

Menntaskólinn við Hamrahlíð



**Information
Booklet
IB2023**



MENNTASKÓLINN
VIÐ HAMRAHLÍÐ



Dear new IB DP student,

Welcome to the IB Diploma programme at MH. The diploma programme is a **two-year** comprehensive pre-university curriculum, preceded by one preliminary year. All the IB courses are taught in English and end with standardised exams recognised by universities world-wide. More information can be found on this website: <http://www.ibo.org/>

It is very important to us that you enjoy your stay at MH and attain your goals, both as a student and a person. The IB coordinator, the IB teachers at MH and other members of the school staff make every effort to provide the students with **quality education**. To ease your transition into a new culture and community, the IB coordinator, your supervisory teacher and the student counselling service are happy to assist you personally if you like.

The diploma programme is indeed a challenge to the students who follow it; however, it is hopefully worth the effort as it will open various opportunities for diploma holders. Bearing this in mind, it is very important that you acquire **good study skills, manage your time properly** and **attend all classes**. We have special attendance and progress rules that you will find in this booklet.

The purpose of this booklet is to guide you in the beginning of your study. It contains important information about the structure of the IB Diploma Programme, rules, calendar, deadlines and much more. Please read it carefully and keep yourself informed! **Remember that you are responsible for your own studies.**

This autumn about 30 students will embark on the IB Diploma Programme at MH. We expect them all to do their best and contribute to making this a fruitful and positive learning experience for all of you.

I look forward to working with you until the end of your IB studies!

Your IB DP Coordinator,
Guðmundur Arnlaugsson

Contacts for IB2023

IB DP Coordinator, 2021-2022: Guðmundur Arnlaugsson, gud@mh.is

Office hours by appointment.

Tel. 525-5233.

CAS Coordinator: Vilborg María Alfreðsdóttir (PSYC teacher), vil@mh.is

Librarians in MH

Ásdís Hafstað, ashaf@mh.is

Dagný S. Jónsdóttir, dsj@mh.is

The MH library is open 8-16 (18). Variety of IB textbooks and other books, help with EE and other essays, computers, etc.

IB School counsellor (located in IÐAVELLIR)

Ásdís Birgisdóttir (asdisbirgis@mh.is)

Other counsellors: Fríður (fridur@mh.is), Ásthildur (asthildur@mh.is).

Office hours: See schedule at Iðavellir.

School psychologist (located in GIMLI)

Bóas Valdórsson, boas@mh.is

Phone hours: Tuesdays and Fridays 10-11, phone: 525-5212.

School counselling is personal guidance, provided by educated School Counsellors.

The counselling is confidential. You can approach them with whatever you like to, e.g. personal or educational matters. Students with **dyslexia, anxiety** or other disorder should contact the school counsellors in the beginning of their study in MH.

The IBO offers some arrangements in the final examinations, such as additional time or rest periods, for students with special assessment needs.

The IBO Diploma Programme

The International Baccalaureate Organization's Diploma Programme started in 1968. It is a demanding pre-university course of study that leads to examinations at the end of the two years of study. It is designed for highly motivated 16 – 19 year old students. The programme is a comprehensive two-year international curriculum and is now well regarded by universities worldwide.

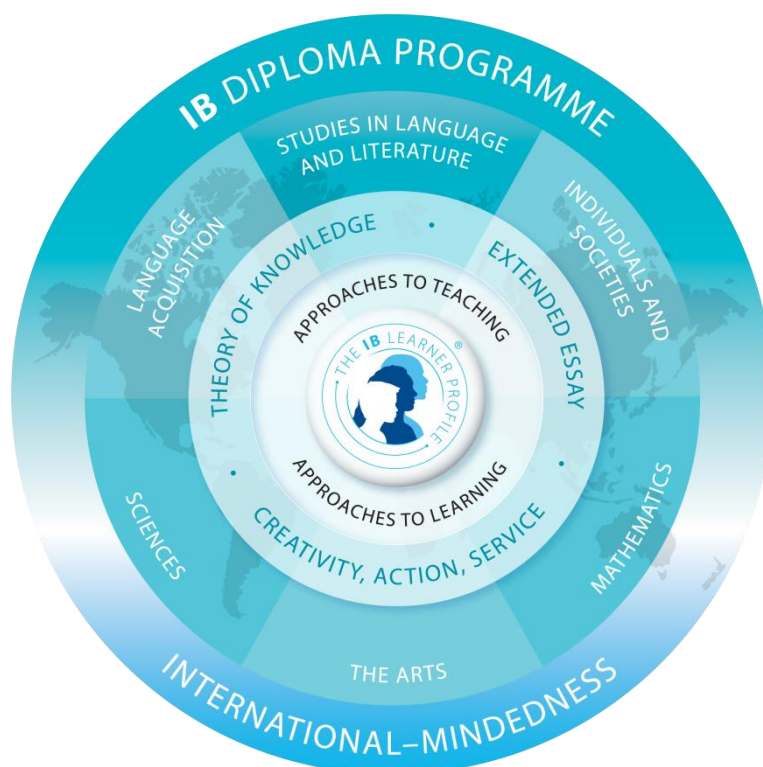
Menntaskólinn við Hamrahlíð has been involved successfully with the DP since 1997. Since that time, approximately 270 students have gained their Diploma.

The Diploma Programme Curriculum

The DP curriculum has been designed to allow students to study a wide range of subjects from different subject areas. Some of these subjects are studied in depth and some more broadly.

The programme does not allow students to specialize in one particular area; all students must take a **broad but balanced** programme of **six subjects**, three at the Higher Level (**HL**) and three at the Standard Level (**SL**). Students select one subject from groups 1-5. The sixth subject can be from group 6 or groups 1-4 (see the model below). The subjects are both externally (**EA**) and internally (**IA**) assessed. See following table.

In addition to this academic curriculum, there are three important additional features (**EE, TOK, CAS**) that make up the complete DP curriculum. These additional features are shown at the **centre** of the DP curriculum model.



Group 1 – Studies in language and literature (Language A) - The IBO has a policy of encouraging students to maintain links with their own cultures and provides opportunities for students to study their mother tongue, even when that language is not offered by the school.

We offer: English A: Literature HL/SL, Icelandic A: Literature HL/SL as taught literature classes. Other languages are offered as **self-taught SL**. Examples: Chinese, Dutch, French, Spanish, Polish and Swedish.

Group 2 – Language acquisition (second language) All DP students must take a second language. The school offers variety of group 2 languages to service the broad background of our students. B language is partially a self-study under a supervision of a language coordinator.

We offer: English B, Spanish B and Ab initio, French B and Ab initio, German B and Ab initio and Danish B.

Group 3 – Individuals and Societies - All DP students are required to complete a Humanities course.

We offer: History HL/SL and Psychology HL/SL. Also, ECO SL/HL as online courses.

Group 4 – Sciences - All DP students are required to complete a Science course.

We offer: Biology HL/SL, Chemistry HL/SL and Physics HL/SL.

Group 5 – Mathematics - All DP students are required to complete a mathematics course.

We offer: Mathematics HL/SL and Mathematical Studies SL.

Group 6 – The Arts - This group includes the visual and musical arts, with an emphasis on practical production by the students. As an alternative option for the sixth subject, students may take an additional subject from the other groups.

We offer: Visual Arts SL.

Extended Essay (EE) - Each student is given the opportunity to investigate a topic of special interest. It is this requirement of the programme that provides DP students with the early experiences needed for the kind of independent research and writing skills required by universities. The essay is an **extended assignment** started in the first year and completed in the beginning of the second. Students should spend about 40 hours completing this aspect of the programme. EE is **externally assessed**.

Theory of Knowledge (TOK) and Creativity, Action and Service (CAS) see next page.

What is TOK?

TOK (Theory of knowledge) is a core course for the IB diploma which focuses on **how we know**. Students re-evaluate their knowledge, their culture's knowledge as well as examining different viewpoints from around the world and from any historical period. This is done by looking at how knowledge is gained, justified, distributed and put into practice in different areas of knowledge. It is clear that the scope is extremely vast in this course. Yet the students will not be faced with a mass of new information but rather given an opportunity to take a fresh look at both existing knowledge and the material being looked at in other IB courses.

During TOK, students will develop their critical thinking skills and analyse underlying assumptions and implications of statements, which fosters an ability to give personal self-aware responses to complex knowledge issues. This process puts each student at the centre of their journey into thinking and gives opportunities to appreciate how others think. **In short, TOK is a reflective course focusing on the bases of our individual and shared knowledge, offering a venue for critical thinking and exploration.** The TOK Essay is externally assessed.

What is CAS?

CAS (Creativity, Action and Service) is one of the core subjects of the IB, along with **TOK** and the **Extended Essay**. On the one hand CAS guarantees that all IB students will participate in activities outside the scope of regular academic studies, that they will be creative, physically active and socially responsible. On the other hand, CAS is a framework for experiential learning. It's designed to help students set goals for themselves and to reflect on their work. CAS should involve students in new roles. The emphasis is on learning by doing real tasks that have real consequences and then reflecting on these experiences over time.

Over the course of two years IB students are expected to spend a minimum one afternoon a week on CAS. It is also important that students should be active in all three sections of CAS. Examples of CAS could include learning to play an instrument (C), hiking (A) and work with the local Red Cross (S). At MH we try to organize several suitable CAS activities over the course of the school year, but many students also find their own activities and are encouraged to do so.

CAS at MH is handled by a team of teachers. We have one **CAS coordinator**, who oversees the CAS program, and six **CAS advisers**. Each adviser oversees the CAS work of approximately 5 to 10 students and offers guidance on CAS activities and the reflection process as well as reviewing and commenting on the student's work at the end of each semester.

IB Course names in MH

Subject	Name	Subject	Name	IB DP - examples	
Visual Arts	ARTS3AI05	Math: Analysis & approaches	MATA3AI05	ARTS3AI05	ARTS3BI07
	ARTS3AI07		MATA3AI07	ARTS = the subject	ARTS = the subject
	ARTS3BI05		MATA3BI05	3 = Level*	3 = Level*
	ARTS3BI07		MATA3BI07	A = first semester IB	B = second semester IB
	ARTS3CI05		MATA3CI05	I = IB diploma	I = IB diploma
	ARTS3CI07		MATA3CI07	05 = Credit points, SL*	07 = Credit points, HL*
	ARTS3DI05		MATA3DI05		
	ARTS3DI07		MATA4DI07		
Biology	BIOL3AI05	Math: Applications & interpretations	MATI3AI05	ARTS3CI05	ARTS3DI07
	BIOL3AI07		MATI3AI07	C = third semester IB	D = fourth semester IB
	BIOL3BI05		MATI3BI05	Pre-IB examples	
	BIOL3BI07		MATI3BI07	MATH2AP05	MATH2BP05
	BIOL3CI05		MATI3CI05	MATH = the subject	MATH = the subject
	BIOL3CI07		MATI3CI07	2 = Level*	2 = Level*
	BIOL3DI05		MATI3DI05	A = first semester	B = second semester
	BIOL3DI07		MATI4DI07	P = Pre-IB	P = Pre-IB
CAS Core	CASE2AI02	Physics	PHYS3AI05	05 = Credit points*	05 = Credit points*
	CASE2BI02		PHYS3AI07		
	CASE2CI02		PHYS3BI05	Subjects	
	CASE2DI02		PHYS3BI07	ARTS = Visual arts	MATA = Math AA
Chemistry	CHEM3AI05		PHYS3CI05	BIOL = Biology	MATI = Math AI
	CHEM3AI07		PHYS3CI07	CASE = CAS	TOFK = TOK
	CHEM3BI05		PHYS3DI05	CHEM = Chemistry	PHED = Physical education
	CHEM3BI07		PHYS3DI07	ENGL = English	PHYS = Physics
	CHEM3CI05	PSYC3AI05	HIST = History	PSYC = Psychology	
	CHEM3CI07	PSYC3AI07	ICEL = Icelandic	SCIE = CHE/PHY/BIO PrelB	
	CHEM3DI05	PSYC3BI05	LISK = Life skills PrelB	SOCI = Social science PrelB	
	CHEM3DI07	PSYC3BI07	MATH = Math Pre-IB		
English A: Literature	ENGL3AI05	Psychology	PSYC3AI05	Other components (IB DP only)	
	ENGL3AI07		PSYC3AI07	Ab initio languages support = LABI	
	ENGL3BI05		PSYC3BI05	LABI2CI02	LABI2DI02
	ENGL3BI07		PSYC3BI07	Language B support = LANB	
	ENGL3CI05	PSYC3CI05	LANB3CI02	LANB3DI02	
	ENGL3CI07	PSYC3CI07	Self taught support		
	ENGL3DI05	PSYC3DI05	SELF3AI02	SELF3CI02	
	ENGL3DI07	PSYC3DI07	SELF3BI02	SELF3DI02	
History	HIST3AI05	TOK Core	TOFK3AI03	Extended Essay - Core	
	HIST3AI07		TOFK3BI03	Spring IB1:	subject + 3EI02
	HIST3BI05		TOFK3BI07	Autumn IB2:	subject + 3EI03
	HIST3BI07		TOFK3CI03	Examples:	
	HIST3CI05		TOFK3CI07	BIOL3EI02	BIOL3EI03
	HIST3CI07		TOFK3DI02		
	HIST3DI05				
	HIST3DI07				
Icelandic A: Literature	ICEL3AI05	Pre-IB courses:			
	ICEL3AI07	Pre-IB English	ENGL2AP05		
	ICEL3BI05	Pre-IB Math	MATH2BP05		
	ICEL3BI07	Pre-IB History	HIST2AP05		
	ICEL3CI05	Pre-IB Life skills	LISK1BP01		
	ICEL3CI07	Pre-IB Math	MATH2AP05		
	ICEL3DI05	Pre-IB Science	SCIE2AP05		
	ICEL3DI07	Pre-IB Physical	PHED2AP01		
	Pre-IB Sociology	SOCI2AP05			
	Pre-IB Psychology	PSYC2AP05			

* = Level/Credit points refer to the Icelandic national system.

Choice of languages in the IB DP at MH

The languages are classified into two groups: **Group 1 = language A** and **Group 2 = second language**. All students have to choose at least one language from each respective group (or two LANG A: Literature). To fulfil the IB requirements students must take the following number of courses (cf. the unit credit system at MH):

Group 1	Number (and amount) of courses
Language A: Literature	ICEL3AI05/07 - ICEL3BI05/07 - ICEL3CI05/07 - ICEL3DI05/07
	ENGL3AI05/07 - ENGL3BI05/07 - ENGL3CI05/07- ENGL3DI05/07
	SELF3AI02 – SELF3DI02 - Special rules apply to self-taught SL – contact the ST-coordinator
Group 2	Course names LAN = French/Spanish/(German)
Language Ab initio SL	LANG1AA05 – LANG1BB05 – LANG1CC05 – LANG1DD05 and preferably LANG2EE05 as well.
Language B SL:	LANG1AA05 – LANG1BB05 – LANG1CC05 – LANG1DD05 - LANG2EE05 + other advanced courses if available. English: ENSK2AA05-ENSK2BB05-ENSK3CC05-ENSK3DD05-ENS503 + other courses Danish: DANS2AA05-DANS2BB05-DANS3CC05 + other courses
Language B HL:	LANG1AA05 – LANG1BB05 – LANG1CC05 – LANG1DD05 - LANG2EE05 + other advanced courses if available. English: ENSK2AA05-ENSK2BB05-ENSK3CC05-ENSK3DD05-ENS503 + other courses Danish: DANS2AA05-DANS2BB05-DANS3CC05 + other courses

IB Language coordinators

In case you need help, please feel free to contact the coordinator for the language in question!

Language	Coordinator
Icelandic A: lit	Halldóra Björt Ewen, hew@mh.is
English A: lit + Self-taught LangA:lit	Mark Andrew Zimmer, maz@mh.is
English B	Alda Kravec, aka@mh.is
French A/B HL/Abin	Ásrún Lára Jóhannsdóttir, ala@mh.is
German A/B	Katarina H. Gross, kat@mh.is
Spanish A/B HL/Abin	Maria Del Pilar C. Coello, maria@mh.is
Danish B	Pernille Folkmann, pernille@mh.is

Group 2 languages

Language B HL/SL

- Students wishing to register for Language B (especially HL) will need to produce a statement of capability from the relevant language teacher(s) during their IB1 year.
- Students need to complete the equivalent of LANG1AA05-LANG2EE05 (+ other advanced courses if available). This may involve starting Language studies during the pre-IB year.
- Language B is partially self-study. Students can expect to be without regular classes at least one term.
- Students need to buy the relevant IB Language B textbook and work through it independently. The book will be available at the library.
- Students should meet the IB language B coordinator regularly during each semester.
- During the second year, students will have regular classes within the timetable with a teacher.

Language *Ab initio*

- Students need to complete the equivalent of LANG1AA05-1DD05 **and** preferably LANG2EE05.
- During the second year, students will have regular classes within the timetable with a teacher.

IA and EA information for IB2023

IA = Internal assessment, EA = External assessment (The final exams (P1, P2, P3) and WA)

Subjects	IA	EA	Comments
<u>Group 1</u>			
Language A:lit	20% HL 30% SL	HL: P1 35% P2 25% HL: Essay 20% (1200-1500 w) SL: P1 35%, P2 35%	IA is individual oral.
<u>Group 2</u>			
Language B	25 %	P1 25%, P2 50%	IA is individual oral.
Language Ab initio	25%	P1 25%, P2 50%	IA is individual oral.
<u>Group 3</u>			
History	20% HL 25% SL	P1, P2, P3	IA is an investigation. P3 is taken by the HL only.
Psychology	20% HL 25% SL	P1, P2, P3	IA is an experimental study. P3 is taken by the HL only.
<u>Group 4</u>			
BIO, CHE, PHY	20%	P1, P2, P3	IA is practical work and group 4 project.
<u>Group 5</u>			
Math AA	20%	HL: P1 30%, P2 30%, P3 20% SL: P1 40%, P2 40%	IA is individual exploration.
Math AI	20%	HL: P1 30%, P2 30%, P3 20% SL: P1: 40%, P2: 40%	IA is individual exploration.
<u>Group 6</u>			
Visual Arts	40 %	Comparative study 20% Process portfolio 40%	IA is Exhibition.

Award of the IB diploma

Assessment

EA = External assessment (by IBO examiners)

IA = Internal assessment (by teachers, moderated by IBO examiners)

Grades

The scale is from 1 point (min) to 7 points (max).

Maximum points from subjects are $6 \times 7 = 42$.

Maximum points for IB Diploma are **45**.

Minimum points for IB Diploma are **24**.

Extra points can be awarded for TOK Essay and EE, maximum of 3 points, see the matrix below.

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				

Note that an E in either TOK or EE is a failing condition.

Award of the IB diploma cont.

All assessment components for each of **six** subjects (IA and EA) must be completed. **CAS, TOK** and **EE** requirements have been met.

The final award committee has not judged the candidate to be guilty of malpractice.

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

1. CAS requirements have been met.
2. The candidate's total points are 24 or more.
3. There is no "N" awarded for TOK, EE or for a contributing subject.
4. There is no grade E awarded for TOK and/or EE.
5. There is no grade 1 awarded in a subject/level.
6. There are no more than two grade **2s** awarded (HL or SL).
7. There are no more than **three** grades 3s or below awarded (HL or SL).
8. **At least 12 points have been gained on three HL subjects (four HL = the three highest count).**
9. At least **9** points have been gained on three SL subjects (two SL = at least 5 points at SL).
10. The candidate has not received a penalty for academic misconduct from the Final Award Committee.

A bilingual diploma will be awarded to a successful candidate who fulfills one or both of the following criteria:

- completion of two languages selected from group 1 with the award of a grade 3 or higher in both.
- completion of one of the subjects from group 3 or group 4 in a language that is not the same as the candidate's nominated group 1 language. The candidate must attain a grade 3 or higher in both the group 1 language and the subject from group 3 or 4.

Retake

A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB diploma. The examination sessions need not be consecutive. Anticipated registration counts as one of the three examination sessions.

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 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.

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. **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. |
| 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 analyse 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, (spiritual) 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. |

Academic integrity

IB programmes encourage students to inquire and think critically and creatively and to present their thinking in a variety of ways. Academic integrity in the IB is a principle informed by the attributes of the IB learner profile. As stated in the IB learner profile, all members of the IB community strive to be **principled**, “acting with **integrity** and **honesty**, with a strong sense of **fairness**, **justice** and **respect** for the dignity of the individual, groups and communities”. In all their studies for the Diploma Programme, students must demonstrate academic integrity. Academic integrity is making knowledge, understanding and thinking transparent by present their work in appropriate manner, using citing and referencing.

Tips:

- Students should make sure that the information they have used is acknowledged in the body of the text and is fully listed in the bibliography using referencing style agreed with the teacher.
- Students should cite their sources so that the reader can find them; if they cannot state the origin of the source it is probably better not to use it.

What is considered academic misconduct by the IBO?

Plagiarism is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.

Collusion is defined as supporting academic misconduct by another student, for example allowing one’s work to be copied or submitted for assessment by another.

Misconduct during an IB examination includes taking unauthorized material into an examination room, disruptive behaviour and communication with others during the examination.

Duplication of work is defined as the presentation of the same work for different assessment components and/or DP requirements.

Essentials

- Make clear which words, ideas, images and works are not your own (including maps, charts, musical compositions, movies, computer source codes and any other material).
- Give credit for copied, adapted and paraphrased material.
- When using text, make clear where the borrowed material starts and finishes.
- All sources cited in the text must also be listed in the bibliography (or reference list/list of works cited) and all sources listed in the bibliography (or reference list/list of works cited) must be cited in the text.

See the school’s academic integrity policy on

<https://www.mh.is/is/ib-studies/policies-rules/academic-integrity-policy>

Important information

Active e-mail account and INNA

It is important for you to check your e-mail and INNA at least once every day. Teachers and the IB DP coordinator use e-mail to inform you about your study, events, meetings etc.

Special assessment needs

Do you have dyslexia or other disorders? Contact the IB study counsellor and the IB coordinator.

Anticipated exams

IB students can take two SL subjects one year before they are registered as IB Diploma candidates. Common in Language B SL and Language A1 self-taught SL. Counts as one of three examination registration to gain IB Diploma.

University requirements and applications

Applying for University? Many Universities have strong requirements and early deadlines. Ask your IB Coordinator or the IB study counsellor.

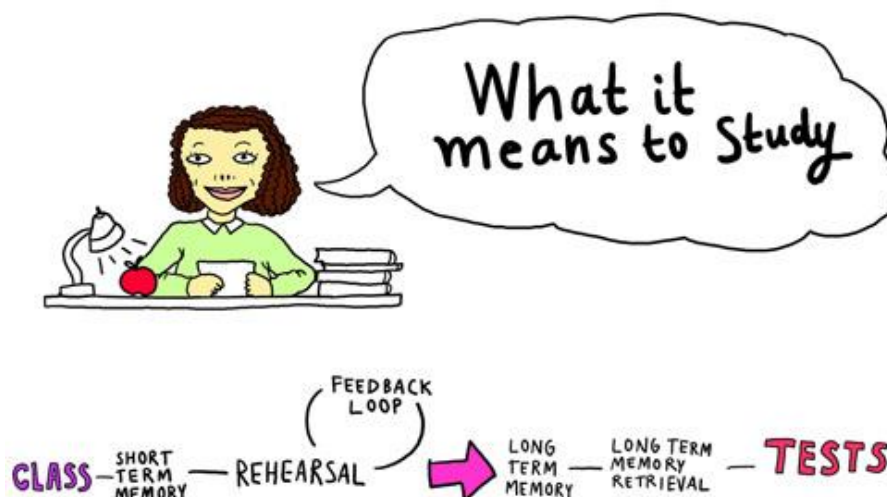
ATL, Approaches to teaching and learning

Approaches to teaching and learning is central to the development of each IB student.

Five skills make the basis of the approaches to learning: **social skills**, **communication skills**, **research skills**, **thinking skills** and **self-management skills**. To develop these essential skills, teachers should use **multiple different teaching styles** in their classrooms.

Study skills and time management

It is extremely important for successful IB study to have good study skills and be able to manage the time properly. Our study counsellors will assist you, should you need personal guidance.



Rules concerning educational progress in the IB programme at MH



Continued admission in the IB programme at MH depends on satisfactory progress, both in the pre-IB and in the first year of the IB proper. Failure to abide by the school's rules will result in expulsion from the programme.

The rules listed below were adopted at a general teachers' meeting on August 20th 2008, revised February 17th 2011 and June 6th 2012.

IB diploma candidates at MH are bound by the **assessment rules** and models of the IBO and **general school rules on attendance and behaviour**. Each candidate is also responsible for his/her educational progress within the courses of study chosen. IB students in MH are also subject to the following special rules:

- A pre-IB student must achieve the minimum grade (5 out of 10) in **all** courses of study and have the **average grade 6** within the school year to have the **unequivocal right** to commence the formal IB programme.
- If a Pre-IB student fails **two** or more subjects after the first semester, the IB Coordinator will call him/her for an interview and may require the student to leave the IB programme.
- If a Pre-IB student fails **one and only one** course by the end of the pre-IB year (i.e. in the spring term) his/her case will be specially dealt with and evaluated by the IB coordinator.
- If a Pre-IB student **fails two or more** courses at the end of the pre-IB year (i.e. in the spring term) he or she will not be admitted to the IB programme. A subsequent application for the national programme in MH will not be dealt with as a priority in comparison to students from other secondary schools.
- For a candidate to move from one semester to the next within the IB programme he or she must **pass with grade 5** (out of 10) in all subjects taken that semester and have the **average grade of 6**, although candidate is sometimes allowed to move on to the next term if he or she fails only one subject.
- A temporary guest student may be offered a place in Pre-IB/IB for one semester at a time. Their continuation each term will be dependent on their performance; failure in one or more subjects or loss of Good Standing may result in loss of the guest status.

These rules were unanimously adopted.
June 6th 2012

Attendance rules for the IB programme at Menntaskólinn við Hamrahlíð

Overall:

Attendance: the minimum attendance ratio for MH as a whole is 80% for one semester (grade 5). However, the average for each school year (autumn and spring term together) **must be 86% (grade 6.5 or higher)**.

- the minimum acceptable attendance ratio for students in the IB programme is **85% each semester**.
- a ratio of 80-84% is a danger zone that will require negotiation.
- an attendance ratio of < 80% will, other things being equal, mean a **fail grade** (less than 5 out of 10) for the course in question.

For each individual IB course:

Attendance: the minimum attendance ratio for each IB course is 80%

- the minimum **acceptable** attendance ratio for **each course** is **85%**.
- a ratio of 80-84% is a danger zone that will require negotiation.
- an attendance ratio of < 80% will, other things being equal, mean a **fail grade** for the course.

Soffía Sveinsdóttir
IB Coordinator
January 2nd 2009