



Ramallah Friends School
International Baccalaureate - Guide for Diploma Program (DP)
2023-2024

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THE RAMALLAH FRIENDS SCHOOL: GUIDING STATEMENTS

School Mission

Guided by Quaker principles and values, enriched by being in Palestine, and strengthened by collaboration within the school community and with external partnerships, Ramallah Friends School (RFS) offers children and youth with an academically rigorous, balanced, engaging and inclusive learning environment of the highest quality standard, every day.

We inspire our students to become a living expression of a spiritual life, and be in constant search for God in all human situations. By doing so, we nurture confidence and intellectual curiosity through experiential learning and innovative application of knowledge and skills, enabling our students to become independent, adaptable but principled, socially responsible, and internationally-minded citizens.

RAMALLAH FRIENDS SCHOOL strives to be a leading educational institution in the Palestinian community. The Lower and Upper Schools were founded in 1869 and 1901 respectively, for the purpose of offering Palestinian youth a rigorous program guided by Quaker principles.

Central to Quaker education is a vitality that comes from being a living expression of a religious life. A Friends School education seeks to promote a constant search for God to all human situations and to cultivate ethical, moral and spiritual values.

Ramallah Friends School is committed to:

Excellence in Education

Quaker education calls for high academic standards and a willingness to experiment with new methodology and curricula.

Developing the Whole Person

Quaker education is committed to helping each member of the school community realize his or her physical, mental, spiritual, and social potential. It recognizes that every person is different, with varying abilities that must be developed to the full extent possible.

Helping Each Person Recognize Their Responsibility to Society

Quaker education is committed to helping each person recognize her or his responsibility as a caring member of the school, community, nation and global family where “each lives for the other and all live for God”. The Friends School is committed to nurturing character traits such as integrity, simplicity, honesty, cooperation and compassion. We believe in and encourage freedom of thought and expression. We expect, however, that this freedom be enjoyed with a full sense of responsibility. Quaker education advocates non-violence as a viable option for resolving conflict in every aspect of life. These values are best

learned through experience as students, teachers, parents, staff and administrators interact with each other.

Equality

Quaker education believes that all people are equal before God regardless of gender, creed, culture, color or social status. Since our beginning, we have focused on the education of women to develop their potential and realize their opportunity to be equal members of their community. Quaker education is built on the belief that all are children of God and that within each person here is that of God to be nurtured.

It is upon this foundation that Ramallah Friends School students grow to be strong and sensitive members of their families, their community and the world in which they live.

Living Our Quaker Testimonies

FRIENDS SCHOOLS PLACE A PRIORITY ON TEACHING THE VALUES felt necessary for leading a life of service in the community. We seek to encourage our children to explore their individuality and their responsibility as school community members in the framework of a person of faith. Friends School staff seek to permeate the whole of our school life in each classroom with these values. The school staff seek to reward those who enhance the life of our school community and to encourage better behavior from those whose actions or words are unacceptable to us.

RFS Community Profile:

School Quaker Testimonies and Their Implications:	IB Learner Profile Attributes
Simplicity: Friends believe that the most important things in life aren't things. To live simply is not to buy what we do not need or cannot afford. This challenge is based on the principle of leading a life free of ostentation and unnecessary luxury. Peace: Friends believe that there is always a path that brings peace, justice, dignity and respect. To acknowledge in our lives those emotions, attitudes and prejudices which lie at the roots of destructive conflict. To faithfully maintain our witness that war and the seeds of war are inconsistent with our understanding of the love of God. We should stand firm in this testimony even when others commit or prepare to commit acts of violence. We should acknowledge that those who do prepare for or commit acts of violence are also children of God. Integrity: Friends believe that our words and actions must reflect our truest selves. Community: Friends believe that we need each other, since each and every one of us is precious to our community. Equality: Friends believe that every person is equally beloved by God, no matter what. To behave towards others as we would expect others to behave towards us. This testimony has within it no discrimination between gender, race, economic class or social position.	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 analyze 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.
Stewardship: Friends believe that all God's gifts are entrusted to us for the sake of future generations.	

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, 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.

Introduction:

In 1999, following several years of intensive preparation for the International Baccalaureate (IB) Diploma program, the International Baccalaureate (IB) organization granted Ramallah Friends School approval to implement the program. Preparation for the program included facility development, teacher training, explaining the program to students and parents, and communicating with the ministry of education. The Friends Schools in Ramallah-El-Bireh have been committed to educational quality since their founding. This commitment entails the ongoing improvement of the academic programs offered by the schools, the educational environment in the schools, and the staff's performance. The introduction of the IB Diploma program into schools is a crucial step towards accomplishing this objective. We are incredibly proud to be the only IB school in Palestine.

This handbook is intended to serve as a guide for the IB Diploma program at Ramallah Friends School. It contains details about the program in general and its implementation at RFS. Please do not hesitate to contact Mr. Luai Awwad, the IB coordinator at the school, for additional information.

The philosophy of the IB Diploma Programme:

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, and lifelong learners who understand that other people, with their differences, can also be right.

The IB program was initiated by the International Baccalaureate Organization (IBO), a nonprofit educational organization in the Netherlands. The educational philosophy of the organization is found in its mission statement adopted in 1996: Through comprehensive and balanced curricula coupled with challenging assessments, the International Baccalaureate Organization aims to assist schools in their endeavors to develop the individual talents of young people and teach them to relate the experience of the classroom to the realities of the world outside. Beyond intellectual rigor and high academic standards, strong emphasis is placed on the ideals of international understanding and responsible citizenship, to the end that IB students may become critical and compassionate thinkers, lifelong learners, and informed participants in local and world affairs, conscious of the shared humanity that binds all people together while respecting the variety of cultures and attitudes that make for the richness of life.

The IB Diploma Programme at a Glance:

The Diploma Programme (DP) is a comprehensive and challenging two-year academic program that provides excellent preparation for higher education. It is an internationally recognized curriculum in many countries. The primary goals of the IBDP are to offer students with a well-rounded education, to encourage multicultural and geographic mobility, and to foster an international perspective through a comprehensive learning experience. The IBDP has been a symbol of academic rigor integrity and intellectual promise. The student who meets its requirements exhibits a strong commitment to lifelong

learning, both in terms of subject matter mastery and the acquisition of the skills required for success in a competitive world.

The DP Curriculum Model:

The DP curriculum comprises six subject groups and a Core:

- **Group 1:** Studies in Language & Literature
- **Group 2:** Language Acquisition
- **Group 3:** Individuals & Societies
- **Group 4:** Sciences
- **Group 5:** Mathematics
- **Group 6:** Arts
- **DP Core:**
 - Creativity, Activity, and Service (CAS)
 - Theory of Knowledge (TOK)
 - Extended Essay (EE)



In addition to the three DP Core aspects described previously, the **IB Learner Profile** and the **approaches to learning and teaching** are important to the IBDP's philosophy.

The 10 traits of the **IB Learner Profile** articulate the ideals intrinsic to the IB continuum of international education; these attributes should permeate all aspects of the three programmes and, consequently, the culture and ethos of all IB World School. IB students seek to be inquirers, knowledgeable, communicators, thinkers, principled, open-minded, caring, risk-takers, balanced, and reflective. The IB curricula emphasize intellectual, personal, emotional, and social development throughout all areas of knowledge, with a focus on educating the full person.

The approaches to learning (ATL) that the IB courses seek to cultivate are cognitive, metacognitive, and affective abilities that are essential for effective learning and for preparing learners for life after school. There are five ATL categories: thinking skills, communication skills, social skills, self-management skills, and research skills.

The International Baccalaureate supports a constructivist and student-centered approach to education that is focused on interconnectedness and concurrent learning.

Six fundamental pedagogical ideas underpin all IB programs.

1. Teaching is built on inquiry
2. Focused on conceptual understanding
3. Developed in local and global contexts
4. Focused on effective teamwork and collaboration
5. Differentiation to needs of all learners
6. Informed by assessment (formative and summative).

General Requirements for IB Diploma:**In order to fulfil the requirements for an IB diploma, candidates must study:**

- ✓ Six subjects, at least three and no more than four courses are taken at the higher level (HL), while the remaining courses are completed at the standard level (SL).
- ✓ At least two languages (Groups 1 and 2), of which at least one must be a Language A (Group 1)
- ✓ At least one Individuals and Societies subject (Group 3)
- ✓ At least one Science (Group 4)
- ✓ Mathematics (Group 5).

HL courses cover 240 hours of instruction, while SL courses cover 150 hours. Each subject is rated on a scale ranging from 1 (minimum) to 7 (maximum). Students must earn a minimum of 24 points and complete the extended essay, Theory of Knowledge course (TOK), and CAS (creativity, activity, and service) satisfactorily in order to receive the diploma. The maximum score of 45 points includes three points for the extended essay and TOK work (see the Matrix for bonus points on the next page).

Everyone is urged to participate in the entire program. Those who do not meet all prerequisites or want to take fewer than six subjects are awarded a Course for completed tests. A student may attend the program solely to earn the Tawjihi equivalent (see the equivalency conditions under Tawjihi equivalence).

The diploma points matrix

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

A candidate will not qualify for the award of the diploma (failing condition) if certain requirements have not been met. The following codes indicate which requirements have not been met.

1. CAS requirements have not been met.
2. Candidate's total points are fewer than 24.
3. A grade E has been awarded for one or both of theory of knowledge and the extended essay.
4. There is a grade 1 awarded in a subject/level.
5. Grade 2 has been awarded three or more times (HL or SL).
6. Grade 3 or below has been awarded four or more times (HL or SL).
7. Candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
8. 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).

RFS Subject Groups Offered:

Group	Subject
Group 1: Studies in Language & Literature	• Arabic A Language and Literature SL • Arabic A Language and Literature HL • English A Language and Literature SL • English A Language and Literature HL
Group 2: Language Acquisition	• English B SL • English B HL • Arabic B SL • Arabic B HL • Arabic ab initio SL
Group 3: Individuals & Societies	• Business Management SL • Business Management HL • Economics SL • Economics HL • Psychology SL • Psychology HL
Group 4: Sciences	• Biology SL • Biology HL • Chemistry SL • Chemistry HL • Physics SL • Physics HL • Computer Science HL • Computer Science SL
Group 5: Mathematics	• Math Applications SL • Math Approaches and Analysis SL • Math Approaches and Analysis HL
Group 6: Arts	• Visual Arts SL • Visual Arts HL • Film SL • Film HL

Tawjihi Equivalency - Palestinian Ministry of Higher Education:

The Ministry of Higher Education at the Palestinian National Authority grants the equivalence of the IB Course or the IB Diploma with the Palestinian general secondary Course (Tawjihi) provided that the student meets the following conditions:

To receive the equivalency of the Tawjihi / Science Stream, the student must pass the IBO exams in the following subjects:

1. Arabic, English and a subject from group 3 (Business, Economics, Psychology). At least one of these three subjects should be at higher level.
2. Two science subjects from group 4 (Chemistry, Physics, Biology, Computer Science) and a math subject from group 5 (Math Analysis). At least one of these three subjects should be at higher level. Math Applications SL/HL is not allowed.

To receive the equivalency of the Tawjihi / Art Stream, the student must pass the IBO exams in the following subjects:

- a. Arabic HL
- b. English, Film and a subject from group 3 (Business, Economics, Psychology). At least one of these three subjects should be at higher level.

Or

- c. English, and two subjects from group 3 (Business, Economics, Psychology). At least one of these three subjects should be at higher level.
- d. A science subject from group 4 (Biology, Chemistry, Physics, Computer Science) and a math subject from group 5. Math Applications SL is allowed.

- Obtaining 21 points out of 42.

- The passing grades for HL subjects are 3-7, and for SL subjects, 2-7.

- Obtaining a minimum of 8 points in the two HL subjects.

