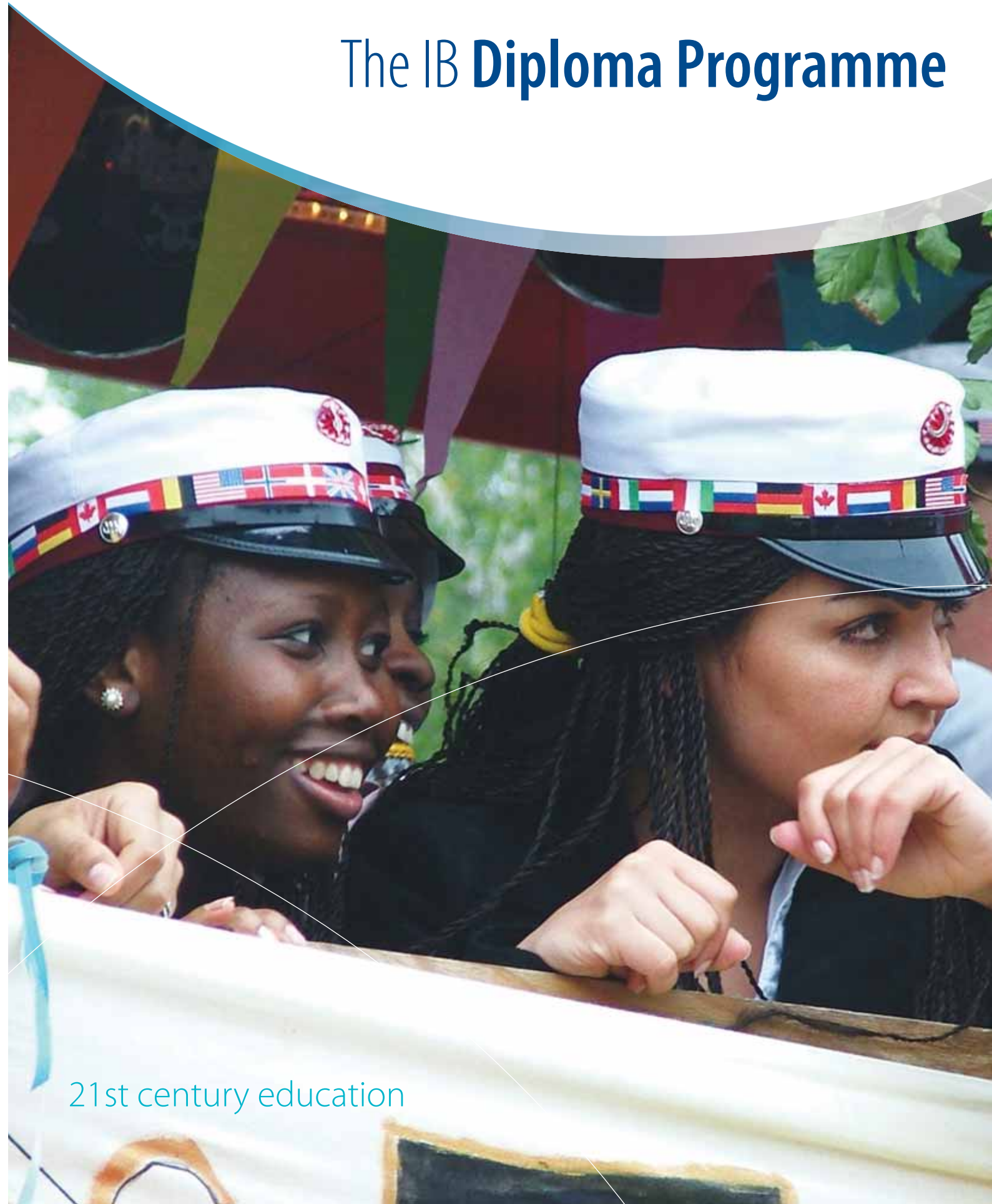


The IB **Diploma Programme**



21st century education

Life in the 21st century, in an interconnected, globalized world, requires critical-thinking skills and a sense of international-mindedness, something that International Baccalaureate (IB) Diploma Programme students learn to know and understand.

What is the IB Diploma Programme?

The IB Diploma Programme is designed as an academically challenging and balanced programme of education with final examinations that prepares students, normally aged 16 to 19, for success at university and life beyond. The programme is normally taught over two years and has gained recognition and respect from the world's leading universities.

Since the late 1960s, the programme has:

- provided a package of education that balances **subject breadth and depth**, and considers the **nature of knowledge** across disciplines through the unique theory of knowledge course

- encouraged **international-mindedness** in IB students, starting with a foundation in their own language and culture
- developed a **positive attitude to learning** that prepares students for university education
- gained a reputation for its **rigorous external assessment** with published global standards, making this a qualification welcomed by universities worldwide
- emphasized the development of the **whole student**—physically, intellectually, emotionally and ethically.

The curriculum

IB Diploma Programme students study six courses at higher level or standard level. Students must choose one subject from each of groups 1 to 5, thus ensuring breadth of experience in languages, social studies, the experimental sciences and mathematics.

The sixth subject may be an arts subject chosen from group 6, or the student may choose another subject from groups 1 to 5.

At least three and not more than four subjects are taken at higher level (recommended 240 teaching hours), the others at standard level (150 teaching hours). Students can

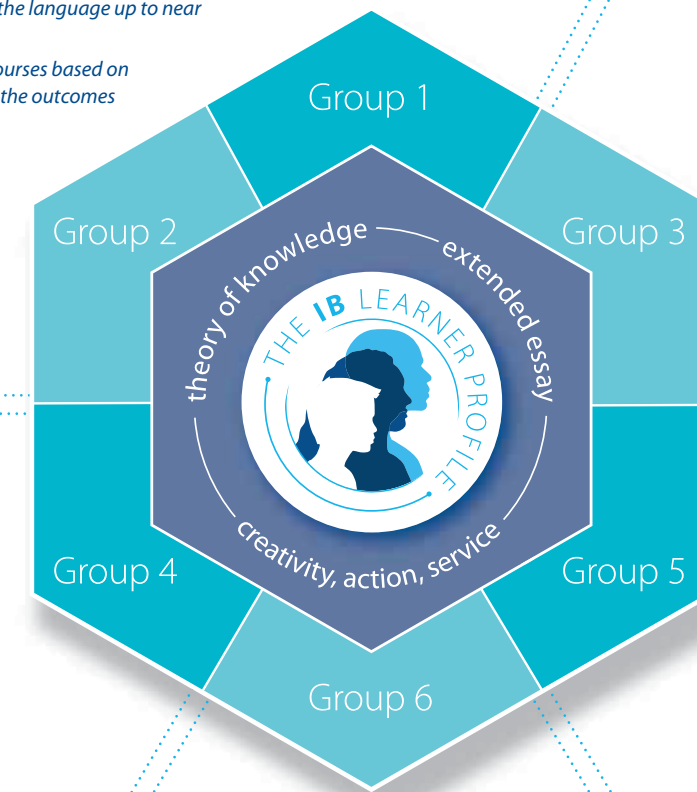
study these subjects, and be examined, in English, French or Spanish.

Students will develop an understanding of the IB learner profile. The ten aspirational qualities of the learner profile inspire and motivate the work of teachers, students and schools, providing a statement of the aims and values of the IB and a definition of what we mean by "international-mindedness". IB learners strive to be inquirers, thinkers, communicators, risk-takers, knowledgeable, principled, open-minded, caring, balanced and reflective.

Language A1 and second language

Students select two languages: one from group 1 and an additional language normally from group 2. Group 1 is for students' best language and the course is literature based; Group 2 is designed for students learning the language up to near native speaker level.

Students select the language courses based on their language proficiency and the outcomes of the course.



Individuals and societies

- Business and management
- Economics
- Geography
- History
- Information technology in a global society
- Philosophy
- Psychology
- Social and cultural anthropology
- Environmental systems and societies*

Mathematics and computer science

- Mathematical studies standard level
- Mathematics standard level
- Mathematics higher level
- Further mathematics standard level
- Computer science (elective)

Experimental sciences

- Biology
- Chemistry
- Design technology
- Environmental systems and societies*
- Physics

The arts

- Music
- Theatre
- Visual arts
- Film

The availability of these subjects will vary in each IB World School and students should consult their Diploma Programme coordinator. Subject availability may also vary from year to year.

*transdisciplinary subject

In addition the programme has three core requirements that are included to broaden the educational experience and challenge students to apply their knowledge and understanding.

- The extended essay** is a requirement for students to engage in independent research through an in-depth study of a question relating to one of the subjects they are studying.

- Theory of knowledge** is a course designed to encourage each student to reflect on the nature of knowledge by critically examining different ways of knowing (perception, emotion, language and reason) and different kinds of knowledge (scientific, artistic, mathematical and historical).
- Creativity, action, service** requires that students actively learn from the experience of doing real tasks beyond the classroom. Students can combine all three components or do activities related to each one of them separately.

Assessment

Students take written examinations at the end of the programme, which are marked by external IB examiners. Students also complete assessment tasks in the school, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners.

The marks awarded for each course range from 1 (lowest) to 7 (highest). Students can also be awarded up to three additional points for their combined results on theory of knowledge and the extended essay. The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole programme and to satisfactory participation in the creativity, action, service requirement. The highest total that a Diploma Programme student can be awarded is 45 points.

Assessment is criterion-related, which means student performance is measured against pre-specified assessment criteria based on the aims and objectives of each subject curriculum, rather than the performance of other students taking the same examinations. Statistically the range of scores that students have attained has remained stable and universities value the rigour and consistency of Diploma Programme assessment practice.

Students can choose to study for individual subject certificates, rather than the full diploma, if the diploma combination does not best meet their individual needs or circumstances.

Quality assurance and professional development

Any school wishing to offer the Diploma Programme and attain IB World School status must first go through the authorization process. The requirements for authorization are the same for all schools, even though the process is administered slightly differently in each IB region. The process is designed to ensure schools are well prepared to implement the programme successfully.

This is a challenging programme that demands the best from both motivated students and teachers. Schools can access an extensive package of IB professional development for teachers and administrators and commit to ongoing professional development. Schools are

required to participate in an ongoing process of review and development, using standards and practices that apply to all IB World Schools.

IB teachers are challenged to constantly reflect upon and improve their practice. All teachers in IB World Schools have access to the online curriculum centre, which provides programme documentation, examples of student work, and also acts as the hub of an international online community. Teachers can talk to other teachers in IB World Schools around the world, give and receive advice, and post their own example resources for other teachers to share.

- Become an IB student
- Teach at an IB World School
- Become an IB World School
- Volunteer or work for the IB

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