



SWISS INTERNATIONAL SCHOOL
QATAR

IB DP EXAMS REGISTRATION POLICY

Staff Incharge	DP Coordinator
Latest revision	August 2025
Approved by	Head of School
Next Revision	August 2027



Our Vision

SISQ aims to develop learners who are
FULFILLED INSPIRED PREPARED

رؤيتنا

تهدف المدرسة السويسرية إلى تطوير متعلمين
يتصفون بأنهم

مُسْتَعِدُونَ مُلْهِمُونَ مُشَبَّعُونَ

Notre Vision

SISQ encourage les apprenants à devenir
ACCOMPLIS INSPIRÉS PRÊTS

Our Mission

Through learning that is fun, engaging, holistic, collaborative and caring, SISQ develops students who are:

- Intellectually fulfilled: they find joy in their own learning and the learning of others; they are curious, engaged and passionate about learning.
- Emotionally fulfilled: they are happy with themselves, healthy, balanced and confident.
- Socially fulfilled: they develop meaningful relationships; they are connected to others, the world around them and the environment.

Through learning that is inquiry-based, meaningful, challenging, authentic and innovative, SISQ develops students who are:

- Inspired to keep learning: they are inquisitive, questioning and willing to try new things; they take ownership of their learning and are self-motivated.
- Inspired to share and apply their learning: they can use their learning to improve their lives and the lives of others; they communicate their learning to inspire others.

Through learning that is focused on transferable skills, character, attitudes and dispositions, SISQ develops students who are:

- Prepared for the future: they embrace change and challenge; they adapt to new situations and think creatively to solve complex problems.
- Prepared to lead lives of integrity: they are principled and strong; they have a set of values that guide them when they make decisions.
- Prepared to be good global citizens: they are multilingual, open-minded and multicultural in their outlook; they are courageous, caring and prepared to take action to make their community and the world a better place.

رسالتنا

من خلال المتعة والمشاركة، والتعاون، والشمولية والاهتمام، تعمل المدرسة السويسرية على تطوير طلاب يتصفون بأنهم

- مشبعون فكرياً، يجدون الفرح في تعلمهم وتعلم الآخرين؛ إنهم فضوليون ومشاركون ومتحمسون للتعليم.
- مشبعون عاطفياً إنهم سعداء بأنفسهم، يتمتعون بصحة جيدة، ومتوازنون، وواقفون من أنفسهم.
- مشبعون اجتماعياً: يطورون علاقات ذات مغزى؛ إنهم مرتبطون بالآخرين وبالعالم من حولهم وبالبيئة.

من خلال التعلم الهادف والقائم على الاستقصاء، والتحدى والابتكار، تعمل المدرسة السويسرية على تطوير طلاب يتصفون بأنهم

- ملهمون لمواصلة التعلم: فهم فضوليون ومتساثلون ومستعدون لتجربة أشياء جديدة؛ يتعلمون بدوافع ذاتية.
- ملهمون لمشاركة ما تعلموه وتطبيقه، يمكنهم استخدام ما تعلموه لتحسين حياتهم وحيات الآخرين؛ ينقلون تعلمهم لإلهام الآخرين.

من خلال التعلم الذي يركز على المهارات القابلة للنقل والمهارات الشخصية والمواقف والتصرفات تعمل المدرسة السويسرية على تطوير طلاب يتصفون بأنهم

- مستعدون للمستقبل يتبنون التغيير والتحدى؛ يتكيفون مع المواقف الجديدة ويفكرون بشكل خلاق لحل المشكلات المعقدة.
- مستعدون لعيش حياة تنسم بالنزاهة: أصحاب مبادئ، أقوياء؛ لديهم مجموعة من القيم التي توجههم عند اتخاذ القرارات.
- مستعدون ليكونوا مواطنين عالميين صالحين: فهم متعددو اللغات ومفتحون ومتعددة الثقافات في نظرتهم؛ إنهم شجعان ومهتمون ومستعدون لاتخاذ إجراءات لجعل مجتمعهم والعالم مكاناً أفضل.

Notre Mission

Au travers d'expériences d'apprentissage amusantes, intéressantes, holistiques, collaboratives, positives, SISQ encourage les apprenants à devenir:

- Intellectuellement accomplis: ils prennent plaisir à apprendre individuellement et collectivement. Ils sont curieux, intéressés et passionnés par leur apprentissage.
- Émotionnellement aptes: ils savent s'apprécier, ils sont positifs, équilibrés et sûrs d'eux-mêmes.
- Socialement compétents: ils développent des relations significatives avec les autres, ils vivent en harmonie avec les autres, le monde et l'environnement.

Au travers d'un apprentissage centré sur la recherche, significatif, comportant des défis, authentique et innovant, SISQ encourage les apprenants à devenir:

- Toujours prêts à apprendre: ils sont curieux, ils posent des questions et sont prêts à innover, ils sont responsables de leur apprentissage et intrinsèquement motivés.
- Toujours prêts à partager et à appliquer leurs connaissances: capables d'utiliser leurs compétences pour transformer positivement leur existence et celle des autres, ils transfèrent leurs apprentissages pour inspirer autrui.

Grâce à un apprentissage orienté vers des compétences de transfert, l'édification du caractère, créant des attitudes et une disposition psychologique bénéfiques, SISQ encourage les étudiants à devenir:

- Prêts pour l'avenir: ils acceptent le changement et les défis, s'adaptent à de nouvelles situations et résolvent des questions complexes grâce à leur créativité.
- Déterminés à vivre de manière éthique, ils suivent leurs principes et sont intègres. Leur valeurs les guident dans la prise de décisions.
- En tant que citoyens du monde: ils parlent plusieurs langues, pratiquent l'ouverture d'esprit en se confrontant à de multiples perspectives. Ils sont courageux, attentionnés et prêts à l'action pour transformer positivement leur communauté et le monde.



IBDP EXAMS REGISTRATION POLICY/PHILOSOPHY

The Swiss International School Qatar (SISQ) is committed to providing personalised learning for all of our learners. A necessary part of this commitment is open and honest conversations regarding learners' strengths areas for development. Close monitoring of student progress throughout Grade 11 (and Grade 10 for existing SISQ students), along with regular data analysis at each report cycle provides a continual overview of each student's academic journey. This is reviewed every half term to ensure that the student is on track to succeed the full IB Diploma.

In this we are guided by the features of the IB Learner Profile attributes (IBO 2018):

INQUIRERS:	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
COMMUNICATORS:	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
PRINCIPLED:	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
REFLECTIVE:	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.
THINKERS:	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

STATEMENT OF PURPOSE:

The purpose of this policy is to clearly state Swiss International School Qatar's understanding of, and commitment to, registering students for the academic qualifications which they are prepared for and suited to in G12.

Procedure

Any student with an overall attendance for the Academic Year of G11 and 12 of <90% may not be registered for full Diploma.

Any student with an overall attendance for the Academic Year of G11 and 12 of <80% will not be registered for full Diploma.

Should a student receive three or more below expectations on the **Half Term report of Grade 11**, issued in October of Grade 11, the Diploma Coordinator will have an initial meeting with the student and parents to discuss the suitability of the full Diploma Programme. The



minimum diploma requirements will be discussed and highlighted for the student to make progress before the end of Term 1 report cycle.

Should a student not progress in line with the minimum Diploma Programme requirements as outlined below (taken from Article 13 in the IB's [DP General Regulations](#)) at the end of Term 1 G11 report cycle, then the Diploma Coordinator will meet with the students and parents to discuss the suitability of the full Diploma Programme.

Should a student not progress in line with the minimum Diploma Programme requirements at the end of Term 2 G11 report cycle, then the Diploma Coordinator will meet with the student and parents to discuss IB Certificate (also referred to as IB Course) pathway. The student will also meet with the Careers and Guidance counsellor to discuss the options available to an IB Certificate student.

Should a student not progress in line with the minimum Diploma Programme requirements at the end of Term 3 G11 report cycle, then the Diploma Coordinator and Careers and Guidance Counselor will meet with the student and parents to discuss the suitability of the IB Certificate (also referred to as IB Course) pathway. At this point the Diploma Coordinator will advise the switch to the IB Certificate pathway.

Should a student who is not meeting the minimum Diploma Programme requirements as outlined below (taken from Article 13 in the IB's **DP General Regulations**) decide to remain on the IB Diploma pathway beyond Term 3 of G11, they can be registered for the full Diploma Programme at the parents' request (deadline for first registration 15th November).

However, if the student has not met minimum Diploma Programme requirements as outlined below (taken from Article 13 in the IB's **DP General Regulations**) by the end of the Term 1 G12 report cycle **then they will be unregistered as Diploma candidates**. The student and parents are then able to decide if the student is **registered for the IB Certificate pathway** (in which case a late penalty fee will be applied by the IB) or if they wish to pursue an alternative pathway.

Article 13: Award of the IB Diploma

13.1 All assessment components for each of the six subjects and the additional Diploma requirements must be completed in order to qualify for the award of the IB Diploma, except under the conditions stipulated in articles 18 and 19 of these regulations.

13.2 The IB Diploma will be awarded to a candidate provided all the following requirements have been met:

- A. CAS requirements have been met.
- B. The candidate's total points are 24 or more.
- C. There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject.
- D. There is no grade E awarded for theory of knowledge and/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. The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- I. The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
- J. The candidate has not received a penalty for academic misconduct from the Final Award Committee.
- K. 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.