



Diploma Programme

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IB Newsletter June 2020

EE writing days

(EE = Extended Essay)



TOK Days

(TOK = Theory of Knowledge)



Graduation



History Research Project and
Pre-CAS in pre-IB

News from the IB Coordinator, *Malene Sørensen*



Dear current and upcoming students, parents and other stakeholders

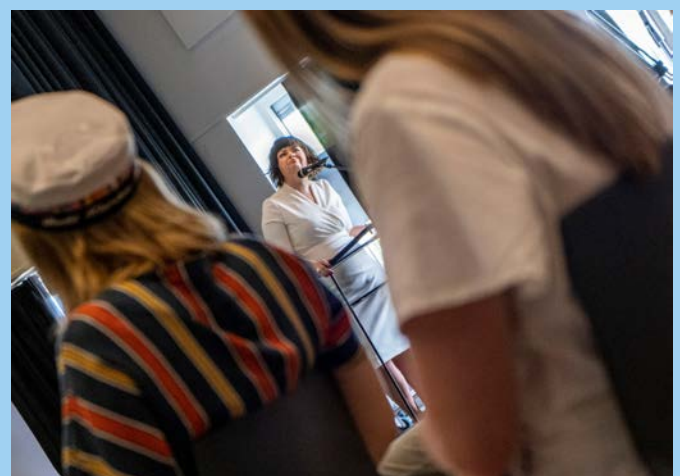
June is transition time – soon our pre-IB students transform into real IB students and we are looking forward to welcoming new pre-IB and IB students after the summer vacation. In this newsletter we reveal what has been going on in pre-IB in the weeks running up to the end of the school year: pre-CAS and the History Research Project.

The coming IB2 year group returned to the school for the mock exams – they were to some extent worried about the whole reopening situation, but we had a good dialogue and it has been so nice having them back again. They have been quite busy: After mocks, they participated in TOK days and EE writing days – all these abbreviations – find out what's behind them in this newsletter.

And finally, at the graduation ceremony June 24, we celebrated our IB graduates as a wonderful and diverse group of young people with music, songs, speeches and good advice from wise teachers. *We wish them all the best!*



Liff Monica Izabelle Solan Thomsen singing and playing a mash up she named *See You Around*, June 2020



Student counsellor Maja giving a speech to our graduates

TOK Days in June



By Lina Sophia Mahnaz Seton Sedgwick

Theory of Knowledge (TOK) is part of the core of IB and is an intrinsically fascinating subject. During the TOK days, we were given the opportunity to delve into a topic of our interest through the eyes of TOK, culminating in a mock presentation. Apart from the practicality of preparing us for next year's presentation, the TOK days allowed us to explore our chosen real-life situations through knowledge questions connecting what we learn in class to reality.

The majority of us worked in groups of 2 or 3 and were given two days to prepare our presentation. Working independently of the class gave us the opportunity to navigate our topic at our own pace and put our organizational skills to the test. Our respective TOK teachers were readily available and eager to discuss our work and further develop how the presentation could progress.

All in all, the TOK days provided us with time to use the skills we've been learning in class, prompted interesting discussions, topped off with a presentation to showcase our work.



Extended Essay Writing Days

June 15 2020 our super dedicated EE Coordinator Judith Ugelow Blak instituted an EE Breakfast meeting for all 2i students...

The Extended Essay (EE) in IB is an in-depth study of a topic chosen from one of the student's six subjects. The EE is an independent effort because the students alone must: frame a question, collect the materials needed, and document their work and sources. They are expected to provide a logical and coherent rationale for their choice of topic and review what has already been written about the topic. After formulating a clear research question, they should offer a concrete description of the methods used to investigate the question and generate reasoned interpretations and conclusions based on their reading and independent research in order to answer the question and in-process reflect on what has been learned throughout the research and writing process.



Examples of topics this year:

- *Media's role in the American politics*
- *Forced Oscillations and Damping*
- *Organizational Psychology*
- *Migrants and refugees in Libya*
- *Comparison of effectiveness of Aluminium Sulfate and Ferric Sulfate as coagulants*
- *Cult leaders' use of rhetoric in language*
- *Investigating the Eddy current brake*
- *Welfare loss and Michelin restaurants...*

Graduation 2020



We enjoyed two Graduation Valedictorian Speeches given by Amalie and Karl



News from the pre-IB department

This most unusual school year is coming to an end. At the beginning of every school year, we talk with the new pre-IB students about them starting something new and different, about how they have to be open to new experiences and situations – I don't think anyone could have imagined how relevant that discussion was going to be this school year, a year that started with IT frustrations and ended with a pandemic. But they have persevered and pushed through the struggles they have met along the way and have already begun to embark on their journey to becoming well-rounded IB students.

While the outside world slowly came to a halt with the Corona shutdown, the pre-IB year and its demands continued. I am impressed with how relatively easy the students and staff transitioned to an online learning environment. There was a great element of learning by doing and it wasn't always pretty, but it was necessary, and I'm certain the students have emerged being wiser about themselves and what type of teaching and study methods they thrive under. In the time that they were students at home they carried on with their regular classes, creatively managing subjects like PE and physics, but they have also completed their History Research Projects (HRP) as well as their Pre-CAS projects.

Onsite supervision was substituted with online supervision, yet most students managed the projects well and produced excellent outcomes. And looking at the grades for their HRP Defense coming in at the time of writing, one cannot see that the HRP was completed under unusual circumstances. Below you can

read Ella's reflections on the HRP and Rihards and Nicholas' reflections on pre-CAS.



Maria Friis Lindinger, pre-IB Coordinator

Now, on the cusp of the summer holiday, the pre-IB students are currently sitting their End-of-Year (EOY) tests in English and in Maths. Luckily, the lifting of the Corona restrictions has meant that they have been able to return to school in order to defend their HRP and sit their EOY tests. I say luckily, but I'm not sure whether they feel the same. Once they are over a well-deserved summer break awaits them. I hope that they take the time to relax, catch up on social acquaintances that they've had to neglect over the past few months and come back refreshed and ready to embark on the adventure that is the IB. I wish them a wonderful summer and can't wait to see some of them in my English class next school year.

Best wishes,
Maria Friis Lindinger
Pre-IB Coordinator



Ella Mahoney, 1.i Pre-IB

The History Research Project

After a tumultuous, eventful and fun first year as Pre-IB students, the year has come to an end. We have gotten to know the programme while concurrently enduring a pandemic and the rather draining Zoom lessons that followed it. For Pre-IB students, the end of year period means that we have our 'end of year tests' and the History Research Project (HRP). The HRP is our first introduction to a large research paper and is Pre-IB's equivalent to the Danish "DHO". Working with one of two topics we had completed this year, The Roman Empire or The French Revolution, the paper encouraged us to examine various historical sources and their origin, purpose, values and limitations, like real historians.

For us, the writing experience was slightly different from previous years'. It seems that a time glitch occurred when we went from normal classes to online school, and it was perhaps because of this that we lacked a smoother transition into the HRP. That is to say, the suddenness of it took us by surprise. When I asked my classmates about their experience, the feedback came back like King Louis' *cahiers de doléances*, -(they were not *that* bad.)

Being quarantined turned out to be both a blessing and a curse. Some battled with self-discipline, while others found that the additional home time eased the stress of fixed "writing days". To many the preparation felt harder as communication both before and during the project had been limited, and frankly the Zoom coaching could never completely live up to an in-person Q&A with our teachers.

That being said, we have learned that being good IB students is all about our time management, and the HRP has definitely been an important experience that indicated to us the time required for larger assignments. For many of us, the oral defence was not as scary as it had sounded, and perhaps, because we were increasingly compelled to help ourselves and each other during this unique writing experience, we'll be even better suited for similar assignments in the years to come.



Rihards and Nicholas' reflections on pre-CAS

We just finished Pre-IB and going into IB1, and we have recently done a Pre-CAS project that is designed to prepare us for the IB subject called CAS. The purpose of Pre-CAS was to familiarize us with different aspects of CAS and what is it about. Due to Corona, our project was about how we can help people during a quarantine. We decided to make a talent show to inspire people and motivate them to develop a new skill or talent or to train an existing talent.

The plan didn't go as perfectly as we originally expected it to. Since we had limited time to prepare and attract participants, we didn't have much talents and skills to review. Therefore, the winner was found very quickly. Our project was too ambitious, but we received a lot of tips on how to conclude it correctly and what to do differently if we decide to do it again. It was a fun process and we can learn a lot from it – discover other people's talents and skills.

Due to the Corona shutdown, Pre-CAS this year was somewhat different as we were presented with a given problem that we had to solve using the elements of CAS. While CAS in the IB is mainly focused on your own development and how you can develop under the three different strands of CAS. However, Pre-CAS has still been a great experience and it has given us the tools and working method that we will use in CAS after the summer.

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Graduation 2020 – without handshake...



Dressed in blue: Rector Marie Kongskov standing next to Rikke Hupfeld who has been interim IB Coordinator for a part of this school year.