support Program all collaboratively work to:

- a. Protect the interests of all students.
- b. Support the learning of all students.
- c. Support the learning needs of individual students in the regular classroom setting and pull-out setting.
- d. Help students to understand themselves as learners and include students in decision making about their learning.
- e. Develop student learning by appropriately defining challenges and setting expectations.
- f. Develop the understanding of the attributes of the IB learner profile for the students as well as the school community as a whole.

2. Differentiation

In Narmer American College differentiation is an integral part of every teacher's work. All teachers work collaboratively to enhance the following in every class:

- a. A coherent and challenging curriculum and syllabus.
- b. A wide range of teaching and learning strategies.
- c. Diverse tasks and activities for diverse learners.
- d. Help students to self-advocate independent learning skills by helping them understand themselves as learners of different learning styles and needs.

3. Special Educational Needs Learners

These candidates may have learning support requirements due to one or more of the following:

- a. Learning disabilities
- b. Social, emotional and behavioral difficulties
- c. Specific learning difficulties
- d. Speech and/or communication difficulties
- e. Medical conditions

Once a student with learning support requirements is enrolled in the school, it is the responsibility of the school to meet the student's learning needs, including suitable arrangements for teaching and assessment. (Candidates with Assessment Access Requirements)

Narmer American College doesn't cater severe physical and or mental disabilities, however, learning disabilities are addressed as the policy explains.

II. Key Points

1. The Language Policy

English is the language of instruction in Narmer American College and is offered as Language "A" English Language and Literature. For language acquisition, NAC offers French Ab initio, Spanish Ab initio, French

B, and Arabic B at both the SL and HL. Gradually, the school will consider adding more languages to meet the needs of different special students.

The school understands and put in consideration several factors that might hinder the learning process of students with special educational needs and might even threaten their self-image or self-confidence. Teachers plan and work collaboratively to ensure that students learning additional languages enjoy and develop in a safe and friendly learning environment.

2. The IB Learner Profile

The IB Learner Profile Attributes and the Approaches to Teaching and Learning (ATL) provide the foundational skills and dispositions for the development of inclusion. An inclusive learner:

- is a competent communicator
- is open-minded and knowledgeable
- is a caring and principled thinker
- uses his or her curiosity and research skills to inquire about the world
- thinks and reflects critically about opportunities and challenges
- takes action for positive changes (for example, to promote intercultural understanding, foster caring relationships, to care for self and others)
- takes risks to further self-development and understanding of others.

(Boix Mansilla and Jackson 2011; Oxfam 2015; Singh and Qi 2013; UNESCO 2015)

NAC is an IB school and we employ the learner profile throughout all areas of school life. Some of these are represented within the inclusion policy to encourage and foster lifelong learning amongst our school community.

Principled: We act with fairness and respect for the dignity of our students. We consider the consequences of decisions as we make them.

Caring: We show empathy, compassion, and respect for the needs of our students and our community. We try to make a positive difference in people's lives.

Balanced: We understand that intellectual, physical, and emotional status is important for a student's well-being. We will strive to meet all three of these needs for students while at NAC.

Reflective: We regularly reflect on how we can recognize learner's differences and best support children in an inclusive, intercultural environment. It influences our teaching practice and leads to personal growth for the entire school.

3. The Learning Support Program

The Learning Support Programs offered in NAC are essential aspects to the learners and the learning process. Accordingly, the school will take full responsibility for the following:

- Providing support materials for the support teachers.
- Guiding and supporting all students' educational needs.

- Providing classroom accommodations needed for a candidate's learning (this includes assistive technology such as reading software).

4. Responsibilities of school counsellor:

The school counsellor facilitates group and individual sessions geared at building students' self-awareness, self-esteem, self-efficacy, self-confidence and general well-being.

- Supporting NAC Faculty in enhancing their awareness of personal well-being.
 - One to one coaching sessions
 - Character Education program - to raise members' emotional, mental, and physical recovery.
- Social emotional support for students (including emotional coaching)
 - One to one sessions
 - Group coaching sessions
 - Anger management sessions

5. Responsibilities of the teachers:

- Collaborative planning of curriculum outline and syllabus breakdown.
- Collaborative planning for differentiation in the classroom, individual education, inclusive teaching, learning styles and teaching and learning strategies.
- Regularly based meetings to ensure development.
- Collaborating in designing a set of criteria targeting academics, skills and student motivation.
- Ensuring that students are assessed regularly and properly
- Monitor students' progress
- Report to the pedagogical leadership team if they notice any underachievement or lack of results in student's learning process

6. Responsibilities of the Coordinator:

- Ensuring the ongoing development of the school support program, students and teachers.
- Provide training and support for the teachers
- Raise awareness about the importance of different approaches in teaching and learning
- Empower teachers to remove students' barriers to learning
- Provide resources for teachers and students
- Orienting parents to the Inclusion Policy and student report system.
- Inform parents about assessment requirements and discuss if there is a need for "assessment access arrangement" upon enrollment.
- Meeting and consulting with teachers concerned to plan the arrangements needed and required for students for the teaching process and the assessment procedures.
- Providing a scribe, reader, prompter, practical assistant/aide or communicator and any assistive technology when needed for the learning process or during assessment.
- Ensuring inclusive assessment arrangements on behalf of each candidate by applying students for "assessment access arrangement" provided they have all documentation required by the international examination organization

7. Responsibilities of students and parents:

The students should be responsible toward their well-being and health. Therefore, the students are obliged to:

- Clearly present their needs;
- Participate in counselling or collaborative activities that might help them overcome barriers to learning;
- Ask for help if they feel the need.

The parents/legal guardians are obliged to:

- Acknowledge the barriers to learning if their child clearly expressed them;
- Consult with healthcare professionals;
- Communicate honestly with the student's class teacher, mentor or a representative of the pedagogical leadership team about the child's needs.

The following IB documents and publications have been the major resource in compiling Narmer American College Inclusion Policy:

- Learning Diversity and Inclusion in IB Programmes (2016)
- Meeting Student Learning Diversity in the Classroom (2019)
- The IB Guide to Inclusive Education: A Resource for Whole School Development (2019)
- Access and Inclusion Policy (2018)
- What is an IB Education? (2017)

Reviewed: January 2023

Extended Essay Timeline

Process and Timelines

	Action	Responsibility	Timeline	Comments
Step 1	Identify and review potential topic(s) and/or subjects of interest with guidelines	Student		Consultation with teacher(s) of relevant subjects(s), library staff, etc...
Step 2	Participate in EE and skills induction workshops during the first term.	Students/ Workshop leader (either EE Coordinator or DP Coordinator)	Year 1 Sept-Oct	Induction workshop on EE, plagiarism, research skills, referencing, appropriate question
Step 3	Agree subject— Fill in topic area of interest sheet	Student & DP Coordinator	Nov-Proposed Topic Area to EE Coordinator/ DP Coordinator	Fill in EE form #1
Step 4	Assign supervisor	EE Coordinator/ DP Coordinator	By Nov. 29th	All students will be allocated a supervisor by this date
Step 5	Initial planning meeting: <ul style="list-style-type: none"> - Review, polish, and agree on the topic, and research question - Outline main phases of the entire process - Establish an individual working plan for each student to ensure the essay is completed for submission meeting the internal school deadline - Establish relative roles and responsibilities as well as expectations 	Supervisor/ students	By Mid. Dec. (Before the winter break)all students must meet their supervisors and fill in EE form #2 <i>--Readiness to Start Research</i> (A copy to EE Coordinator/ DP Coordinator)	Individual focus meeting students one on one to polish topic, develop research question, frame titles, plan the process etc.

	<ul style="list-style-type: none"> - Hand out relevant guiding documents, resources and references necessary to get the student started - Set specific tasks, preparatory reading, guide on using resources...etc. that will assist student to clarify research angle and - Set date for next meeting 			
Step 6	<p>Follow up meeting:</p> <ul style="list-style-type: none"> - Review draft research question - Develop research plan of action - Identify research needs (skills, resources, etc.) - Develop a tentative outline of the essay 	Supervisor	<p>By April 7th students need to have filled in and had signed EE form #3</p> <p><i>Evidence and Research and Readiness to start Writing</i></p>	<p>Active participation by student—should come prepared to discuss assigned readings, draft, research question etc. Supervisor should ensure that the student is clear about the expectations and is ready to undertake the research. Appropriate actions taken where the student is not yet ready to start the actual research process—this could involve:</p> <ul style="list-style-type: none"> - Additional meetings with supervisor that offer structured guidance on how to gather documents, information, etc. - review of the decision to pursue research in the particular subject or topic

				NB —Submit <i>Progress Report #1</i> to EE Coordinator/ DP Coordinator on student’s readiness to embark on research phase of process
Step 7	<p>Carry out research:</p> <ul style="list-style-type: none"> - collect, document, and interpret relevant information - review and analyze evidence in relation to the research question as appropriate - share findings and views with supervisor periodically as per agreed schedule 	Student	<p>By June 6th students need to have EE sheet #4</p> <p><i>Update on Write up phase-filled and copy given to EE Coordinator</i></p>	<p>Interested participation of supervisor in reviewing the relevance of information shared to the terms of the research question.</p> <p>NB-Supervisor submits to IB Coordinator <i>Progress Report 2</i>-focus on evidence of research work done by the student.</p> <p>Supervisor to determine when the student is ready to embark on the actual writing phase of the process.</p>
Step 8	<p>Writing the essay</p> <ul style="list-style-type: none"> - review initial outline in light of research findings or evidence - develop a well-structured response in phases (headings, chapters, etc.) as agreed with supervisor until 1st draft is completed including title page, abstract, references & bibliography and appendices where necessary 	Student	<p>By Sept. 26th a full draft needs to be finished and shown to supervisors</p>	<p>Supervisor role in this phase is to:</p> <ul style="list-style-type: none"> - act as critical friend throughout the writing process - offer guidance in relation to the format, focus and function of key elements of essay such as the introduction, conclusion, and abstract - review and comment (orally) on significant sections or chapters of the essay as drafted by the student
Step 9	Review complete 1 st draft of the essay including title	Supervisor		Supervisor to read and comment on the complete

	page, abstract, references & bibliography and appendices where necessary			1 st draft. Supervisor may not edit, revise, or write on any portion of the essay!
Step 10	Revise complete 1 st draft in line with supervisor's comments and submit final essay to supervisor	Student		Students to receive feedback from supervisor. Final opportunity to work on the essay for submission comments within 3 weeks of this deadline i.e. Oct 13th
Step 11	Concluding interview - Set up the interview - Instruct students on the purpose, format, and expectations of the interview		Between Oct 16th and Nov 14th	EE coordinator will provide date, time, venue and other administrative details to the Viva Voce
Step 12	Grading and Report - grade essay according to the assessment criteria - write report in accordance with IB guidelines - Complete Reflections on Progress and Planning Form (RPPF)	Supervisor		
Step 13	Final submission formalities - complete the extended essay coversheet - sign to confirm authenticity	Supervisor & student	December 12th	Final submission

EE marking form

Subject		WSEE themes (if applicable)	
Category (if applicable)		WSEE subjects (if applicable)	
Title of essay:			
Essay number		Session	
Criteria	Mark awarded	Comments	
A: Focus and method [6]			
B: Focus and method [6]			
C: Critical thinking [12]			
D: Presentation [4]			
E: Engagement [6]			
Total marks		Summative comments	

Extended Essay

The Basics

The extended essay is a key requirement for earning the IB Diploma. It sits at the 'core' of the Diploma Programme, together with Theory of Knowledge (TOK) and the Creativity, Action and Service (CAS) programme. It is a culminating product. It brings together much that you have learned, and demonstrates that you know *how* to find out and to *think about* what you find out. It is an excellent way to end your school career and to begin the next stage of your education.

The extended essay is:

- Personal research in a topic of your own choice
- Chosen from the list of approved DP subjects
- An in-depth study, intended to promote high-level research and writing skills, intellectual discovery and creativity
- Written under the guidance of a supervisor
- Presented as a substantial piece of formally presented, structured writing.

In addition, the extended essay:

- Is compulsory for all DP students
- Is expected to take about 40 hours to complete
- Is externally assessed
- Contributes, with TOK, up to three bonus points towards the diploma (see EE/TOK Matrix)
- Is assessed according to 5 criteria
- Is awarded a grade of A to E ('A' is excellent, 'E' is a failing condition for your entire Diploma)
- Requires three formal reflection sessions with your supervisor, recorded on a form which contributes to the assessment Criterion E, 'Engagement'.

What can I write about in my extended essay?

Your essay must be chosen from the list of approved DP subjects. You cannot write an essay on education, transport, medicine or any subject which is *not* on the approved DP list. This does not, however, exclude these as possible topics for your essay. You might, for example, write about the *economics* of education, transport or medicine; the *history* of these topics; or how any of these are used as themes in *literary works*. You could write about schools in an essay on *global politics*; about the *physics* of a form of transport; or *health science* aspects of a medical treatment. Remember, for these topics you will be using the language and methods of economics, history, literature, and so on, placing your topic within the *context of the subject*.

Your essay does not have to be in one of the six subjects you are studying for the diploma at school. The only requirement is that the subject of your essay *must* be drawn from the approved list of subjects below. However, you may penalize yourself if your essay is not in a subject you are studying, because you are less likely to have the background knowledge needed for this topic.

Interdisciplinary essays

There are three types of interdisciplinary essays that you can write:

1. [Literature and performance](#) (an IBDP subject for Groups 1 or 6)
2. [Environmental systems and societies \(ESS\)](#) (an IBDP subject for Groups 3 or 4)
3. [World studies](#) (available as an option for extended essay)

The same regulations for 'regular' extended essays apply to interdisciplinary essays, with the exception that you can draw from more than one IBDP subject discipline. You are encouraged to make connections and use concepts from different fields of research.

List of approved DP subjects for extended essay

What is the value added?

The extended essay, together with TOK and CAS, make IB Diploma Programme (DP) different from most other educational programmes. TOK and the EE give you an inside look at knowledge and how it is formed. The EE is a good example of the IB's philosophy on holistic education, where individuals are encouraged to achieve self-fulfillment. Furthermore, it allows you to develop your academic skills, which will give you a head start on university and higher education. Here are a few testimonials on the advantages of doing the extended essay.

- **Aulls, M.W. & S. Peláez :** [Exploring the learning benefits and outcomes of the IB extended essay in preparing students for university studies in Canada: Student perceptions of the impact of the Diploma program and the extended essay on the academic demands of first year in university.](#)
- **Daily Telegraph:** [Why the IB is the perfect passport to university.](#)
- **IB: Information for universities :** [IB students bring a passion for learning to your campus.](#)
- **IB: Information for universities:** [IB Diploma Programme: A strong predictor of success in university.](#)

Roles and Responsibilities

Your responsibilities

You are responsible for:

- choosing a topic
- deciding on a research question
- conducting the research
- writing the essay
- knowing the requirements and criteria
- writing 3 reflection statements (500 words in total) on your RPPF
- acknowledging your sources
- attending meetings
- meeting deadlines

You and your supervisor

Ideally, your supervisor will be a teacher in the subject in which you are writing your essay. However, your subject teacher may already have a heavy workload or have other reasons for not being able to supervise you. You might have chosen a subject which is not taught in your school, so there are no subject teachers available.

The IB requires that the supervisor is a teacher in your school, and that she (or he) is not related to you. Your parent cannot supervise you; your after-hours tutor cannot supervise you; the technician who supervises your use of equipment for your science experiment cannot supervise your essay.

In brief your supervisor should:

- Know the subject-specific requirements and the assessment criteria
- Advise and guide you on your research question and methodology
- Meet with you at least 3 times (RPPF sessions) and preferably more ('check-ins')
- Meet with you at other times to discuss your thoughts and your progress
- Comment on one completed draft
- Spend roughly 3-5 hours with you
- Authenticate your work.

You and your DP Coordinator

Your DP Coordinator is the main connection between your school and the IB. For this reason, your DP Coordinator:

- May ask you about deadlines
- May check your progress

Other people

As you conduct your research you will find that other people can offer you a wealth of information and assistance. Librarians, teachers, friends and family members may be knowledgeable about your topic. If you have someone from outside your school to help with certain aspects of your work, that person should know what kind of help is permitted. In brief, they may guide you in certain ways but they may not direct, write, correct or edit your work. The IB provides a letter and form for this purpose; the signed form must be included as an appendix to your essay and uploaded along with the essay itself. Contributions of outsiders should be acknowledged. Your supervisor must be satisfied that the work in the essay is all yours, except where you have acknowledged otherwise.

RRS RPPF

To document your planning and your experiences, reflection is a key step to learning in general, and the extended essay writing process is no exception. You are encouraged to keep a reflection journal or a Researcher's Reflection Space (RRS), which will aid your planning and your reflection. You are required to submit a Reflections on Planning and Progress Form (RPPF), which will be read and considered by your examiner before assessing your level of engagement for Criterion E: Engagement. It is important to distinguish between the RRS and the RPPF.

The RRS

The RPPF

Does not contribute towards your assessment

Required by the IB.

Useful for yourself, your supervisor and your school. Aids your thinking process, demonstrates engagement with the research and writing processes. Supports your and your supervisor's comments on the RPPF. Acts as a supporting record for the authenticity of your work. Considered by the examiner in determining marks for Criterion E: Engagement. Acts as a supporting record for the authenticity of your work.

Make as many entries as you want on a rolling basis. Entries may be written into a rough notebook, an online blog, a series documents in digital folders, etc. You submit 3 entries (see below). Note: the total word count of all of the entries should be under 500 words, entered in an official IB document. Your supervisor adds comments too, which are also considered in the assessment.

What it might include:

- An aide mémoire, a diary / journal
- Mind maps,
- To-do lists, to-read lists
- Notes from meetings or interviews
- A logbook of observations,
- A collection of articles,
- A list of questions and thoughts, to-find-outs
- A rolling list of sources

What it should include:

1. First reflection: initial ideas and how you plan to undertake your research.
2. Interim reflection: comments on and an evaluation of the process so far. Where are you going next? What do you still need to do?
3. Viva voce: a reflection on the research and the writing processes, and your end product.
4. Supervisor's comments.

Tips

- Notice from the sample RPPF that the student justifies the marks that he would have given himself, if he were to assess himself according to the criteria. This is not required, but it is good practice.
- Notice that your supervisor fills in part of the RPPF. This may influence the examiner's marks for Criterion E. A reflection journal could help your supervisor write positive comments on the RPPF, and in turn influence your EE grade for the better.

Agreement between Candidate and Supervisor

As A Candidate

As a candidate of the IB Diploma Programme, I recognize that the extended essay is a requirement for which I am responsible. I will:

- chose a topic and formulate a research question,
- conduct research,
- write my essay,
- acknowledge my sources,
- attend meetings and meet deadlines, including three formal reflection sessions and one session to discuss a complete draft of the essay with my supervisor (see schedule below),
- complete the Reflections on Planning and Progress Form (RPPF)

As A Supervisor

As a supervisor of the extended essay, I recognize that I have a responsibility to support my candidate to the best of my ability. I will:

- be knowledgeable of the IB rules and regulations, as stated in the extended essay guide,
- be knowledgeable of the DP subject requirements as stated in the extended essay guide,
- spend sufficient time with the candidate as and when needed in informal check-in sessions,
- monitor deadlines and the candidate's progress on the RPPF,
- meet with the candidate to discuss planning and progress for each of the three required reflection sessions,
- read and comment on one completed draft,
- not annotate or edit the candidate's essay,
- check the authenticity of the candidate's work,
- and comment on the candidate's planning and progress on the RPPF.

Schedule of deadlines

Before this date, I, the candidate, will:

- [insert date] read and assess a sample extended essay, using the assessment criteria, and make myself familiar with the requirements of my subject, per the EE guide,
- [insert date] submit a proposal for my EE in which I express interest in a topic and subject and formulate a working research question (RQ),
- [insert date] meet with my supervisor, discuss my RQ with him/her and write my first entry on my Reflections on Planning and Progress Form (RPPF),
- [insert date] finalize my RQ, write a formal outline of my essay, discuss these steps with my supervisor and reflect on them in an interim RPPF session,

- [insert date] conduct research, make notes, maintain a Researcher’s Reflection Space (RRS) and ‘check-in’ with my supervisor,
- [insert date] write a complete draft and submit it to my supervisor,
- [insert date] discuss the complete draft with my supervisor,
- [insert date] rewrite my EE taking into consideration comments from my supervisor, and upload the final copy,
- [Insert date] engage in a final reflection session (viva voce) with my supervisor and submit a final entry on my RPPF and sign off on my EE.

Agreement signed by

Candidate’s name

Date

Signature

Supervisor’s name

Date

Signature

Parent’s/ Guardian’s name

Date

Signature

(Don’t sign here this is a sample form. Don’t sign here this is a sample form. You will receive a separate form to complete)

Narmer American College

IB DP Coursework Deadlines / Examination May 2024

This is a tentative plan; all IB DPY1 students will receive a final copy of this calendar beginning of the academic year.

<p>FEBRUARY 2023 Orientation to the students and to parents about IB programme</p>	<p>MARCH 2023 Deadline for IB school internal applications Decisions made about the qualified students</p>	<p>APRIL 2023 Scheduling IB students Year one for the academic year 2023-2024</p>	<p>MAY 2023 IB books on sale Two day workshop for the IB students/parents for detailed orientation: CAS/EE/IA /Policies / Expectations</p>	<p>JUNE 2023 Final reconsideration of pending applications based on final year grades and overall evaluation</p>
<p>AUGUST 2023 Administration and Teachers back to school</p>	<p>SEPTEMBER 2023 -IB students are in and will get to study this timeline with IB Coordinator. Get introductions on each course requirements, external and internal assessments. -Parent Orientation on DP expectations and guidance - DP students get detailed explanation of the Extended Essay process with timeline - Introduce TOK Presentation. This internal assessment will be completed in an ongoing manner throughout the first</p>	<p>OCTOBER 2023 -Planning the CAS programme with the CAS Coordinator and advisors (1st formal interview) -Introduce expectations for CAS/ Hold initial interviews with students/ Introduce CAS project and give graphic organizers for students to generate ideas -Train students to use Managebac</p>	<p>NOVEMBER 2023 -EE induction week - Orientation on Academic Honesty -All students submit proposed Topic Area to EE Coordinator/ DP Coordinator (proposal form 1 is due on Managebac) - Assign supervisor to each student</p>	<p>DECEMBER 2023 (Before the winter break)all students must meet their supervisors and fill in EE form #2 Readiness to Start Research (A copy to EE Coordinator/ DP Coordinator)</p>

	<p>year and the first semester of year 2. Students will choose a time based on relationship with course outline. A few students will present at the end of each unit.</p> <ul style="list-style-type: none"> -Identify and review potential topic(s) and/or subjects of interest with guidelines -Participate in EE and skills induction workshops during the first term. -Train students to use Managebac and Turnitin.com for EE -End of add and drop period (15 days from receipt of schedule) 			
<p>JANUARY 2024</p> <ul style="list-style-type: none"> -Midterm Exams -Introduce the criteria for the Language A: English/ Arabic Language and Literature and English Literature individual oral commentary - Mock of Language A: English/ Arabic Language & Literature and English Literature Oral Activity 1 	<p>FEBRUARY 2024</p> <ul style="list-style-type: none"> -laboratory hours for Group4 - Physics, Chemistry and Biology Group 4 Project – Data Collection & Processing (DCP) draft #1 due - Language and Literature SL/HL Internal Assessment - Further Oral Activity #1 - Language B SL/HL actual interactive oral activity 2 - Comparative Art Study Proposal with preliminary sketches and drafted writing due. 	<p>MARCH 2024</p> <ul style="list-style-type: none"> -Outline for IA essays - Math HL exploration project proposals due - TOK internal assessment round two. - Drafts of Language and Literature and English Literature Internal Assessment due - Written Task #2 - Physics, Chemistry & Biology Group 4 Project – 	<p>APRIL 2024</p> <ul style="list-style-type: none"> -Outline for 50% of the CAS work -Language and Literature Internal Assessment due - Written Task #2 - Physics, Chemistry & Biology Group 4 Project - completed final draft due - Language B SL/HL actual interactive oral activity 3 	<p>MAY 2024</p> <ul style="list-style-type: none"> -Outline for Extended Essay - All students should have completed significant CAS work (about 75 CAS hours) - Mock of Language A: English and Arabic Lang/Lit and English Literature Individual Oral Commentary - Language B SL/HL Individual oral presentations, actual - Language B AB initio, Oral Discussion, actual

<ul style="list-style-type: none"> - Turn in one semester of CAS Activity Forms/ Start CAS Projects - Language and Literature and English Literature SL/HL and English Literature Internal Assessment - Written Task #1 (Task 1 for both SL and HL) - Introduce Language and Literature and English Literature SL/HL Internal Assessment - Written Task #2 (Task 2 for both SL and HL) - Language B SL/HL mock for interactive oral activity 2 		<p>Conclusion & Evaluation (CE) draft #1</p> <ul style="list-style-type: none"> - Language B SL/HL mock for interactive oral activity 3 	<ul style="list-style-type: none"> - Second Economics Portfolio due - Mock Art Exhibition - By April 7th students need to have filled in and had signed EE form #3 Evidence and Research and Readiness to start Writing 	<ul style="list-style-type: none"> - TOK internal assessment round three. - CAS programme interviews with Advisors for senior year/ Confirm successful completion of CAS Project. If not, students must complete a second project at the beginning of next year and must submit new forms.
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<p>June 2024</p> <ul style="list-style-type: none"> - Language and Literature SL/HL and English Literature Internal Assessment and Individual Oral Commentary - Draft of Spanish ab initio and Language B SL/HL written assignment - Final Draft of Art Comparative Study assessment due - Draft of Math SL/Mathematical Studies SL internal assessment due - By June 6th students need to have EE sheet #4 Update on Write up phase-filled to EE Coordinator (Managebac) -Mock examinations #1 for 2024 session 				
<p>AUGUST 2024</p> <p>Administration and Teachers back to school</p>	<p>SEPTEMBER 2024</p> <ul style="list-style-type: none"> -Introduce G 4 Project - Math SL exploration project proposals due - Introduce criteria for Language A: English and Arabic 	<p>OCTOBER 2024</p> <ul style="list-style-type: none"> -G4 Project Presentation-Oct 30, 2024 - Extended Essay supervisors meet with students to provide feedback 	<p>NOVEMBER 2024</p> <ul style="list-style-type: none"> -First Draft of TOK Essay-Late Nov 2024 - EE coordinator will provide date, time, 	<p>DECEMBER 2024</p> <ul style="list-style-type: none"> - Final submission formalities <ul style="list-style-type: none"> – complete the extended essay coversheet

	<p>Lang/Lit Oral Activity 2</p> <ul style="list-style-type: none"> -Senior Diploma Candidates turn in complete first draft of Extended Essay and meet with supervisors to discuss plans for revision and completion -IB Coordinator registers for May exams 	<p>and finalize plan for completion</p> <ul style="list-style-type: none"> - Introduce Criteria for Lab Investigation Internal Assessment for Physics, Chemistry and Biology - Mock of Language A: English and Arabic Lang/Lit and English Literature Oral Activity 2 - TOK internal assessment round four. - Bibliography with 5 sources and proposal for History HL Historical Investigation due - First draft of third Economics Portfolio due -End of IB Exam registration, mid-October Late IB Exam registration, October – November 	<p>venue and other administrative details to the “Viva Voce”</p> <ul style="list-style-type: none"> - Language and Literature SL/HL and English Literature Internal Assessment - Further Oral Activity #2 - Draft of third Economics Portfolio due 	<ul style="list-style-type: none"> – sign to confirm authenticity -Second Draft Of TOK- Mid December 2024 - Introduce criteria for Written Tasks 3 and 4 for English Lang & Lit HL and 3 only for SL - Final Draft of Spanish ab initio and Language B SL/HL written assignments due -Mock examinations #1 for 2024 session
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JANUARY 2025	FEBRUARY 2025	MARCH 2025	APRIL 2025	MAY 2025
<ul style="list-style-type: none"> -First Submission Deadline for final EE- Jan 5, 2025 (approximate) -Second Submission Deadline for Final EE Jan 9, 2025 (approximate) -Deadline for EE Coordinator to submit all EE to DPC by Jan 12, 2025 (approximate) - First drafts for Lab Investigation Internal Assessment for Physics and Biology due - First Drafts of Written Tasks 3 and 4 for English Lang & Lit HL and 3 only for SL due - Final draft of Math SL/Mathematical Studies SL Internal Assessment due - A first draft of a fourth portfolio for Economics will be due at this time, and students will have the option to switch it with a previous one of theirs for submission if 	<ul style="list-style-type: none"> -IB Mock examinations #2 -Third draft of TOK Essay- Feb 9, 2025 (approximate) -First Submission Deadline for uploading Final TOK Essay- Late Feb 2025 - Feb 14- Final Drafts of Written Tasks 3 and 4 for Language A: Arabic/English Lang & Lit HL and 3 only for SL due -Feb 21- A final draft of a fourth portfolio for Economics will be due at this time, and students will have the option to switch it with one of their previous for submission if they feel the new one is better. -Feb 28- Extended Essay presentations CAS Final interviews to make sure everything is in place for reflection/completion 	<ul style="list-style-type: none"> -Written Assign & Written Task to DP Coordinator by teachers by Early March 2025 -Deadline for submitting the IOC by teachers to DP Coordinator- Mid March 2025 -Deadline for submitting all IA by students to teachers- Mid March 2025 -Deadline for submitting all IA by teachers to DP Coordinator- Late March 2025 March 1- Math SL/Mathematical Studies SL Project Proposals due March 7 -March 5- Final Draft of History HL Historical Investigation due -March 7- Final Arts Journals due -March 14- Final draft of Lab Investigation Internal Assessment for Physics and Biology due -March 15- Deadline for receipt of 	<ul style="list-style-type: none"> -April 7- Art Exhibition -April 10- Deadline for reporting of Internal Assessment grades and predicted subject grades by IB teachers -Internal Assessment samples due from IB teachers for external moderation -Deadline for submission of CAS program completion form by CAS coordinator. 	<ul style="list-style-type: none"> -IB Examinations 2021 May -Senior Diploma and Certificate candidates submit "Request for Results" to order IB transcripts.

<p>they feel an old one is better. Jan 31- First draft of History Route 2 HL Historical Investigation due Jan 31- Final draft of TOK external assessment due Mock</p>		<p>Extended Essays and TOK essays for external moderation -All Internal Assessments graded by teachers -March 31- Final deadline for completion of CAS for senior diploma candidates</p>		
<p>JUNE 2025</p>	<p>JULY 2025 Dissemination of examination scores, diplomas, and certificates.</p>			

References

<http://www.ibo.org/contentassets/fd82f70643ef4086b7d3f292cc214962/learner-profile-en.pdf>
<http://www.ibo.org/globalassets/digital-toolkit/logos-and-programme-models/dp-model-en.png>
<http://www.ibo.org/programmes/diploma-programme/curriculum/theory-of-knowledge/>
<http://www.ibo.org/programmes/diploma-programme/curriculum/extended-essay/>
<http://www.ibo.org/programmes/diploma-programme/curriculum/creativity-activity-and-service/>
http://www.ibo.org/globalassets/publications/recognition/core_2011.pdf
<http://www.nacegypt.com/site/page/School+Mission>

NAC School Rules and Regulations

We are a professional educational institution with a legacy and mission to educate our students teaching them the meaning of dignity and pride in order to become successful individuals who are treated with respect.

The NAC school administration will not allow any violation of its rules under any circumstances. Every employee in the school whether staff or faculty member is treated with full respect by the school administration and we therefore expect the same attitude from all the parents.

Any offense or disrespect towards any individual at NAC, a student, or any employee from the faculty, or staff is considered an offense to the School Management and Administration as a whole.

Parents need to be aware that they are not permitted to curse or use any aggressive language, attitude or loud tone with the receptionists, security personnel, or with any other NAC staff or faculty member under any circumstances at any point of time or they will be escorted out of the school premises. In case of any offense against any school employee or security member, the aggressor will be prohibited from attending any school events and legal action will be taken against him/ her.

All NAC students should be committed to following all the rules and regulations of their academic institution and we together, parents, NAC Administration, Faculty and staff, must put our hands together in a triangle of cooperation for the benefit of all students. **As parents**, you will always be **role models** for your children and therefore your continued cooperation is highly appreciated.

Parents are not allowed to enter the NAC School gates under any circumstances before 8:30 AM and before announcing the purpose of their visit to the security personnel at the school gate, and the purpose must be either: having a preset appointment, needing to purchase the uniform or paying school fees.

Parents coming in for a preset appointment must remain in the reception area until the Admin Assistant escorts them to their meeting venue, and they aren't allowed to wander around the school under any circumstances.

The security personnel at the gate are instructed to follow the school rules and are given strict orders regarding the security of the building and they are forbidden to allow any unannounced visits (without an appointment) unless the visit is to pay fees or to purchase school uniform.

The reception personnel are strictly instructed to greet the parents who enter the school and to receive and deliver messages to the administrators and to the faculty, staff and parents only.

They are not authorized to interfere with the school policy or regulations of the school. They are therefore instructed not to allow parents out of the reception area without approval from the Principals and Administration and that's why they will give you the decision of the administration regarding your request so please don't argue with them and don't expect them to argue with the administrators in order to fulfill your request. They will only deliver your message and give you the response.

Parents are not permitted to interfere with the school decisions, rules or regulations. NAC is fully abiding by the Ministry standards and it has its own policy which is neither flexible nor negotiable and will not accept any parent's interference under any circumstances.

It's totally unacceptable for parents to come in and impose any requests related to the placement of their children in classrooms asking for changes or special demands of any kind.

All the rules and regulations stated above are for the benefit of each and every student enrolled at NAC.

In regards to appointments, kindly find the following reminder and please make sure that you are aware of the procedures enclosed below:

No visits to the school or meetings with administrators or teachers are allowed for parents without a prior appointment. Appointments are taken by contacting the school phone numbers or by sending an email to the appropriate channel (to the Admin Assistant of the designated Associate Principal/Principal)

Parents coming in for a preset appointment must remain in the reception area until the Admin Assistant escorts them to their meeting venue and it is strictly prohibited for any individual except NAC staff to wander around the school under any circumstances.

In case of an emergency and only an emergency the parent may come to school to meet the designated Principal and if he/ she is not available, the parent will meet with Mr. Alex the School Principal.

School phone numbers for appointments or any inquiries:

02-29201200 – 02-29201990

Emails for concerns or to reach the Administrators and Principals for appointments:

IB office: nohahatem@nacegypt.com

Registrar/College Advisor: azza@nacegypt.com or hebashoukry@nacegypt.com

Medications/ Medical Cases

- ❖ Students with medical conditions need to send a medical report to the Associate Principal's Office or the attending physician. The school will not be able to assist in the absence of those records.
- ❖ Any medication taken by NAC students is subject to verification by the school doctor.
- ❖ No medications will be dispensed to students by the school. If it is necessary for a student to receive medication during the school day, the following will be adhered to:
 - a) When reasonable and feasible, the student medication should be self-administered. No medicine should be kept in student lockers.
 - b) Specific instructions from the attending physician, parent/guardian stating the nature of the medication – dosage and terms of administration, should be in the office of the school doctor.
 - c) Student medication is to remain in the office of the school doctor.
 - d) All medications must be clearly marked (prescription container, original package, etc.)
 - e) Any change to the dosage must be accompanied by a doctor's note.

Student Lockers

All students in grades 9-12 are issued a student locker with a combination lock. Students are not to share their combination with any other student. Students are not permitted to change lockers. Lockers are the property of Narmer American College and are subject to a search at any time. **STUDENTS ARE NOT PERMITTED TO MARK, WRITE OR DRAW ON THEIR LOCKERS. SUCH ACTS CONSTITUTE VANDALISM AND DESTRUCTION OF SCHOOL PROPERTY.** Students and their parents will be responsible for the cost of all repairs to damaged lockers. Students are encouraged not to leave valuable items in their lockers overnight. A student whose locker has been tampered with or entered into should immediately report the incident to the hallway monitor who will request an incident report be written and forwarded to the High School Associate Principal. It is the student's responsibility to take care of valuable property and to ensure that all valuable items are not left unattended and lockers are not left opened. Food and drinks should not be left in the lockers at any time. **At the conclusion of the school year and before the students are dismissed, all students will be asked to head to their lockers and clean them up. Failure to do that will result in delay in receiving their report cards.**

Students Supplies

Students are responsible for purchasing their own school supplies (e.g. notebooks, pens, pencils, note paper, binders, calculators and other material) that may be requested by the classroom teacher.) Students must clearly write their name on all books and personal items to prevent loss. Possession of the property of another student or teacher without permission may be regarded as theft.

Driving/Parking

- Narmer American College permits older students to drive themselves to school. However, in order to drive to school a student must have a current official driver's license, the official registration of the car and proof of automobile insurance. Narmer American College security personnel may ask student drivers to present the above documentation.
- Minors (under 18) are not legally permitted to drive a motor vehicle. Narmer American College assumes no responsibility or liability for students driving themselves and other students to school. It is the responsibility of the parents or guardians to ensure that their student is eligible to operate a motor vehicle.
- No Dune Buggies or other recreational vehicles are permitted on or near the NAC campus.
- It is completely prohibited for students using their cars or private drivers to remain after school hours lurking around the school premise. **Everybody** must be dismissed immediately.

School Field Trips

Narmer American College believes that Field Trips are an important part of the curriculum and provide students the opportunity to apply what they have learned in class. All student field trips must follow the Narmer American College Field Trip Policy and Procedures. A most important part of the policy is parent permission.

Before any student can participate in a student field trip, the school must receive the completed Parent Permission Form. Without this form, no student may participate in the field trip.

While on a field trip or other school sponsored trip, students are governed by the NAC Code of Student Behavior. **If the trip is outside of Egypt and the student violates the Code of Student Behavior, she/he will be immediately sent home at the parents/guardian's expense.**

Narmer American College reserves the right to deny any student, because of academic, attendance, or behavior issues, the privilege to go on any trip. Narmer American College always notifies parents/guardians when a trip is being sponsored by the school. The school does not accept any responsibility for non-school sponsored trips. Members of the NAC faculty and staff are not authorized to participate in such trips. NAC does not have any responsibilities or obligations, nor does the school Code of Behavior extend to non-sponsored trips.

It is the responsibility of the School Principal to approve all faculty chaperones for field trips and school sponsored trips.

Notification of School Closings

If, for any reason, it is necessary to cancel classes, NAC personnel will contact parents through the NAC website, text messages and emails, so please make sure that you give the school your accurate contact information and refer to NAC Master Calendar.

Campus Arrival

At NAC, the school day for students begins at 08:00 AM and ends at 03:00 PM. **ANY STUDENT ARRIVING AFTER 08:10 AM MUST REPORT TO THE ASSOCIATE PRINCIPAL OFFICE. ANY STUDENT ARRIVING AFTER 8:30AM WILL NOT BE PERMITTED TO ENTER CAMPUS AND WILL BE SENT HOME.** This will be recorded as an unexcused absence.

Students who ride the school bus must follow the rules listed below:

- Students must be at the appropriate pick-up point waiting for the bus. **The bus will not be waiting for them.**
- For students who miss the bus, it is the parent's responsibility to get them to school on time.
- If students are late in reporting for their bus at dismissal, they are responsible for arranging for their own transportation home.
- Each bus student is assigned to a specific bus/bus route that students/parents can NOT change without the approval of the Associate Principal.
- Parents MUST notify the office of the Middle School Associate Principal by email before 12h00 if they require that their child does not ride the school bus.

Campus Departure

Students are not permitted to leave campus at any time during the school day without the express permission of the Middle School Associate Principal. NAC reserves the right to judge the acceptability of parent/guardian requests which involve a student's absence during the school day or early dismissal from school.

School Gates: Arrival and departure

- Gate 1** is the main entrance to the NAC facilities and is also used as the entrance gate for all Elementary American and British school students.
- Gate 2** is the entrance and departure gate for all Early Childhood students, grades N – KG.
- Gate 3** is the field gate – Bus gate.
- Gate 4** is the Auditorium gate, used also for High School students' departure.
- Gate 5** is for the arrival of grades 6-12 students. It is not a visitor entrance, and departure for Elementary and Middle School American and British.

CAMPUS FACILITIES

Narmer American College maintains a closed campus during the school day. All visitors to our campus must receive a visitor's pass from security personnel at the front gate. Parents/visitors must state the nature of their business or with whom they have an appointment. Security will contact the main reception desk to verify the information and then pass the visitor or parent through to the main building. **Narmer American College expects all visitors to the campus to exhibit, at all times, courtesy and respect for all school personnel. Rude behavior and disrespect toward school personnel is unacceptable and will not be tolerated. Parents and/or visitors who consistently exhibit disrespectful and rude behavior toward any member of the NAC faculty or staff will be barred from the NAC campus.**

Hallways and Student Property at NAC

It is important to maintain a clean and orderly environment. In order to achieve this goal, it is important that all students assist in keeping the hallways, stairways and classrooms free of trash and clutter. There are waste baskets in each classroom and large trash baskets in the hallways on all levels where students and faculty may throw trash. **Students should keep all school supplies in their lockers when they are not being used. Backpacks and textbooks must not be left in the hallways or on top of lockers. If left in these areas, they will be confiscated and turned in to Lost and Found. Students should not leave IPADS, electronic devices, cell phones, or other such property in the hallways unattended.** Students are not to be in the hallways without the appropriate hall pass. Floor security personnel will stop and take students who do not have authorization to be out of class to the office of the Associate Principal. The classroom teacher will be asked to provide a reason as to why the student is out of class without a pass.

The Cafeteria

The NAC cafeteria is a place where students come to take their meals and meet friends only during the break time. No student should be allowed access to the cafeteria except during designated times (Cafeteria Hours: 12:05 – 12:45). Students can store their water bottles in their lockers and use them between classes, but they may not leave class to run buy water or even access the cafeteria during the five minutes in between. The cafeteria offers a number of food selections and drinks for students. NAC expects that all high school students behave like young ladies and young men. At all times, they should be courteous, polite and respectful towards all cafeteria personnel. They should be seated while eating. The appropriate etiquette for eating in a restaurant, etc., is one of those skills learned at home.

It is the students' responsibility to see that the cafeteria is kept clean and orderly at all times. Food and drink are not allowed in any part of the NAC campus, including classrooms and outside the cafeteria, except in the plaza area. Water may be allowed in the classroom with the express permission of the teacher.

Posters

All student posters must be initialed by the Associate Principal before they can be posted on campus. Posters, once approved, can be placed on bulletin boards or strips. They cannot be taped to the walls. Taping posters or other items to walls or doors causes damages.

Posters cannot be approved by personnel other than the Associate Principal. Posters placed on the walls, bulletin boards or strips without the Associate Principal's signature will be removed.

Parking

We ask that when you drop your child off in the morning or pick them up at the end of the school day, you do not triple park or block the street traffic and the school bus departure. If you send a driver to pick up your child, he must follow the direction of NAC security personnel. Failure to follow parking regulations will result in the driver not being permitted to be near the campus. All drivers must have approved identification on file with our security office.

Visitor/Parent Sign-In

At NAC, the safety and security of our students and staff members continues to remain a top priority of the school administration. Therefore, in the best interests of our faculty, staff, and our students, we ask that the following procedures and guidelines be followed:

- a) All visitors must register (sign-in) at the security post located at gate 1 – Main Gate. At the post, visitors must present appropriate identification which includes at least one with a current photo ID and obtain a visitors pass.
- b) Sign-in includes official ID, name, time in & out, and destination of who you are here to see.

Gate 1 is the main entrance to the NAC facilities and is also used as the entrance gate for all Elementary American and British school students.

Gate 2 is the entrance and departure gate for all Early Childhood students, grades N – KG.

Gate 3 is the field gate – Bus gate.

Gate 4 is the Auditorium gate, used also for High School students' departure.

Gate 5 is for the arrival of grades 6-12 students. It is not a visitor entrance, and departure for Elementary and Middle School American and British.

(MEETINGS WITH SCHOOL PERSONNEL ARE SCHEDULED ON MONDAYS AND TUESDAYS FROM 09:00AM TO 12:00PM. ASSOCIATE PRINCIPALS, AND TEACHERS WILL NOT BE ABLE TO MEET WITH YOU WITHOUT AN APPOINTMENT WITH THE ADMINISTRATIVE ASSISTANTS.)

- c) To avoid interruptions to classroom instructional activities, we will not deliver messages to students in classrooms except in the case of an emergency.
- d) **AT NO TIME DURING THE SCHOOL DAY ARE PARENTS TO ENTER CLASSROOMS. VIOLATORS WILL BE ESCORTED FROM CAMPUS BY SECURITY PERSONNEL.**

STUDENT DRESS CODE

The Dress Code

At all times, during the school day, all students must be in the Narmer American College uniform. In the interests of good grooming, the boys and young men must have hair of modest proportionate length, style, and appropriate natural color. Examples of what is NOT ACCEPTABLE include the following:

- ❖ Streaked, bleached or colored or decorated hair (beads, etc.)
- ❖ Excessively long hair over the shirt collar
- ❖ Grooved, lined, spiked, dread locks, shaved heads, braided, corn rows, trussed or tailed dirty hair

The face is to be clean shaven with sideburns neatly trimmed and groomed (no longer than the ear lobe) and the head free from inappropriate accessories (i.e. earrings, sunglasses, caps) inside the building and classrooms. Exposed body art, including nail polish, piercings, or tattoos are prohibited.

The NAC Uniform

- White polo shirt with navy blue trim on collar and sleeves with NAC logo
- Navy blue pants
During winter, students may wear ONLY NAC hooded sweatshirt with NAC logo.

Young girls and young ladies should be appropriately groomed:

- Hair ultra-short or of an unnatural color is prohibited. Feather extensions or any other extensions that do not match the natural color of the hair are not allowed.
- No make-up is permitted and **nail polish is not allowed.**
- Female students must wear complete Narmer American College Uniform; Pants that are too tight and are immodest in appearance are not permitted.
- Tattoos, other skin painting, and body piercing are not allowed. Tongue rings, nose rings and other facial or body rings are not allowed. Wearing stickers on skin or clothing is not allowed.

Any student determined to be inappropriately dressed for school will not be permitted to attend class. Parent/guardian will be contacted to come and take the child home or bring the appropriate clothing.

Seniors are permitted to wear the senior shirt in lieu of the uniform shirt.

NARMER AMERICAN COLLEGE TECHNOLOGY POLICY

Narmer American College accepts the fact that computers, smart phones, laptop computers, IPADS, and other information technology play a major role in today's society. Accepting the importance of technology, but aware of its potential for inappropriate use, Narmer American College offers its students access to and the opportunity to use all the available technology within the limits of the NAC Technology Use Policy described below.

With the use of IPADS, smart phones, laptops and network computers, it is expected that NAC students conform to the standards expected in the use of NAC resources. **Students should not access or transmit inappropriate material in any form or manner. Inappropriate material includes, but is not limited to offensive or sexually explicit material (text, image, or lyric based) or material accessed on the Internet.**

- ❖ **Students will not use cell phones, smart phones, IPADS, laptops, or any other electronic device for the dissemination or publication of any materials which may damage the name of the school, which is detrimental to the common good or which is personally harmful, slanderous, libelous, or offensive to any student or member of the Narmer American College administration, faculty or staff. This includes the posting of inappropriate, offensive, slanderous, libelous, or personally offensive material on any blog, chat room or any social media site, and may result in serious disciplinary action (the laws of Egypt provide legal remedies to individuals being harassed through the inappropriate uses of technology).**
- ❖ Students are strictly prohibited from using cameras, cell phones, smart phones, and IPADS to take photographs, make video recordings or record any conversation in the classrooms, PE locations, restrooms and hallways. **Violation of this policy will result in immediate suspension, loss of privileges related to the use of technology and a parent conference with the Associate Principal and the School Principal. Depending upon the severity of the incident/s, expulsion from NAC is an option.**
- ❖ Students are strictly prohibited from modifying, attempting to modify, or remove any hardware or software from NAC computers and computer systems. This includes, but is not limited to, administrator, faculty and staff computers, printers and desktop settings. **Students are strictly prohibited from attempting to access restricted resources including electronic student data files.**
- ❖ A student's use of electronic devices, cell phones, smart phones, IPADS, laptops or any other device that violates the Narmer American College Technology Policy will result in disciplinary action. The student's consent to inspect cell phones, smart phones, hard drives of personal laptops and any other personal electronic devices being used on campus or at any other NAC sponsored activity, will be obtained by school administration, at their discretion, if it is determined that an inspection is necessary for the enforcement of the NAC Handbook provisions related to the use of technology, or for the protection, safety, and welfare of the school or students. Refusal by a student to permit such an inspection may be considered grounds for expulsion. In cases of serious violations, NAC reserves the right to inspect without consent. While on the NAC campus or involved in school related activities, students do not have the right to refuse any inspection of electronic devices. The student's parents will be contacted by the Associate Principal.
- ❖ All violations of the Technology Policy will include a thorough investigation. Results of the investigation will become a permanent part of the student's record.

Student-Parent Agreement Regarding the Use of Technology at NAC Campus

I, _____, accept and agree to abide by the Narmer American
(Print first, middle and last name)
College Technology Use Policy that is listed in the High School Student Handbook.

I understand and agree that the primary purpose of the Narmer American College technology resources is education and that education purposes shall have priority over all others.

I understand that the use of NAC technology resources is a **PRIVILEGE**, not a **RIGHT**. I accept that inappropriate, immoral or illegal behavior may lead to serious consequences and disciplinary action including the loss of all access to NAC computers and possible suspension and/or expulsion from Narmer American College.

I acknowledge that Narmer American College reserves the right, at any time, to examine any communication using the school’s technology resources – to transfer or transmit any inappropriate material about any faculty, staff member or other students associated with Narmer American College.

I release Narmer American College and all other organizations related to NAC from any liability or damages that may result from the use of the NAC Internet connection or accounts. In addition, I will accept full responsibility and liability for the results of my actions with regards to the inappropriate use of the Internet and my second media accounts (Facebook, Twitter, etc.)

I release NAC and its employees and related organizations from any liability for the results of my actions with regards to the use of the Internet and any social media accounts.

Student Signature: _____ Grade: _____

Print Name: _____

Date: _____

As a parent, I agree that my son/daughter will uphold the stipulations of the Narmer American College Internet Contract and that any violations will result in consequences as listed in the Narmer American College Student Handbook.

Parent Signature: _____

Print Name: _____

Date: _____

School Bus Safety Rules and Procedures

The most important element of school bus transportation is the safety of students. In order to achieve a safe and efficient system, students, bus matrons and drivers must strictly adhere to the following rules and regulations:

1. Students shall always take a seat upon boarding a bus and remain seated at all times while the bus is in motion. They must fasten their seat belts at all times during the bus ride.
2. Conduct on the school bus shall be of the same high standard as expected in the classroom. All school rules apply while students are on the bus. Such acts as fighting, pushing, obscene talk or gestures, will not be tolerated and will be cause for disciplinary action.
3. In order to maintain a strict time schedule, drivers cannot wait for students. Students must be ready and on time for boarding the bus each morning. The student must be ready five (5) minutes before the bus is scheduled to arrive.
4. Students should not talk to the driver while he is driving.
5. Students shall wait until the bus comes to a full stop before entering the roadway to board the bus or before leaving their seat to get off the bus.
6. No student should be seated next to the driver.
7. The bus doors must remain closed. Students are to keep arms and heads inside of the bus at all times. Bus windows shall be kept shut unless permission to open them is given by the driver.
8. No talk about politics or religion is allowed between the students or with the bus matron or driver.
9. Sharp items, bulky items, and other dangerous objects are prohibited on the bus.
10. The bus radio won't be switched on during the bus ride.
11. Students shall remain on the bus until it arrives at school or at home. Drivers will not let students off upon request unless a pass is obtained from the Main Office for a change in riding status and given to the Bus Supervisor. A written parental request is required for any change from one bus to another or for a change in pick-up or drop-off point. Allowing for sufficient time to effect these changes ensures student safety.
12. The school bus matron and the driver are completely in charge when transporting students. All instructions given shall be followed and students should cooperate with the bus matron and driver in any way they can.
13. Any damage to the bus caused by a student will be repaired at the student's expenses.

NARMER AMERICAN COLLEGE STATEMENT OF RESPECT

Narmer American College believes that essential to a child's character is instilling in them a sense of respect for themselves and, for the significant adults in their lives: adult family members, teachers, and other adults with whom they may have contact each day. Children must develop a respect for their country which plays an important role in becoming a good and productive citizen and taking pride in being an Egyptian.

For these reasons, Narmer American College insists that students display respect in words, actions, and appearance.

The spirit of Narmer American College cannot be defined with fixed parameters. NAC expects students, parents, guardians, and family members to be respectful and respect others and to comply with the spirit of Narmer American College.

Student Signature

(Grade)

Parent/Guardian Signature

Print Name of Student

Print Name of Parent/Guardian

Date

Date