DP
PARENT & STUDENT HANDBOOK
2025/26

International sharing school
taguspark - oeiras valley - portugal

IB CONTINUUM
CONTINUUM DE L'IB
CONTINUO DEL IB

Table of Contents

WELCOME TO INTERNATIONAL SHARING SCHOOL....4

Our Vision:....4

Our Mission:....4

Our Guiding Statements:....4

Our Core Values....6

Our Pedagogical Framework....6

Our Enhanced Learning Categories....7

ISS Academic Journey....8

Welcome to the DP....9

Why Choose the IB Diploma Programme?....10

The IB Learner Profile....11

Progression through the IB Programmes....12

The IB Programme Structures....13

The Diploma Programme Curriculum....14

Assessment....16

Scoring System....17

Criteria for the award of the IB Diploma....19

HL subject/language requirements for students entering the IB diploma programme....20

Criteria to successfully complete DP1 and progress to DP2....21

Examples of University Requirements....22

How to support your child?....22

Subject Information....23

The core....24

Core: Creativity, Activity, Service (CAS)....24

Core: Extended Essay (EE)....26

Core: Theory of Knowledge (TOK)....29

Subject Groups 31

REFERENCES **32**

Appendix 1 ..... **33**

Appendix 2 ..... **35**

Appendix 3 – *School Calendar* **36**

Appendix 4: Accessing Managebac **38**

Appendix *5: Accessing Schoolsbuddy* **41**

Information contained in this booklet is adapted from publications produced by the International Baccalaureate Organization, available on the website: www.ibo.org

WELCOME TO INTERNATIONAL SHARING SCHOOL

Our Vision:

We are dedicated to Learning through Sharing.

Our Mission:

We aim to develop inquiring, knowledgeable and open-minded lifelong learners who aspire to build a better tomorrow, through a collaborative, respectful and caring environment promoting Learning through Sharing.

Our Guiding Statements:

We learn through Sharing

- Our facilities and school culture promotes the interaction and collaboration that generates an active learning community, one in which student's voices are heard and valued.

We care for ourselves and each other

- We promote a strong caring culture in which our students learn and develop healthy bodies and minds. Our academic and pastoral programmes enable our students to explore, experience and embed a strong sense of self and what it means to care for others within our school community.

We respect each other

- We teach our students to respect themselves and others through exploration, friendships and learning. We celebrate both our similarities and differences and provide opportunities to explore and enjoy each other's uniqueness.

We are global minded

- We celebrate our cultural diversity and promote an acceptance and understanding of other cultures from across the world. We actively seek out opportunities to learn and develop global mindedness in order to better prepare our students to become global citizens.

Our Commitment to Multi-culturalism:

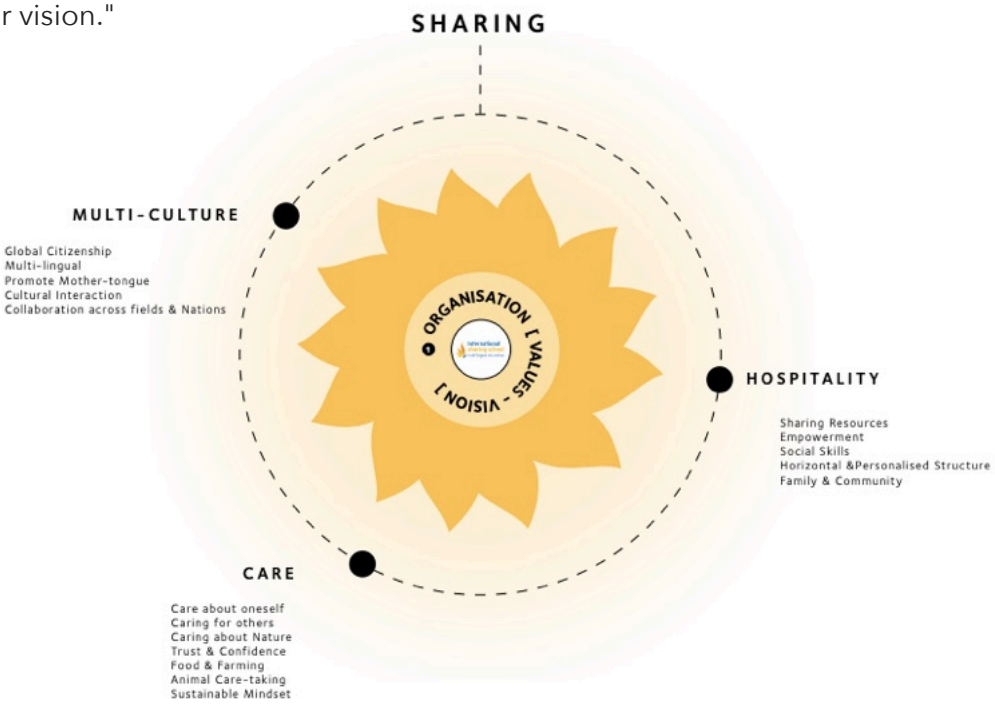
The multi-culturalism of our school community is an important resource needed in order to accomplish our vision and mission. A multi-cultural environment supports international mindedness by developing intercultural understanding and respect towards differences in ethnicity, religion and culture and builds on their ability to communicate. It incorporates ideas, beliefs of people from many different countries and cultural backgrounds, able to come together to celebrate and share different traditions.

The benefits of multi-culturalism include, the appreciation of cultural awareness, adds academic and educational value, enhances creativity, adjustment in society and an appreciation of local languages. It strives to remove barriers to educational opportunities and success for students from different cultural backgrounds.

Exposing students to the different cultural values and beliefs, helps to create understanding and acceptance of differences between people, to be open-minded, non-bias, without having to compromise their cultural identity.

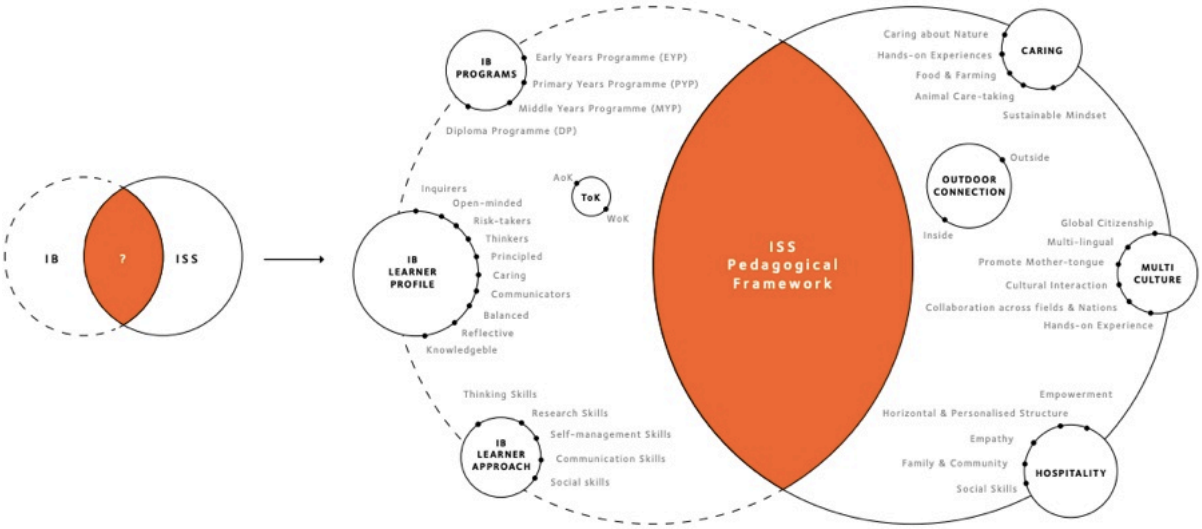
Our Core Values

A school's core values are terms of reference that clearly define how everyone will work together to achieve the school's vision and carry out its mission. Core values are not aspirations, and they are not self-congratulatory; they are practical. They tell the school staff, "This is how we need to perform, and this is what we need to do to live out our mission and achieve our vision."



Our Pedagogical Framework

International Sharing School Pedagogical Framework is an integrated set of philosophical considerations and learning values that informs and motivates teachers in designing and facilitating a learning experience. These considerations, preferences, and values—which are usually not articulated directly to the learner—are then translated into specific teaching strategies, tactics, and approaches that allow the teacher's broad philosophical considerations and specific learning objectives.



Our Enhanced Learning Categories

The learners at ISS will meet a learning environment that will help them to become caring, multicultural and hospitable beings. This is the very aim of the pedagogical strategy of ISS. Looking into the learning needs and development of the students, we have created the following nine enhanced learning categories centered around the core values of care, multiculture and hospitality. The nine categories will be implemented into the interior layout of the future ISS design, ensuring to make differentiated spaces that are tailored for the 'learning through sharing' goals.

Learning Through Sharing

ISS Academic Journey

As part of our unique learning concept, ISS promotes a unique working environment where students develop by socialising and inquiring about the world around them.
Our classrooms without walls, designed by Rosan Bosch Studios, allow our students to drive, guided by the teachers, their academic journey.

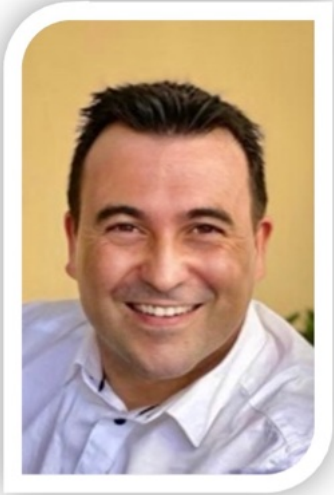
We aim to promote high-quality education where teachers and teachers come first as the learning facilitators with the passion, enthusiasm and knowledge to allow every child to shine in their light in a stimulating and differentiated environment.

Following this unique concept, students during the Foundation Programme will benefit from a more private, close environment where basic social skills will be developed, fostering curiosity and respect.

As they continue developing, their working environment will expand, allowing students to learn from and with each other.

Interaction, cooperation, curiosity, empathy, care, and enjoyment are constant elements of this working space whose ultimate goal is to promote a comfortable and creative functional area where transdisciplinary and creation will complement the rich IB curriculum our school offers.

Welcome to the DP



Welcome to the Diploma Programme at ISS. The DP builds on the MYP programme and is a challenging but exciting pre-university course that prepares students for the challenges and skills they will need at university and work-life. Leading universities around the globe greatly value the DP for its holistic approach. Developing the whole person and life-long learners is at the heart of the programme. It does so through the traditional academic subjects and by fostering the Approaches to Learning Skills (aka 21st Century Skills), developing conceptual understanding, high order thinking skills and metacognition.

To be awarded the DP certificate, every student must successfully complete six mainstream subjects and three core elements that are also the hallmarks of the programme: CAS where they develop projects linked to creativity, activity and service; Theory of Knowledge where they reflect on knowledge and the process of knowing; and Extended Essay where they produce a 4000-word essay based on independent research. This work will raise their research and writing skills and get them acquainted with what is expected at university. With such a rich environment and well-rounded preparation, students who have completed the programme often find University a "walk in the park".

At ISS, the student is greeted with passioned, very experienced and motivated staff (many are IB examiners and some are IB workshop leaders) and astonishing and flexible learning spaces full of vibrant colours that will spark students' senses and catalyse motivation. They will also find spaces to work focused and independently, catering for the individual needs where they need reduced stimulation. Their passage at ISS is more than merely a means to an end; it is a journey where they are immerged in a culturally diverse ecosystem with more than 50 nationalities, punctuated by a sharing spirit, rigor, mutual respect, and where students' charisma and idiosyncrasies are nurtured, not hindered.

(David Ferreira)
Email: ***head.dp@taguspark.sharingschool.org***

Why Choose the IB Diploma Programme?

According to a study by researchers at Inflexion (formerly The Education Policy Improvement Center), DP students are better able than their peers to cope with demanding workloads, manage their time, and meet the expectations placed on them, and this is mainly due to the Approaches to Learning (ATL) skills which are addressed in all DP teaching and learning.

Taking the DP develops students who:

- Have excellent breadth and depth of knowledge
- Flourish physically, intellectually, emotionally and ethically
- Study at least two languages
- Excel in traditional academic subjects
- Explore the nature of knowledge through the programme's unique Theory of Knowledge course.
- Become internationally-minded, understanding and respectful of others' cultural beliefs and multiple perspectives and who promote responsible action within and beyond their community, while also being actively responsible for their own learning.

These skills will help to give students an advantage when they begin university studies, and provides them with the tools necessary to excel as lifelong learners.

Origin of the IB Diploma Programme

The International Baccalaureate Diploma Programme (DP) was established in 1968, and was the first programme offered by the IB. As of September 2019, there were 3,421 schools in 157 different countries offering the DP.

The DP was established to provide students with a balanced education, facilitate geographic and cultural mobility and to promote international understanding.

It was created by teachers at the International School of Geneva, with assistance from several other international schools.

Since then, innovative and committed teachers and examiners from around the world have played a significant role in the development of the programme.

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The IB Learner Profile

The aim of all programmes is to develop internationally minded people, who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

Inquirers: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.	**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.
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.	**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.
Thinkers: We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.	**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.
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.	**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.
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.	**Reflective:** We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses I order to support our learning and personal development.

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Progression through the IB Programmes

IB Mission Statement

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IB Learner Profile

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	PYP	MYP	DP
Nature	Framework Inclusive	Framework Inclusive	Prescribed curriculum Aimed at preparing students for higher education
Structure	Transdisciplinary themes	Organized around disciplines and interdisciplinary global contexts	Organized around disciplines with theory of knowledge connecting the disciplines
How the programme is assessed	Internal assessment of all aspects of a student's learning	Internal assessment based on subject-specific criteria. External moderation of teachers' internal assessment (*MYP5 only*)	External moderation of internally assessed work and external examinations
Learning to learn	Approaches to learning skills	Approaches to learning skills	Approaches to learning Theory of Knowledge
Learning through experience	Action	Service and Action	Creativity, activity and service
Language learning	Support for mother-tongue development School's additional language from age 7	Support for mother-tongue/best language development. Student's additional language (language acquisition)	Support for mother-tongue development: school supported self-taught Language A courses. Student's additional language (language B).
Culminating experiences that synthesizes learning	Exhibition	Personal Project	Extended Essay

Source: adapted from IB Towards a continuum of International Education, page 5, September 2008

The IB Programme Structures

PYP	MYP	DP
Programme of inquiry, including scope and sequence documents for six subject areas	Eight subject areas with aims and objectives and assessment criteria	Six groups of subjects with detailed syllabus and assessment guides
Teaching through six transdisciplinary themes	Teaching through eight subject areas connected through five areas of interaction	Teaching through six subject groups connected by theory of knowledge
Units of inquiry within each transdisciplinary theme, incorporating the learning of language, mathematics, social studies, science, the arts and personal, social and physical education	Units of work in each subject area, with some interdisciplinary units of work, focused on the global contexts	Course outlines for each subject including theory of knowledge, extended essay and creativity, activity, service
	Language A Language Acquisition Humanities Sciences Mathematics Arts Physical education Technology	Language A Language Acquisition Individuals and Societies Experimental Sciences Mathematics The arts

Source: IB Towards a continuum of International Education, page 8, September 2008

The Diploma Programme Curriculum

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The curriculum is made up of the DP core and six subject groups.

Made up of the three required components, the DP core aims to broaden students' educational experience and challenge them to apply their knowledge and skills.

The three core elements are:

- **Theory of Knowledge (TOK)**, in which students reflect on the nature of knowledge and on how we know what we claim to know.
- **The Extended Essay**, which is an independent, self-directed piece of research, finishing with a 4,000-word essay.
- **Creativity, Activity, Service (CAS)**, in which students engage in experiences and develop one long-term project over 18 months, in these 3 strands.

The six subject groups are:

Group 1: **Studies in Language and Literature**
Group 2: **Language Acquisition**
Group 3: **Individuals and Societies**
Group 4: **Sciences**
Group 5: **Mathematics**
Group 6: **The Arts**

There are different courses within each subject group. Students choose courses from each of the subject groups. Students may choose to study an additional sciences, individuals and societies, or languages course, instead of a course in the arts.

Students will study subjects at higher level (HL) and at standard level (SL). HL and SL courses differ in scope but are measured according to the same grade descriptors, with students expected to demonstrate a greater body of knowledge, understanding, and skills at higher level.

Each student takes at least three (and no more than four) subjects at higher level, and the remaining at standard level. Standard level subjects require a minimum of 150 teaching hours. Higher level subjects require a minimum of 240 teaching hours.

Assessment

The IB assesses student work to gain direct evidence that they have achieved the stated goals of the DP courses.

DP assessment procedures measure the extent to which students have mastered advanced academic skills in fulfilling these goals, such as:

- Analysing and presenting information.
- Evaluating and constructing arguments.
- Solving problems creatively.

Basic skills are also assessed, including:

- Retaining knowledge
- Understanding key concepts
- Applying standard methods.

In addition to academic skills, DP assessment encourages an international-mindedness and intercultural skills, wherever appropriate.

Student results are determined by performance against set standards, not by each student's position in the overall rank order.

The IB uses both external and internal assessment in the DP.

External Assessment

Examinations form the basis of the assessment for most courses. This is because of their high levels of objectivity and reliability.

They include:

- Essays
- Structured problems
- Short-response questions
- Data-response questions
- Text-response questions
- Case-study questions
- Multiple-choice questions

Internal assessment

Teacher assessment is also used for most courses. This includes:

- Oral work in languages
- Laboratory work in the sciences
- Investigations in mathematics
- Artistic performances

The IB takes great care in ensuring assessment of candidates is meaningful and fair. As part of each course, students will be introduced to the assessment standards, criteria, and methodology to ensure they have a full understanding of these.

Scoring System

Students study subjects from…

Group 1: *Studies in Language and Literature*

Group 2: *Language Acquisition*

Group 3: *Individuals and Societies*

Group 4: *Sciences*

Group 5: *Mathematics*

Group 6: *The Arts*

… Grading system from 1 to 7.

Max of 42 points

The core

Creativity, Activity & Service (CAS)

No grading, however non-completion of the CAS requirements will result in no Diploma being awarded

Theory of Knowledge (TOK)

Extended Essay (EE)

… Grading system from A to E

Max of 3 extra points)

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

Maximum points: 45

Criteria for new students entering the IB Diploma Programme

Additional subject-specific entry requirements for chosen courses of study in the Diploma are recommended:

- Higher Level subjects: have gained a minimum of grade 5 in the MYP5 or equivalent in the chosen subject;
- English Language minimum requirement: gained a minimum of grade 5 in English B Phase 5 in the MYP 5 or equivalent;
- Group 1 - Languages A: gained a minimum of grade 5 in the Language B Phase 5 in the MYP 5 or equivalent, to be able to study a group 1 Language A course;
- Mathematics Higher Level: have gained a minimum of grade 6 in the MYP Mathematics Extended or equivalent.

ADDITIONAL REQUIREMENTS FOR ALL NEW STUDENTS

- Mathematics and English Language placement tests
- Submission of diagnostic tests/exams and Report Cards from previous school (See Admissions policy)
- Additional placement tests for other subject groups as applicable.

INCLUSION/SPECIAL EDUCATIONAL NEEDS REQUIREMENTS FOR ENTRY

- Students with Special Educational Needs will be reviewed on an individual basis;
- A full set of medical diagnostic tests must be submitted to the school prior to the registration process;
- Programme Coordinators in collaboration with the Pedagogical Director will review and determine student eligibility for entry based on the resources available at the school in order to successfully meet the student's needs;
- Once a decision has been made, arrangements will be made for the student's access to assessments;
- The Programme Coordinator will request IB inclusive access requirements for eligible students for MYP eAssessments and IB Diploma examinations, together with providing provision for internal assessments;
- According to the specific student needs, the SEN Coordinator may recommend additional external support.

Please see our SEN policy for further details.

ENTERING THE DIPLOMA PROGRAMME

- A trial period for student subject choices is the first month of the academic year in DP1;
- Students may not change subject choices after that timeframe (at the DP Coordinator's discretion)

REMAINING IN THE DIPLOMA PROGRAMME

- DP1 students may request to exchange Higher and Standard levels at a later stage, provided the IB requirements for each subject can be met;
- DP2 students are not allowed to change subjects and/or levels, unless there are extenuating circumstances, which must be authorized by the Diploma Programme Coordinator.

Criteria for the award of the IB Diploma

(*General Regulations: Diploma Programme, Article 13: Award of the IB Diploma, International Baccalaureate, May 2019*)

All assessment components for each of the six subjects and the additional Diploma requirements must be completed in order to qualify for the award of the IB Diploma.

The IB Diploma will be awarded to a candidate provided all the following requirements have been met:

- CAS requirements have been met;
- The candidate's total points are 24 or more;
- There Is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject;
- There is no grade E awarded for Theory of Knowledge and/or the Extended Essay;
- There is no grade 1 awarded in a subject/level;
- There are no more than two grade 2s awarded (SL or HL);
- There are no more than three grade 3s or below awarded (SL or HL);
- The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count);
- The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least five points at SL);
- The candidate has not received a penalty for academic misconduct from the final award committee.

(*Please see our Admissions & Assessment policy for further details*)

HL subject/language requirements for students entering the IB diploma programme

HL entry requirements

Subject-specific entry requirements for chosen courses of study in the Diploma are recommended to ensure the students have the best chance of succeeding and achieving the minimum number of points required at HL, which is 12.

However, if a student does not meet the requirements in multiple subjects (usually students who achieved less than 32 points in MYP), regardless of which three high-level subjects the student picks, the Department Coordinator, the Careers Counselor, and the Head of DP will assess the situation. Information will then be given back to students and/or parents so they can choose the best combination of subjects.

Group/Subjects	**Recommended Entry Requirements to select a subject as High Level**
Language and Literature	Have gained a minimum of grade 5 in the MYP5 or equivalent in the chosen subject from a different programme.
Language Acquisition	At least a 4 on Capable MYP exam (exceptions may be made at the discretion of the department). A placement test will be taken by any students from other programs.
Mathematics Higher Level	Have gained a minimum of grade 5 in the MYP Mathematics Extended or grade 6 in Mathematics Standard. In addition to the above, teacher recommendations based on previous experience with the students will be considered. A placement test may be required by any students from other programs.
Psychology	A 4 in Biology in MYP or equivalent in a different programme.
Business Management	4 in MYP Integrated Humanities and 4 in MYP Maths/equivalent if from a different programme.
Economics	A 5 and above in MYP Maths (standard or extended)

Global Politics	5 in MYP Integrated Humanities and Preferably MYP English LL 4 or LA Proficient 5/equivalent if from a different programme
History	5 in Integrated Humanities and Preferably English LL 4 or LA Proficient 5
Biology	5 in MYP or equivalent if from a different programme
Chemistry	5 in MYP or equivalent if from a different programme
Physics	5 in MYP or equivalent if from a different programme
SEHS	4 in MYP Biology + 4 MYP PHE or equivalent if from a different programme
ESS	5 MYP Biology or 4 MYP Integrated Humanities/equivalent if from a different programme
Design technology	Previous exposure to design in MYP or equivalent.
Visual Arts	Level 5 MYP VA, high level of fluency in English C1. Students from a different programme: arts portfolio demonstrating proficiency in drawing and painting.

In addition to the above, teacher recommendations based on previous experience with the students will be considered.

Criteria to successfully complete DP1 and progress to DP2

- Gained a total of at least 24 points in the final DP1 report.
- No subjects at grade 2 or below.
- No more than two HL subjects at grade 3.
- Maintained a minimum of 80% attendance.
- No more than 5 days unjustified absence.
- Maintained a successful record of behaviour; (See behaviour policy)
- Met the requirements for Creativity, Activity, Service (CAS);
- Completed and submitted all assignments as shown on DP IA Deadlines calendar, including Extended Essay.

Failure to meet any of the above requirements will result in:

- Repeating the year if the student achieves a score of 21 points or fewer. Alternatively, the student can change to DP Courses.

- Provisional progression to DP2, if the student achieves 22 or 23 points, at the discretion of the Head of DP.

Examples of University Requirements

- Architecture → 32-38 points
- Business Management → 30-38 points
- Computer Science → 34-38 points
- Engineering → 36-38 points
- Law → 32 points
- Medicine* → Min 36 points

*Requirements: entrance exams and interview

NB: These points are very dependent on the country and course of application. They may vary significantly

How to support your child?

- Ensure balanced lifestyle at home: work, rest and play.
- Ensure your child maintains healthy eating and sleeping habits.
- Ensure your child continues a balanced study programme throughout the holidays and then during the term (daily and weekend revisions)
- Maintaining a focus on future careers and University courses to help with motivation and target setting.
- Be aware of subject-specific due tasks and deadlines.
- Closely monitor your child's academic progress (grades, reports, teacher feedback on all tasks).
- Communicate concerns immediately to the appropriate staff member.
- Encourage your child to attend our subject support clubs if showing difficulties in improving independently.
- Avoid unjustified absences. If absences are anticipated, ensure your child meets with teachers, prior to absence, to develop a plan/strategy for work that will be missed. An authorization form needs to be requested to the Head of DP.
- Avoid students arriving late each morning as they are at risk of missing important information which is provided during tutor registration.

- Avoid family holidays/trips before the school breaks. The Diploma Programme is a two-year course that doesn't finish in DP1 and restarts in DP2 – it is a continuum. Certain subjects are very heavy content-based (240h to be covered) and will need all classes to be able to cover everything. Students going on Holidays before school ends, will miss out content or assessment tasks/deadlines.

Subject Information

DP Subjects offered at ISS*:

The IB subject groups and disciplines within them:	
1. LANGUAGE AND LITERATURE (HL/SL): ▪ English A ▪ Portuguese A ▪ Russian A* ▪ School-supported self-taught	**2. LANGUAGE ACQUISITION (HL/SL):** ▪ English B ▪ French B ▪ Portuguese B ▪ Spanish B ▪ Spanish Ab initio (SL only) ▪ French Ab initio (SL only)*
3. INDIVIDUALS & SOCIETIES (HL/SL) ▪ Business Management ▪ Economics ▪ Global Politics ▪ History ▪ Psychology ▪ Geography*	**4. SCIENCES (HL/SL)** ▪ Biology ▪ Chemistry ▪ Design Technology ▪ Environmental Systems & Societies ▪ Physics ▪ Sports, Exercise and Health Science
5. MATHEMATICS (HL/SL) ▪ Mathematics Analysis and Approaches (AA) ▪ Mathematics Applications and Interpretations (AI)	**6. THE ARTS (HL/SL)** ▪ Visual Arts ▪ Music*
CORE: ▪ Creativity, Activity and Service (CAS) ▪ Extended Essay (EE) ▪ Theory of Knowledge (TOK)	
Additional Mandatory Subjects	
TUTOR PROGRAMME ▪ Grades 11 and 12	

Appendix 2 : Subject Option Form DP1

***Requires a minimum of 5 students to open a subject**

The core

Core: Creativity, Activity, Service (CAS)

Description and Aims

CAS is at the heart of the DP. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning from the Primary Years Programme (PYP) and Middle Years Programme (MYP).

CAS is organized around the three strands of creativity, activity and service defined as follows:

- **Creativity**: exploring and extending ideas leading to an original or interpretive product or performance.
- **Activity**: physical exertion contributing to a healthy lifestyle.
- **Service**: collaborative and reciprocal engagement with the community in response to an authentic need.

CAS aims to develop students who:

- Enjoy and find significance in a range of CAS experiences.
- Purposefully reflect upon their experiences.
- Identify goals, develop strategies and determine further actions for personal growth.
- Explore new possibilities, embrace new challenges and adapt to new roles
- Actively participate in planned, sustained and collaborative CAS experiences and projects.
- Understand they are members of local and global communities with responsibilities towards each other and the environment.

A CAS Experience is a specific event in which the student engages with one or more of the three CAS strands. It can be a single event or an extended series of events. A CAS Project is a collaborative series of sequential CAS experiences lasting at least one month. Typically, a student's CAS programme combines planned/unplanned singular and ongoing experiences. All are valuable and may lead to personal development. However, a meaningful CAS programme must be more than just a series of unplanned/singular experiences. Students must be involved in at least one CAS project during the programme.

Programme Overview

The CAS programme formally begins at the start of the DP and continues regularly for at least 18 months with a reasonable balance between creativity, activity and service.

A CAS Experience must:

- Fit within one or more of the CAS strands.
- Be based on a personal interest, skill, talent or opportunity for growth.
- Allow students to achieve at least one of the seven Learning Outcomes.
- Provide opportunities to develop the attributes of the IB learner profile.
- Not be used or included in the student's DP course requirements.

CAS students have guidance through a variety of resources including the school's CAS Coordinator, Advisers, CAS handbook and information sessions and meetings.

Typically, students' service experiences involve the following stages:

- Investigation, preparation and action that meets an identified need.
- Reflection on significant experiences throughout to inform problem solving and choices.
- Demonstration allowing for sharing of what has taken place.

All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and student reflections.

CAS is not formally assessed, and no additional points are awarded for completion of the programme. However, an IB Diploma will not be awarded to students who have not successfully completed CAS. Successful completion of CAS is evidenced by:

- 3 formal interviews with Advisor or CAS Coordinator throughout the Programme.
- Submitted CAS Portfolio at the end of the Programme demonstrating ongoing engagement with experiences across C, A & S, and a minimum of 1 collaborative CAS Project."

The school's CAS Coordinator determines whether students have successfully completed CAS, and will indicate this to the IB.
A school's CAS programme is evaluated as part of the school's regular programme evaluation and self-study process that assesses the overall implementation of the DP.

Learning Outcomes

Successful completion of CAS is based on student achievement of the seven CAS learning outcomes. Through their CAS portfolio, students provide the school with evidence

demonstrating achievement of each learning outcome. Some learning outcomes may be achieved many times, while others may be achieved less frequently. In their CAS portfolio, students provide the school with evidence of having achieved each learning outcome at least once throughout their CAS programme.

- Identify own strengths and develop areas for growth.
- Demonstrate that challenges have been undertaken, developing new skills in the process.
- Demonstrate how to initiate and plan a CAS experience.
- Show commitment to, and perseverance in, CAS experiences.
- Demonstrate the skills and recognize the benefits of working collaboratively.
- Demonstrate engagement with issues of global significance.
- Recognize and consider the ethics of choices and actions.

Core: Extended Essay (EE)

Course Description and Aims

The extended essay is a compulsory, externally assessed piece of independent research into a topic chosen by the student and presented as a formal piece of academic writing. The extended essay is intended to promote high-level research and writing skills, intellectual discovery and creativity while engaging students in personal research. This leads to a major piece of formally presented, structured writing of up to 4,000 words in which ideas and findings are communicated in a reasoned, coherent and appropriate manner. Students are guided through the process of research and writing by an assigned supervisor (a teacher in the school). All students undertake three mandatory reflection sessions with their supervisor, including a short interview, or viva voce, following the completion of the extended essay.

Extended essay topics may be chosen from a list of approved DP subjects—normally one of the student's six chosen subjects for the IB diploma or the world studies option. World studies provides students with the opportunity to carry out an in-depth interdisciplinary study of an issue of contemporary global significance, using two IB disciplines.

The aims of the extended essay are to provide students with the opportunity to:

- Engage in independent research with intellectual initiative and rigour.
- Develop research, thinking, self-management and communication skills.
- Reflect on what has been learned throughout the research and writing process.

Overview of the Extended Essay Process

The Research Process

- Choose the approved DP subject.
- Choose a topic.
- Undertake some preparatory reading.
- Formulate a well-focused research question.
- Plan the research and writing process.
- Plan a structure (outline headings) for the essay. This may change as the research develops.
- Carry out the research.

Writing and Formal Presentation

The required elements of the final work to be submitted are as follows:

- Title page
- Contents page
- Introduction
- Body of the essay
- Conclusion
- References and bibliography

The upper limit of 4,000 words includes the introduction, body, conclusion and any quotations.

Reflection Process

As part of the supervision process, students undertake three mandatory reflection sessions with their supervisor. These sessions form part of the formal assessment of the extended essay and research process. The purpose of these sessions is to provide an opportunity for students to reflect on their engagement with the research process and is intended to help students consider the effectiveness of their choices, re-examine their ideas and decide on whether changes are needed. The final reflection session is the viva voce. The viva voce is a short interview (10–15 minutes) between the student and the supervisor, and is a mandatory conclusion to the process. The viva voce serves as:

- A check on plagiarism and malpractice in general.
- An opportunity to reflect on successes and difficulties.
- An opportunity to reflect on what has been learned.
- An aid to the supervisor's report.

Assessment Model

The extended essay, including the world studies option, is assessed against common criteria and is interpreted in ways appropriate to each subject. Students are expected to:

- Provide a logical and coherent rationale for their choice of topic.
- Review what has already been written about the topic.
- Formulate a clear research question.
- Offer a concrete description of the methods used to investigate the question.
- Generate reasoned interpretations and conclusions based on their reading and independent research in order to answer the question.
- Reflect on what has been learned throughout the research and writing process.

The extended essay contributes to the student's overall score for the diploma through the award of points in conjunction with Theory of Knowledge. A maximum of three points are awarded according to a student's combined performance in both the Extended Essay and Theory of Knowledge.

Core: Theory of Knowledge (TOK)

Course Description and Aims

TOK is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It plays a special role in the DP by providing an opportunity for students to reflect on the nature of knowledge, to make connections between areas of knowledge and to become aware of their own perspectives and those of the various groups whose knowledge they share. It is a core element undertaken by all DP students, and schools are required to devote at least 100 hours of class time to the course. The overall aim of TOK is to encourage students to formulate answers to the question "how do you know?" in a variety of contexts, and to see the value of that question. This allows students to develop an enduring fascination with the richness of knowledge.

The aims of the TOK course are to:

- Make connections between a critical approach to the construction of knowledge, the academic disciplines and the wider world.
- Develop an awareness of how individuals and communities construct knowledge and how this is critically examined.
- Develop an interest in the diversity and richness of cultural perspectives and an awareness of personal and ideological assumptions.
- Critically reflect on their own beliefs and assumptions, leading to more thoughtful, responsible and purposeful lives.
- Understand that knowledge brings responsibility which leads to commitment and action.

Curriculum Model Overview

Core Theme: Knowledge and the Knower (students will study all)

- Me as a knower and a thinker
- What shapes my perspective?
- Where do our values come from?
- How can we navigate the world?
- How can we tell when we are being manipulated?

Optional Themes (students will study two)

- Knowledge and technology
- Knowledge and language
- Knowledge and indigenous societies
- Knowledge and politics

- Knowledge and religion

Areas of Knowledge (students will study all)

- History
- The Human Sciences
- The Natural Sciences
- Mathematics
- The Arts

Assessment Model

There are two assessment tasks in the TOK course:

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

	Award of points for TOK and the EE					
	Theory of Knowledge TOK					
Extended Essay	Grade awarded	A	B	C	D	E or N
	A	3	3	2	2	Failing condition
	B	3	2	2	1	Failing condition
	C	2	2	1	0	
	D	2	1	0	0	
	E or N	Failing condition				

©IB Diploma Programme Assessment procedures 2020, page 135, Figure 10

Subject Groups

Please see the subject briefs for an overview of each subject's course description and aims, assessment model, curriculum model overview and assessment in the following groups:

Group 1: Studies in Language and Literature
Group 2: Language acquisition
Group 3: Individuals & Societies
Group 4: Sciences
Group 5: Mathematics
Group 6: The Arts

REFERENCES

International Baccalaureate Organization, Diploma Programme:
https://www.ibo.org/programmes/diploma-programme/

International Baccalaureate Organization, Diploma Subject Briefs:

https://www.ibo.org/university-admission/ib-recognition-resources-and-document-library/#dp_briefs

International Baccalaureate Organization, Theory of Knowledge Curriculum Review: Update Report for Teachers (2019)

International Baccalaureate Organization, Diploma Subject Guides

Appendix 1

Studying Language A literature school-supported self-taught at International Sharing School

School-supported self-taught Language A is a demanding literature course comparable to Language A literature SL. Students will read 10 works selected from two available lists. Students taking the school-supported self-taught Language A need to express their interest in the course at registration (if joining the school in DP1) and during the subject choices, as shown in the Diploma Option Form, in Term 2 of Grade 10 (MYP 5).

The Diploma coordinator will meet with the student and parents to discuss the practicalities of the course. The Extended Essay cannot be written in the self-taught language chosen by the student; but is required to be written in either the school language of instruction (English) or in the student's language B choice (if applicable). Since the subject is designated as self-taught, International Sharing School and the IB expectation is that the student is competent to study independently. This includes reading the required texts, research, note taking and writing practice papers.

It is not a supported class, where regular teacher directed lessons happen on a weekly basis.

The ideal candidate for school-supported self-taught languages will have self-discipline, good time management skills and will be able to work independently.

Responsibilities of the School

- Check availability of the course (as not all languages are available by the IB for self-taught);
- Register with the IB, within the given deadline;
- Provide time within the student's timetable for Language A self-taught study;
- Provide a physical space (classroom or adequate space) for regular meetings with the Diploma Coordinator;
- Through the library, provide the books required for the course (some parents prefer to buy the books themselves and keep them);
- Through the Diploma Coordinator, liaise with the allocated teacher and check the course is properly constructed and delivered;
- Through the Diploma Coordinator, supervise the student's progress;

- Through the Diploma Coordinator, keep a record of the 'on campus' meetings of the allocated teacher and student (if applicable);
- Through the Diploma Coordinator, deliver the Part 2 and 4 orals according to IB instructions and following IB regulations;
- Through the Diploma Coordinator, submission of Internal Assessment samples and forms to the designated examiner;
- Through the Diploma Coordinator, deliver the final written exams in accordance with the IB May examination session schedule.

Responsibilities of the Parents

- Find an IB experienced teacher to support the student through the self-taught course (International Sharing School needs to approve the parent's choice of teacher);
- Parents will also assist by paying the designated teacher

Responsibilities of the Student

- Follow the advice/instructions given by the designated teacher;
- Follow the advice/instructions given by the Head of DP. This may include attending some classes with other self-taught students, as applicable;
- Be familiar with the course requirements;
- Follow the suggested timeline for all work and readings.

Appendix 2

International sharing school
taguspark - oeiras valley - portugal

Diploma Programme Option Form 2024/2026

Student Name: ..... **Tutor Group:** .....

Block 1: Language & Literature	**HL**	**SL**
English A: Language & Literature		
English B		
Language A: Literature School supported self-taught (can be combined with English B)		

Self-taught can be combined with English B

Block 2: Language Acquisition	**HL**	**SL**
Russian A: Literature		
Portuguese A: Language & Literature		
French B		
Portuguese B		
Spanish B		
Spanish Ab initio		
French Ab initio**		

Block 3: Individuals & Societies	**HL**	**SL**
Business Management		
Economics		
History		
Tentative: Physics**		

Block 4: Sciences	**HL**	**SL**
Biology		
Design Technology		
Physics		
Sports Exercise & Health Science		
Environmental Systems and Societies		

Block 5: Mathematics	**HL**	**SL**
Mathematics: AA (Analysis & Approaches)		
Mathematics: AI (Applications & Interpretations)		

Block 6:		
Business Management**		
Chemistry		
Global Politics		
Music**		
Psychology		
Visual Art		

Please tick as appropriate:

- Choose ONE subject from each Block (exception only if selecting Self-Taught and English B in block 1 and none in block 2)
- Choose 3 Higher Level and 3 Standard Level subjects

**Subject requires a minimum of 5 students to consider open in DP1

Student Signature: ..... **Date:** .....

Parent Authorization: ..... **Date:** .....

Diploma Coordinator Approval: ..... **Date:** .....

Please complete, sign, scan and return to: Diploma Coordinator: head.dp@taguspark.sharingschool.org

Appendix *3 – School Calendar*

Terms

Our academic year is divided into three terms:

Term 1: Monday 1st September – Friday 12th December 2025
Term 2: Tuesday 6th January 2026 – Thursday 2nd April 2026
Term 3: Tuesday 21st April 2026 – Friday 3rd July 2026
Last Days of the Terms are always half days, and the school day finishes at 12.00h. On those days, lunch is not provided.

Holidays

Mid-term Breaks:

27th October 2025 – 31st October 2025
16th February 2026 – 20th February 2026 (public holiday on 17th February)
School remains open during the mid-term breaks for optional, camp-style activities for Primary school students (additional fee).

Winter and Spring Holidays:

15th December 2025 - 2nd January 2026
6th April 2026 – 17th April 2026
School is closed during these holidays.

Three-Way Conferences

Monday 5th January 2026
Monday 20th April 2026
No formal lessons on these days - These days are dedicated for you have individual meetings with all of your child(ren)'s teachers and discuss their development.

Teachers' In-Service Day:

5th June 2026
No lessons on this day as teachers take part in a full day training.

All the above dates are marked in the academic calendar on the next page.

International sharing school
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International Sharing School - Taguspark 2025/2026 Academic Calendar

Primary Years Programme | Middle Years Programme | Diploma Programme

	2025					2026						
	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Mon												
Tues												
Wed												
Thur						1						
Fri	1					2				1		
Sat	2			1		3				2		
Sun	3			2		4	1	1		3		
Mon	4	1		3	1	5	2	2		4	1	
Tue	5	2		4	2	6	3	3		5	2	
Wed	6	3	1	5	3	7	4	4	1	6	3	1
Thu	7	4	2	6	4	8	5	5	2	7	4	2
Fri	8	5	3	7	5	9	6	6	3	8	5	3
Sat	9	6	4	8	6	10	7	7	4	9	6	4
Sun	10	7	5	9	7	11	8	8	5	10	7	5
Mon	11	8	6	10	8	12	9	9	6	11	8	6
Tue	12	9	7	11	9	13	10	10	7	12	9	7
Wed	13	10	8	12	10	14	11	11	8	13	10	8
Thu	14	11	9	13	11	15	12	12	9	14	11	9
Fri	15	12	10	14	12	16	13	13	10	15	12	10
Sat	16	13	11	15	13	17	14	14	11	16	13	11
Sun	17	14	12	16	14	18	15	15	12	17	14	12
Mon	18	15	13	17	15	19	16	16	13	18	15	13
Tue	19	16	14	18	16	20	17	17	14	19	16	14
Wed	20	17	15	19	17	21	18	18	15	20	17	15
Thu	21	18	16	20	18	22	19	19	16	21	18	16
Fri	22	19	17	21	19	23	20	20	17	22	19	17
Sat	23	20	18	22	20	24	21	21	18	23	20	18
Sun	24	21	19	23	21	25	22	22	19	24	21	19
Mon	25	22	20	24	22	26	23	23	20	25	22	20
Tue	26	23	21	25	23	27	24	24	21	26	23	21
Wed	27	24	22	26	24	28	25	25	22	27	24	22
Thu	28	25	23	27	25	29	26	26	23	28	25	23
Fri	29	26	24	28	26	30	27	27	24	29	26	24
Sat	30	27	25	29	27	31	28	28	25	30	27	25
Sun	31	28	26	30	28			29	26	31	28	26
Mon		29	27		29			30	27		29	27
Tues		30	28		30			31	28		30	28
Wed			29		31				29			29
Thur			30						30			30
Fri			31									31

2025/2026 Public Holidays		
SUNDAY	05.Oct	Implantação da República
FRIDAY	01.Nov	All Saints' Day
MONDAY	01.Dec	Restauração da Independência
MONDAY	08.Dec	Dia da Imaculada Conceição
THURSDAY	25.Dec	Christmas - Natal
THURSDAY	01.Jan	New Year's Day
TUESDAY	17-Fev	Carnival
FRIDAY	03.Apr	Good Friday
SUNDAY	05.Apr	Easter Sunday
SATURDAY	25.Apr	Dia da Liberdade
FRIDAY	01.May	Labour Day
THURSDAY	04.Jun	Corpus Christi
SUNDAY	07.Jun	Oeiras Day
WEDNESDAY	10.Jun	Portugal Day

Term 1 - Mon Sep 1 to Fri Dec 12

Christmas break - Mon Dec 15 to Sun Jan 4

Term 2 - Mon Jan 5 to Wed Apr 2

Easter Break - Mon Apr 6 to Fri Apr 17

Term 3 - Mon 20 Apr to Thur 2 Jul

Summer Break - Fri Jul 3 to Sep TBC

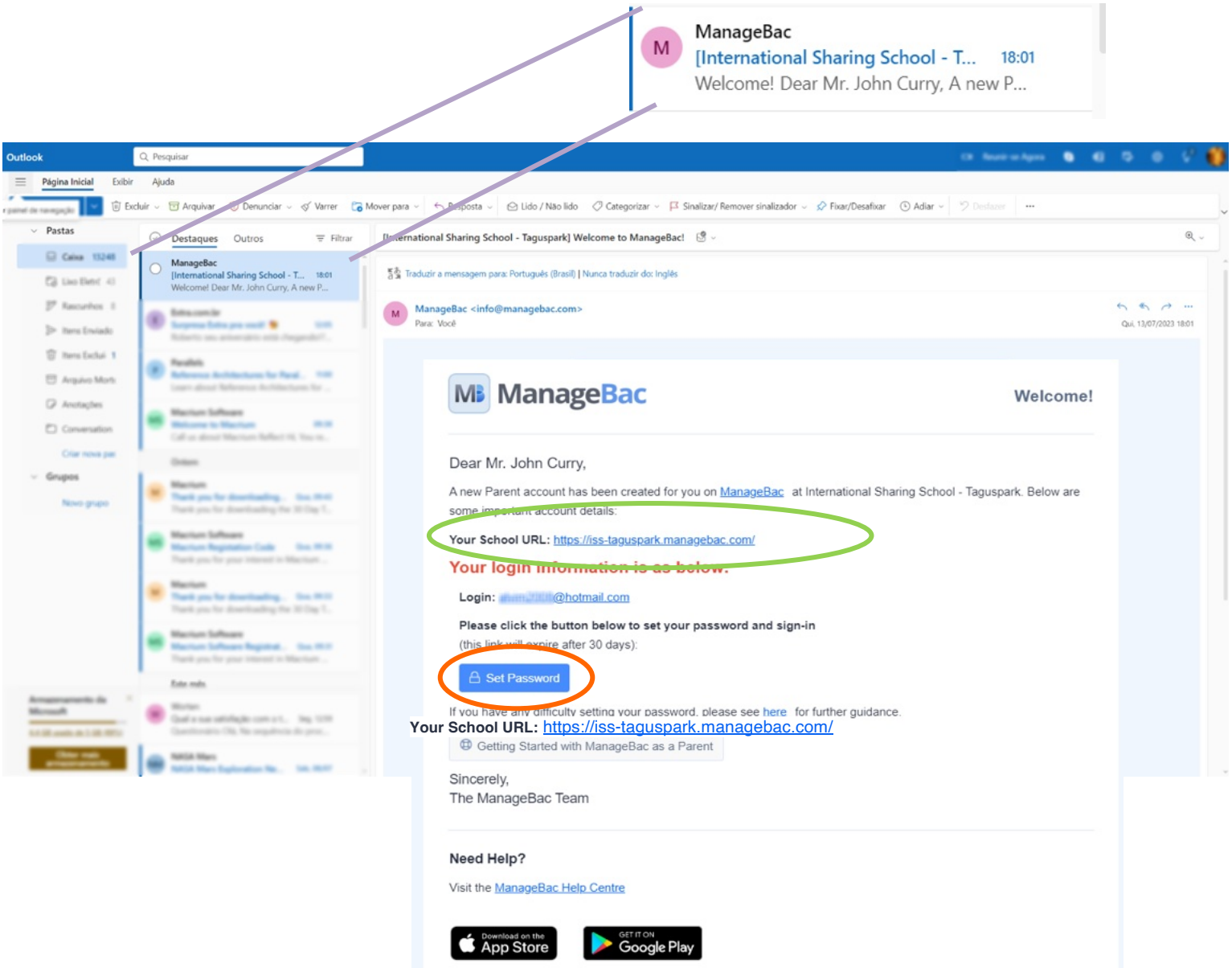
Summer Camp-TBC

	Summer Holidays
	Start of Term
	Last day of Term
	Mid-Term Break
	Class days
	Teachers In Service week (no classes)
	3-way conference (no classes)

Appendix 4: Accessing Managebac

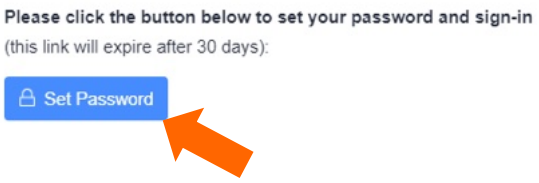
Getting Started with ManageBac as a Parent

You will receive a **welcome email** in September which will contain the **School's URL** to access the platform and where you can request to create your password ***"set password"***.

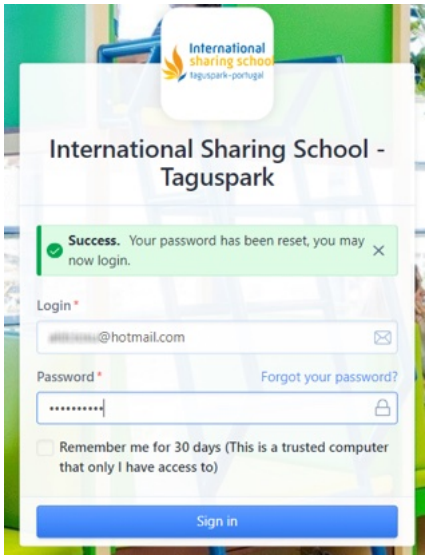


Your School URL: https://iss-taguspark.managebac.com/

1. First step will be to create a password by clicking on *"set Password"* (at least 6 characters)

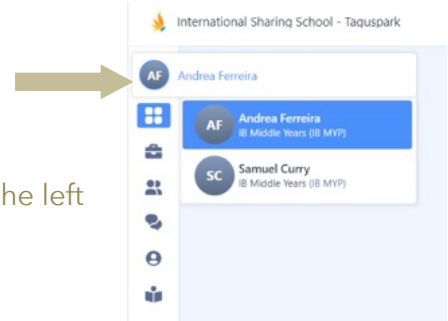


2. You can now log in by clicking on the school's URL and entering your email and the password you have just chosen.



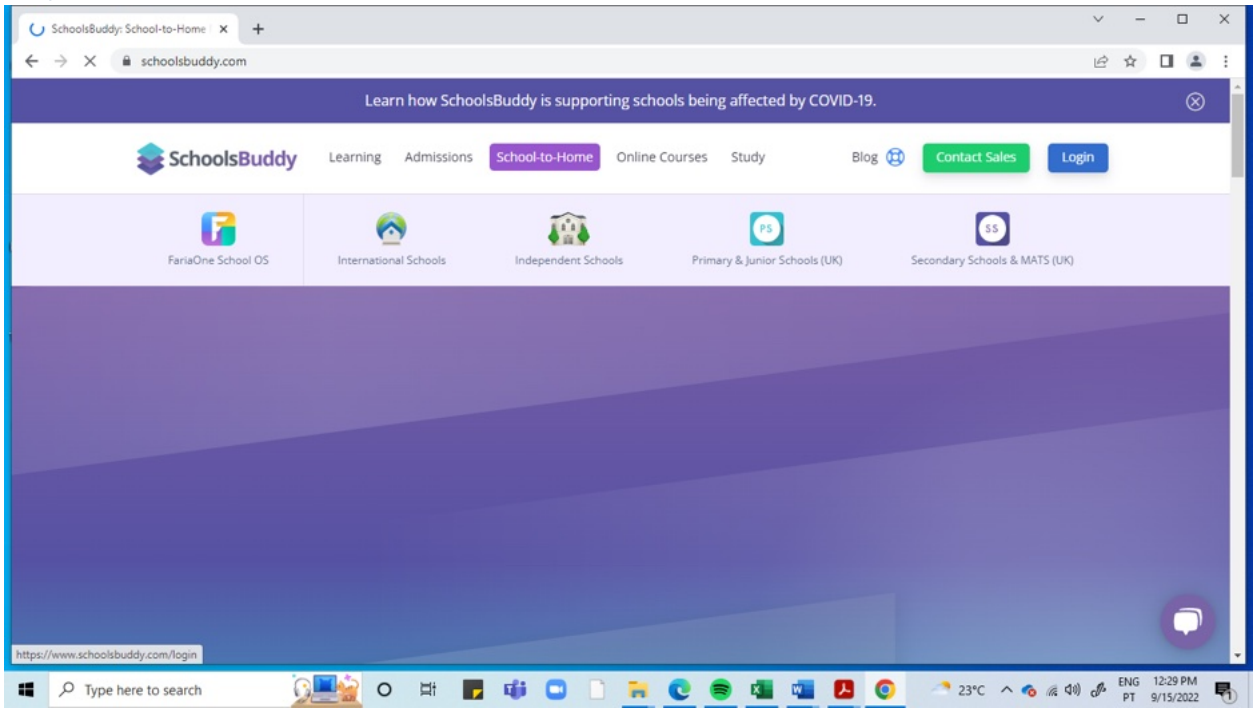
3. You are now able to access the Calendar events, view the summary of units being taught, as well as any task assessments, browse discussions & messages, access attendance records and the end-of-term report cards for your children (in the "Academics" section).

For two or more children just click on the first tab on the left and choose the child you want to see.

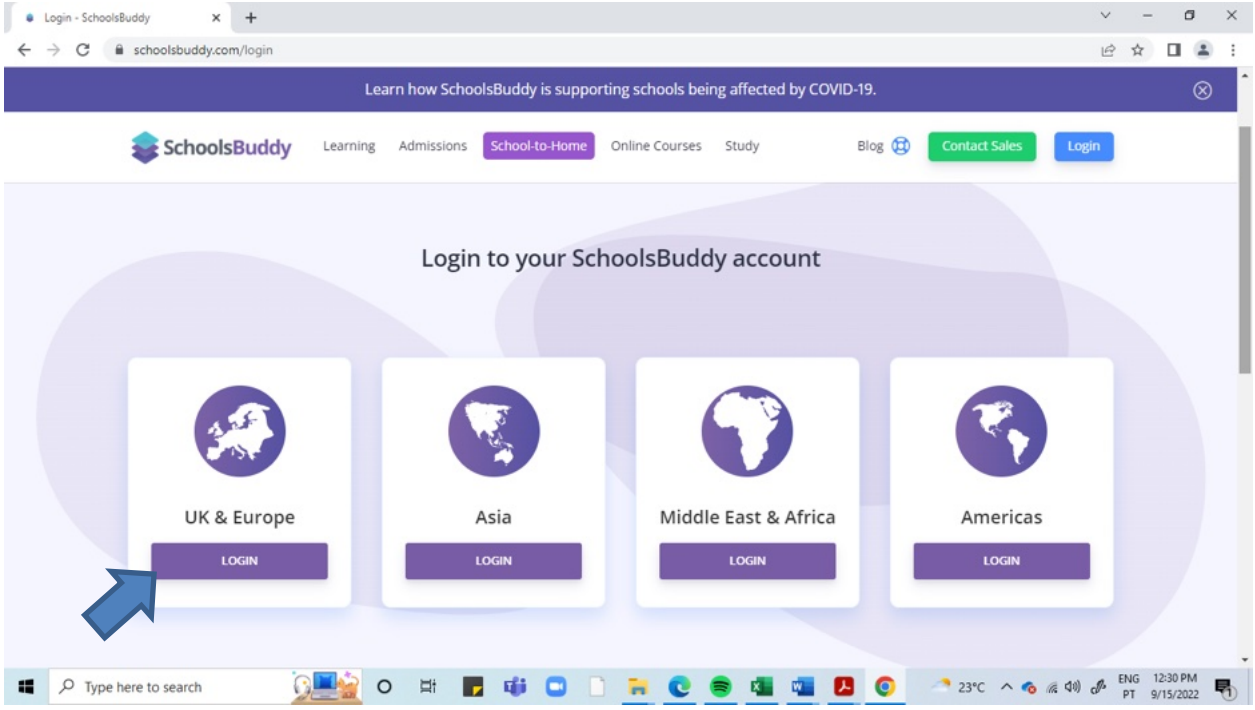


Appendix *5: Accessing Schoolsbuddy*

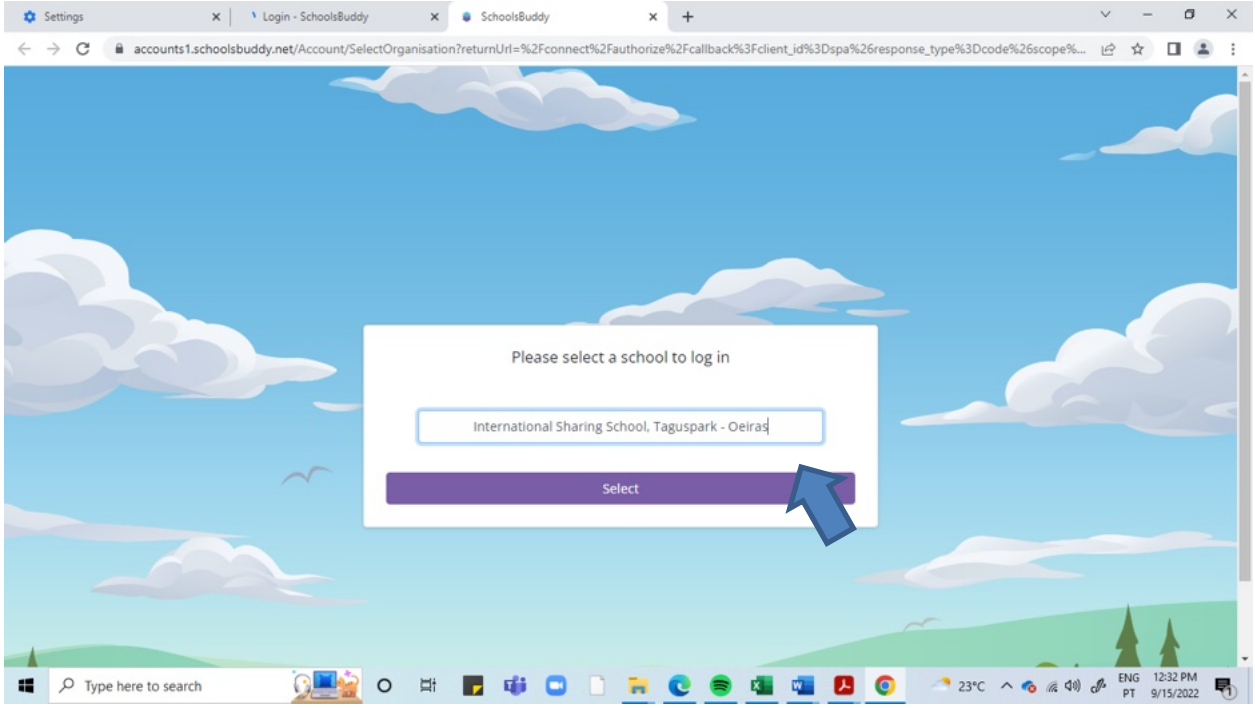
Step 1 - Go to www.schoolsbuddy.com and click on "Login"



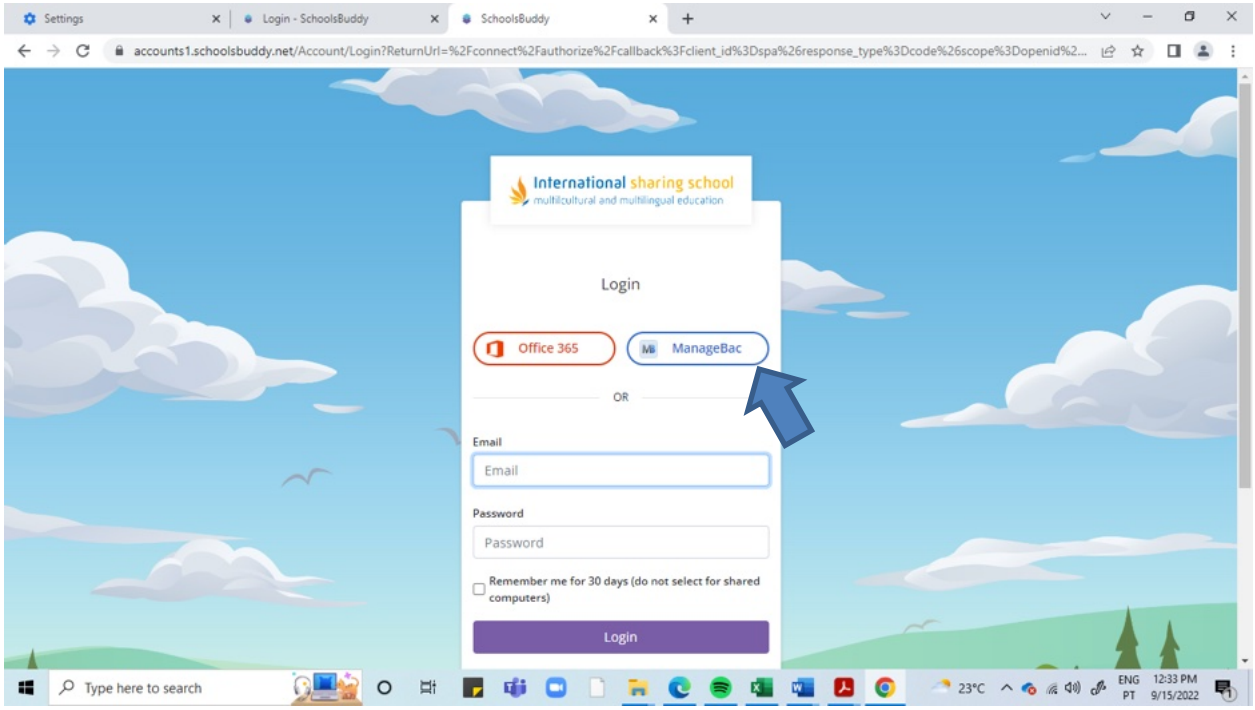
Step 2 - Click on "UK & Europe"



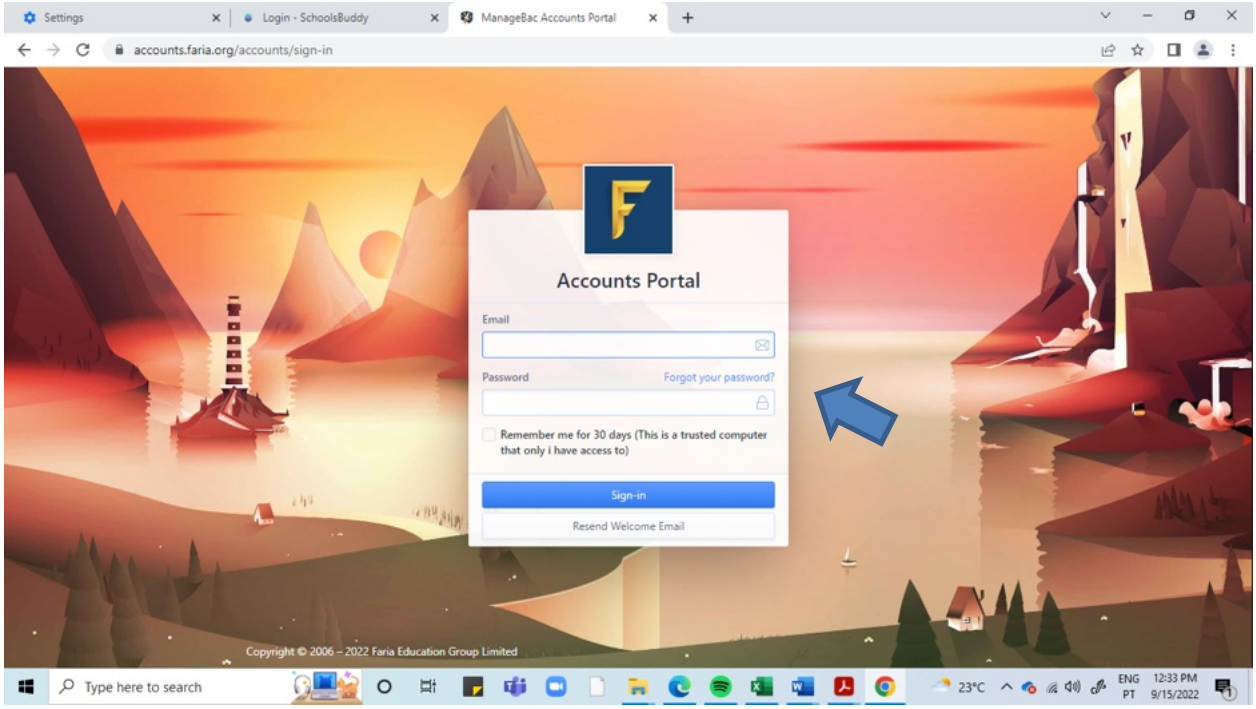
Step 3 - Type "International Sharing School" and click “Select”



Step 4 - Click on "Managebac"



Step 5 - Login using your Managebac login details (if you don't have any, please contact your Homeroom Teacher/Tutor); you will be asked to authorize access to your Managebac account (please select yes when prompted)



You can now use your Managebac login details to access SchoolsBuddy, whether is through an internet browser or the available mobile apps (IOS and Android).