



**Porsgrunn**  
VIDEREGÅENDE SKOLE

# International Baccalaureate Diploma Programme



# INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

The IB Diploma Programme is a two year course of study which meets the needs of highly motivated and academically oriented upper secondary school students.


## **IBO mission statement**

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate lifelong learners who understand that other people, with their differences, can also be right.



**Anne Sofie Høvset**  
DP Coordinator



A high-angle photograph of two young women sitting at a white desk. The woman on the left, with long dark hair and wearing a grey cable-knit sweater, is looking down at a laptop. The woman on the right, with long light brown hair and wearing a green jacket over a blue shirt, is also looking down at the laptop. Her hands are resting on an open book on the desk. The laptop has several stickers on its lid, including one that says 'FETTER'. The background is slightly blurred, showing a chair and some other items in the room.

You choose 6 subjects  
which you will study for a  
duration of two years

# BACKGROUND OF THE INTERNATIONAL BACCALAUREATE

The International Baccalaureate Diploma Programme was initiated in Geneva in 1969 to meet the educational needs of internationally mobile students in their final years at school. The IB was developed with the purpose of unifying the best practices of different national education systems, facilitating geographical and cultural mobility and promoting international understanding through a shared educational experience.

The Diploma is recognized worldwide as a high quality pre-university qualification. Universities acknowledge that a student who has completed the requirements of the IB diploma is well prepared for the demands of higher education.

The IB Diploma Programme offers breadth of study through the range of subjects studied, the unifying nature of the Theory of Knowledge programme and the holistic nature of the Creativity, Activity and Service programme. Depth of study is provided through the study of three subjects at Higher Level and the Extended Essay.





All subjects  
are taught in  
English



# The Diploma Programme Philosophy Statement

We believe in equipping our students with the skills to become life-long learners. The Diploma Programme promotes the education of the whole person by emphasizing intellectual, personal, emotional and social growth.



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Learning is focused on the dynamic combination of knowledge, skills, independent critical and creative thought and international mindedness.

### **Porsgrunn Videregående Skole (PVS)**

In addition to the national curriculum, PVS has successfully run the International Baccalaureate Programme since 2012. This which was a welcome addition to our existing range of programmes. Our student catchment area encompasses the whole county.

Our previous students have gained places at universities in Norway and all around the world.

It is our aim to inspire students to realize their full potential as young adults, learners and individuals who can set and attain personal goals.

A team of well-qualified and experienced teachers stimulate our IB students to become global citizens who achieve their full potential.



# The core elements

In addition to the subject requirements, the IB Diploma Programme includes three fundamental features that contribute to its strength and success: Theory of Knowledge (TOK), the Extended Essay and Creativity, Action Service (CAS).

Through their involvement in these components of the course, students develop skills which set them apart from other students when they progress to university or college. The students who satisfy the demands of the International Baccalaureate Diploma demonstrate a strong commitment to learning, both in terms of the mastery of subject content and in the development of skills and self-discipline necessary for success in a competitive world.

## **Theory of Knowledge (TOK)**

The TOK course, a flagship element in the Diploma Programme, encourages critical thinking about knowledge itself to help young people make sense of what they encounter. Its core content includes questions such as: What counts as knowledge? How does it grow? What are its limits? Who owns knowledge? What is the value of knowledge? What are the implications of having, or not having,

knowledge? The student is thus encouraged to explore his/her own knowledge and beliefs. Students entering the Diploma Programme typically have 16 years of life experience and more than 10 years of formal education. They have accumulated a vast amount of knowledge beliefs and opinions from academic disciplines and their lives outside the classroom. In TOK they have the opportunity to step back from this relentless acquisition of new knowledge, in order to consider knowledge issues. The course encourages students to share ideas with others and to listen to and learn from what others think. In this process, students' thinking and their understanding of knowledge as a human construction are shaped, enriched and deepened. Connections may be made between knowledge encountered in different Diploma Programme subjects, in CAS experience or in extended essay research.





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## The Extended Essay

The Extended Essay is an in-depth study of a focused topic chosen from the list of approved Diploma Programme subjects – normally one of the student's six chosen subjects for the IB diploma. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. It provides students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (a teacher in the school). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen. Completion of the written essay is followed by a short concluding interview, or viva voce, with the supervisor.

## Creativity, Activity, Service (CAS)

Creativity, activity and service is at the heart of the Diploma Programme and is greatly valued at PVS. CAS involves students in a range of activities alongside their academic studies throughout the Diploma Programme. The three strands of CAS, which are often interwoven with particular activities, are characterized as follows:

**Creativity:** arts and other experiences that involve creative thinking.

**Activity:** physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma Programme.

**Service:** an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

All proposed CAS activities need to meet these four criteria:

- real, purposeful activities, with significant outcomes
- tasks must provide personal challenge and be achievable in scope
- thoughtful consideration, planning, reviewing progress, reporting
- reflection on outcomes and personal learning.

It is also essential that CAS activities do not replicate other parts of the student's Diploma Programme work.

Successful completion of CAS is a requirement for the award of the IB. CAS is not formally assessed but students need to document their activities and provide evidence that they have achieved the eight key learning outcomes.



# The IB Diploma Programme subject groups

Students take subjects either at Higher Level (HL) or at Standard Level (SL). Generally, subjects studied at higher level will reflect the student's areas of interest and specialization and will be covered in greater depth and breadth than subjects studied at standard level.

Students on the IB Diploma Programme take six subjects, normally three at higher level and three at standard level. Students must make one choice from each group (1-6) with some exceptions.

Please note that **the courses on offer each year at PVS may be subject to change**. Please contact the coordinator for information.

There is also the option of taking an online course with Pamoja Online Courses. This requires prior agreement with the DP Coordinator and is subject to an additional cost.

**Grp 1** Studies in language and Literature

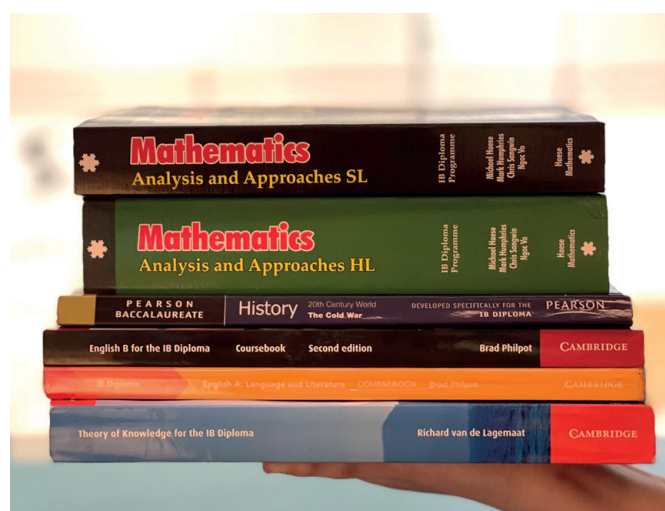
**Grp 2** Language Acquisition

**Grp 3** Individuals and Societies

**Grp 4** Experimental Sciences

**Grp 5** Mathematics

**Grp 6** The Arts





# The subjects

## GROUP 1

### Norwegian A Literature

The literature course is directed towards developing an understanding of the techniques involved in literary criticism and promoting the ability to form independent literary judgments. The study of literature can be seen as an exploration of the way it represents the complex pursuits, anxieties, joys and fears to which human beings are exposed in the daily business of living. It provides opportunities for encouraging independent, original, critical and clear thinking. Through the study of a wide range of literature, the course encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works are studied in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches. Students may choose to study their mother tongue as a school supported self-taught language at SL.

### English A Language and Literature

The focus of the language and literature course is directed towards developing and understanding the constructed nature of meanings generated by language and the function of context in this process. The course comprises four parts – two relate to the study of language and two to the study of literature. A key aim of the course is to encourage students to question the meaning generated by language and texts. Helping students to focus closely on the language of the texts they study and to become aware of the role of each text's wider context in shaping its meaning is central to the course.

## GROUP 2

### English B and Norwegian B

Language B is an additional language-learning course designed for students with some previous knowledge of that language. The main focus of the course is on language acquisition and the development of language skills. These language skills should be developed through the study and use of a range of written and spoken material. Such material may range from everyday oral exchanges to literary texts related to the culture(s) concerned.

### Spanish ab initio SL

The language ab initio course is organized into three themes which develop the students' receptive, productive and interactive language skills. 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.



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## GROUP 3

### History

History is a dynamic, contested, evidence-based discipline that involves an exciting engagement with the past and fosters a sense of inquiry. It is also an interpretive discipline, allowing opportunity for engagement with multiple perspectives and opinions. Studying history develops an understanding of the past, which leads to a deeper understanding of the nature of humans and of the world today.

The Diploma Programme (DP) history course is a world history course based on a comparative, multi-perspective approach to history and focused around key historical concepts such as change, causation and significance. It involves the study of a variety of types of history, including political, economic, social and cultural, encouraging students to think historically and to develop historical skills. In this way, the course involves a challenging and critical exploration of the past.

### Global politics

Global politics is a course for students who want to understand more about how the world they live in works, what makes it change, or what prevents it from changing. The course draws on a variety of disciplinary traditions in the study of politics and international relations, and more broadly in the social sciences and humanities. Students build their knowledge and understanding by critically engaging with contemporary political issues and challenges that interest them.

The scope of global politics extends over a wide range of topics and areas of study, many of which will find links with other subjects in the individuals and societies group. Students develop their understanding of political concepts and their knowledge of specific content by exploring and researching real-world case studies and examples.

Developing an understanding of power is critical for analysing how political systems work and how they change. Global politics students encounter the complexity and nuances of power from the beginning of the course. They build their understanding of how power works across multiple and interconnected dimensions, affecting the everyday lives of people around the world.





## GROUP 4

Through studying any of the group 4 subjects, students become aware of how scientists work and communicate with each other. While the “scientific method” may take a wide variety of forms, it is the emphasis on a practical approach through experimental work that distinguishes the group 4 subjects from other disciplines and characterizes each of the subjects within group 4. There is no one scientific method for gaining knowledge of, or finding explanations for, the behaviour of the natural world. Science works through a variety of approaches to produce these explanations, but they all rely on data from observations and experiments and have a common rigour. The explanation may be in the form of a theory, sometimes requiring a model that contains elements not directly observable. Producing these explanations often requires an imaginative, creative leap. All of these explanations require an understanding of the limitations of data, and the extent and limitations of our knowledge.

The group 4 project is an interdisciplinary activity in which all science students must participate. It mirrors the work of real scientists and the emphasis is on the processes involved in scientific investigation rather than the products of such investigation.

### Biology

Biology is the study of the science of living things and how they function. Students cover a variety of topics including cells, genetics, biochemistry, human health, ecology, plant science and evolution. Practical work

and modeling using ICT is an important component of the course. Students can choose two option units from a selection to tailor the course towards their interests.

### Physics

Students study the properties and interactions of matter and energy. Main themes include mechanics, atomic and nuclear physics, waves, thermal physics, electricity and magnetism. Option topics include biomedicine, historical physics, astrophysics and general and special relativity. Calculus is not a requirement. However, HL students must have a strong mathematical background.

### Chemistry

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems. Chemistry is a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science. The course includes the following topics: atomic theory, the periodic table, bonding and structure, organic chemistry and energy.

## GROUP 5

### Mathematics: Analysis and Approaches

Mathematics can be described as having two facets. One facet is driven by abstract concepts and generalizations that are linked to form new ideas, which may not have any immediate application in the real world. This approach to mathematics is built on axioms and is presented in the form of conjectures and logical theoretical arguments to form theorems. We live in a world of innovation which is often dependent on this deep understanding of mathematics and analytical expertise.

Mathematics: analysis and approaches follow this approach. The course covers topics that are seen as necessary for the further study of mathematics, and includes the study of functions, trigonometry and calculus, as well as topics and develop proofs, for example, direct proof at SL, and proof by contradiction and by induction at HL.

### Mathematics Applications and Interpretations

The other side of mathematics is based on describing the real world and solving practical problems. It is often carried out within the context of other disciplines. Mathematics is used as a language and a tool to help us explore the world around us and beyond. Trends are analyzed, predictions are made, and relationships are explored. In a data- and technology-rich world, skills such as modelling and prediction are increasingly becoming more important. Mathematics: applications and interpretation

follow this approach and includes topics that are traditionally part of preuniversity mathematics courses, such as statistics and calculus. The course makes extensive use of technology to allow students to explore data, develop models and make predictions, often within the context of a practical problem. Although these two different approaches to the discipline may seem distinct, there are often deep connections between the two.



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## GROUP 6

### Visual Arts

There are two areas of focus in the IB Visual Arts programme: studio (practical) work and the students' research workbook or journal. Visual Art aims to teach students about design, structure, presentation, and the aesthetic values of art. Candidates need to demonstrate creative and personal thinking, original ideas and concepts, and possible influences from other cultures and artists.

The Visual Arts course encourages the candidate to develop new skills and experiment with different art

styles and techniques. Activities include an exhibition of the candidates' work and a recorded 'interview' with the art teacher, where the student can discuss their own work. This interview, and photographs of their art work, along with scanned pages from their work journal, will be sent digitally to an overseas examiner for external moderation.

Student journals or portfolios show how students' work develops over the course of the two years of study. The journals should document art and design history that is relevant to the exploration of ideas and may contain notes, sketches, photographs, mind-maps and sources of inspiration.



# Assessment and the grading

Assessment in each subject of the IB Programme is based on external and internal assessment of coursework and external assessment through final examinations taken in May.

Each subject is graded on a scale of 1 (minimum) to 7 (maximum), as shown below. The grades are referenced to grade criteria.

Grade	Description
7	Excellent
6	Very good
5	Good
4	Satisfactory
3	Mediocre
2	Poor
1	Very poor (fail)

## Theory of Knowledge and Extended Essay

Assessment of TOK and the Extended Essay follows a system of bonus points. In TOK, work is assessed both internally and externally. The Extended Essay is assessed externally. These two components are each graded in one of five grade categories.

A	Work of an excellent standard
B	Work of a good standard
C	Work of a satisfactory standard
D	Work of a mediocre standard
E	Work of a poor standard (fail)

It is possible to gain an additional 3 points for TOK and the Extended Essay. The bonus points are determined according to the following matrix.

## THE DIPLOMA POINTS MATRIX

		Theory of knowledge					
		Excellent <b>A</b>	Good <b>B</b>	Satisfactory <b>C</b>	Mediocre <b>D</b>	Elementary <b>E</b>	Not submitted
Extended essay	Excellent <b>A</b>	3	3	2	2	1 + Failing condition*	N
	Good <b>B</b>	3	2	1	1	Failing condition*	N
	Satisfactory <b>C</b>	2	1	1	0	Failing condition*	N
	Mediocre <b>D</b>	2	1	0	0	Failing condition*	N
	Elementary <b>E</b>	1 + Failing condition*	Failing condition*	Failing condition*	Failing condition*	Failing condition*	N
	Not submitted	N	N	N	N	N	N

# Award of the IB Diploma

The IB Diploma will be awarded to a candidate provided all the following requirements have been met. All assessment components for each of the six subjects and the additional Diploma requirements must be completed in order to qualify for the IB Diploma.



- a. CAS requirements have been met.
- b. The candidate's total points are 24 or more.
- c. There is no "N" awarded for any subject, TOK or the extended essay.
- d. There is no grade E awarded for TOK or the extended essay.
- e. There is no grade 1 awarded in a subject/level.
- f. There are no more than two grade 2s awarded (HL or SL).
- g. There are no more than three grade 3s or below awarded (HL or SL).
- h. a minimum of 12 points on three HL subjects.
- i. a minimum of 9 points on three SL subjects or 5 points on two SL subjects.
- j. The candidate has not received a penalty for academic misconduct.

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.

Excellent performance in the six subject areas results in a grade 7 for each, or a total of 42 points. The combination of points for subjects and bonus points means the maximum possible score for the IB diploma is 45.



# University recognition

The IB diploma is a passport to higher education. Universities around the world welcome the unique characteristics of IB Diploma students and recognize the way in which the programme helps to prepare them for university level education. IB students routinely gain admission to some of the best-known universities in the world. European and American institutions such as Oxford, Yale and the Sorbonne have accepted the IB since its inception. Many North American and British universities and colleges offer course credits where students have achieved high points in higher level subjects, since they view the IB as a programme of exceptional merit.



Foto: Vasily Koloda/Unsplash

Most higher education institutions have established recognition policies for the IB Diploma. Information about university recognition and entrance requirements can be found on the IB website.

Entry to Norwegian universities is through 'Samordna Opptak', where IB points are converted to points in the Norwegian system. The points conversion system is favourable towards Norwegian IB students.

Many European institutions require a minimum number of IB points for entry onto a particular course and, for certain courses, minimum points in key subjects are also required. Higher education institutions in North America and the UK and international universities in Europe generally accept IB Diploma students.



Foto: Brett Jordan/Unsplash

Porsgrunn Sep. 2020

## **Assessment Policy**

### **IB Diploma Programme**

### **Porsgrunn Videregående Skole**

Evaluation is a mixture of both formative and summative methods.

Use of formative assessment combines observation, feedback and the use of notation. This allows for the adjustment in teaching methods required in subject instruction in order to improve student attainment and teacher guidance. All IB diploma students will be regularly assessed according to the IB criteria, within each subject and will be informed of their progress in each subject. Self-assessment engages students and helps to crystalize personal goals and objective for each individual

Preparations for summative assessment in the form of 'mock-exams' and end of unit tests, or projects are in frequent use. This allows the student to see an alignment between curriculum, instruction and assessment

A calendar of internal school deadlines will be produced for each school year. This will be done collaboratively with all IB diploma teachers, the coordinator and students. The calendar will show when end of term examinations, mock examinations and external IB examinations take place. It will also show deadlines for internally assessed work and externally assessed work.

Each teacher will produce a workplan for a period of up to 3 months which shows students when tests will take place and which topics will be included in these tests. Tests will normally take place at the end of a topic.

Students will be graded using IB grades from 1–7.

All assessment grades and comments on assessment will be readily available to all students, by using the school's digital platform "Teams" which is available online.

All students will have a minimum of one tutorial a term in each subject to enable the student to find out how he/she can improve their grades in that subject. In addition, regular student meetings with form teachers and councilor when necessary in order to support and help secure development both socially and academically in the various subjects. The DP coordinator will look at the term grades for each student and call individuals in to an advisory meeting on how to improve their grades.

Parents will be informed of the assessment procedures of the IB Diploma when students start their IB programme, both in organized meetings and also on an independent basis.

The student is made aware of the importance of self-evaluation and it is seen as an important part of the students IB-development. Teachers encourage this

Subject teachers regularly discuss and evaluate for each other, so that there is conformity of understanding within the subject fields, based on workshops and courses attended by the different teachers. This allows for a close-knit framework shared with the IB and the national Curriculum at Porsgrunn Videregående Skole.

## Language Policy

### Porsgrunn Videregående Skole 2020

Porsgrunn Videregående Skole appreciates and promotes the importance of good language skills in both the student's mother tongue and in foreign languages.

The primary working language of the school is Norwegian. The majority of the school community has Norwegian as their mother tongue. There are two Norwegian languages Bokmål and Nynorsk. The majority of the students have Bokmål as their first Norwegian language. Text books are produced in both languages. All students in the Norwegian system must study both languages but if they have a different mother tongue they are only required to take the examination in the language of their choice. All students understand both languages. Bokmål is the predominant language of the district. English is the working language of the IB Diploma Programme.

- Porsgrunn VGS promotes within the IB programme every student to study a language A, their own mother tongue. A language A teacher is appointed as a supervisor for self-taught candidates and as far as possible a language specialist helps in reading essays and advising on language issues.
- Porsgrunn VGS offers as taught language A; Norwegian and English. Both Literature and Language & Literature courses are offered. Students can choose either HL or SL in both courses.
- Porsgrunn VGS offers English, Norwegian, and Spanish as B languages. In addition we also offer Spanish ab initio.
- Porsgrunn VGS encourages all students to learn Norwegian, the language of the country. The majority of students will have Norwegian as part of their diploma. This is a requirement for Norwegian universities and also a requirement if students are seeking financial help from the state, for further studies. This rule applies regardless of whether a student will study in Norway or not.
- We do not offer Norwegian ab initio so new learners of the language are recommended to do our Pre IB programme with special teaching in the first year of their IB programme to bring them up to a standard, whereby they can join the regular class.
- Students who have challenges in English are given extra English classes in the Pre IB programme to enable them to participate fully in the classes of the IB Diploma.
- Students are required to have a certain proficiency in English before starting the diploma programme but are not required to be totally fluent in the language.
- Porsgrunn VGS has a well stocked library with reference books in both English and Norwegian. We also have the possibility to borrow books from other libraries when needed. Novels are to be found in a variety of languages as well as magazines and newspapers
- All our IB teachers are aware that they are also language teachers



## **Academic Honesty Policy**

### **IB Diploma Programme**

### **Porsgrunn Videregående Skole**

Departures from academic honesty come under the following four headings as defined below.

1. Plagiarism. This means the representation of the ideas or works of another person as your own. Many students believe incorrectly that because the internet is in the public domain, information can be taken from websites without acknowledgement. All ideas and works of another person, photographs, maps, diagrams, illustrations and data must be acknowledged in the same way as a quotation from a book. Passing off someone else's work as your own is intellectual property theft. This is considered malpractice by the IBO and can result in losing the Diploma.
2. Collusion. Students are generally expected to work independently and produce work in their own words (although co-operation is encouraged in some science practical work and projects). If two students produce internal assessment, essays or coursework for external assessment which contain, for example, identical paragraphs of interpretation, collusion has occurred. It is perfectly acceptable for two extended essays or commentaries to be written on the same topic, but the students' own writings must always be different. The distinction between co-operation and collusion is a fine one, and guidance should be sought from teachers if a student is in doubt.
3. Cheating in examinations. A set of rules for the conduct of examinations is published well in advance. It prohibits, for example copying, the taking of study materials into the examination and communication between students in the examination. If a student is caught cheating in exams, not only will the student lose the Diploma, but the school will not take any responsibility in offering a retake exam at a later date for this student.
4. Help from others. Students are as said expected to work independently and this means that it is not acceptable to get an excessive amount of help or guidance from family members, friends or teachers. It is difficult to define what is excessive but it must be remembered that each piece of internal assessment must represent the student's own knowledge and be signed off as the student's own work.

A further matter of academic honesty is regular attendance at classes. Students who fail to attend classes or CAS activities on a regular basis are not fulfilling their obligations to the IB Diploma Programme and the Learner Profile.

### **Responsibility for Academic Honesty**

1. It is the ultimate responsibility of the IB Diploma Coordinator to ensure that the student is briefed and understands the meaning of academic honesty.
2. It is the teachers' responsibility to ensure to the best of their ability, that all work submitted for assessment to the IB is the authentic work of the student. This means that teachers will be vigilant for plagiarism, collusion and excessive help from outside sources. Teachers may use the plagiarism control function on Teams for work that has to be handed in.
3. It is the student's responsibility to make sure that all sources are acknowledged and that the work is authentically their own.
4. It is the responsibility of IB examiners to be vigilant and report to the IB any cases of suspected plagiarism, collusion or cheating. Students should also know that the IB randomly checks candidates' work using a web-based plagiarism detection system.

### **What happens if Academic Dishonesty is suspected?**

If a teacher suspects plagiarism, collusion, cheating or excessive help from others, the student must be allowed one opportunity to revise and resubmit work. In the case of IAs in sciences the suspect piece of work will not be marked and the final mark will be devised from marked work only.

This is one reason why we have internal deadlines ahead of IB deadlines. If work is actually signed off by the student as their own work but the teacher still suspects plagiarism, collusion,

too much help, or cheating, the IB must be informed and there will be an investigation to collect evidence for a report to the IB's Final Award Committee. This will include statements from the student, the teacher and the IB Diploma coordinator. If the Committee decides that malpractice has occurred, no mark will be given for the subject and the Diploma will not be awarded.

*This policy is an adaption form that written by Heather Arnesen, earlier DP-Coordinator at St. Olavs in Stavanger, Norway*

## **Special Needs Policy**

### **IB Diploma Programme**

### **Porsgrunn Videregående Skole**

#### **Academic Needs**

Porsgrunn VGS has a dedicated IB counsellor to offer career advice as well as assistance with university applications, and all such related matters. Appointments are made as necessary. In addition, the counsellor is a member of the IB Leadership group together with the IBDP Coordinator and CAS Coordinator and attends all Pedagogical Forum meetings plus general IB student meetings with the IB Coordinator to issue information and illicit response/information on student needs.

#### **Physical Needs**

Currently, the majority of IB classes other than Science labs are held in the ground floor classrooms and a separate pavillion. The second floor classrooms as well as the Science labs are accessible via an elevator.

#### **Psychological Needs**

Porsgrunn VGS has a dedicated full time counsellor concerned with students' social, emotional, psychological welfare in accordance with Norwegian regulations. Additionally, a school nurse is also available 5 days a week to meet solely with students on a drop-in basis. Students may, however, request an appointment at any time.

In accordance with Norwegian regulations, students who are diagnosed with or express a need for psychological counselling are referred to the local authority service and assigned a counsellor/psychologist.

Upon starting the IB Programme at Porsgrunn VGS, students are placed in classes with their appointed class teacher, who is also their teacher in at least one IB subject. These groups meet weekly during the school day to discuss issues of concern. The personal tutor also arranges an in-depth start-up interview with each student in her/his charge to discuss all pertinent issues: academic, social, emotional, psychological and physical. They then arrange a follow-up meeting towards the end of each semester.

The CAS Coordinator meets with the Coordinator on a regular basis every semester to give an overview of student progress and the situation with students' CAS programmes. At this time, any problems or issues are discussed and progress, or lack thereof, is checked.

Meetings are called twice every semester to record grades, behaviour and the general attitude of students to spot any problems, actual or potential, and alert the class teacher to any issues. The class teacher will then raise these issues with the relevant student(s) and as necessary contact parents, and the DP Coordinator.

The class teacher and the DP Coordinator observe students with special needs and will inform the student of their rights within the IB Diploma Programme with regard to the help available on/with final written exams.





Foto: Max Emanuelson

## Porsgrunn Videregående Skole

is one of the largest high schools in Vestfold and Telemark County. Porsgrunn Videregående has always been a good place 'to be' and to learn, and we are always striving to excel even more. We implemented the IB Diploma Programme 10 years ago, and that has sparked an interest in our school and what it has to offer. We were awarded the prestigious Queen Sonja's school price in 2013 for our efforts in focusing on our values and making teaching and learning easily accessible for students.



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