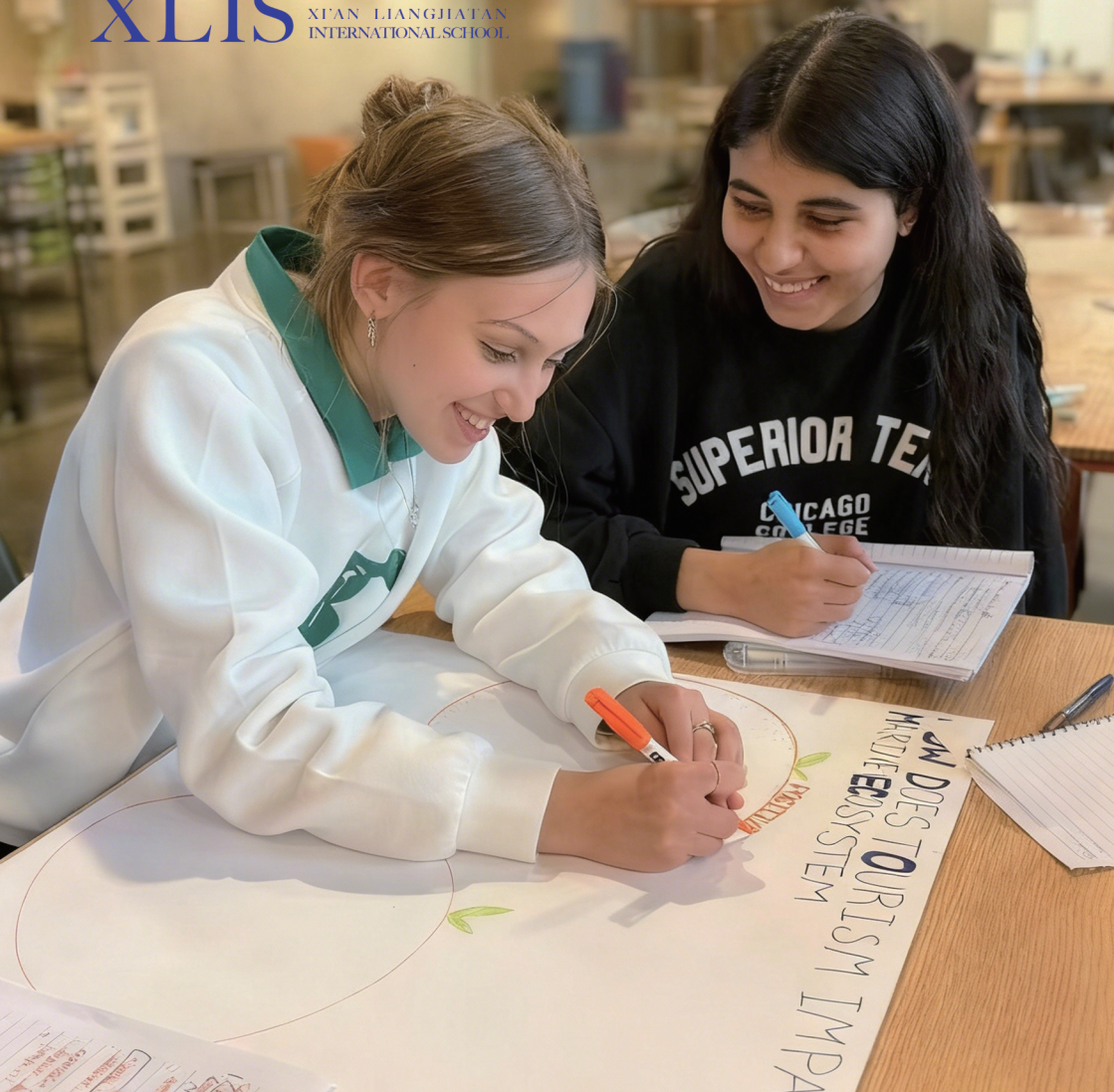




2026 - 2027

IB DIPLOMA STUDENT HANDBOOK

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WELCOME LETTER FROM SECONDARY PRINCIPAL



Dear Diploma Programme Students,

Welcome to the International Baccalaureate Diploma Programme at XLIS.

The Diploma Programme is one of the most rewarding and challenging experiences of your school years. It is about far more than earning a qualification. It is an opportunity to develop the knowledge, resilience and character that will prepare you for whatever path you choose beyond school.

This handbook will help you understand the expectations, responsibilities and opportunities that come with being a Diploma student. I encourage you to read it carefully and refer to it throughout your two years at XLIS.

As you begin this journey, always strive to do your personal best. Success is not about being perfect, but about approaching every challenge with curiosity, determination and integrity. Listen carefully to the guidance of your teachers and parents, seek feedback, and never hesitate to ask questions whenever you need clarification. The students who grow the most are those who are willing to learn from others and embrace every opportunity to improve.

As your Secondary Principal, I am looking forward to getting to know each of you and supporting you throughout these important years. Having worked in education for over 30 years across Australia and Asia, I have had the privilege of supporting students from many different backgrounds as they prepared for life beyond school. During my career, I also spent seven years as a University Guidance Counsellor, helping students navigate university applications and pursue their aspirations around the world. I know that the effort you invest today will open doors to exciting opportunities tomorrow.

I wish you every success as you begin this journey. Work hard, stay curious, be kind to one another, and remember that everyone at XLIS is here to support you. Your future begins with the choices you make today, and I look forward to seeing all that you will achieve.

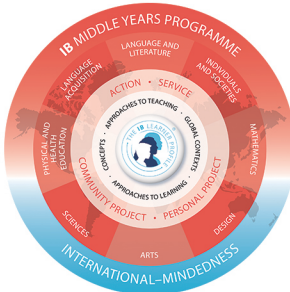
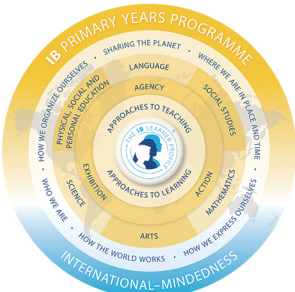
Warm regards,

Ms. Gill Presland
Secondary Principal



ABOUT XLIS

Xi'an Liangjiatan International School (XLIS), the successor of Xi'an Hi-Tech International School, International Department (XHISID), was founded in 2003. It is the first IB World School authorized by the International Baccalaureate Organization in the northwest region of China. It is also a key international education program supported by the Hi-Tech Zone Administrative Committee of Xi'an, Shaanxi. The new campus of Xi'an Liangjiatan International School covers a land area of 68,666 square meters. This establishment will be considered a green and modern campus which will provide outstanding international education on a large scale.



《2025胡润百学-中国外籍人员子女学校30强》 ——特别表彰以中国为国际招生对象学校									
排名	学校	城市	国际生人数	中国生人数	国际生占比	国际生占比	国际生占比	国际生占比	国际生占比
1	International School of Beijing	北京	1000	1000	100%	100%	100%	100%	100%
2	Dulwich College Beijing	北京	96	2005	1500	70%	70%	70%	70%
3	British Academy of Beijing	北京	34	1994	1320	86%	86%	86%	86%
4	Shanghai American School	上海	93	1912	2000	250%	250%	250%	250%
5	Shanghai High School International Division	上海	92	1993	3300	200%	200%	200%	200%
6	Wangjing College International Shanghai	上海	89	2014	1610	40%	40%	40%	40%
7	Dulwich College Shanghai Pudong	上海	85	2003	1650	40%	40%	40%	40%
8	Yew Chung International School of Shanghai	上海	83	1993	2200	70%	70%	70%	70%
9	Concordia International School Shanghai	上海	82	1998	1350	70%	70%	70%	70%
10	Yew Chung International School of Beijing	北京	81	1995	1600	30%	30%	30%	30%
11	American International School of Guangzhou	广州	81	1851	1075	50%	50%	50%	50%
12	USA Science City International School	广州	77	2020	800	20%	20%	20%	20%
13	Tonghai International School	天津	77	2009	520	45%	45%	45%	45%
14	BASIS International School Shenzhen	深圳	76	2015	800	50%	50%	50%	50%
15	Dulwich College Shanghai Puxi	上海	76	2016	500	20%	20%	20%	20%
16	Shanghai American School	上海	76	2011	1800	40%	40%	40%	40%
17	Harrow Beijing	北京	76	2015	1500	45%	45%	45%	45%
18	Wangjing College International Shanghai	上海	76	2011	600	30%	30%	30%	30%
19	Shanghai Singapore International School	上海	75	1996	1200	30%	30%	30%	30%
20	Xian Lianghuan International School	西安	75	2003	660	10%	10%	10%	10%
21	Shanghai American School	上海	75	1996	1040	60%	60%	60%	60%
22	Shanghai American School	上海	74	2007	800	140%	140%	140%	140%
23	Fudan International School	上海	74	2002	380	30%	30%	30%	30%
24	The British School of Shanghai	上海	74	2003	1100	70%	70%	70%	70%
25	Harrow International School of Shanghai	上海	74	2016	500	20%	20%	20%	20%
26	Shanghai Foreign Language School	上海	74	1999	1200	130%	130%	130%	130%
27	Dulwich College Shanghai	上海	73	2006	400	20%	20%	20%	20%
28	The British School of Beijing	北京	73	2009	1000	30%	30%	30%	30%
29	Harrow International School Shenzhen	深圳	73	2002	700	30%	30%	30%	30%
30	Shanghai American School	上海	73	1992	600	40%	40%	40%	40%
31	Wangjing College International Shanghai	上海	72	2018	1450	10%	10%	10%	10%
32	Yew Chung International School of Shanghai	上海	72	2006	200	10%	10%	10%	10%
33	Yew Chung International School of Shanghai	上海	72	2001	400	10%	10%	10%	10%
34	The British International School Shanghai	上海	72	2002	1970	60%	60%	60%	60%
35	Canadian International School of Beijing	北京	72	2008	700	30%	30%	30%	30%
36	Quality School International of Shanghai	上海	72	2001	1020	60%	60%	60%	60%



COUNCIL OF
INTERNATIONAL
SCHOOLS
6 May 2025

Shaping the future
of international education

Lily Liu
Xi'an Liangjiatan International School
Xi'an International Community,
Xi'an
710100
China

Dear Lily,

Congratulations!

On behalf of CIS, I am pleased to inform you that Xi'an Liangjiatan International School has been granted membership to the Council of International Schools (CIS). Congratulations to you and your school community on this achievement. We are excited to have you as part of our community of 1500 schools and universities around the world.



Being a CIS member school recognises your commitment to the shared vision held by CIS school members around the world – a desire to provide students with the knowledge, skills and abilities to pursue their lives as global citizens and a commitment to high quality education and sustainable school improvement.

Be an active part of the CIS community.

As a part of the CIS community, you now have access to the full range of CIS programmes and services including:

- **Guidance** on leading practices, policies, challenges and opportunities which are impacting your school.
- Sharing of **knowledge** through collecting, analysing, and reporting on data and experiences.
 - **Connection** with peers and university international admissions professionals across 123 countries, leading experts via the CIS Affiliated Consultant Network, and the CIS Global team of more than 50 educators and industry professionals.
- **Evaluation** of practices and policies using global standards in international education to support continuous improvement.

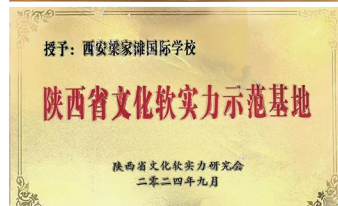
All of us at CIS look forward to providing support to your school during the years ahead and hope that you will be active in our community. Together, we are shaping the future of international education.

With kind regards,

Jane Larsson
Executive Director, Council of International Schools (CIS)

1 / 1

Schipholweg 113 | 2316 XC Leiden | The Netherlands | T +31 (0) 71 524 33 00 | www.cis.nl



SCHOOL MISSION & VISION

● Mission

XLIS provides a non-profit education focused on enabling confident, open-minded global citizens through life-long learning and sense of community.

● Vision

To lead education through innovation and a student-centered, community driven approach.





IB MISSION

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.



IB LEARNER PROFILE

The IB Learner Profile reflects both the IB Mission Statement learning outcomes and XLIS' school-wide learning outcomes.

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.

Knowledgeable

They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

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.

Open-minded

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers

They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

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.

THE IB DIPLOMA PROGRAMME PATHWAY AT XLIS

The International Baccalaureate Diploma Programme (IBDP), established in 1968, is a prestigious and rigorous two-year pre-university curriculum designed for motivated students aged 16 to 19. Renowned for its academic excellence and holistic approach, the IBDP prepares students for success in higher education and beyond by fostering critical thinking, global awareness, and intellectual curiosity. The programme includes six subject groups alongside a core comprising Theory of Knowledge (TOK), the Extended Essay (EE), and Creativity, Activity, Service (CAS), which together cultivate well-rounded, inquiring, and principled individuals.

The IBDP's assessment system is criterion-referenced, measuring student performance against clearly defined standards that remain consistent across examination sessions and schools worldwide. This ensures fair and equitable evaluation, with grades reflecting mastery of knowledge and skills rather than relative ranking among peers. The programme's global recognition opens doors to leading universities, equipping graduates with the skills and mindset to thrive in an interconnected world.

The International Baccalaureate Diploma Programme (IBDP) is highly regarded by universities worldwide for its rigorous and well-rounded curriculum. IB Diploma graduates develop a diverse skill set through their study of a broad range of subjects, preparing them for success in higher education. This comprehensive preparation provides students with greater flexibility in choosing undergraduate programs. Many universities have established specific recognition policies for IB graduates, reflecting their appreciation for the programme's academic rigor and the qualities of its graduates. While these policies vary, they consistently demonstrate an understanding of the IBDP's challenging nature and the preparedness of its students.

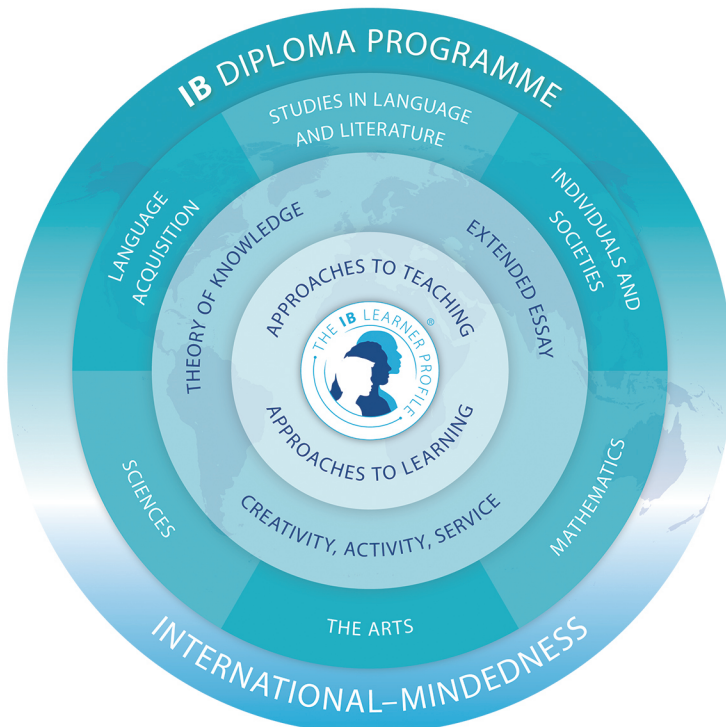
The IB Diploma Programme (IBDP) Curriculum

The curriculum is modeled by a Diploma Curriculum Framework with six academic areas surrounding the three core requirements.

Over the course of the two-year program, students must

- Complete all IBDP Core requirements
- Complete requirements for 6 subjects from 6 subject groups*, generally
 - o Three Higher Level (HL) subjects (recommended 240 teaching hours)
 - o Three Standard Level (SL) subjects (recommended 150 teaching hours).

* Candidate may replace a Group 6 (The Arts) subject with subjects from any other subject group except Group 5 (Mathematics)



IBDP Subjects Offered at XLIS

Group 1 Studies in Language & literature

Chinese, English, and Korean

The Language A: Language and Literature course fosters a deep understanding of how language constructs meaning in diverse cultural and social contexts. Students analyze a wide range of literary texts (e.g., novels, poetry) and non-literary texts (e.g., advertisements, speeches), exploring themes, stylistic devices, and the interplay of language, culture, and power. The course develops critical thinking, textual analysis, and creative expression, encouraging students to appreciate linguistic diversity and its societal impact.

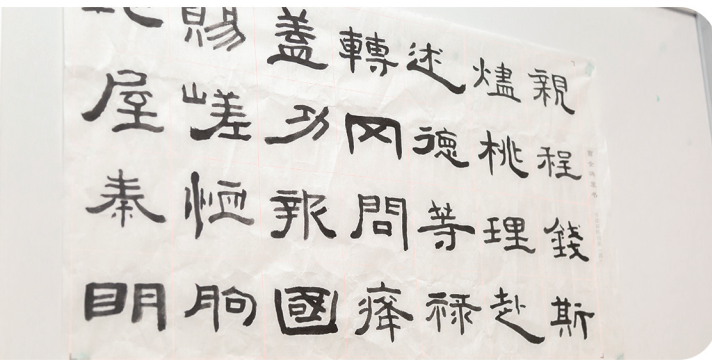
*If candidates are doing a self-taught language, it is available only as a Literature SL course. Candidates will have to contact and seek approval from the DP Coordinator. It is required that the students have a self-taught tutor in the target language who will liaise with the DP coordinator to ensure that assessment requirements are met and the course is completed. The DP coordinator is the self-taught coordinator at XLIS.



Group 2 Language Acquisition

English B

Language B is designed for students with some prior experience in the target language. The course focuses on developing linguistic proficiency and intercultural understanding through the study of language, themes, and texts. Students engage with a variety of spoken, written, and visual materials to enhance their communication skills.



Mandarin Ab initio and Spanish Ab initio

Language Ab initio is for students with little to no prior knowledge of the target language. The course aims to develop basic language skills and cultural awareness, enabling students to communicate in everyday situations. It emphasizes practical language use and intercultural competence.



Group 3 Individuals and Societies

Business Management

The Business Management course explores the dynamic world of business organizations, covering key business functions such as human resources management, marketing, finance, and operations management. Students analyse real-world business scenarios, studying strategic decision-making, ethical considerations, and the impact of globalization. The course fosters critical thinking and practical application of business theories to solve contemporary challenges.

Economics

The Economics course examines how societies allocate scarce resources, covering microeconomics (e.g. markets, elasticity, intervention, externalities), macroeconomics (e.g., inflation, unemployment, money markets, government policies), and international economics (e.g., trade policies, exchange rates). Students apply economic theories to real-world issues, developing critical analytical and evaluative skills through data interpretation and case studies.

Environmental Systems and Societies

Environmental Systems and Societies is an interdisciplinary course that combines elements from both Group 3 (Individuals and Societies) and Group 4 (Sciences). The course combines environmental science and societal perspectives to explore human impacts on ecosystems. Topics include ecosystems, biodiversity, climate change, and sustainability, with an emphasis on ethical and scientific analysis. Students develop holistic thinking about environmental challenges and explore higher level topics such as environmental law, environmental ethics and environmental economics.

Psychology

Psychology is the scientific study of human behaviour and mental processes. Students explore behaviour through biological, cognitive, and sociocultural perspectives while developing critical thinking and research skills. They investigate topics such as memory, learning, mental health, and social influence, and design their own psychological experiments as part of the Internal Assessment. The course helps students better understand themselves and others, providing a strong foundation for further study in psychology, education, healthcare, and related fields.

Group 4 Sciences



Biology

The Biology course investigates the principles of life, covering topics such as cell biology, molecular genetics, ecology, evolution, and human physiology. Students engage in inquiry-based learning, conducting experiments to explore biological systems and their interactions with the environment. The course emphasizes scientific methodology and critical thinking.

Physics

The Physics course explores the fundamental laws of the universe, including mechanics, thermal physics, waves, electricity, magnetism, and quantum physics. Students develop theoretical understanding and practical skills through experiments, fostering problem-solving and analytical abilities. The course connects physics to real-world applications.

Chemistry

The Chemistry course examines the structure, properties, and interactions of matter, covering atomic theory, chemical bonding, kinetics, equilibrium, and organic chemistry. Through hands-on experiments and theoretical study, students develop scientific inquiry and problem-solving skills, applying chemistry to real-world contexts.

Design Technology

The Design Technology course focuses on the design process, integrating scientific and technological principles to create innovative solutions. Students explore topics like human-centred design, sustainability, and materials science, applying their knowledge to practical projects. The course emphasizes creativity and critical problem-solving.

Environmental Systems and Societies

Environmental Systems and Societies is an interdisciplinary course that combines elements from both Group 3 (Individuals and Societies) and Group 4 (Sciences). The course combines environmental science and societal perspectives to explore human impacts on ecosystems. Topics include ecosystems, biodiversity, climate change, and sustainability, with an emphasis on ethical and scientific analysis. Students develop holistic thinking about environmental challenges and explore higher level topics such as environmental law, environmental ethics and environmental economics.



Group 5 Mathematics



Analysis and Approaches (AA)

Math AA is tailored for students interested in theoretical mathematics, covering algebra, functions, calculus, geometry, and number theory. The course emphasizes rigorous mathematical reasoning and proof, preparing students for fields like engineering and physical sciences. It fosters analytical and abstract thinking skills.



Applications and Interpretation (AI)

Math AI focuses on the practical applications of mathematics, including statistics, probability, modelling, and financial mathematics. Designed for students interested in social sciences or applied fields, it emphasizes data analysis and real-world problem-solving.

Group 6 Arts



Music

The Music course engages students in creating, performing, and analyzing music across diverse genres and cultural contexts. Students explore music theory, composition, and performance, developing technical skills and an appreciation for music's cultural and historical significance. The course fosters creativity and critical listening.

Visual Arts

The Visual Arts course encourages students to create, analyse, and reflect on art through studio practice and theoretical study. Students explore artistic techniques, art history, and cultural contexts, developing personal expression and critical thinking. The course emphasizes creative and analytical skills.

IBDP CORE

In addition to the six subjects, to fulfil the requirements of the Diploma, each student is required to complete the DP Core, which is comprised of the Extended Essay (EE), Theory of Knowledge (TOK), and Creativity, Activity, Service (CAS). EE and TOK together account for 3 out of the 45 points for the Diploma Programme. Failure to meet any DP Core requirement will result in ineligibility to receive the IB Diploma.

Extended Essay (EE)

The Extended Essay is an independent and in-depth piece of research work that you will undertake over the duration of DP. It should be done in a subject that interests you, aligns with your strengths, and could potentially relate to your intended university major. The 4000 words that you write in this well-referenced essay should demonstrate a wide array of skills that are criterion-referenced to prepare you for more advanced academic writing in university. You need to apply and enhance all the ATL skills you have learnt in MYP5 to be able to complete this work. Effective time management is crucial as there are periodic reflections and check-in sessions with your supervisor. The Extended Essay Handbook will provide more details on the criteria and requirements.

Theory of Knowledge (TOK)

Theory of Knowledge is an interesting and engaging subject, where you will learn to question the knowledge that you acquire and develop critical thinking skills. Discussions in TOK span across all subjects, allow you to develop deeper understanding on how knowledge in every discipline evolves over time. The assessment for the course involves the TOK Exhibition and a 1600-word TOK Essay.

Creativity, Activity and Service (CAS)

The CAS programme starts at the beginning of the Diploma Programme and is expected to be an ongoing, consistent effort for 18 months, with a balanced focus on creativity, activity, and service. Creativity involves engaging in activities that develop your creative thinking; Activity can be any physical exertion that promotes a healthy life style; and Service is a voluntary action taken to support and improve the community. You are required to engage over the eighteen months to complete seven learning outcomes and a CAS Project with a reasonable balance among the three CAS strands. CAS contributes to personal growth and allows you to make meaningful contributions to the community. The CAS Handbook will provide more details on the requirements.

IBDP Grading

- DP candidates can receive grades ranging from 1 to 7 for each DP subject
- DP candidates can receive up to 3 points for EE and TOK combined

		Extended Essay				
		A	B	C	D	E
Theory of Knowledge	A	3	3	2	2	Failing Condition
	B	3	2	2	1	
	C	2	2	1	0	
	D	2	1	0	0	
	E	Failing Condition				

- Highest achievable grade is 45 points
 - o A maximum of 7 points from each of the 6 subjects adding to 42 points and
 - o A maximum of 3 points combining TOK and EE.

IB Diploma Requirements (IBO)

A diploma will be awarded to a candidate subject to the conditions below.

1. CAS requirements have been satisfied.
2. Candidate's total points are at least 24.
3. An N has not been given for Theory of Knowledge, Extended Essay or for a contributing subject.
4. No grade of E has been awarded for one or both of Theory of Knowledge and the Extended Essay.
5. No grade of 1 awarded in any subject / level.
6. Grade of 2 has been awarded less than three (3) times (HL or SL).
7. Grade of 3 or below has been awarded less than four (4) times (HL or SL).
8. Candidate has gained at least 12 points on HL subjects (for candidates who register for four (4) HL subjects, the three (3) highest grades count).
9. Candidate has gained at least 9 points on SL subjects (candidates who register for two (2) SL subjects must gain at least 5 points at SL).
10. DP Candidates must not have received a penalty for academic misconduct from the Final Award Committee

IB Bilingual Diploma

A bilingual diploma will be awarded to successful candidates who fulfill one or more of the following criteria.

- Completion of two languages selected from the studies in language and literature subject group with the award of a grade 3 or higher in both languages.
- Completion of one of subject from Individuals and Societies or Science subject groups in a language that is not the same as the candidate's subject choice in Language and Literature. The candidate must attain a grade of 3 or higher in both the subject from Language and Literature and the subject from either Individuals and Societies or Sciences subject groups.

XLIS Diploma with IB Courses Certificate

A XLIS Diploma will be awarded to successful candidates who fulfil all of the following criteria.

- Candidate has complete all coursework as required by IB for selected IB HL/SL subjects that the candidate is registered for.
- Candidate has completed IB Diploma examinations for selected IB HL/SL subjects that the candidate has been registered for.
- Candidate has completed all CAS requirements
- Candidate has gained a minimum of 3 on all subjects in each semester.

Pathways at XLIS

XLIS Diploma Pathways

International Baccalaureate Diploma	XLIS Diploma with IB Courses	XLIS Diploma
Grade 11 & Grade 12	Grade 11 & Grade 12	Grade 9 to Grade 12
Select 3 HL & 3 SL IB DP courses	Courses may be IB DP HL/SL	Courses may be IB DP HL/SL. HL may be used for credit recovery
Complete all course requirements	Complete all coursework for selected IB HL/SL courses	Complete course requirements
Complete EE & ToK	EE & ToK are optional	EE & ToK not taken
Complete CAS	Complete CAS	Complete CAS
Meeting all the DP requirements	Sit selected exams and earn IB DP course certificates	Must earn a grade of 3 or higher in all courses
IB Diploma & XLIS Diploma	XLIS Diploma & IB course certificates	XLIS Diploma

A student who achieves the 24/32 credits over M4/M5-DP2 can get the XLIS Diploma.

Option 2

DEPARTMENT	CREDIT
Language and Literature	4
Mathematics	4
Individuals and Societies	3
Science	3
Language Acquisition	2
Arts	2
PHE	2
Design	2
Service	2

Award of Credits

Four years at XLIS

To earn one credit in year, a student has to score at least 3 points in each semester in the subjects that would lead to graduation from grades M4-DP2.

For example, if a student has to get 4 credits leading to graduation, the student would need at least 3 points every year in a four-year tenure at XLIS to get the 4 credits. This is similar for all the other subjects as well.

UNIVERSITY COUNSELLING

At XLIS, students are offered the best possible opportunities to explore their interests in relation to their aptitude. The University Counselling department, in collaboration with the Diploma Programme Coordinator, ensures that students choose the right subjects and levels that match their interests and guide them to the right university choices, and through the application process. It is important that students seek guidance from XLIS University Counsellors as they are the faculty members positioned to get to know and understand each students' future aspirations.

XLIS strongly discourages the use of agents from external sources. We believe that as a community, we know our students' needs and understand each student's potential. In the event of using an external agent, please inform the XLIS University Counsellors in advance.

Students and parents should understand that XLIS will not hand over any transcripts or recommendation letters to any external agent. As an ethical school, XLIS will communicate with universities and send transcripts or any other relevant documentation for application purposes, directly. Reputable universities put more trust in schools and teachers, and often mandate this practice. It is also critical that students understand that every assessment matters, as they build up to the latest and fullest grades that are published on the transcript for university application purposes.

ASSIGNMENTS AND ASSESSMENTS

■ Assignments

XLIS is committed to helping every student reach their full academic potential within the International Baccalaureate Diploma Programme (IBDP). Achieving this goal requires collaboration among students, parents, and teachers. Regular practice, review, and timely completion of assignments are essential components of the learning process, fostering effective time management and organizational skills critical for success in higher education and professional life.

Completing homework on time is a key academic priority. Establishing a consistent study routine helps students avoid procrastination, develop strong study habits, and enhance time management skills. Parents can support this process by encouraging regular homework schedules and providing a distraction-free environment.

In the absence of specific homework assignments, students should dedicate time to reading, journaling, or reviewing material to prepare for upcoming assessments. Incorporating regular study and proactive preparation into their routine equips students to excel in examinations and reduces the need for last-minute cramming.

Student Responsibilities

- Complete and submit homework by assigned deadlines.
- Engage fully with tasks, reflecting concepts taught in class.
- Maintain a consistent study routine to avoid procrastination.
- Seek clarification from teachers if assignments are unclear.
- Uphold academic integrity in all homework submissions.

Teacher Responsibilities

- Assigning homework that reinforces content, concepts, and context taught in class.
- Clearly communicating homework tasks, expectations, and deadlines to students.
- Recording summative assessments in the Assessment Calendar.
- Monitoring homework completion and communicating consequences for incomplete work.
- Communicating and collaborating with parents, ASLs, and/or the DP Coordinator when a student's work is consistently incomplete or below standard.

Through this collaborative approach, the XLIS community aims to cultivate disciplined, independent, and well-prepared learners ready for the challenges of the IBDP and beyond.



Late Submissions of Assignments

XLIS is required to adhere strictly to the deadlines published by the IB. Deadlines associated with IB assessment tasks are therefore not flexible. Students are advised to plan for early completion of assessment tasks.

Internal assessments, Extended Essay, TOK, CAS and other assessment tasks will not be submitted for marking or IB moderation if submitted late and will be awarded a level of “N”. Students are therefore advised to pay strict attention to published deadlines from XLIS.

Examples from the IBO of ‘Unacceptable Reasons for Incomplete Assessment’:

- Misreading or misunderstanding the examination timetable;
- Oversleeping and therefore being late for an examination;
- Holidays/vacation;
- Family moving house;
- Social and sporting commitments;
- Attendance at interviews;
- Participation in events such as competitions and concerts.

If students are unable to complete on time any assessment task which is to be sent away for external moderation or marking, or meet any major internal assessment deadline, then they must apply for an extension in writing to the subject teacher and the DP Coordinator prior to the submission date with official documented evidence.

For any emergency situation (accidents or acute illnesses), student must communicate with subject teacher and DP Coordinator to apply for an extension as soon as possible and present official documented evidence (Eg: A doctor’s note in case of an acute illness).

Students’ privileges, including but not exclusive to: break time, lunch activity time, ECA, sport team participation, will be removed until missed assignments have been made up. This is applicable only after the interventions have been made and recorded by the subject teacher and DP coordinator. For school teams, the athletics handbook and code of conduct would also be applied, which involves the programme coordinator, secondary principal and the Athletics Director in the decision-making process.

Assessments

Subject-Specific Summative Assessments

Summative assessments in the International Baccalaureate Diploma Programme (IBDP) evaluate students' mastery of key concepts, contents, and skills in each subject, providing a measure of their academic progress and readiness for final examinations. These assessments, which may include projects, essays, tests, or presentations, occur at regular intervals throughout the programme, varying by subject and aligned with the curriculum's pacing. Their purpose is to consolidate learning, inform instruction, and prepare students for the rigor of the IB DP May Examination.

DP1 Final Examination

The Final Examination, held at the end of May in DP1, assesses students' mastery of all content covered in each subject during the first year of the International Baccalaureate Diploma Programme (IBDP). Spanning 5 to 7 school days, these exams provide an opportunity for students to demonstrate their knowledge and prepare for the rigorous expectations of DP2.

DP2 Mock Examinations

The DP2 Mock Examinations, conducted before the final IB DP examinations, evaluate students' understanding of all content learned across their IB Diploma subjects. Designed to mirror the official IBDP examination format, including Paper 1, Paper 2, and Paper 3 where applicable, these exams take place over 5 to 8 school days and help students refine their exam techniques and prepare thoroughly for the final assessments. In addition, a lighter partial mock examination is held in November to provide students with an earlier, lower-stakes opportunity to experience exam conditions, practise time management, and identify areas for improvement well before the full mock examinations.

IB Diploma Examination

The IB Diploma Examination, beginning from the end of April and runs to the end of May of DP2, is the culminating assessment of the International Baccalaureate Diploma Programme (IBDP). Administered globally, these examinations evaluate students' proficiency across all subjects through a series of standardized tests, including Papers 1, 2, and 3 where applicable. These rigorous exams determine students' final grades, recognized by universities and reflecting their academic achievements in the programme.

Missed Assessments

In-School Assessments and Examinations

Students are responsible for communicating reasons of missed assessments to subject teacher(s) and the DP Coordinator as early as possible with official evidence to prove legitimacy of cause.

Examples from the IBO of 'Unacceptable Reasons for Incomplete Assessment':

- Misreading or misunderstanding the examination timetable;
- Oversleeping and therefore being late for an examination;
- Holidays/vacation;
- Family moving house;
- Social and sporting commitments;
- Attendance at interviews;
- Participation in events such as competitions and concerts.

Students are responsible to reach out to subject teachers to schedule make-up examination which must be administered within 5 school days.

IB Diploma Examinations

In case of extenuating circumstances, the cause must be communicated to DP Coordinator as early as possible with official documented evidence.

Rescheduling of the examination is only possible, and must be administered within 24 hours of the official scheduled time by IB, when circumstance is proven legitimate based on Diploma Programme Assessment procedures prescribed by IB.

ACADEMIC INTEGRITY

Academic integrity is a cornerstone of learning worldwide, and at XLIS, students are expected to uphold this principle both in school and beyond. As an IB World School, XLIS adheres to the International Baccalaureate Organization (IBO) guidelines on academic integrity, educating students about its significance to prepare them for future academic endeavours.

Malpractice includes the following (IBO):

- Plagiarism (presenting others' ideas or work as one's own, including using AI to demonstrate understanding and to meet IB Diploma Requirements)
- Facilitating plagiarism
- Collusion (supporting malpractice by another student, allowing one's work to be copied or submitted for assessment by another)
- Submitting work commissioned, edited by, or obtained from a third party
- Inclusion of inappropriate, offensive, or obscene material
- Duplication of work (submitting the same work for multiple assessment components to meet IB Diploma requirements)
- Falsification of data

XLIS uses the MLA conventions for citing of sources.

Guidelines for students

- Students will read and sign the academic honesty agreement and understand the consequences of academic integrity malpractices.
- Students will not share their work with others.
- Students are responsible for submitting work that is completely their own.
- Students must seek assistance from teachers, librarians and DP Coordinators to clarify academic integrity questions.
- Students will cite sources of ideas and all other materials used in work submitted.
- Students will understand the consequences of academic integrity malpractices and sign the Declaration of Accurate Submission and Compliance with IBO's Academic Integrity Policy at the beginning of DP1.

Guidelines for teachers

- Teachers will educate students about academic honesty within the context of their subject.
- Teachers will clearly identify on each assessment the level of collaboration that is acceptable (if any).
- Teachers will see drafts of work where appropriate, following IB guidelines
- Teachers will use Turnitin on ManageBac to ensure Academic Integrity is upheld for all work submitted.
- Teachers will inform DP Coordinator of incidents of malpractice so that it can be documented and followed-up.
- Teachers will meet with students and parents when an issue arises, as required by the consequences outlined below.
- Teachers will model academic honesty by citing sources on materials used in class.
- Teachers will treat any incident of academic dishonesty fairly and in line with the policy.

Consequences for Academic Malpractice

Level 1 – On homework and subject specific assignments

- Meeting between student, DP Coordinator, and subject teacher
- Student receives no credit for the assessment.

Level 2 – Second offence of Level 1, Internal Assessments, DP Core related assessments, Final, and Mock Examinations

- Meeting between student, DP Coordinator, and subject teacher
- Student receives no credit for the assessment
- Parents are informed
- Academic probation may be given
- May be reported to IBO

Level 3 – Second offence of Level 2, third offence of Level 1, IB Diploma Examination

- Meeting between student, DP Coordinator, subject teacher, and parent
- Student receives no credit for the assessment
- Action plan made for make-up credit
- Academic probation may be given
- Will be reported to IBO
- Student may be excluded from IBDP

ACADEMIC PROBATION

All DP students at XLIS are expected to demonstrate good attitude to learning. This is critical in combination with aptitude and aspirations to be successful in the Diploma Programme. XLIS offers students an opportunity to attempt the IB Diploma Programme. However, to ensure each student reaches their highest possible potential, there are check-in mechanisms in place to monitor and inform decisions on continuity as a DP student.

If students do not demonstrate sufficient progress in academic performance as a result of poor learning attitude, their candidacy as a DP graduate will undergo evaluation. Academic probation and close monitoring of academic progress will be issued until the student begins to demonstrate consistent and sustained progress.

XLIS offers students the opportunity to complete their XLIS High School Diploma. The XLIS High School Diploma is accredited by the Western Association of Schools and Colleges (WASC). For the XLIS High School Diploma, students need to take at least four IB courses and CAS. There is no compulsion to complete the Extended Essay and Theory of Knowledge components.



WELCOME TO CO-CURRICULAR ACTIVITIES AT XLIS

At XLIS, the Athletics and Activities Department is here to provide your child with an enriching experience outside regular class hours. For students in high school, this includes a robust Co-curricular Activity (CCA) program, opportunities to participate as a member of school teams in the U19 age division, and participation in enriching schoolwide events. From sports and arts to academic clubs and competitions, the Athletics and Activities Department is looking to enhance your child's experience at school by providing a diversity of learning and leadership experiences.



School Teams for DPI Students*:

In DP1 students make the jump to the U19 age division, with the chance to participate in eleven sports that represent the school in interscholastic competition both locally and nationally as part of the ACAMIS Green Division. Practices for school teams at this age take place both in the morning and after school, requiring a significant time commitment from students. This includes upwards of three sessions and a total of four and a half hours of practice per week when playing for a core sport team.

U19 Sports Seasons			
Core Sports			
Sport	Season	Training Times	Competition(s)
Volleyball	Aug. - Oct.	Mon./Fri. AM Wed. PM	XIAC Volleyball League
			ACAMIS Green Division
Basketball	Nov. - Jan.	Mon./Fri. AM Wed. PM	The Chang'an Cup
			XIAC Basketball League
			ACAMIS Green Division
Soccer	Jan. - April	Mon./Fri. AM Wed. PM	XIAC Soccer League
			ACAMIS Green Division
Individual and Invitational Sports			
Sport	Meet Month	Training Times	Competition(s)
Cross Country	November	CCA or PHE	XIAC Cross Country
			ACAMIS Cross Country
Swimming	November	Tues./Thurs. AM	XIAC Swim Meet
	December		ACAMIS Sr. Swimming
Table Tennis	January	Mon./Fri.	XIAC Table Tennis
Badminton	October	TBD	XIAC Badminton
Track & Field	March	CCA or PHE	XIAC Track & Field
Ultimate Frisbee	May	Tues./Thurs.	XIAC Ultimate Frisbee
Baseball	May	Mon./Fri.	XIAC Baseball

**Please read the Blue Dragons Athletics Handbook for full details on student selection, participation, and training times for school teams.*



Explore Our CCA Offerings for DPI:

Sports Stream:

Swimming

Tennis

Fitness

Ultimate Frisbee

Tennis

Student-led volleyball

Arts Stream:

Wind Symphony

String Ensemble

Jazz Band

Sketching Geometric Forms

Theatre Production

Technology Stream:

VEX Robotics

Academic Stream:

Chinese Debate

Model United Nations

Economics Club

Chemistry Academy

School Teams for DP2 Students*:

In DP2 students make the jump to the U19 age division, with the chance to participate in eleven sports that represent the school in interscholastic competition both locally and nationally as part of the ACAMIS Green Division. Practices for school teams at this age take place both in the morning and after school, requiring a significant time commitment from students. This includes upwards of three sessions and a total of four and a half hours of practice per week when playing for a core sport team.

U19 Sports Seasons			
Core Sports			
Sport	Season	Training Times	Competition(s)
Volleyball	Aug. - Oct.	Mon./Fri. AM Wed. PM	XIAC Volleyball League
			ACAMIS Green Division
Basketball	Nov. - Jan.	Mon./Fri. AM Wed. PM	The Chang'an Cup
			XIAC Basketball League
			ACAMIS Green Division
Soccer	Jan. - April	Mon./Fri. AM Wed. PM	XIAC Soccer League
			ACAMIS Green Division
Individual and Invitational Sports			
Sport	Meet Month	Training Times	Competition(s)
Cross Country	November	CCA or PHE	XIAC Cross Country
			ACAMIS Cross Country
Swimming	November	Tues./Thurs. AM	XIAC Swim Meet
	December		ACAMIS Sr. Swimming
Table Tennis	January	Mon./Fri.	XIAC Table Tennis
Badminton	October	TBD	XIAC Badminton
Track & Field	March	CCA or PHE	XIAC Track & Field
Ultimate Frisbee	May	Tues./Thurs.	XIAC Ultimate Frisbee
Baseball	May	Mon./Fri.	XIAC Baseball

**Please read the Blue Dragons Athletics Handbook for full details on student selection, participation, and training times for school teams.*



Explore Our CCA Offerings for DP2:

Sports Stream:

Swimming

Tennis

Fitness

Ultimate Frisbee

Tennis

Student-led volleyball

Arts Stream:

Wind Symphony

String Ensemble

Jazz Band

Sketching Geometric Forms

Theatre Production

Technology Stream:

VEX Robotics

Academic Stream:

Chinese Debate

Model United Nations

Economics Club

Chemistry Academy

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ACKNOWLEDGEMENT

Dear Parent,

Please kindly go through the XLIS DP Handbook (2025-2026) with your child and acknowledge this by sending the signed form back to the homeroom teachers.

I hereby acknowledge the communication from the XLIS DP Handbook (2025-2026) and will adhere to the XLIS DP Guidelines stated in the XLIS DP Handbook.

Date:

Name of Student:

Signature of Student:

Name of Parent:

Signature of Parent:

Signature of DP Coordinator:

Signature of Secondary principal:

西安梁家滩国际学校2026-2027学年教职工名单表

Xi'an Liangjiatan International School 2026-2027 Staff Name List

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法律责任声明

西安梁家滩国际学校的每一位学生，必须严格遵守中华人民共和国法律、法规，尊重中华人民共和国国家主权、领土完整，尊重中国的道德规范和风俗习惯。绝不侵犯、泄露中华人民共和国国家秘密，不发表、散布否定中华人民共和国根本政治制度、基本原则和危害中华人民共和国国家安全、破坏社会公共秩序、危害社会公共安全的言论。

学生在校就读期间，必须遵守学校《学生手册》中的各项规章制度，服从学校的教育教学管理和安排，诚实守信，认真完成学习任务，团结同学，尊敬师长，不做出违背法律、违背道德、违背学校规章制度的行为。对于学生违反学校规章制度的行为，学校将依照西安梁家滩国际学校《恢复性疏导措施政策》采取相关措施；造成严重后果的，学校将依法追究其相应的责任。

学生在校就读期间及转学或毕业之后，不得做出任何有损西安梁家滩国际学校声誉和合法权益的行为。若违反有关法律或规定，学校将依照中华人民共和国法律、法规，以及学校规章制度的规定，追究其相应的法律责任。

Legal Responsibility Disclaimer

Every student of Xi'an Liangjiatan International School must abide by the laws and regulations of the People's Republic of China, respect the national sovereignty and territorial integrity of the People's Republic of China, and respect Chinese moral norms and customs. Students must never violate or disclose the state secrets of the People's Republic of China, or publish or disseminate statements that negate the fundamental political system and basic principles of the People's Republic of China or jeopardize the national security of the People's Republic of China, or disrupt the public order of the society, or endanger the public security of the society.

While attending school, students must abide by the rules and regulations in XLIS Student Handbook, obey the school's educational and teaching management and arrangements, be honest and trustworthy, conscientiously complete their study tasks, unite with their classmates, respect their teachers and elders, and refrain from behaviors contrary to the law, morality, and the school's rules and regulations. If a student violates the school's rules and regulations, the school will take relevant measures in accordance with Xi'an Liangjiatan International School Restorative Practice Policy; if serious consequences result, the school will investigate his/her corresponding responsibilities according to the law.

Students shall not engage in any behavior that will damage the reputation and legitimate rights and interests of Xi'an Liangjiatan International School during the period of study and after transferring or graduating from the school. In case of violation of relevant laws or regulations, the school will pursue their corresponding legal responsibilities in accordance with the laws and regulations of the People's Republic of China, as well as the provisions of the school's rules and regulations.



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