

International Baccalaureate Diploma Programme



Student/Parent Handbook 2016-2017



Kongsberg videregående skole

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The IBO Mission Statement

The International Baccalaureate Organization 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 IBO 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.
(ibo.org)

Welcome to the IB Diploma Programme

Congratulations! You have decided to do something out of the ordinary, and that makes you extraordinary. You have taken on the challenge of being an IB Diploma student. You are joining thousands of students across the globe who are looking beyond their nations' borders and asking more of themselves as learners and as citizens of a global community.

This is the beginning of a great adventure and at the end of this adventure, you will have a depth and breadth of understanding that will guide you as you move on in your studies and in life. You will be asked to ponder fascinating and sometimes tough questions and draw on your knowledge and creativity to answer them. You will be inspired and, at moments, overwhelmed, but as part of a team of teachers and students, you will be guided throughout the program, and also guide others.

As an IB diploma student, universities in Norway and around the world will seek you out. The IB diploma's rigor, the strength of its subject

matter, and the special components of Theory of Knowledge, Extended Essay, and Creativity, Action, and Service, all contribute to the development of skills universities prize in their students. As students who strive to fulfill the Learner Profile, will become the well-rounded students and thinkers of tomorrow, and the kind of global citizens we need to lead us into the future.

The IB Learner Profile

The aim of all IB 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.

IB learners strive to be:

Inquirers They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

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The IB Diploma Programme: expectations and requirements

As an IB student, you have agreed to study in a programme that is outside of the Norwegian system, and therefore, has expectations and requirements that differ from what you may have experienced in the past. This section of the guide will help you to ensure that you successfully complete the diploma programme. There are four requirements that must be met in order to stay in the programme, and failing to meet any one of them can lead to dismissal. They are: attendance, minimum grade levels, completion of assessments by official school deadlines, and maintaining expected standards of academic honesty.

Attendance

In the IB Diploma Program all absences count. Whether you are absent because you are ill, at a wedding, sleeping in, coming back from a vacation late, or at a political rally, there are no excused absences. As a school, we have agreed that the IB programme will be delivered according to the expectations of the IBO, you must receive a minimum number of hours of instruction. If you are not here, you are not receiving the instruction, whatever the reason for your absence. The minimum requirement for Standard Level (SL) courses is 150 hours, and for Higher Level (HL) courses, 240 hours.

What this means is that you can have 10% absence in a given year, an amount which should easily allow you to be ill sometimes, go to a wedding, go to the dentist, etc., and still fulfill the required hours. You are responsible for your own attendance and making good choices about scheduling appointments, and you will be expected to act as someone who wishes to be an exemplary IB student in this respect. It is best to notify your teachers if you know you are going to be absent so that you can complete any work ahead of time. If you are unexpectedly absent, for instance due to an illness, it is your responsibility to find out exactly

what you have missed, and therefore you should contact your teacher(s) as soon as possible.

Your absences will be kept track of, and if you are nearing the 10% limit at any point in the year, you and your parents will be required to meet with the IB coordinator to determine what can be done to improve your attendance and ensure your ability to stay in the programme. If you go beyond 10% absence in the first year of the programme, you will not be allowed to continue to the second year. If you reach this absence level at any time during the second year of the programme, you will be withdrawn from the exams in May.

If you suffer from a documented chronic or long-term illness, it will be difficult to fulfill the requirements of the programme, but we will do our best to accommodate you and will deal with this on a case by case basis.

Academic Trips during School Time

Each school year, students will be permitted to attend one academic trip that takes place during regular school hours. The trip can be up to five (5) school days. Students will be responsible for all work that is missed during their absence, and they will need to find out what that is before they leave on the trip. If work is not handed in by the due date given (work will be due one week after the student returns), then the student will receive absences for the missed days.

If a student fails to abide by the school's rules for the trip and violates them in any way, parents will be notified, the student will receive a negative "character" grade on their Norwegian report card, and the trip will be counted as absence. If the offense is serious, a student may be dismissed from the IB programme, just as he or she could be dismissed from the Norwegian system.

Grading

Until the exams in May of your second year in the programme, IB courses are treated the same as any other course in the Norwegian system. This means grades for any non-IB assessments are given and recorded just as in the Norwegian system on a 1-6 scale and go on your Norwegian record, with poor grades/lack of completed assignments as reason for dismissal from the programme in year 1. You will also have semester exams in December and again in June that will be a part of your Norwegian transcript.

At the end of the first year, your assessments, tests, and exams will be reviewed, and your grades converted to the IBDP's 1-7 grading scale to enable your teachers to determine if your progress is adequate to ensure the minimum 24 points needed to gain the diploma. If not, you may be dismissed from the programme, put on probation, or potentially allowed to repeat the first year of IB, depending on your teachers' recommendations and whether there is room.

Prerequisites & special conditions for Physics and Math SL or HL

In order to enrol in **Physics SL**, a student must be enrolled in **Math SL**. To enrol in Math SL, a student should have at least the equivalent of a **3** in the Norwegian vg1 "theoretical" math course. Students in Math Studies are strongly discouraged from taking Physics SL because they will not have adequate math skills for the course.

If you are enrolled in Physics and Math SL and are then moved to Math Studies, you will have a very difficult time. To avoid this, all Math SL students who are also signed up for Physics will be given a diagnostic test in the first week of classes to assess whether they have the skills to complete the Physics SL course of study.

Students may enrol in Math SL for the first semester, but if it is clear by the exams in December that a student is not the appropriate level, that

student will be moved to Math Studies starting in January. This will be applied to any student who is achieving less than a 3. A student may also decide that he or she wants to move to Math Studies, but this must happen by January of the first year of the programme.

If you wish to enrol in the **Math HL** course, you need to have a **5 or 6** in the Norwegian vg1 “theoretical” math course.

Assessment Deadlines: IB policy

The IBO supports internal school deadlines as binding. This means, if you miss an internal deadline for any part of an official IB assessment, the school is under no obligation to allow you to turn in the assessment late, even if the IBO’s deadline is several months away. We set the internal deadlines to ensure that you will be able to complete all required tasks over the course of the two years, and as such, they need to be followed. If you are afraid that you are going to miss an internal deadline, you need to immediately contact that subject teacher as well as the IB coordinator BEFORE the deadline.

The IB policy on incomplete work from the IB DP Handbook of Procedures (2009) is as follows:

Acceptable reasons for incomplete work

Acceptable reasons for work being incomplete include circumstances not reasonably within the control of the candidate, such as:

- illness or injury
- unavoidable attendance at a hospital or law court
- administrative errors by the school or by the IB
- major adverse or unforeseen circumstances during the examination session
- work not being provided by a previous school for a transfer candidate
- work not being provided by a previous teacher
- work being genuinely lost or accidentally destroyed.

No acceptable reason for incomplete work

Unacceptable reasons for work being incomplete include circumstances reasonably within the control of the candidate, such as:

- misreading or misunderstanding the examination timetable
- oversleeping and therefore being late for an examination
- holidays or vacations
- family moving house
- social and sporting commitments
- participation in events such as competitions, concerts and graduation ceremonies
- the candidate not providing work by the internal school deadline(s)
- the candidate not completing work owing to a lack of diligence.
- Short-term illness is not an acceptable reason for incomplete work, other than for missing an examination in May or November.

(pp. 11-12)

Academic Honesty

The IBO has a clear policy on what constitutes academic dishonesty or malpractice, and as an IB student you will be expected to strictly observe its standards. The IB Diploma programme and its teachers will make every effort to ensure that you understand exactly what this means in their subject. They will also help you to learn the skills that you will need to avoid any of the circumstances that IBO defines as malpractice:

- **Plagiarism:** this is defined as the representation of the ideas or work of another person as the candidate’s own
- **Collusion:** this is defined as supporting malpractice by another candidate, as in allowing one’s work to be copied or submitted for assessment by another
- **Duplication of work:** this is defined as the presentation of the same work for different assessment components and/or diploma requirements

- Any behavior that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record)
(IBO Academic Honesty, p. 3)

As a student in the KOVS IB diploma programme, you will be signing a declaration that you will observe the requirements of academic honesty throughout the 2 years of the programme. If you commit malpractice on/during an assessment, we will first go over why it is malpractice to make sure you clearly understand the nature of the violation. If it is determined that the violation was unintentional, you will be given your first warning and allowed to redo the assignment. If it is determined that you knowingly committed the violation, you will be given your first warning and a zero on the assignment. You and your parent/guardian will have to meet with the IB coordinator and any teacher involved.

If you commit malpractice a second time, you and your parent/guardian will be required to meet with the teacher of the subject in which the malpractice took place and the IB coordinator. At that time, you and your parent/guardian will be warned that if there is a third incident of malpractice, you will be immediately dismissed from the programme with no option to re-enter.

For any official IB assessments, if plagiarism or other malpractice is detected after students have signed the cover sheet declaring that the work is their own (this is a requirement of all IB internal and external assessments), a formal investigation will be launched and the incident will be reported to the IBO. The student will be interviewed as well as being given a chance to respond in writing to the allegations. All of this information and evidence will be sent to the IBO and it will also be available to the candidate and parents/guardians. The IBO final award committee will determine whether the candidate is still eligible to receive a diploma.

As a school and as a team of IB teachers, we will do our utmost to ensure our students know what constitutes academic malpractice and

how they can avoid it. Some websites that offer a quick explanation of citation are:

Harvard system of referencing/citation:

http://education.exeter.ac.uk/dll/studyskills/harvard_referencing.htm

MLA (Modern Language Association) system:

<http://owl.english.purdue.edu/owl/printable/557/>

The IB Diploma Framework



Course Information

Students take six courses chosen from the six subject groups that IB offers: Language A, Second Language, Individuals and Societies, Experimental Sciences, Mathematics, and Electives/Arts. The student also decides which three will be pursued at the Higher Level (240 hours), and which three at the Standard Level (150 hours). This allows students to spend more time studying those subjects that interest them

most, while still gaining a solid base in other subjects. You are allowed to take an extra subject, provided it fits within the school's timetable. You are also allowed to have four subjects at the HL provided you get an average of 16 points in your HL subjects. Students also complete the requirements of the core elements: Theory of Knowledge, CAS, and the Extended Essay.

Norwegian A: Literature

Det eneste faget på IB der vi bruker norsk! Samtidig et veldig viktig fag for deg, siden du hele tiden trenger å trene dine evner til å bruke morsmålet ditt. Dette er et litteraturkurs – slik det er vanlig for morsmålsundervisning i de fleste land.

High Level har fem timer i uka, og leser 13 verk av forskjellige forfattere over to år. Standard Level leser 10 verk, og har tre timer i uka. Noen av bøkene er oversatt fra verdenslitteraturen, men de fleste er av norske forfattere.

Vi leser, diskuterer, sammenligner og lærer masse både om litteratur, språk, historie, samfunn og mennesker generelt gjennom litteraturstudiet.

Vi leser bøker på både bokmål og nynorsk, men har ikke egen sidemålsopplæring, og du trenger ikke skrive på sidemål.

Det er flere eksamener: En selvstendig fordypningsoppgave i oversatt litteratur, to muntlige eksamener og to skriftlige. Fordypningsoppgaven og den ene muntlig-eksamenen gjør vi ferdig tidlig i kurset.

Self-taught Language A: Literature

Self-taught candidates follow a similar syllabus and assessment outline to that of Norwegian A, but self-taught candidates get to design their own course, to some extent. You will be required to study a variety of genres, time periods, and cultures through your text selection. The IB coordinator will help you to choose your texts to make sure you meet the requirements of each of the four components: Part I, Works in Translation; Part II: Detailed Study; Part III: Literary Genres; Part IV: Options.

For each part there will be an assessment, and each student will receive guidance as to how and when to complete these assessments.

English A: Language and Literature

The English A1 course, *Language and Literature*, designed for students who are already competent in English, provides a challenging opportunity to delve into the English language. We study the language both in cultural and mass communication contexts, and read and analyse a wide variety of English language works, both by English-speaking authors and works in translation. These works span different genres, styles, time periods and locations such that students gain a real insight into English-speaking cultures and international issues and, in addition, develop an appreciation of the formal, stylistic and aesthetic qualities of texts.

It is intended that students will develop an understanding of how language, culture and context determine the ways in which meaning is construed in texts, and also the ability to think critically about the different interactions between text, audience and purpose.

Based on their studies, students take part in meaningful discussions and write assignments on thought-provoking topics.

Spanish or Mandarin ab initio (on-line)

The language ab initio course is organized into three themes.

- Individual and society
- Leisure and work
- 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 (see “Syllabus content”) that is used in conjunction with the guide. Language ab initio is available at SL only.

History

History is all about understanding the present through knowledge of the past. But it is not one truth about the past- we need to investigate the different interpretations of the past, and why one version often gets to dominate. In IB history we deal only with the last 100-150 years, and this gives us the opportunity to explore issues such as why dictators like Mussolini and Hitler came to power, the First and Second World War and the Cold War in depth.

Do you want to know why Hitler was considered to be the “new Messiah”? Did all the German people admire him, or were there some who resisted the regime?

How could Mussolini (a man who in many people’s eyes was a clown because he did things like jumping through burning hoops to show what a great man he was), rule Italy ruthlessly for over 20 years?

All these questions and more are explored through the history course as you learn to think critically and draw your own conclusions.

Economics

Economics is often said to be learning about how the scarcity of resources can be used to meet the people’s needs as well as possible. This may seem like something new for students, but you can be sure that you have heard a lot about the topics we study in the media. This subject makes the student better able to understand the news when things like inflation, financial crises, unemployment, and other economic matters are being discussed. All people have heard these terms but what do they really mean? In this subject you have the opportunity to find out, and find out how they affect you!

Biology

Biology is about living things. Why do animals act like they do? How can a plant survive in the desert? What happens in your brain and body when you drive a car? Why can’t you take antibiotics if you have a viral infection? What is the difference between a fern and a pine - and how did this difference develop?

Four concepts run throughout the course:

1. The relationship between structure and function
2. Universality versus diversity
3. Equilibrium within systems
4. Evolution

Working with biology also means working in the field and in the lab. Learning about living organisms is sometimes best in the natural environment of the organism in question!

Chemistry

Do you want to know why an orange tastes sour or have you ever wondered what happens when you mix baking soda with vinegar? Chemistry can answer these questions and many more you didn't even know you had!

Chemistry is the central science that ties everything together. It deals with explaining reactions and phenomena on a molecular level and makes it possible to predict what will happen in a reaction. You will learn a "new language" composed of the chemical symbols, and you will discover that the Periodic Table is all you need!

A very important part of the subject is the practical work where you will learn a variety of techniques that hopefully will help you understand the subject better. And of course, practical work is fun!

Physics

If you want to understand, or at least to know, how the world is running, then physics is the proper place to get the answer and to ask some questions about the wonder of stars, computers, atoms and living organisms as well.

During two year course you will learn a lot about the basic phenomena of a daily life and also about some more serious stuff, like why the Sun is shining and why we can travel in the space. If you are an experimentalist rather than a theorist, then you will enjoy a lot of different experiments which have to be performed in IB classes by students themselves. It will not be a presentation by the teacher, but it

will be you who designs the experiment, collects the data, and draws some critical conclusions from them about a particular physical law. You can go even further than the course by completing your Extended Essay in physics. It is a piece of a real scientific research, so if you are going to study science at the university or you are going to be an engineer, then choosing to do your Extended Essay in physics will prepare you for serious university work.

Students also do a Group 4 project that involves all science students working together. Preparing a common project with your colleagues involving physics, chemistry and biology will be a lot of fun for everybody, and there you can check your skills as a possible scientific team leader as well!

Math Studies, Math SL, Math HL (online)

No matter which level of mathematics you choose, learning it allows you to predict some results of random events through probability, to calculate areas and volumes of complicated surfaces and shapes, through calculus, to think and express yourself in a very precise way and logically, and to learn how to invest your money through financial mathematics. Everything will be tailored almost to your individual level so you can study math without fear of being left alone with huge numbers or complicated formulas.

You will see, if you choose physics as one of your Group 4 topic, that mathematics is the language of physics, so the better you know math the deeper and better understanding of physics you achieve.

Mathematics is the oldest science discipline (probably after astronomy), and studying it you will be amazed at how many places you can find it. Could you imagine living without the computers and all the wonderful things you can do with them – producing music, movies, graphs, doing your home budget or writing your own books? Without logic and binary math it would not be possible. So if you dream about changing the world, a solid base in math is the first thing which should be done during your IB adventure.

Calculators

For math courses you will need to purchase a GDC calculator. We recommend the **Casio FX 9860 G2SD** which can be purchased locally. On the other hand, IB recommends the **TI Nspire CX (non CAS!)**. If you are thinking of buying a different brand of used or new calculator, please contact your math teacher (see teacher email addresses in “Contact emails and phone numbers” section) to make sure it has the functions that will be most helpful to you.

The Core Elements of the IB Circle

Creativity, Activity, and Service (CAS)

CAS is a fundamental component of the DP and involves taking part in a range of activities throughout the two years of the Programme. Most DP students remember their CAS activities long after the other activities have faded into oblivion.

You will experience the enjoyment of discovery and self-reliance, challenge yourself and develop confidence in your ability to initiate change. You will also acquire new knowledge and skills, and an international understanding and awareness of humanitarian issues across the world.

In other words – you will become a better person!

Your CAS programme belongs to you, so you must develop, execute, and evaluate it. On average, you’ll spend three to four hours per school week on CAS projects, planning, and reflection/evaluation.

By the end of the programme, we hope that you will be:

- a reflective thinker with an understanding of your own strengths and limitations
- able to identify goals and devise strategies for personal growth
- willing to accept new challenges and new roles
- aware of yourself as a member of communities with responsibilities towards others and the environment
- balanced –enjoying and finding significance in a range of activities involving intellectual, physical, creative and emotional experiences

Theory of Knowledge (TOK)

TOK is another aspect that is unique to the IB Diploma Programme. During the two years of the course, you will always be engaged in TOK

within your classes, but starting in the second semester, you also have TOK as a class where we will focus exclusively on the subject and its requirements.

In this course, you will practice your critical thinking, reading, writing, and discussion skills. You will examine what it means to make the claim that we “know” something in a subject and the issues and responsibilities that knowledge, and the search for knowledge, can create. We will explore these ideas through different Ways of Knowing (language, reason, emotion, imagination, faith, intuition, memory, and sense perception) and within different Areas of Knowledge (natural sciences, human sciences, history, the arts, mathematics, ethics, religious knowledge systems and indigenous knowledge systems).

Extended Essay (EE)

The **Extended Essay** project serves two purposes: first, it allows for in-depth research on a topic of your interest and choice; second, it provides excellent training for exactly the kind of work that will be expected of you in the university setting.

Though the Extended Essay you may find a passion that continues beyond high school, and directs the path you decide to take in university or elsewhere. You will also learn valuable thinking, researching and writing skills as you focus your questions and search for the information that will help you to answer them.

IB Assessments and Earning the Diploma

A student’s overall IB grade in a subject is based on several different elements: internal assessments like projects, lab reports, portfolios, presentations, conversations and performances which are graded by subject teachers and moderated by IB; external assessments, which are written with teacher supervision but assessed externally; and the formal exams in all subjects (except TOK, CAS, EE) which take place in May of the second year of the programme and are also assessed externally.

The assessment components for each subject course are as follows:

Norwegian A and self-taught A: Literature

	SL	HL
Paper 1 (Commentary)	25%	25%
Paper 2 (essay on part 3 works)	25%	25%
World Lit. Essay (SL-1, HL-2)	20%	2x10%
IA Oral Commentary	15%	15%
IA Oral Presentation	15%	15%

English A: Lang. & Lit.

	SL	HL
Paper 1 comp. text analysis	25%	25%
Paper 2 essay	25%	25%
Written tasks	20%	20%
IA Individual Oral	15%	15%
IA Further Oral Activity	15%	15%

Economics

	SL	HL
Paper 1	40%	30%
Paper 2	40%	30%
Paper 3		20%
IA Portfolio	20%	20%

History

	SL	HL
Paper 1	30%	20%
Paper 2	45%	25%

Paper 3		35%
IA Historical investigation	25%	20%

Biology, Chemistry, and Physics

	SL	HL
Paper 1	20%	20%
Paper 2	32%	36%
Paper 3	24%	20%
IA Lab and Group 4 project	24%	24%

Math Studies SL, Math SL, and Math HL

Paper 1	40%	30%
Paper 2	40%	30%
Paper 3 (HL only)		20%
Project (Studies) or Portfolio (Math SL) or Investigation (HL)	20%	20%

Theory of Knowledge and Extended Essay

A combination of the grades for these two subjects can give you as many as 3 bonus points. Your grade in TOK is based on a formal presentation and an essay written on a title chosen from a list given by IB and externally assessed. The EE is also externally assessed.

NOTE: From May 2015 exam session and onwards, a student earning fewer than 24 points total and/or receiving a grade of **E** in either TOK and/or the Extended Essay will also result in a failing condition and no diploma being awarded.

The points are assessed as indicated in the graphic below:

The following new matrix will be adopted from the May 2015 session.

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				

(IBO Document, 2014)

Earning the IB Diploma: IBO regulations

The following failing conditions and associated codes will be in current use for the May examination sessions:

1. CAS requirements have not been met.
2. Candidate's total points are fewer than 24.
3. An N has been given for theory of knowledge, extended essay or for a contributing subject.
4. A grade E has been awarded for one or both of theory of knowledge and the extended essay.
5. There is a grade 1 awarded in a subject/level.
6. Grade 2 has been awarded three or more times (HL or SL).

7. Grade 3 or below has been awarded four or more times (HL or SL).
8. Candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
9. Candidate has gained fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

University entrance information

General university information

The IBO has information on their website (www.ibo.org) regarding university recognition of the IB diploma. Simply go to the website homepage and to the left you will see “The IB in” and then a box where all countries are listed. You simply click on the country and then click on the “Find” button. From there you will be able to choose from all the universities in that country that recognize the IB diploma. You may need to contact the university directly if you wish to go into a specialized programme that may have more rigorous requirements than the general admissions requirements.

For Norwegian students, www.ansa.no provides an excellent guide to university studies abroad.

Norwegian university information

The Norwegian university system converts IB points to Norwegian points to determine entrance qualifications. To see an overview of this system, you can visit the following website: www.samordnaopptak.no. Once you are on that page, you can click on “utenlandsk utdanning” (in the menu running across the top of the page), and then “internasjonale utdanning” (to the left of the page), which brings you to “International Baccalaureate” to find out more specific information about points.

IBDP contact information

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Emma Wabakken (Dep.Principal)	emma.wabakken@bfk.no
Housing Stipend information	www.langekassen.no

Important phone numbers

Main office (Mona)	32 86 76 00
DP Coordinator	32 86 82 01
Counselor (Jorunn Hesjedal)	32 86 82 21
Health station	32 72 22 12

Skoleåret 2016/2017

Måned	Antall dager	Ferie og fridager / Merknader
August	11	Første skoledag onsdag 17.08
September	22	
Oktober	16	Høstferie 03.10 - 09.10 (uke 40)
November	22	
Desember	16	Siste skoledag torsdag 22.12
Januar	20	Første skoledag onsdag 04.01
Februar	18	Vinterferie 27.02 - 05.03 (uke 9)
Mars	20	Vinterferie 27.02 - 05.03 (uke 9)
April	12	Påskeferie 10.04 - 18.04
Mai	20	Fri mandag 01.05 Fri onsdag 17.05 Fri torsdag 25.05 (Kr. Himmelfartsdag) Fri fredag 26.05
Juni	13	Fri mandag 05.06 (2. pinsedag) Siste skoledag tirsdag 20.06
Sum	190	