



# Diploma Programme

AARHUS  
GYMNASIUM

aarhusgym.dk  
- a part of AARHUS TECH

## IB Newsletter September 2020



IB2 in Lisbon



**IB 1 First day of school:  
Starting at  
AARHUS  
GYMNASIUM**

**The IB 5-year  
evaluation**

**Maths AA or  
AI?**



PE Day at Aarhus Gymnasium Friday,  
September 18th



## News from the IB Coordinator, *Malene Sørensen*



**Dear current and upcoming students, parents and other stakeholders**

***There is a time to eat pancakes*** and this week our teacher Kader ensured a homely atmosphere at the school by baking pancakes on his transportable pancake pan ... ***and a time to talk about IB exams this year.*** It has been like entering a new world for all of us this year.

Naturally, an unproven way of assessing thousands of students worldwide causes uncertainty and frustrations amongst students, their parents, and not least teachers and IB Coordinators around the world (170,344 students were registered for May 2020 Exam). Many students felt cheated about the possibility of showing their true capacities because they have not been given the chance to sit the exams due to the world crisis.

IB assessments are comprised of several components. Each of these components is assigned a number value and weight. After these points are aggregated to total scores, they are divided along with the IB's one-to-seven-point marking scheme. These ranges are known as grade boundaries. The principal means of setting grade boundaries is by a review of the quality of candidate work against grade descriptors. Grade descriptors are generic descriptions of the standard work expected of each candidate for a given grade.

Descriptors are also intended to give some guidance to classroom teachers on how to prepare their students and how to make candidate grade predictions.

But this year some of the components were left out of the equation due to the cancelation of exams. Resultingly, many questions arose regarding precisely how the students' final grades were awarded. We were informed that IBO used an algorithm, but it wasn't clear whether the same methodology was used for every subject, every school, and every student and we were also wondering what weighting was given to predicted grades vis-a-vis IA marks. In the algorithm behind the final exam results 'historical data' is used, but it was not clear what data and what weighting were given to such data - was the historical data school-specific, or global, or both?

The IB Organization has responded to the criticism, and on August 17th all IB-schools received a re-evaluation of their students. The results of this seemed much fairer and for next years' exams, there will be much more translucence concerning the weighting of the different components.

In the opening round, 11 students at our school did not get their Diploma, but 5 more students passed as a consequence of the new results in August. All in all, 48 got their IB Diploma out of the 54. In conclusion only 4 students ended up without an admissible youth education, because out of the 6 students who did not receive their Diploma 2 students met the HF requirements and can be accepted at the prof. bachelor educations.

Our average at Aarhus Gymnasium, Tilst is 32 po favorable (worldwide the average is 29.92 this ye who did not get the chance to retake in May are s exams. Furthermore, there are 4 May 2020 stude retake exam in November - now it remains to be carry out the exam by at time.





## Award of the IB Diploma

The IB Diploma is a 2 year course of study. All IB students study 6 subjects from different academic areas of which 3 are studied at higher level and 3 at standard level. IB subjects are graded on a 1- 7 scale with 7 being the highest score. To qualify for the award of the IB Diploma a student must receive a combined score of 24 points across 6 subjects with at least 12 points from higher level subjects and a minimum of 9 points from standard level subject.

In addition to the 6 subjects, IB Diploma students are required to complete three Core elements – Theory of Knowledge, the Extended Essay, and CAS (Creativity, Activity, Service).

The maximum points that can be awarded to an IB Diploma student is the full score of 45 with 42 points generated across the 6 subjects and 3 bonus points derived from Theory of Knowledge and the Extended Essay. To be eligible for the award of the Diploma students must receive at least a D in Theory of Knowledge and the Extended Essay as explained in the table below:

Theory of Knowledge						
	Excellent A	Good B	Satisfactory C	Mediocre D	Elementary E	Not Submitted
Excellent A	3	3	2	2	1+ Failing condition*	N
Good B	3	2	1	1	Failing condition*	N
Satisfactory C	2	1	1	0	Failing condition*	N
Mediocre D	2	1	0	0	Failing condition*	N
Elementary E	1+ Failing condition*	Failing condition*	Failing condition*	Failing condition*	Failing condition*	N
Not Submitted	N	N	N	N	N	N

## Lisbon Study Trip 2020



**Amalie Kirstine Andersen, IB2**

Despite the increasing uncertainty of traveling due to the Coronavirus, we were, luckily, allowed to go on our long-awaited study trip to Lisbon, Portugal. Leaving Sunday morning and coming back Friday evening, we had four full days of adventures and schoolwork and two days of traveling to spend with each other. The first day, Monday was spent sightseeing and in a creative spirit. With 3 students doing tours around the city, we saw sites such as historical landmarks on Praça do Comércio, the Lisbon Cathedral, the Alfama Neighborhood, and some beautiful viewpoints overlooking the city. Finishing off at the São Jorge Castle, we went into groups to do our creative projects for CAS. Some groups did a video montage or photo exhibition, while other groups did other creative projects with a specific theme in minds such as food and street art.



Tuesday took us on a trip to Belém, where we visited a Maritime Museum and saw historic monuments around the harbor and city. Our focus for the day was TOK, and more specifically history, where we discovered how knowledge has changed throughout history and by which means.



Our active day was Wednesday where we went to the beach town Cascais. We had the choice between spending the day surfing, paddle boarding, walking, or biking around the city. In the walking group, we visited a beautiful cave – Boca do Inferno (Hell's Mouth) – a lighthouse, the city center, and beaches, and finished off in the neighboring town of Estoril, where we spent the afternoon at the beach playing volleyball, tanning, and swimming in the ocean.

Thursday we all went to the Oceanarium, where there were many kinds of beautiful fish, otters, penguins, and other animals living below the surface. It was very fascinating and is definitely worth a visit – I would go back to see it again if I had the chance.

Overall, the trip was spent in great company with classmates and friends with a lot of socializing on the patio of our hostel and around the restaurant and bars of the city, giving us a lot of good memories to take with us when we graduate.



## The IB 5-year evaluation process



**Rikke Camilla Hupfeld**

*Every five years, all IB schools must complete an extensive self-evaluation process initiated by the IB, but carried out by each individual school, their staff and stakeholders. September 1<sup>st</sup> marked the deadline for the completion of Aarhus Gymnasium's second 5-year self-study.*

We started the process about a year ago in early October, and in the beginning the task seemed quite daunting, because every nook and cranny of the IB-education at our school needed to be studied, checked and reflected upon. When guiding schools in the self-study process, the IB asks us to approach the self-study process from three perspectives, which should all be aligned with IB values and guidelines: 1) The school's educational beliefs and values, 2) the school organization (including resources and support), and 3) the curriculum (i.e. teacher collaboration, teaching practices and assessment).

This part of the reflection is essentially carried out by completing a self-reflection questionnaire based on the IB's Standards and Practices. For the self-reflection to be successful, it is extremely important that as many stakeholders of the school as possible are involved in the process and in the completion of this document. Consequently, all levels of the school's organization took part: The Aarhus Tech school board, the top management team, the local management team here in Tilst, teachers, coordinators (EE, CAS, self-taught), students and parents all contributed. In practice, this happened through numerous meetings (both online and in-real-life), shared documents and surveys. In particular, the surveys were our primary way of communication with students and parents. So, in case you're reading this and you're thinking: "I don't really remember taking part in this 5-year-evaluation 'thing'", you may remember having completed a survey in the spring last

semester. This would have been your contribution – and we are extremely grateful that you took the time to share your thoughts and views on the issues raised and topics brought up. If you would like to see the results of the student and parent surveys, please contact Rikke Hupfeld

([rch@aarhustech.dk](mailto:rch@aarhustech.dk))

**Apart from the completion of the self-study questionnaire, we also revised our four school policies:** Assessment Policy, Academic Integrity Policy, Access and Inclusion Policy and Language Policy. Each policy now has a committee whose primary job is to make sure that the contents of the policies are integral parts of school life and that all policies are revised every year. If you would like to read Aarhus Gymnasium's IB policies, you can find them on the school website

(<https://aarhusgym.dk/ib-in-aarhus/policies/>)

Even if the task of the 5-year self-reflection was daunting at first, it has proven to be extremely rewarding and beneficial for us as a school. By looking into our nooks and crannies, we have learned a lot about what areas we need to improve on, and where we are already doing quite well. Among other things, we have realized that we should be more active in our communication with parents and the local community here in Aarhus. We have so many great stories to tell about our wonderful students and activities at school; why not share them with the world? In addition, we should make sure that our educational beliefs and values (among others written in the school policies) should be an integral and well-defined part of school life and organization. An area in which we are already doing well, is to teach the IB Diploma Programme curriculum and prepare our students for the rigorous assessment involved in completing it. We are also very proud of our facilities and the international mindedness of our students.

The 5-year evaluation will come full-circle in mid-November when the IB is to conduct an online visitation visit. Here, representatives from the IB organization will meet with members of the school community (teachers, students, parents, the school board, as well as the management team) to discuss the self-reflection and help us improve even more.



## Characteristics of the two different kinds of Maths in the IB DP programme



	AA: Analysis and <u>Approaches</u>	AI: Applications and Interpretations
<u>Aim</u>	Study mathematics as a subject <u>in its own right</u>	How is mathematics related to the <u>real world</u> and to other subjects
<u>Focus</u>	Mathematical arguments and thinking  Abstract problems and generalization  Mathematical <u>proofs</u>	Describing our world  <u>Practical "real-world"</u> problems  Mathematical models
<u>Technology</u>	Some use of technology	Extensive use of technology
<u>Algebra</u>	Strong algebra skills	<u>Some algebra skills</u>
<u>Exam</u>	Paper 1 (90 min): No GDC  Paper 2 (90 min): GDC allowed  IA: An individual exploration investigating an area of mathematics	Paper 1 (90 min): GDC allowed, <u>"short questions"</u>  Paper 2 (90 min): GDC allowed, <u>"long questions"</u>  IA: An individual exploration investigating an area of mathematics



## Starting at AGT (Aarhus Gynasium, Tilst)



**Regine Sandholdt Nielsen  
and Maria Catinca Bucica, Pre-IB**

I, Regine, studied in the Danish Folkeskole for 10 years, and in 10<sup>th</sup> grade I went to an international boarding school where I did the IGCSE programme. It was a lot easier than I expected to have all my subject in English, but of course there were also a lot of new and hard words to learn. By doing the IGCSE program in 10<sup>th</sup> grade I had the opportunity to start directly in IB1. However, I wanted to make sure that I was ready for the IB programme, and therefore I chose to start at Pre-IB which so far has been the right decision.

I, Maria, just moved from the UAE, Dubai, where the international community makes up the vast majority of the population. My previous school was home to students with close to 90 different nationalities, so I was constantly exposed to different people, with different backgrounds and cultures. When coming to the IB at AGT, it was greatly different, but the international scene is still vastly present and the variety of students and teachers I encountered is immense.

We were both excited to meet our new classmates at AGT and a bit nervous as we only had one day to make an impression before starting online classes. Everyone was new, so we got to be new together and that made the experience much more enjoyable

and it was automatically easier to work through the first-day-nerves as a class. For the both of us, the first day was calming in the way that we were able to talk to many sweet people and felt like everything was going to be alright.

For me, Regine, it was hard starting the school online, because most of my other friends from boarding school got to start at their new education and make new friends, whereas I was not yet sure how Zoom, Its Learning and OneNote worked. I did not cope well with having to stay in my room all day and not being able to socialize and talk to people face to face.

On the other hand, for me, Maria, the fact that all of my old friends were still enjoying their summer break plus having to be online with people whose names I faintly remembered, resulted in online learning not quite feeling as if school had started properly. All of us were still hesitant but we worked hard on trying to get to know each other and collaborate, and even though school on Zoom still sometimes felt as a transition period, we made the most out of it.

Before coming back to school again, both of us thought it would feel as somewhat of a redo of the 'first day'. However, we quickly got to know each other and got the conversations flowing. Both the nerves and the excitement were back, but we could both feel after the first couple of days that it was good to be social in real life and get to know our classmates properly. We had an easy time settling into the pre-IB programme with the new teachers and subjects and we're both enjoying it here at AGT. Additionally, the intro trip also helped bridge the gap between the different classes and it was extremely useful to get to have fun as a large group. The canoeing and the various adventure race activities as well as being mixed into different smaller groups, helped us talk to some new people and acted as a huge catalyst for our friendships.



## Extended Essay PHYSICS



**Leonie Dina Jevgenia Mudrich, IB2**

IB2 is currently in the final weeks of writing our Extended Essays, short EEs, so I am going to take this opportunity to tell you about my experience writing about a topic in Physics in hopes of encouraging students in the lower grades to choose to write theirs in a science subject as well.

To be honest, when I first started researching about different topics, I was very unsure if I would even find something interesting that is doable in an ordinary school lab; I thought Physics only becomes interesting enough for me to write a 4000-word essay about once it gets really complex, but I managed to find something which interests me and which would make this process so much less excruciating.

You should know that your teacher is vital in this process, so be sure to consider this factor when making your decision about which subject to choose to write in.

For example, my EE Supervisor, Yevhen, not only helped me during and after my experiment days, he already greatly assisted me in finding a suitable topic. Initially, my idea went from "something relating to quantum physics" to "light particles behaving like quantum bits" (in which I wanted to incorporate the double slit experiment, which is absolutely not suited for a high school setting) to eventually, with my supervisor's help, "Optical fiber communications: Does the twisting of the glass fiber through which the polarized light travels affect the direction of its polarization?".

I spent a total of three days (first though fourth module) working on my experiment: the first day was mainly building and adjusting the laser, lenses, mirrors, etc., while the data was collected during the following two.

While the laser (He laser), glass fiber, and the powermeter were supplied by the school, the board, mirrors, lenses, and polarizers were lent to me by Aarhus University.

For more information: <https://phys.au.dk/videnudveksling/besoegsservice/>

<https://phys.au.dk/videnudveksling/stx-og-htx/>

Contact: Jan Arlt

Whether you're unsure about your topic, or even if the school can supply the needed equipment, you can always get help, just ask your teachers and inform yourself about the possibilities, just like I did at Aarhus University.

So, if you are thinking about writing your EE in a science subject next year, definitely do!



**Yevhen Miroshnychenko,**  
IB Physics and Maths teacher

*Leonie*





## News from the Pre-IB Coordinator

September 2020



**Maria Friis Lindinger  
Pre-IB Coordinator**

Given that the students were allowed back into school at the end of last school year, we hoped that we would be able to start the new school year with business as usual. But COVID-19, the disruptive student in the back row who keeps drawing negative attention to themselves, would have it otherwise. With a surge in cases in Aarhus at the beginning of the school year, the start of Term 1 was first postponed one week, only to then transition to online teaching. Before this the students were allowed into the school for one day in order to meet their classmates, get introduced to the school and get set up digitally in order to receive teaching virtually from home. The pre-IB students, who barely knew each other and their teachers, gave it their all. I want to commend them on their readiness to adapt and their courage – it's not easy starting a new education in a new school with new classmates and teachers and for many in a new language online. Well done you guys!

Upon being allowed back into school, there have been several social events (all COVID-19 compliant) allowing the students to get to know each other and I have only heard positive feedback regarding their participation in the intro trip to Sletten and the recent PE Day. But I have also experienced their energy, interest and enthusiasm when I have met them in the halls, walked in on a classroom discussion, seen them welcome new students, even lined up outside my office. They are settling into a new routine, and are adapting to a new school with new rules and practices and I look forward to seeing how they manage here in the fall when they are faced with their first evaluations in the form of the General Science test, the General Linguistics test, both in November, and the first term grades coming out in December.

But more on that next time 😊

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### IB Student Counsellors:

Maja H.H. Nielsen

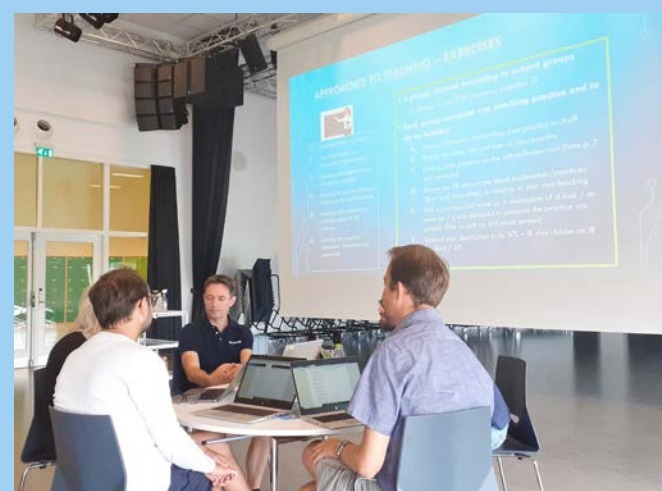
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## IB learner profile

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

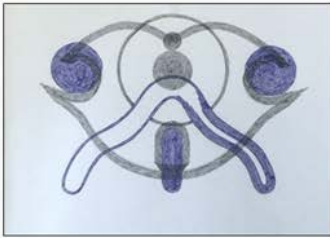
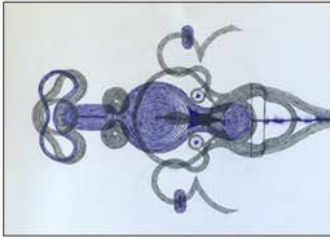
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

### REFLECTIVE

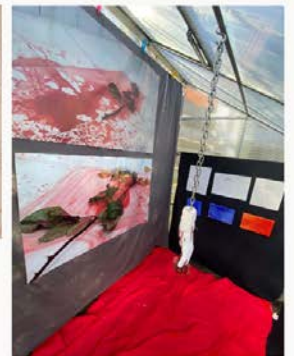
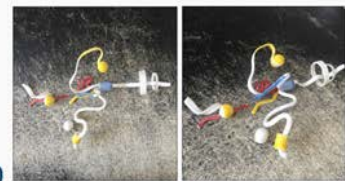
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.





Extract from  
 Visual Arts exhibition 2020



## Get to know our teachers



Visual Arts teacher Maja Daley

### How did you come to teach at AGT?

During 'project week' in 9<sup>th</sup> grade (a week where students prepare to present on a topic of their choice) I investigated alternative teaching methods. After my presentation my examiners predicted that I would become a teacher. At the time I was skeptical, but I have since pursued teaching opportunities whenever possible.

I am an IB alumna myself, and I am thrilled to be able to teach a subject that I am passionate about through a program that I believe in.

### What strikes you as being interesting about AGT?

As an international high school, AGT has a relatively large number of students from diverse cultural backgrounds. The school itself has a variety of educational tracks, so all students have the potential to broaden their intercultural understanding in their social relationships as well as in the classrooms.

### What about your subject excites you?

Studio Arts is a subject that inspires students to use their entire body to understand their physical surroundings. Each student gets to discover and pursue personal interests and explore how to manipulate materials to transform the ordinary into something extraordinary.

### Which of the learner profile attributes is your favorite and which could you yourself improve on?

I think it is very difficult to pick a favorite, but I believe we should strive to be "principled" as we pursue all of the other attributes - to act with dignity and honesty, and to take responsibility for the consequences of our actions.

I could improve in all the attributes. For example, if I was more confident in my perception of what is fair and just, it would be easier for me to act "with a strong sense of fairness and justice." As I deepen my understanding of the other learner profiles, I will likely also deepen my understanding of fairness and justice.

### What culinary dish says something about you?

This has to be the toughest question to answer. Is there a dish that requires incredible effort but has a very uncertain outcome? For me that could be a croissant. I often find myself deeply invested in projects with very uncertain outcomes, so I have to enjoy the process. Same as if I ever were to make a croissant.

