

IB Exam Results for 2009

By IB Coordinator Salah Altaji

After two years of hard work, lots of internal and external assessments the results for 2009 are finally here. It is with great pleasure to report that 19 out of 20 (95%) IB Diploma students have successfully earned their IB Diploma. Considering that about 80% of the students worldwide actually earn the IB diploma, our pass rate is certainly superior. The average IB score was 5.07 which is considered good by IB standards. A summary report on the results can be found on our IB webpage (www.isp.edu.pa/ib)

Our highest IB Diploma score of 40 out 42 was awarded to Charlotte Arnoux seen in the picture below. She will be continuing her studies at New York University.



IB Self-Study Report

By IB Coordinator Salah Altaji

As a requirement of the International Baccalaureate Organization, IB member schools must undergo a detailed evaluation every five years. Last year, ISP began this process by forming working groups involving the administration, faculty, students and volunteer parents. The four areas evaluated were:

- 1) The Curriculum
- 2) The philosophy
- 3) The Organization
- 4) The Student

Every working group evaluated ISP's level of compliance according to established IBO standard and practices. Areas of strengths and areas in need of strengthening were summarized and the report was sent to the IBO regional office along with the requested documentation. During the past 2 months, the IBO review committee evaluated every aspect of our report and highlighted 9 recommendations of which 2 require immediate attention (Marked with *) and must be addressed by the school administration before December 1, 2009.

- 1) Consider scheduling alternatives in order to meet the recommended number of hours in all HL classes.
- 2) Improve the alignment between preparatory courses in grades 9-10 and IB courses, to ensure a better preparation for the IB program.
- 3) Continue increasing the technological capacity of the school so that all teachers and students can more fully interact with the IB World community.
- 4) Develop a plan that will allow for the integration of TOK into all subjects.
- 5) Consider scheduling alternatives that will make more time available for teachers to work and plan collaboratively.
- 6) Revise the internal assessment calendar to show internal deadlines so that students are not overburdened with assignments at any one time.
- 7) Provide information regarding the supervision and security of the examination process in future evaluations.
- 8) Improve the current language policy (*)
- 9) Develop a school assessment policy in line with Diploma Program assessment system.(*)

* Areas involving policy will be addressed by our school director and the governing Board.

In our last faculty meeting (Wednesday, September 23), the ISP high school was debriefed on the findings of the IBO review committee. In the coming days and weeks, we hope to work as a team towards fulfilling IB recommendations.

Group 4 Project, By Marivi Gondola



As part of the International Baccalaureate (IB) practical work program, students are required to participate in an interdisciplinary field project known as the Group 4 project. The aims of this project are: to provide students opportunities to make experimental measurements in the field; to process, analyze and present experimental data properly; to strengthen their ability to work in groups; and most importantly, to relate what they have learned in the classroom to the environment.

This year, the students decided to perform their project at a cloud forest, located at the Omar Torrijos National Park, in El Cope, Province of Coclé. The activity, which took place from the 17 to the 19 of September, involved twenty eight students and six teachers.

The investigation consisted in various steps. The first step involved having a general meeting in which students discussed and made decisions with regards to the goal of the investigation and the location where the activity was going to take place. Consensus building was an essential part in all of the stages of the Group 4 investigation process. This year, as they researched on the location, they learned about two rivers that run through the site, one with red water and the other with white water. They decided to try to find out the possible reasons for the difference in the river coloration. This was followed by weeks of careful planning, which included doing research, having discussions among group members, and making final decisions about methodologies. The students were divided into three heterogeneous groups and each group had to work closely to find answers to the questions. A week before the trip to El Cope, each group submitted a final proposal containing a list of materials and equipment that they were going to need to perform their investigations.

Group 4 Project -Continued



At El Cope, the students collected, organized and analyzed data for almost two days following the IB criteria. The data included, among other things: chemical and physical analysis of soil, current flow and velocity, analysis of macro-invertebrates, and chemical analysis of water. At the end, students presented their final reports and teachers made recommendations. As a possible answer to the problem, one of the groups revealed the presence of large quantities of tannins in the red river which seemed to be the answer to the question. All groups agreed that the reason was biological and not geological.

For more pictures on the group 4 project, go to our IB webpage www.isp.edu.pa/ib

There's more to IB than academics,

By Salah Altaji-IB Program Coordinator



IB Diploma students must complete a minimum of 150 hours of CAS (Creativity, Action and Service) during the two years. It involves 8 learning outcomes that students must fulfill. These include:

- increasing awareness of personal strengths and weaknesses
- undertaking new challenges
- planning and initiating activities
- working collaboratively with others
- showing perseverance and commitment in activities
- engaging with issues of global importance
- considering the ethical implications associated with the activities
- developing new skills

The best lessons in life are not always learned within the boundaries of a classroom or a school. Conscious of this fact, ISP took a group of IB students to Camp hope to begin their first service experience. The camp hosts people with various physical and medical needs who require constant support and care. It is through these experiences, that ISP fosters the development of caring individuals who are sensitive to the needs of others. In doing so, we are also promoting the development of the attributes of the IB Learner Profile.

Continued from page 5



Vanessa Fernandez, a new 11th grader reflected on her experience at Camp hope as follows:

"You know how everyone always says you should be thankful that you are healthy. Well, I've always known that health is something vital, but I have never actually appreciated the fact that I can almost effortlessly walk around on my own, and carryout basic functions on my own, unlike most of the campers at Camp Hope. I learned that today you are like this, healthy, happy, but you never know what tomorrow will be like so really live every moment to the fullest, and always be aware and thankful for the fact that you can do so.

I also learned to be more comprehensive of other people and both their physical and psychological state of mind. I have always been respectful and somewhat understanding; however, I hadn't really grasped how hard it is for people with problems to relate to everyone else either due to any impediment of their own nature or due to the incomprehension of the society in which they live. At Camp Hope I was permitted to see only a small portion of the larger spectrum of difficulties that these people face every day; I understand them better.....

I learned a great deal from the trip to Camp Hope. I learned: one to appreciate how healthy I am, two, I learned to understand better people that are not physically or psychologically similar to me, and thirdly, I learned that there are people that do good things simply because they can. What I learned in camp Hope will contribute to me being a better, more understanding well rounded human being."

Important IB dates to remember

October 7, 2009: **Choice of Extended essay subject, topic and Supervisor-Grade 11**

November 12, 2009: **Preliminary Bibliography and resources- Grade 11**

November 13, 2009: **First Deadline for making any IB registration changes without late fees-Grade 12**

December 11, 2009: **Thesis Statement and Bibliography notes-grade 11**

December 17, 2009: **Final deadline for any IB registration changes (Late fees apply)- Grade 12**

January 29, 2010: **Final extended essay draft and abstract due –grade 12**