



**DUNECREST
AMERICAN
SCHOOL**



THE INTERNATIONAL BACCALAUREATE PROGRAMME®

at Dunecrest American School

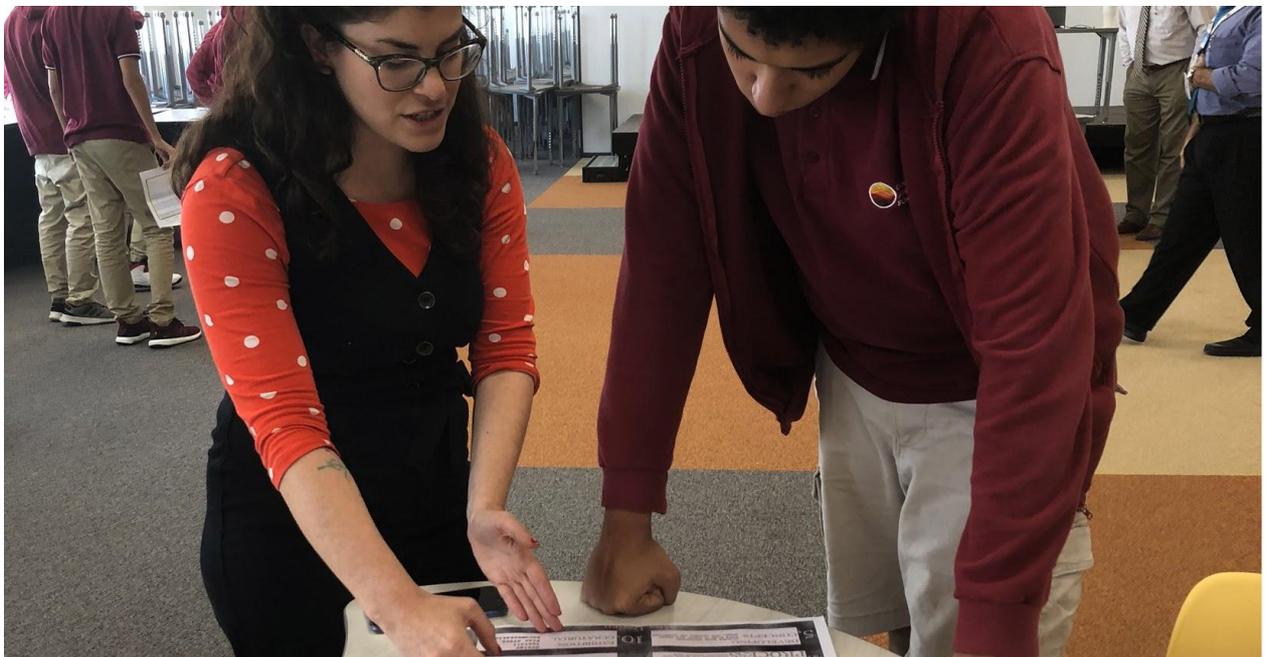
**“The IB has concerns
for humanity hardwired
in its philosophical
heritage, its mission,
and today’s curricula.”**

**~ Dr. Siva Kumari,
Director General, IBO**

Welcome to the International Baccalaureate Diploma Programme® (IBDP) at Dunecrest American School.

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The purpose of this brochure is to provide information on the IBDP provided at Dunecrest American School. The programme is international in its curriculum content, recognized by universities and employers around the world, and combines an in-depth academic study with activities that encourage a sense of adventure and social responsibility. As you approach grade 11, you are about to embark on some of the most exciting and important years of your high school education. It is important that you consider all options available to you in order to make the best possible choices for your future. We look forward to facilitating your learning through the next two years of your education. We have no doubt that you will find these years engaging, challenging, and rewarding.

Facts & Figures: The Diploma Programme Around the World



1.3 million* DP graduates
140+ countries

*as of May 2015



In a recent DP study at the University of Oregon's Honors College,



sample size: 18 students



Alumni of the Diploma Programme attend top-ranking universities, studies find.¹

DP students not only do well academically while in high school, but also go on to perform well at the university level.²

79% of DP graduates in China attended universities in the US, UK, Hong Kong, Singapore and Canada.⁵



DP students in the US who enrolled in post-secondary education immediately after high school **enrolled in and graduated from four-year institutions at much higher rates than the national average.**

95% of DP cohort
60% national cohort

enrollment at four-year institutions (public and private)



79% of DP cohort
39% national cohort

average graduation rate at four-year institutions (public and private)





University admissions officials say the **DP is the best qualification** for developing students' non-academic skills and preparing them for further education and careers.⁵

Encouraging independent inquiry



Developing workplace skills



Nurturing an open mind



Developing self-management skills



Developing global awareness and connectivity



DP alumni report the IB has profound, long-lasting effects on students' lives. It helps them **develop critical thinking, analytical and writing skills and a broader world view**. In addition, they point out that they earned advanced credits for university.⁶



International-mindedness means having the opportunity to have doors opened in other countries and widely renowned universities.⁷
(DP student, p.38).



A recent study among DP schools in Australia, China and India found that international-mindedness can be categorized as a tool for individual gain, an orientation towards shared understanding and a way to push boundaries for change.

1. <http://ibo.org/globalassets/publications/ib-research/dp/chinasummaryinenglishweb.pdf>
http://ibo.org/contentassets/d74675437b4f4ab38312702599a432f1/mexicodpresearchsummary_e.pdf
<http://ibo.org/contentassets/d74675437b4f4ab38312702599a432f1/ibstudentsstudyingatukhighereducationinstitutionshowdotheyfare2011.pdf>
 2. <http://ibo.org/globalassets/publications/ib-research/dp/dp-student-enrollment-outcomes-us-brief-en.pdf>
 3. <http://www.ibo.org/globalassets/publications/ib-research/dp/collegereadinesssummaryeng.pdf>
 4. <http://ibo.org/globalassets/publications/ib-research/dp/chinasummaryinenglishweb.pdf>
 5. <http://www.acs-schools.com/University-Admissions-Officers-Report-2015>
 6. <http://ibo.org/globalassets/publications/ib-research/continuum/longer-term-outcomes-summary-en.pdf>
 7. <http://www.ibo.org/globalassets/publications/ib-research/dp/international-mindedness-summary-en.pdf>



International Baccalaureate
Baccalauréat International
Bachillerato Internacional

Learn more about the IB at ibo.org

Programme Overview

The IB Diploma (IBDP) is a two-year programme for students aged 16-19. Recognized internationally as a qualification for university entrance, the IBDP also allows students to fulfill the requirements of their national education system. Students share an educational experience that emphasizes critical thinking as well as intercultural understanding and respect for others in the global community.

The IBDP offers a broad and balanced curriculum in which students are encouraged to apply what they learn in the classroom to real world issues and problems. Wherever possible, subjects are taught from an international perspective.

Relevant Contacts

School Director

Bill Delbrugge

IB Diploma Programme Coordinator

Eric Barrett

High School Principal

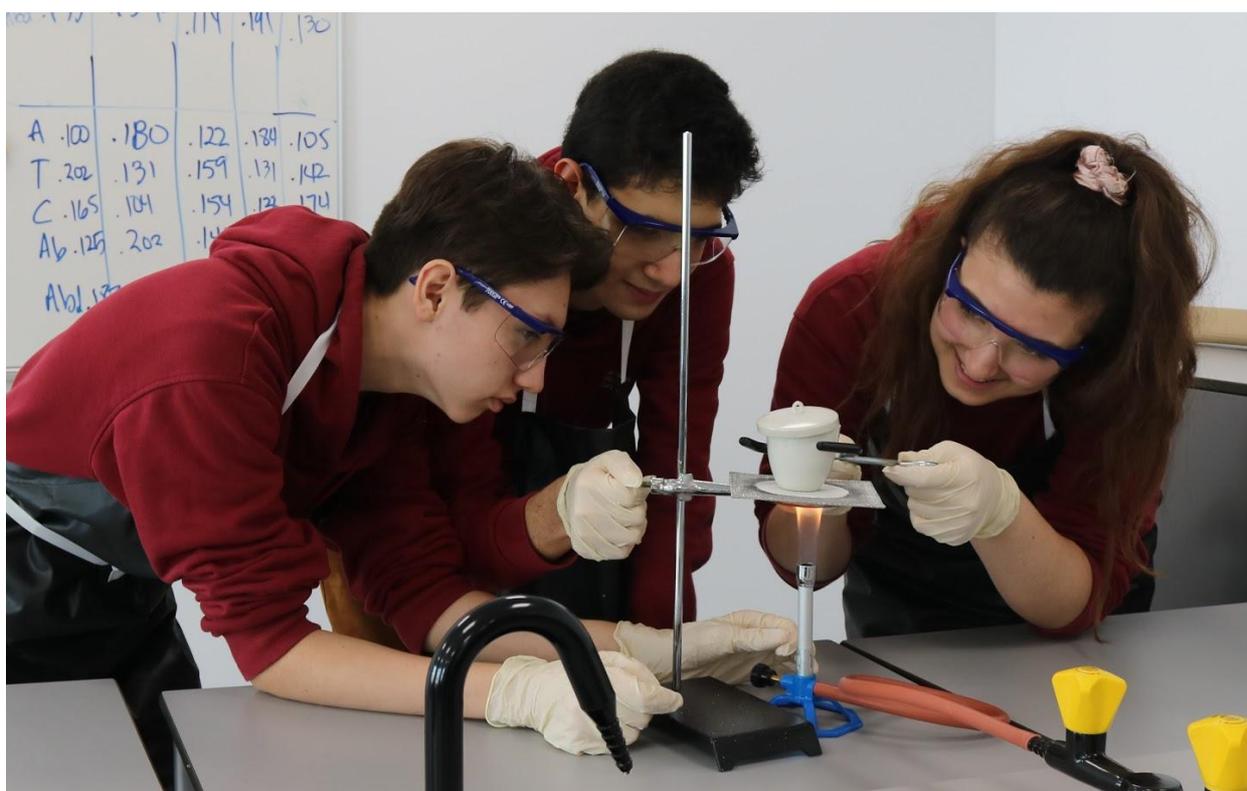
Pat Hould

High School Assistant Principal

Dylan Carter

High School & University Counselor

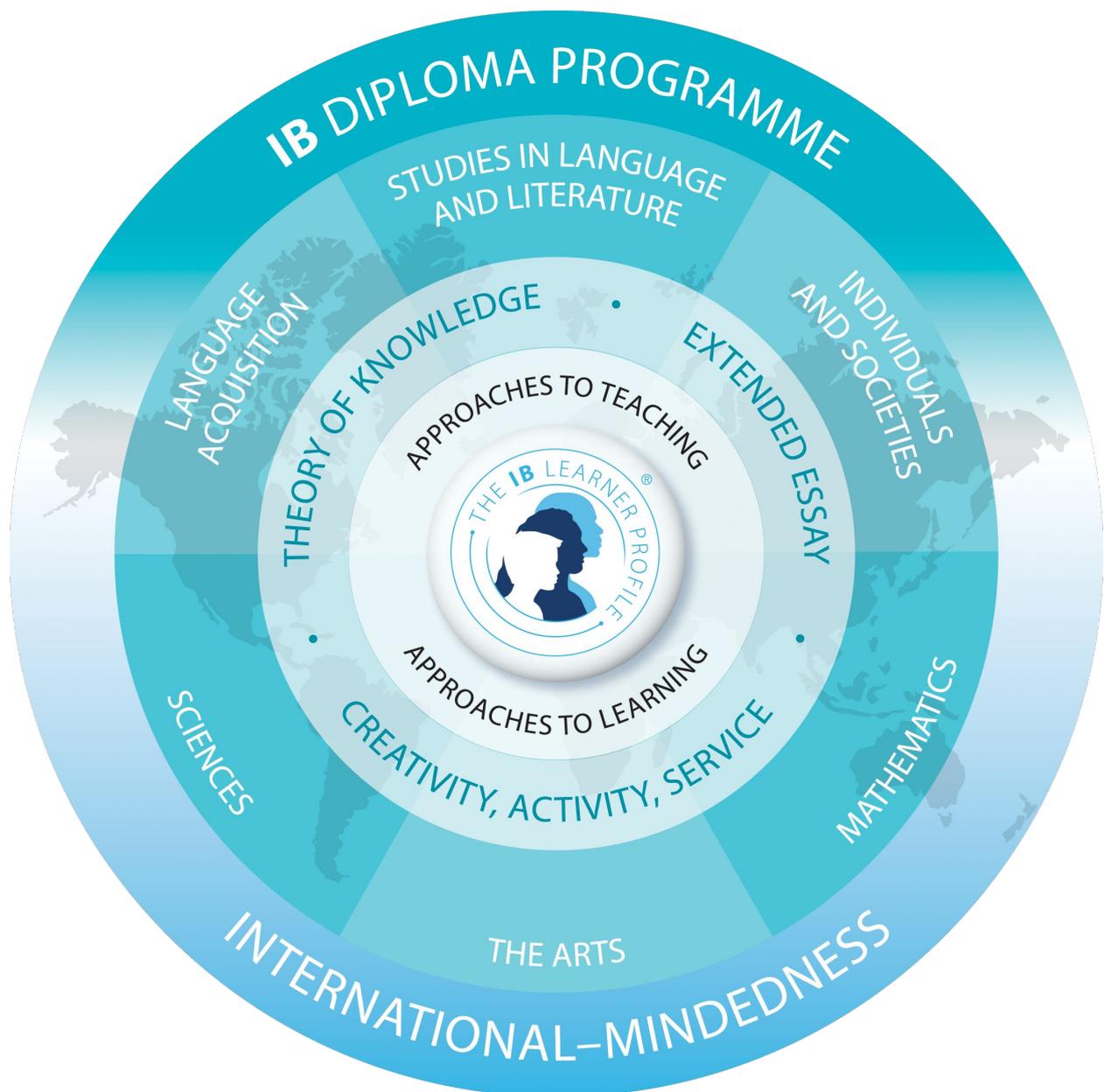
Zeina Mouganie



Curriculum Model

Students study six courses selected from six subject groups.

At the heart of the Diploma Programme Model is the learner, surrounded by three requirements that IBDP students must fulfill in addition to their coursework in six subjects.



Requirements for Full Diploma Candidates

Students must choose one course from each subject group. Subject offerings will be consistently reviewed and based on student interest. If the school is not able to offer the course, reasonable requests will be supported with Pamoja, an online learning platform that offers some IBDP courses.

It is also possible to select a second Science or Individual and Societies in place of a Group 6 course.

The Extended Essay

An extended essay of up to 4,000 words offers students an opportunity to conduct an in-depth study of a topic of special interest. The experience and skills gained in carrying out independent research and producing a substantial piece of writing provide excellent preparation for research at the university level. The process begins in Year 1 and commences in Year 2. Students choose a subject/research question and are assigned a supervisor to work with them throughout the process.



Theory of Knowledge (TOK)



TOK is a course about critical thinking and inquiring into the process of knowing, rather than learning a specific body of knowledge. The TOK course examines how we know what we claim to know. Students are encouraged to analyze knowledge claims and explore knowledge questions. A knowledge claim is an assertion, such as “We know that atoms contain protons and electrons.” A knowledge question is an open question about knowledge, such as “How reliable is scientific knowledge based on things we can’t even see?”

The assessment requirements for the course include a presentation and a 1200 – 1600 word essay. The essay is externally assessed by the IB and must be on one of six prescribed titles issued by the IB. The presentation can be done individually or in groups of up to three, and a presentation planning document is required which is used for external moderation by the IB.

“Only the ideas that we actually live are of any value.”

~ Hermann Hesse

Creativity, Activity & Service (CAS)

In conjunction with TOK and the Extended Essay, CAS completes the core ethos of the IB. Creativity, Activity, and Service (CAS) is the opportunity to discover, value, and develop students' interests and talents for the benefit of oneself and the larger community. CAS is at the core of the IB as it challenges students to put academic understanding as well as personal beliefs, philosophies, and theories into concrete practice.

To fulfill this requirement, the students engage in creative endeavors, sports, expeditions, local or international projects, community or social-service projects, acquisition of new skills, or other activities of their choosing outside the classroom that align with CAS values. The CAS journey commences in Grade 11 and continues throughout Grade 12.

The CAS Project is a key feature, challenging students to initiate a long-term, service-oriented project which is carried out by a team of their peers over the course of one month. Developing leadership, confidence, collaboration, and compassion are benefits of the CAS Project.

CAS projects and endeavors have tangible results and offer real benefits to the student and to others. The holistic development



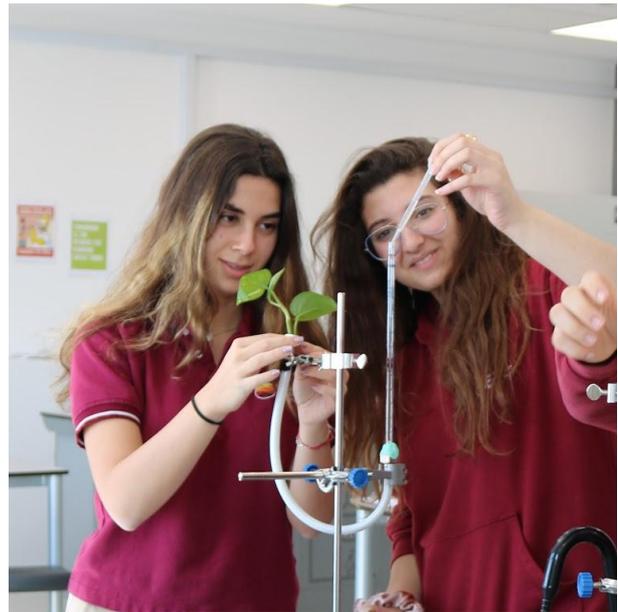
supported by CAS creates individuals who are confident in their purpose and are driven to put their ideas, beliefs, philosophies, and knowledge into practice.

The International Baccalaureate at Dunecrest American School

The first, and most vital, consideration for students in their last two years at Dunecrest American School **must** be the accumulation of credits toward graduation.

There are three pathways available to Dunecrest American School students as they strive to achieve graduation

- The IB Diploma Programme (IBDP)
- IB Diploma courses in conjunction with the American High School Diploma Program
- The American High School Diploma Program



Students successfully completing the IBDP will also achieve the American High School Diploma, which is accredited by the Middle States Association of Colleges and Schools (MSA). In effect, students may achieve a High School Diploma plus either the IB Diploma or IB Course certificates.

The requirement to maintain studies in all six sections of the Diploma Programme Model ensures the breadth of curriculum required by national university systems. The choice of appropriate Higher Level (HL) subjects enables students to obtain the degree of specialization required for university entrance. Higher level subjects should be selected to complement academic strengths displayed in the student's past coursework.

In order to gain access to the full IB Diploma at Dunecrest American School, students are required to study six (6) subjects from the IB Diploma Programme Model

- Three (3) subjects must be studied at Higher Level (HL)
- Three (3) subjects must be studied at Standard Level (SL)
- Theory of Knowledge
- Creativity, Activity, and Service
- Extended Essay



Additional Notes and Requirements

- A higher-level subject requires a minimum of 240 hours of classroom study.
- A standard level subject requires 150 hours of classroom study.
- IBDP results given at the end of the two-year courses are made up of internal assessments and external assessments.
- Internal assessments are marked by the teachers at Dunecrest American School and may be moderated by the IB.
- External examinations at the end of the two-year course are set and marked externally by the IB. They are taken in May of the second year of the program.
- There are fees imposed for IB examinations that is not covered in tuition costs.

IBDP Courses Offered at Dunecrest

All course combinations are subject to timetable restrictions and class size determined by the school.

Group 1 Studies in Language & Literature	English A: Language and Literature Arabic A: Language and Literature	HL/SL
Group 2 Language Acquisition	French Ab Initio Spanish Ab Initio	SL
	French B Spanish B Arabic B	HL/SL
Group 3 Individuals and Societies	Global Politics Business Management	HL/SL
Group 4 Sciences	Biology Physics Chemistry Computer Science	HL/SL
Group 5 Mathematics	Analysis & Approaches	HL/SL
Group 6 The Arts	Visual Arts	HL/SL



Conditions & Eligibility

Conditions for Awarding the American High School Diploma

Students achieve the Dunecrest American School Diploma by accumulating passing grades in a sufficient number of classes during grades 9-12 to meet the credit requirements as stated in the Dunecrest American School Handbook.

Conditions for Awarding IB Courses

Students must pass the Dunecrest classwork and the internal/external assessments.

Conditions for Awarding IB Diploma

Students can achieve up to 42 points in the IBDP for completing their 6 subjects at a Level 7.

In addition, a maximum of 3 core points are possible from a candidate's combined Extended Essay and Theory of Knowledge grades.

Maximum number of possible points to be obtained on an IB Diploma:
6 subjects x 7 points + 3 core points = 45 points

However, there are some restrictions in which these points must be achieved:

- There must be no mark of "1" in any subject.
- There must be no more than two marks of "2" in any subject.
- There must be no more than three marks of "3" in any subject.
- At least 12 points will be needed in HL classes.
- At least 9 points will be needed in SL classes.
- Students cannot achieve a failing grade on either the Extended Essay or the TOK course.
- Students must complete all CAS requirements.

Universities often recognize both the achievement of the full IB Diploma as well as performance in individual subjects when considering applicants.

Eligibility for the IB Diploma and IB Diploma Course Programs

Dunecrest American School is a non-selective school and allows equal access to the IB Programme and its curriculum regardless of language ability.

Dunecrest American School believes that all students should consider the challenge and rigor of the IB Diploma Programme with the intent to grow and develop within the Learner Profile. If at any point a student cannot manage the IB Diploma, the student can move to the American Diploma program as well as take individual IB courses. These decisions must be made before IB registration during their senior year or prior as communicated through the IB Diploma Coordinator.



Profile of an IB Student

The IB Diploma Programme consists of a rigorous pre-university curriculum, which meets the needs of highly motivated students. Participants are expected to complete curricula and assessment activities that are coordinated and evaluated by external examiners and are measured against pre-established, international standards.



What are the IB approaches to learning skills?



Thinking skills



Communications skills



Social skills



Self-management skills



Research skills



IB learner profile

The aim of all IB programmes 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.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

IBDP Candidacy

Students are officially registered with the IB for their full IB Diploma or IB Diploma Courses early in Year 2. As this candidacy will be communicated to universities in the application process, it is essential that the student's declared candidacy and final IB results are a match.

To this end, Dunecrest has indicated a set of qualifications required to support the student's registration of candidacy for the IB Diploma or IB Courses. Students meeting these qualifications are reasonably within reach of successful achievement of their IB Diploma or IB Courses.

Soon after the end of Quarter 3 in Grade 11, students and families will be advised if student results do not meet the qualifications required for their chosen candidacy.

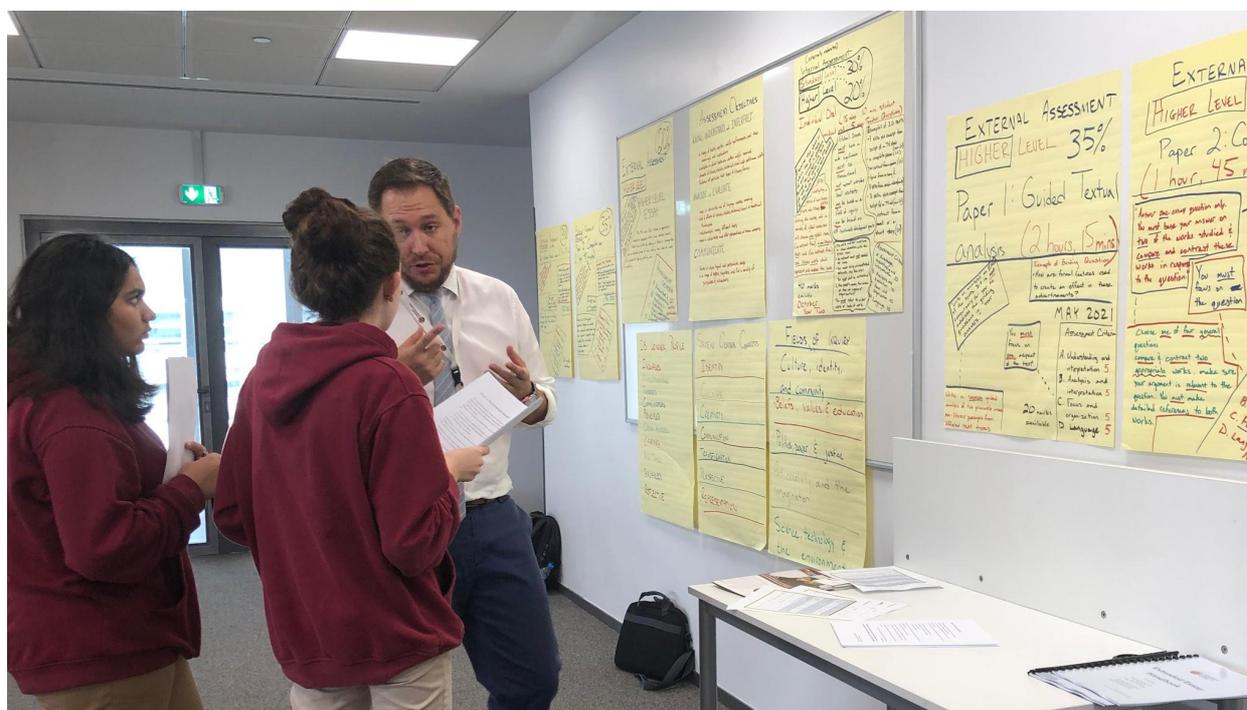
Students not meeting the qualifications will be guided through alterations to their registration profile to better match their potential for success.

Educators the world over understand that the IB is the most challenging school exam for high school students, and longitudinal research has shown that IB students are significantly more likely to attend a top 20 university, demonstrate a better performance, and are more likely to achieve first class honors degrees, and go on to earn higher entry-level salaries.

Course Selection Timeline

Important Dates

October 29	IB Coordinator will present to Grade 10 students and parents to outline the IB Diploma Programme, courses, and prerequisites.
January 31	Email Student Interview Schedule to parents
February 3-7	Student interviews begin for preliminary course selection
April 19	Students given final course selection form with courses they may choose based on prerequisite requirements.
April 26	Student choices returned with parent signatures to administration.
April 26 to May 2	If required, individual student meetings to confirm choices.



Students have ten days from the first day of school to request course changes. It is not advised to make course changes as significant make-up work will need to occur to catch-up in the new course.

Changes from Higher Level to Standard Level courses may occur anytime in Grade 11 with the exception of Math courses, in which there are significant differences among courses.

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an  **Esol Education** school