



QUARTZ HILL HIGH SCHOOL



INTERNATIONAL BACCALAUREATE PROGRAM

GUIDE TO THE DIPLOMA PROGRAM

Why the IB?



Why should an American high school student choose the International Baccalaureate Program?

To be a student in the IB Program means taking part in a challenging, broad-based curriculum which opens a student to issues affecting the community and the world. Choosing this program allows students:

- ◇ To be prepared for rigorous course of studies offered at the finest colleges and universities
- ◇ To earn college credit and/or advanced standing at many colleges and universities
- ◇ To enhance chances of admission to those institutions
- ◇ To work toward earning an internationally recognized and acclaimed diploma

To enhance a sense of community and international awareness

IB Diploma Requirements

Students must fulfill examination Requirements in six curricular areas:

◇ Language A

◇ Language B

◇ Individuals and Societies

◇ Experimental Sciences

◇ Mathematics

◇ The sixth subject option:

Your choice of:

- Visual/Performing Arts Course
- Additional Experimental Science Course
- Additional Individuals and Societies course

Additional IB Diploma Requirements

Examination Regulations

- ◇ At least three but no more than four examinations must be at the Higher Level (HL).
- ◇ At least two or three examinations must be at the Standard Level (SL).
- ◇ Up to two Standard Level examinations may be taken at the end of the 11th grade.

Theory of Knowledge

- ◇ Offered Second Semester of 11th grade and First Semester of 12th grade.
- ◇ Course prepares the student to write the Extended Essay.

The Extended Essay

- ◇ A work of independent research on a topic of the student's choice.
 - ◆ Required length: 4,000 words

Creativity – Action – Service

- ◇ Student-designed plan, to be completed in grades 11 and 12.
- ◇ Monthly hours required. Must cover all of the 8 Learner Outcomes:
 - ◆ Increased awareness of strengths and areas of growth.
 - ◆ Undertake new challenges.
 - ◆ Plan/initiate activities.
 - ◆ Work collaboratively with others.
 - ◆ Show perseverance and commitment to activities.
 - ◆ Engage with issues of global importance.
 - ◆ Consider the ethical implications of actions.
 - ◆ Develop new skills

IB Course Offerings at QHHS

Language A

- ◆ IB English 11 and 12 (HL)

Language B

- ◆ IB French (SL)
- ◆ IB Spanish (SL)

Individuals and Societies

- ◆ IB Psychology (SL)
- ◆ IB History (HL):
 - ◆ History of the Americas – 11th grade
 - ◆ 20th Century World History Topics – 12th grade
- ◆ IB Art History (SL)

Experimental Sciences

- ◆ IB Biology (SL)
- ◆ IB Chemistry (SL), when offered

Mathematics

- ◆ IB Math Analysis and Approaches (SL)
- ◆ IB Math Applications and Interpretation (SL), when offered

Visual/Performing Arts

- ◆ IB Visual Art 1 and 2 (HL, SL)
- ◆ IB Art History (SL)

Program Options at QHHS

- ◇ **Full Diploma:** Students meet all of the above requirements and are awarded a special diploma from IB. College recognition or credit per institutional policy.
- ◇ **Certificates:** Students take IB exams in selected subjects and are awarded a certificate from IB for each Higher or Standard Level Exam passed. College recognition or credit per institutional policy.
- ◇ **AP:** Students take AP exams in Selected subject and receive college recognition or credit for each AP exam on which they achieve a qualifying score. Recognition or credits per institutional policy.

Acceptance into the Program

Admission to the program is based on grades, standardized test scores and school recommendations. Students should be “A” or “B” student, have strong test scores in Reading and Mathematics, and have good work habits.

Incoming 9th graders may submit applications to the program from January to March of the preceding year. Applications request student grades in English and Mathematics, a recent report card, and a positive recommendation from the middle school.

Students in the 9th and 10th grade currently enrolled at QHHS may submit applications prior to each semester. The same entrance criteria apply for these students. Students may enter the IB program at any time during their high school years. However, to be a full diploma candidate, the students must enter prior to the beginning of the 11th grade year.



Recommended 4-yr Course of Study

Summer School before 9th Grade: Healthful Living

Grade 9

- ◇ English 9 Honors
- ◇ French 1 Honors or Spanish 1 Honors
- ◇ Appropriate Math Class
- ◇ Biology Honors
- ◇ World History Honors or World History AP
- ◇ PE 1

March/April of Grade 9: See Counseling regarding PE 2 – to be taken in Grade 10 via Virtual Academy.

Grade 10

- ◇ English 10 Honors
- ◇ French 2 Honors or Spanish 2 Honors
- ◇ Appropriate Math Class
- ◇ Chemistry or Chemistry AP
- ◇ AP Elective: Art History AP (counts as a fine art), European History (if not taken Grade 9), Human
- ◇ Geography AP or Computer Science AP
- ◇ PE 2 taken through AAV Virtual Academy
- ◇ Fine Art to be taken if PE taken in summer school and if taking European History AP or Human Geography AP

4-yr Course of Study continued

Grade 11

- ◇ History of the Americas IB HL 2
- ◇ English IB HL 1
- ◇ French 3 Honors or Spanish 3 Honors
- ◇ Mathematics A&A SL or Mathematical A&I SL, if pre-requisite taken in Grade 10
- ◇ Biology IB HL1
- ◇ IB 6th Subject Option: Choice of: Visual Arts IB HL or SL, Psychology IB SL, Art History IB SL (Note that Visual Arts IB SL and HL are two-year courses)
- ◇ Theory of Knowledge (TOK): Offered after school, second semester.

Grade 12

- ◇ ToK first semester (after school)
- ◇ English IB HL2
- ◇ French IB SL or Spanish IB SL
- ◇ Mathematics A&A SL A&I SL if not taken Grade 11
- ◇ Biology IB HL2
- ◇ History of the Americas IB HL1
- ◇ IB 6th Subject Option: Choice of 2nd year Visual Arts IB HL or SL, Psychology IB SL, Art History IB SL. (If single year, 6th Subject Option is completed in junior year, student may take an elective)

IB courses designated HL are two-year courses. IB courses designated SL are one-year courses. IB examinations are taken at the end of each course. Students may take two SL examinations in their 11th grade year. This is strongly encouraged.

Course Requirement Comparison

A.V.U.H.S.D.		UC		IB	
Graduation Requirements		Admissions Requirements		Diploma Requirements	
Subject	Years	Subject	Years	Subject	Years
English	4	English	4	English	4
Math	3	Math	3 (4 years recommended)	Math	3 to 4
History	3 (World, US, Civics)	History	2	History	3 to 4 (World History, History of the Americas, 20th Century World History)
Science	2	Science (Lab)	2 (2 years recommended)	Science (Lab)	3 to 4 (IB Biology, IB Chemistry, or IB Physics when offered)
Foreign Language or Arts	2	Foreign Language	2 (3 years recommended)	Foreign Language	4
Health	1	Visual/Performing Art	1	Theory of Knowledge	1 (1 Semester Senior Year)
P.E.	2			6th Subject Option:	Visual/Performing Art, Psychology, or additional IB course from Groups 1-5

IB Learner Profile



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.



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15 IB Diploma terms to know



New to the IB Diploma Programme (DP)? We know that understanding this IB programme is important for parents and guardians who want to support their child throughout their studies. These fifteen terms will help you stay ahead of the curve.

The full IB diploma

The IB diploma is a globally-recognized qualification awarded to students who fulfill all required components of the two-year IB Diploma Programme (DP). To receive the full IB diploma, students must 1) take three higher level (HL) and three standard level (SL) courses and exams, 2) complete the DP core requirements, and 3) be awarded a minimum total score of 24 out of 45 possible points.

The DP core

In addition to completing courses in six subject areas, full IB diploma candidates are required to complete the three core components: creativity, activity, service (CAS), the extended essay (EE), and theory of knowledge (TOK).

15 IB Diploma terms to know continued

Creativity, activity, service (CAS)

For CAS, a student completes activities that allow their learning to extend beyond the classroom. Many students choose to fulfill CAS requirements through community service or athletics, but additional possibilities exist so long as the project includes one of the three categories: creativity, activity or service. Throughout CAS, students reflect on their experiences and explain how their activities help them achieve specific learning outcomes.

Extended essay

The extended essay is a written research project of no more than 4000 words. Students choose their own topics and the completed essay is sent to IB moderators around the world for grading. For additional support, students typically select a mentor to help identify a topic and provide guidance while researching and writing.

Theory of knowledge (TOK)

TOK is a course in which students discuss and examine the concept of knowledge—its worth, veracity, and forms. TOK requires DP students to submit an essay for external assessment.

DP courses

All IB Diploma Programme (DP) students participate in DP courses. The strength of the DP is the way in which learning is interconnected across individual subjects. Combined with the core requirements, DP courses are one part the DP's holistic approach to teaching. However, schools may allow students to selectively complete IB courses and/or sit for individual exams rather than opt to complete the full IB diploma. In any given course, students will complete a

15 IB Diploma terms to know continued

subject's coursework regardless of their status as a course student or a full diploma candidate.

External assessment

These assessments are graded by trained IB examiners. External assessments include the written IB exams taken by the student at the end of a DP course, normally in their second year of the Diploma Programme. In some courses, including film, the external assessment is a textual analysis. In visual arts, studio work is assessed.

Higher level (HL)

HL courses are taught over two years and include a rigorous study of the course material. These courses allow students to explore areas of interest within the subject in greater depth when compared to SL.

Standard level (SL)

SL courses ensure students are exposed to a range of disciplines that they might otherwise opt out of. These courses are designed to be taught over two-years, with some exceptions. SL exams are slightly shorter compared with HL exams.

HL and some SL exams, given to second-year students, may provide students with university credit or advanced standing with an individual grade of 5, 6 or 7, and in some occasions with a 4 (see individual university websites to find out).

IB exam results

IB exams, regardless of whether they are HL or SL, are graded between 1-7, with 1 being the lowest and 7 being the highest level. Many schools and universities describe IB exam levels as IB exam scores, however, each of the seven grade levels offer a detailed description of student performance and understanding.

15 IB Diploma terms to know continued

Internal assessment (IA)

An IA is an individual assessment evaluated by the subject teacher with a list of criteria and is usually focused on some subject-related work. Alongside the criteria, samples of the student's work (oral performances, portfolios, lab reports, and essays) are also submitted to the IB.

Descriptors

These are course-specific expectations or criteria for performance evaluation used by the teacher. They exist in every subject to aid in the grading of IAs.

Moderation

This is the process of evaluation for internal assessments (IA's) used by an appointed IB assessor. Moderation ensures that the IB's reliable global standards are maintained at all IB World Schools.

Learner profile

The IB learner profile is a list of traits that the IB wishes to nurture in its students. These traits are centered around international-mindedness, inquiry, and reflection.

Predicted grades

These are submitted scores that teachers believe each student will achieve on their DP exam in a given subject.



International Baccalaureate Education for Life

On July 13, 1998, Quartz Hill High School joined the prestigious International Baccalaureate Organization, which offers academically talented and motivated high school students an opportunity to earn an internationally recognized diploma. One hundred and fifty countries are home to over 5000 participating IB schools with over 900 of those schools in the United States. Quartz Hill High School is proud to be one of only 112 high schools in California, and the only school in the Antelope Valley, to offer the IB Diploma Program.

At Quartz Hill High School, 9th and 10th grade students may apply to participate in a two-year Honors Program. This program offers rigorous college preparatory courses in five academic disciplines: English, foreign language, science, mathematics, and social studies. A pre-requisite for either the IB or AP Programs is the Honors Program at QHHS.

Students in the 11th and 12th grades may then begin the IB Diploma Program in which students take courses and sit for examinations in six academic areas. Additionally, these students will complete approximately 150 hours of creative, athletic, and social services activities; write an extended essay of original research; and take a Theory of Knowledge course which explores the nature of truth and how it is connected in various disciplines.