***City High Middle Diploma Programme Guide***

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**What is the Diploma Programme?**

The Diploma Programme is a challenging two year program that uses internationally recognized curriculum allowing 11th and 12th grade students an opportunity to earn the IB diploma. The program prepares students for their next academic step and encourages them to:

•ask challenging questions

•learn how to learn

•develop a strong sense of their own identity and culture

•develop the ability to communicate with and understand people from other countries and cultures



**What is the Learner Profile?**

The Learner Profile is found at the heart in all levels of the IB Continuum and is positioned at the center of the programme model. The Learner Profile attributes display a variety of characteristics that surpass learning and scholastics. The descriptors of the Learner Profile can be found in Appendix A.

**What courses will a student take in the Diploma Programme?**

Students will be taking courses from six subject groups:

1. Language A –English, includes the study of World Literature

2. Language B –second language (Spanish, French or Chinese)

3. Individuals & Societies – History of the Americas

4. Experimental Sciences –includes Chemistry, Biology, Physics, Environmental Systems and Societies (courses offered based on interest)

5. Mathematics –includes Higher and Standard Level Mathematics and

Mathematical Studies (courses offered based on interest)

6. Arts & Electives –Visual Arts or Music; or students may select Psychology, which is a second subject from Individuals and Societies.

Students generally take 3 HL (Higher Level) courses and 3 SL (Standard Level) courses. HL and SL courses differ in depth and breadth of the content. A student may take 4 HL courses with approval from parents, teachers, and IB Coordinator.

**What are the other requirements of the Diploma Programme?**

Students will also have three core requirements integrated throughout their two year program:

• Theory of Knowledge

•Extended Essay

•Creativity, Activity, Service

Theory of Knowledge (TOK)

This course is the key element in the educational philosophy of IB. The purpose of this course is to stimulate critical reflection on the knowledge and experiences acquired both inside and outside the classroom. This course challenges students to question the basis of knowledge, be aware of subjectivity and ideological biases, and develop a personal mode of thought based on critical examination of the evidence expressed in rational argument. Unlike other subjects, Theory of Knowledge is not assessed by an external examination, but rather by the submission of an essay written during the course and the internally assessed presentation. The essay will be submitted to and evaluated by IB examiners.

Extended Essay (EE)

The extended essay is an original and independent piece of research and writing done by the student. The student will work directly with an assigned staff member to assist him/her beginning in their junior year and well into their senior year. The essay is limited to 4,000 words and gives the student an opportunity to investigate a topic of individual interest and acquaints students with the independent research and writing skills needed and expected at universities. Students must earn at least a ‘D’ on their extended essays to be eligible for the full IB diploma.

Creativity, Action, Service (CAS)

The CAS requirement is met by participating in planned and supervised extracurricular activities related to the local community. These activities are meant to encourage the appreciation of attitudes and values other than one's own and to enable the student to communicate readily on both a philosophical and practical level. Theater productions, sports, musical performances, and community service are just a few examples of activities that fall under CAS. CAS is an opportunity for students to develop an awareness and appreciation for life outside of the academic arena. The student will need to complete 8-10 hours of community service projects and extra-curricular activities per month throughout their junior and senior years. Students will also be responsible for completing a CAS project. More information can be found in the DP CAS handbook.

**Are IB courses weighted?**

A weighted GPA is based on the idea that some high school classes are much harder than others and that these rigorous classes should carry more weight. As a way to acknowledge the effort that goes into challenging courses, many high schools weight grades.

IB DP courses at City High Middle are weighted with a value of 1.25. This is done to recognize the rigorous course load City students take throughout their time in the Diploma Programme. Not all colleges will look at GPA in the same way. Some colleges will take the weighting into consideration and some will not. The weighting is in place, for the colleges and universities that take the GPA directly from the high school without recalculation, so that our students’ transcripts will depict the value earned by our students in comparison to students from other districts.

**How do students earn the IB diploma?**

Students must complete and test in six IB subjects, write an extended essay based on independent research, participate in Theory of Knowledge (TOK) and complete required CAS hours. In order to receive the IB diploma, a total of 24 points must be earned on the six IB examinations with a grade no lower than a D in TOK and the extended essay. Additional points can be earned toward the IB diploma, see Appendix B for the current TOK/EE matrix. The specific requirements as to how the IB diploma can be earned is described in the *General Regulations: Diploma Programme* document, more specifically Article 13 (See Appendix C).

**What type of assessments will be given during the program?**

The International Baccalaureate Organization (IBO) assesses student work as direct evidence of achievement towards stated goals of the Diploma Programme courses. Students will be given both internal and external assessments for their courses.

External Assessments

External assessments are examinations taken at the end of most courses and are

graded by trained IB examiners. These assessments could include:

-essays

-structured problems

-short response questions

-data response questions

-text response questions

-case study questions

-multiple choice questions (limited use of these)

Most external assessments are given to the students in May with the exception of Visual Arts. English, World Language and Music courses have an additional external assessment that is given during the senior year. The scores on external assessments are then factored in with the scores of internal assessments, to determine the student’s final score out of 7, for the subject.

Internal Assessments

In nearly all subjects at least some of the assessment is carried out internally by the teacher. The teacher marks individual pieces of work produced as part of a course of study. These assessments could include:

-oral work in languages

-fieldwork

-laboratory work

-investigations

-artistic performances/works

A sample of these assessments is sent out to be reviewed by an external examiner. The external examiner will determine if scores are accurate based on the sample of work they receive from the school. External examiners have ability to adjust the scores of the entire class, based on their own judgments.

Internal and External Assessments

Students can earn a score between 1-7 in each subject area (1 being the lowest, 7 being the highest). A score of 4 is generally considered passing. Subject area scores are determined by the scores students earn on their internal and external assessments and the weight they are given. For subject weights and distributions reference Appendix D. Overall subject area scores are released to the students in July. Students can review their scores online and have transcripts sent to their universities. Students will receive their log in information during their senior year, in order to access scores that are released during the summer months.

**What are the goals of IB assessments?**

The goals of IB assessments are to provide students with:

•a broad and balanced, yet academically demanding program of study

•development of critical-thinking and reflective skills

•development of research skills

•development of independent learning skills

•development of intercultural understanding

•globally recognized university entrance qualification

**What are the differences between AP and IB courses?**

Both courses are academically challenging and require motivation and commitment by the student. IB and AP both allow students to learn the factual material but IB tends to have a more cross-curricular focus and includes analysis of the content and information.

Some notable differences between IB and AP include the following:

•IB subjects are cross-curricular and teachers must plan collaboratively. AP courses are standalone courses that focus directly on one subject.

•Most IB courses are two year courses with an exam taken at the end of the 2nd year. AP courses are single year classes.

•IB allows for students to have two levels of mastery in their courses and examinations (HL and SL) while AP offers one level (except with AP Calculus which offers AB and BC).

•The content of some courses can differ, reflecting the international nature of IB and the US based approach of AP.

•IB examinations have more of an emphasis on critical thinking and analysis (using essays, investigations, lab work, oral work and projects) while AP tests have more knowledge-based, multiple choice questions.

•IB teachers have some input into the student’s test scores through the internal assessment. The teacher input is moderated to ensure that the same standards are applied worldwide. AP students’ test scores are determined by the AP exam alone.

**How will the IB Program benefit each student?**

The IB program allows students to develop critical thinking skills, fosters an understanding of how they can have an impact their community and world and promotes analytical thinking. Since the program has a strong writing emphasis, it also allows students to develop the strong writing skills necessary for critical writings, papers, and essays. These skills provide a very strong foundation for college work. Below are the top 10 reasons why the Diploma Programme is ideal preparation for college.

* Offers academic depth and breadth
* Graduates care about more than just results
* It creates independent learners who feel prepared
* It’s a genuinely international qualification
* Universities recognize it and give credit for it
* The IB encourages critical thinking
* You’ll never need to learn time management
* It assesses more than examination techniques
* Subjects are taught in isolation
* The 10 attributes of the Learner Profile

**Do universities recognize the IB diploma?**

The IB diploma is widely recognized by the world’s leading universities. The IBO works closely with universities in all regions of the world to gain recognition for the IB diploma. Students may earn credit for college courses based on their performance in a given subject area or in the Diploma Programme as a whole. Each college or university is responsible for setting their own policies in regards to recognition of IB scores. There is a wide spectrum of differences among higher educational institutions as to what is recognized. Some schools will use IB scores as a basis for a student’s placement into a higher level class. Other schools will recognize individual scores in subject areas and provide credit for lower level general education classes. There is a growing population that are recognizing the full IB diploma and admitting students as sophomores in colleges.

To assist IB diploma students in making appropriate choices, the organization has a database containing contact details of universities around the world. The database also includes up to date information about requirements for admissions.

To research specific colleges and universities, please check

ibo.org→University Admission→Recognition of the IB

**What will my students 2 years in City’s Diploma Programme look like?**

10th Grade: 2nd Semester

Before entering the Diploma Programme at City, students must make some choices regarding the courses they will be taking in 11th and 12th grade. These choices will be in the areas of Math, Science, and Arts. Our teaching and counseling staff speak with students weeks prior to their decisions being made, so that students are well informed on all class options.

11th Grade: 1st Semester

Students will begin their first semester of the Diploma Programme. Teachers will be sampling both Higher Level and Standard Level topics, so that students may get a sample of both. During this time, students are also focused on preparing for the SAT, which is taken in April.

Students will be completing their written assignments (external assessment) for English toward the end of the first semester. Students will revisit these assignments during their senior year.

Students will be introduced to the extended essay. After introduction, students will be expected to begin brainstorming possible topics, so that they may go into the mentor selection process taking into account our teacher’s common interests and areas of expertise.

Throughout the semester students will be expected to:

* Identify a topic, subject area and a possible research question (October/November)
* Begin meeting with their mentor (November)
* create an annotated bibliography (December/January)

11th Grade: 2nd Semester

Students will continue working on their extended essays.

* create an outline for their paper, including a working thesis (February)
* write a rough draft of their paper and get general feedback from mentors (April/May)

Students will be completing their Individual Oral Presentations in English. These serve as one half of the internal assessment for English.

Students will be completing their Theory of Knowledge presentations (internal assessment) in April and May.

Students in Psychology will select if they are taking the class at Higher or Standard Level, this determination will allow students to complete their internal assessment for this class.

Students will begin completing their Internal Assessments for their DP Science classes.

Summer between 11th and 12th Grade

Students will be encouraged to continue working on their extended essay throughout the summer, as well as develop college applications essays.

12th Grade: 1st Semester

Students will need to make decisions regarding their classes being taken and Higher Level or Standard Level within the first month of school. These decisions will affect the depth and breadth of the topics studied in the classrooms, as well as how their internal assessments are completed. The bulk of internal assessments are completed during this semester.

*Internal and External Assessment Schedule (subject to change)-*

*September*

* Math Investigations/Project (Math HL, SL, and Studies)
* Group 4 Project (DP Science Classes)
* Music Creation

*October*

* Completed rough draft of extended essay due
* Musical Links Investigation
* Music Solo Performance

*November*

* Historical Investigations

*December*

* Music Solo Performance
* Music Creation
* English Individual Oral Commentary
* World Language Written Assignment

*January (1st half)*

* Theory of Knowledge essay

Students will be turning in their final draft of their extended essay (October). Teachers will give them general feedback, so that they may improve their essays before uploading them to IB in the beginning of February. The feedback received in November is the only thorough feedback regarding structure and content that the students are able to receive from their mentors.

12th Grade: 2nd Semester

Students will also be finishing up their internal assessments at the beginning of the semester. Once the assessments have been completed, students will begin to work with their instructors and the curriculum to prepare for the exams/external assessments that take place in May.

*Internal and External Assessment Schedule (subject to change)-*

*January (2nd half)*

* Music Solo Performance

*February*

* World Language Orals
* Visual Arts work pages due

*May*

*The following external assessments are completed in an exam format. Students will attend the assessments for their subject areas, during the time that is designated by the IB.*

* English Papers 1 and 2
* Spanish, French and Chinese Papers 1 and 2
* History Papers 1, 2 and 3 (3 is HL only)
* Psychology Papers 1, 2 and 3 (3 is HL only)
* Biology, Chemistry Physics Papers 1, 2, and 3
* Environmental Systems and Societies Papers 1 and 2
* Math Papers 1, 2, and 3 (3 is HL only)
* Music Paper 1

*Our goal at City is to help students develop the tools, skills, and habits of mind to thrive as adults, build flourishing communities, and create a more sustainable future for all the world's inhabitants.*

*Our children are growing up in rapidly-changing, increasingly-interconnected, and interdependent world*.

We ask that our families become active participants in their child’s education and to support the work we do with the International Baccalaureate Organization.

Appendix A

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The aim of all IB programs 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.

IB learners strive to be:

|  |  |
| --- | --- |
| **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. |

DPAppendix B

**The IB diploma points matrix**

The following new matrix has been adopted from the May 2015 session onwards.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Theory of Knowledge** | | | | | |
|  |  | Grade  A | Grade  B | Grade  C | Grade  D | Grade  E | No Grade  N |
| **Extended essay** | Grade  A | 3 | 3 | 2 | 2 | Failing  Condition | Failing  Condition |
| Grade  B | 3 | 2 | 2 | 1 | Failing  Condition | Failing  Condition |
| Grade  C | 2 | 2 | 1 | 0 | Failing  Condition | Failing  Condition |
| Grade  D | 2 | 1 | 0 | 0 | Failing  Condition | Failing  Condition |
| Grade  E | Failing  Condition | Failing  Condition | Failing  Condition | Failing  Condition | Failing  Condition | Failing  Condition |
| No Grade  N | Failing  Condition | Failing  Condition | Failing  Condition | Failing  Condition | Failing  Condition | Failing  Condition |

Appendix C

**Article 13: Award of the IB diploma**

13.1 All assessment components for each of the six subjects and the additional IB 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 (higher level or standard level).

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 (candidates who register for four higher level subjects, the three highest grades count).

i. The candidate has gained 9 points or more on SL subjects (candidates who register for two standard level 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.

13.3 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.

Appendix D

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| --- | --- | --- |
| **Subject Area** | **Assessments** | **Weight** |
| **Language and Literature** | | |
| English HL and SL | **External Assessments**  Paper 1: Guided Literary Analysis  Paper 2: Essay  Written Assignment: 1200-1500 words with 300-400 word reflective statement | **70%**  20%  25%  25% |
| **Internal Assessments**  Individual Oral Commentary  Individual Oral Presentation | **30%**  15%  15% |
| **Language Acquisition** | | |
| World Language HL and SL | **External Assessments**  Paper 1: Text-handling exercises  Paper 2: Written productive skills  Written Assignment: HL-500-600 words + 150-word rationale  SL-300-400 words + 100-word rationale | **70%**  25%  25%  20% |
| **Internal Assessments**  Individual Oral  Interactive Oral | **30%**  20%  10% |
| World Language ab initio SL | **External Assessments**  Paper 1: Text-handling exercises  Paper 2: Written productive skills  Written Assignment: 200-300 words | **75%**  30%  25%  20% |
| **Internal Assessments**  Individual Oral | **25%** |
| **Individuals and Societies** | | |
| History of the Americas HL | **External Assessments**  Paper 1: Four short-answer/structured questions  Paper 2: Two extended-response questions  Paper 3: Three extended-response questions | **80%**  20%  25%  35% |
| **Internal Assessments**  Historical Investigation | **20%** |
| History of the Americas SL | **External Assessments**  Paper 1: Four short-answer/structured questions  Paper 2: Two extended-response questions | **75%**  30%  45% |
| **Internal Assessments**  Historical Investigation | **25%** |
| **Sciences** | | |
| Biology, Chemistry and Physics HL | **External Assessments**  Paper 1: Forty multiple-choice question on the core & AHL  Paper 2: One DBQ, short-answer questions, and two extended-response question - core & AHL  Paper 3: Short-answer questions and one extended-response question | **80%**  20%  36%  24% |
| **Internal Assessments**  Internal Investigations including Group 4 Project | **20%** |
| Biology, Chemistry and Physics SL | **External Assessments**  Paper 1: Thirty multiple-choice question on the core  Paper 2: One DBQ, short-answer questions, and one extended-response question  Paper 3: Short-answer questions | **80%**  20%  40%  20% |
| **Internal Assessments**  Internal Investigations including Group 4 Project | **20%** |
| Environmental Systems and Societies SL | **External Assessments**  Paper 1: Case study  Paper 2: Section A- short answer and data-based questions  Section B- structured essay questions | **75%**  20%  50% |
| **Internal Assessments**  Individual Investigation | **25%** |
| **Mathematics** | | |
| Math HL | **External Assessments**  Paper 1: Short & extended-response questions - NO CALCULATOR  Paper 2: Short- & extended-response questions - Calculator  Paper 3: Extended-response questions - Calculator | **80%**  30%  30%  20% |
| **Internal Assessments**  Mathematical Investigations | **20%** |
| Math SL | **External Assessments**  Paper 1: Short-& extended-response questions - NO CALCULATOR  Paper 2: Short- & extended-response questions - Calculator | **80%**  40%  40% |
| **Internal Assessments**  Mathematical Investigations | **20%** |
| Math Studies SL | **External Assessments**  Paper 1: Fifteen short-response questions  Paper 2: Five extended-response questions | **80%**  40%  40% |
| **Internal Assessments**  Mathematics Project | **20%** |
| **The Arts** | | |
| Music HL | **External Assessments**  Paper 1: Five Musical Reponses  Musical Links Investigation | **50%**  30%  20% |
| **Internal Assessments**  Solo Performance (20 minutes)  Creating (3 creations - 3-6 minutes) | **50%**  25%  25% |
| Music SL | **External Assessments**  Paper 1: Four Musical Reponses  Musical Links Investigation | **50%**  30%  20% |
| **Internal Assessments**  Solo Performance (15 minutes) OR  Creating (2 creations - 3-6 minutes) OR  Group Performance (30 minutes - 2 recitals) | **50%** |
| Visual Arts HL | **External Assessments**  Part One: 10–15 screens which examine and compare at least three artworks; 3-5 screens which analyze artists influences  Part Two: 13-25 screens that demonstrate a variety of art experience | **60%**  20%  40% |
| **Internal Assessments**  8-11 artworks and a 700 word rationale | **40%** |
| Visual Arts SL | **External Assessments**  Part One: 10–15 screens which examine and compare at least three artworks  Part Two: 9-18 screens that demonstrate a variety of art experience | **60%**  20%  40% |
| **Internal Assessments**  4-7 artworks and a 400 word rationale | **40%** |
| **Elective (in place of Arts selection)** | | |
| Psychology HL | **External Assessments**  Paper 1: 6 short answer and 1 essay question  Paper 2: 15 short answer and 2 essay questions  Paper 3: 3 short answer | **80%**  35%  25%  20% |
| **Internal Assessments**  Simple Experimental Study | **20%** |
| Psychology SL | **External Assessments**  Paper 1: 6 short answer and 1 essay question  Paper 2: 15 short answer and 1 essay questions | **75%**  50%  25% |
| **Internal Assessments**  Simple Experimental Study | **25%** |