

Mount Pleasant High School



IB Diploma Program Handbook

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The International Baccalaureate Learner Profile

The IB learner profile represents ten 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. (IB, 2013)

Profile	Description
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 analyze 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 International Baccalaureate Diploma Programme

The International Baccalaureate Diploma Programme (IB DP) was established in Geneva in 1968 to provide an international, and internationally recognized, university-entrance qualification for students studying outside of their home country. The IB's goal is to provide students with the values and opportunities that will enable them to develop sound judgment make wise choices, and respect others in the global community. The IB Programme equips students with the skills and attitudes necessary for success in higher education and employment; it has the strengths of a traditional liberal arts curriculum, but with three important additional features, shown at the center of the hexagonal curriculum model (below). Today the IB DP has expanded so that more than half the students opting for it come from state or national systems rather than from international schools. As the IB DP has grown, so too has its reputation for excellence; the IB DP is now recognized in almost every country in the world as a one of the pre-eminent pre-university qualifications.



The IB Diploma Programme of Study

The IB Diploma Programme at MPHS builds on our IB Middle Years Programme (IB MYP), a broad yet demanding course of study in Grades 6-10 (age 11-16). The IB Diploma Programme is a two-year (Grades 11-12) international curriculum that allows students to fulfill the requirements for admittance into post-secondary education

Entry Requirements

To be eligible for the IB DP, MPHS students should have passed the IB MYP Personal Project and successfully completed the School's Community and Service requirements. At the end of each school year a review of the students' academic performance will be done by the coordinator/counselor. For students who fall below a 2.5 GPA a parent conference will be held to discuss the academic path for the next school year.

Course Selection

Students should start the process of deciding on their personal program by consulting the list of subjects offered at MPHS in their sophomore year. As well as considering their personal strengths in individual subjects. When making course selections students should also take into account their future education and career plans. Information about colleges/universities is available at ibo.org. It is strongly recommended that students spend as much time as possible discussing their options with as many people as possible, including parents and teachers.

To be eligible for the IB Diploma, each student is required to follow six IB courses, with one subject taken from each group in the curriculum model:

Group 1: language A (literature and/or language)

Group 2: second language (language)

Group 3: individuals and societies

Group 4: experimental sciences

Group 5: mathematics

Group 6: arts OR one subject from groups 1-4

Further, all IB Diploma students must choose

- Three courses at higher level (HL) (or more)
- Three courses at standard level (SL) (maybe 2 if student has selected 4 HL courses)

In addition, all IB Diploma students must complete

A course in the Theory of Knowledge (TOK)
A 4,000-word Extended Essay in a subject of their choice
A Creativity, Activity, & Service (CAS) program

Grading

All IB courses, HL and SL, are graded on the IB 7-point scale:

7: Excellent 6: Very Good 5: Good 4: Satisfactory 3: Mediocre 2: Poor 1: Very Poor

IB Diploma

A student will be eligible for the award of the IB Diploma if he/she meets the criteria outlined by the IB (below). This will include taking external examinations in all courses, plus completing additional work specific to the IB Diploma: Theory of Knowledge (TOK), Creativity, Activity, & Service (CAS) and the Extended Essay. The award of the IB Diploma is made externally by the IB. The award of the IB Diploma is independent of the MPHS High School Diploma. Students are not obligated to take the IB Diploma. Some students may feel that their needs are best met by choosing to become a courses candidate. A courses candidate (partial program) must select a minimum of 4 IB courses and complete the CAS program.

The Award of the IB Diploma

To be a successful IB Diploma student, it is necessary to be punctual both to classes and to school, to have an excellent attendance record, and to complete work on time. In all courses, students must complete mandatory coursework assignments. The key to doing this work to an acceptable standard is organization, and the importance of keeping to internal deadlines cannot be stressed enough. There is a maximum of 7 points available for each of the six required courses; in addition, there are 3 points available for the combination of TOK and the Extended Essay. This makes a maximum total of 45 points. A minimum of three courses must be at Higher Level. In general, in order to receive the IB Diploma, a student will have to score at least a 4 in each subject, or 24 points or more in total. The full criteria for passing the IB DP are set out below and students need to be aware that a score of 24 points will not always guarantee a pass.

Earning the IB Diploma

Special thanks to Lisa Renard-Spicer at Mountain View High School for the following:

Summary of IB Diploma Attainment Requirements

Class of 2015 Onward

(45 total pts. possible – 42 from IB subjects + 3 from ToK/EE, see matrix below)

An IB score must have been awarded for each of the six IB Diploma subjects, ToK, and the Extended Essay.

(Student must not have any scores of “N” – meaning “no score awarded” – due to malpractice or failure to submit an assessment component.)

IB Diploma Program Components & IB Scores Possible:		Points & Conditions Necessary to Successfully Earn the IB Diploma
IB English IB World Language IB History IB Science IB Math IB Art or other IB Elective ○ A score between 1-7 will be awarded in each of the subjects.	<p>At least 3 but no more than 4 subjects must be completed at Higher Level (HL).</p> <p>Only 6 IB subjects – one in each of these subjects - may contribute to the IB Diploma total score.</p>	Student must earn <i>at least</i> 24 total points to achieve the Diploma The student must earn a total of <i>at least</i> 12 points in HL subjects (for candidates who register for four HL subjects, the three highest HL grades will count toward this total). Students who take 3 HL and 3 SL subjects must earn <i>at least</i> 9 points total in the SL classes. The student must earn a 2 or higher in all subjects (no scores of 1). There may be no more than <i>three scores</i> of 2, overall. There may be no more than <i>four scores</i> of 3 or lower, overall. <i>The above requirements relate to the official scores the student earns from IB (not the letter grades the student earns in the IB classes at MPHS). These requirements are set by IB.</i>
In addition to the 6 subjects each Diploma Candidate Must have the following:		
Theory of Knowledge (ToK) A-E Extended Essay (EE) A-E	<p>See matrix on page 10 for how ToK and EE grades of A-E contribute to 3 additional points toward the IB Diploma total score.</p>	<ul style="list-style-type: none"> • Student must complete the ToK requirements and submit an extended essay.
Creativity-Activity-Service (CAS)	<p>CAS is pass/fail; CAS requirements are either met or not met (no numerical or letter score)</p>	<ul style="list-style-type: none"> • CAS requirements must be met.

Key Reminders: HL – “Higher Level” SL – “Standard Level”

The Core IB Curriculum

Theory of Knowledge (ToK)

Theory of Knowledge is a course centered around the question, “How do we know?” Students are taught to seek out knowledge through critical thinking and analysis of the Ways of Knowing: Perception, Emotion, Reason, Imagination, Faith, Intuition, Memory and Language. By the end of the course, students should be proficient in formulating arguments and analyzing knowledge claims. The central features of the Theory of Knowledge course are critical analysis questions called Knowledge Issues. ToK Course Content Students complete one hundred hours over the two-year course. The course is comprised of eight units centered on the following Areas of Knowledge and other main themes;

Units Covered:

- Mathematics
- Natural Sciences
- Human Sciences
- History
- Art
- Ethics
- Religious Knowledge systems
- Indigenous Knowledge systems

Assessment

In the second year (Grade 12) of the course, students are officially assessed for their IB Diploma, based solely on two pieces of work:

- The ToK Essay on a prescribed title (1200-1600 words). This is supervised by a teacher in the school, and then graded externally by an IB examiner.
- The ToK Group Presentation (approximately 10 minutes per student). This is supervised and assessed by a teacher in the school. The final grade is then sent to the IB.

The final ToK grade and the final Extended Essay grade are entered into the Diploma Points Matrix (see below) to award a possible maximum of 3 extra points to be added to a student’s Diploma score. Candidates not submitting satisfactory work in either area will fail the Diploma.

The Extended Essay

The Extended Essay is an in-depth study of a limited topic within a subject. Its purpose is to provide a student with an opportunity to engage in independent research at an introductory level. Emphasis is placed on the process of engaging in personal research, on the communication of ideas and information in a logical and coherent manner, and on the overall presentation of the Extended Essay in compliance with IB guidelines. Students are required to devote 40+ hours to the essay over the course of twelve months

Subject Choice

In choosing a subject, an essential consideration should be the personal interest of the student. The subject should offer the opportunity for in depth research but should also be limited in scope. It should present the candidate with the opportunity to collect or generate information and/or data for analysis and evaluation. Extended Essays submitted in Language B (Spanish or French) or Literature A1 (Japanese, Korean, French or English) must be written in that language. All other essays must be in English.

Organization of the Extended Essay

The Extended Essay is limited to 4,000 words and should include an abstract, an introduction, a development methodology, a conclusion, a bibliography, and any necessary appendices.

The extended essay is assessed against common criteria, interpreted in ways appropriate to each subject.

A: research question – clearly formulated and explicitly stated in introduction of essay

B: introduction – provides context and explains significance of topic

C: investigation – relevant information has been gathered from a range of appropriate sources

D: knowledge and understanding of the topic studied – clear demonstrated knowledge and understanding

E: reasoned argument – ideas are developed logically and coherently

F: application of analytical and evaluative skills appropriate to the subject – formation is interpreted and evaluated effectively and appropriately for the given topic

G: use of language appropriate to the subject – terminology is used precisely and clearly

H: conclusion – a conclusion consistent with the evidence and interpretations provided is stated clearly and succinctly

I: formal presentation – all of the formal elements of the essay (cover page, index, page numbering, etc.) are presented in a neat and consistent manner that facilitates a reader's understanding of the essay

J: abstract – the abstract succinctly presents the research question, the investigative approach and the conclusions of the essay

K: holistic judgment – the student demonstrates commitment, initiative and insight while engaging in the process of writing the essay

Diploma Points Matrix

Unlike the other diploma subjects, but like the Extended Essay, TOK is graded according to levels A to E as defined below. These grades are taken together with those of the Extended Essay (EE) to determine the total 'extra points' awarded.

- A = Work of excellent standard
- B = Work of a good standard
- C = Work of a satisfactory standard
- D = Work of a mediocre standard
- E = Work of an elementary standard
- NS = not submitted
- N = Failing condition

How Bonus Points Are Awarded							
		Theory of Knowledge (TOK)					
		A	B	C	D	E	NS
Extended Essay	A	3	3	2	2	0	N
	B	3	2	2	1	0	N
	C	2	2	1	0	0	N
	D	2	1	0	0	0	N
	E	0	0	0	0	0	N
	NS	N	N	N	N	N	N

The CAS Programme

As a result of their CAS experience as a whole, including their reflections, there should be evidence that students have:

- Increased their awareness of their own strengths and areas for growth: They are able to see themselves as individuals with various skills and abilities, some more developed than others, and understand that they can make choices about how they wish to move forward.
- Undertaken new challenges: A new challenge may be an unfamiliar activity, or an extension to an existing one.
- Planned and initiated activities: Planning and initiation will often be in collaboration with others. It can be shown in activities that are part of larger projects, for example, ongoing school activities in the local community, as well as in small student-led activities.
- Worked collaboratively with others: Collaboration can be shown in many different activities, such as team sports, playing music in a band, or helping in a kindergarten. At least one project, involving collaboration and the integration of at least two of Creativity, Activity and Service, is required.

- Shown perseverance and commitment in their activities: At a minimum, this implies attending regularly and accepting a share of the responsibility for dealing with problems that arise in the course of activities. Engaged with issues of global importance: Students may be involved in international projects but there are many global issues that can be acted upon locally or nationally (for example, environmental concerns, caring for the elderly).
- Considered the ethical implications of their actions: Ethical decisions arise in almost any CAS activity (for example, on the sports field, in musical composition, or in relationships with others involved in service activities). Evidence of thinking about ethical issues can be shown in various ways, including journal entries and conversations with CAS advisers.
- Developed new skills: As with new challenges, new skills may be shown in activities that the student has not previously undertaken, or in increased expertise in an established area. This focus on learning outcomes emphasizes that it is the quality of a CAS activity (its contribution to the student's development) that is of most importance.

MPHS students are expected to:

- Self-review at the beginning of their CAS experience and set personal goals for what they hope to achieve through their CAS programme.
- Plan, do and reflect (plan activities, carry them out and reflect on what they have learned).
- Undertake at least one interim review and a final review with their CAS adviser.
- Take part in a range of activities, including at least one project, some of which they have initiated themselves.
- Keep records of their activities and achievements, including a list of the activities undertaken.
- Show evidence of achievement of the seven CAS learning outcomes.

ManageBac

ManageBac is an online service that allows IB Diploma Candidates to digitally track their progress in relation to the IB Diploma Core (ToK, EE, and CAS). After enrolling as an IB student, students will receive ManageBac log-in credentials so that they may communicate with teachers and supervisors, view important files and IB deadlines, propose CAS ideas and upload images and documents, and reflect on CAS from their computers, iPads, iPhones, or any other iOS device.

College Credit for IB Classes

Many colleges and universities offer college credit for the successful completion of certain IB courses, however there is no consistent guideline for what courses and scores these institutions will recognize. If college credit is a primary motivating factor for your choosing to enroll in the IB Programme, it is best to consult schools you may be interested in ahead-of-time to gauge their policy for IB transfer credits. Oftentimes, even within the same university, different programs may give different amounts of credit for certain courses. For this reason, it is

best to be as specific as possible in your research. Furthermore, colleges and universities are constantly reevaluating their transfer credit, advanced standing, and IB/AP score policies, so it is important that your research is as up-to-date as possible. You may find that you are able to obtain credit for a course for which your friend or sibling just one or two years before was not. Both the College Counseling office and the IB Coordinator strive to maintain up-to-date resources on various institutions' IB Transfer Credit Policies. The poster on the following page outlines 10 reasons why, even before IB releases exam scores to universities, enrolling in the IB Diploma Programme (or even just an IB Course or two) is ideal preparation for life after high school.

(see appendix of IB Universities)

Choosing a Programme: Course Requirements

The IB Diploma

All IB Diploma students must

- complete six IB courses
 - three courses at Higher Level(minimum)
 - three courses at Standard Level(unless extra higher level)
 - complete the Theory of Knowledge course (externally assessed).
 - complete the CAS Programme (internally assessed, externally moderated).
 - complete an Extended Essay (externally assessed).
 - complete external examinations in all IB courses.
 - submit coursework for the Internal Assessments/Orals.
- * All successful IB Diploma students will also receive the IB Diploma is issued by IB, Geneva.

IB Diploma Courses

All IB Diploma Course students must

- Courses may be taken at either Higher or Standard Level.
 - Complete the Internal Assessments/Orals.
 - complete external examinations in courses selected by the student.
 - submit coursework for all selected IB courses. Coursework will be externally moderated for those courses students must sit for IB Diploma Course examinations.
- * All successful IB Diploma Courses students will receive IB Diploma Course certificates issued by IB, Geneva.

Commented [CL1]: Repetitive section from page 7

International Baccalaureate Organization
Scale of Fees
May Test Administration



All Diploma Candidates, Courses and Anticipated Students are required to test

Grade 12—Diploma Candidate (May test date)

Fee	4 Exams	5 Exams	6 Exams	Due Date
Subject Fee	\$119			
Fees	\$476	\$595	\$714	
Total	\$476	\$595	\$714	November/December

- All higher level (HL) exams must be taken at the end of grade 12.
- There are no fees for the Extended Essay and Theory of Knowledge.
- **All fees are waived for students who are on free or reduced school lunch plans. To receive the waiver, a copy of the approval letter for free/reduced lunches must be submitted to the IB Office by November/December**

Grade 11 Anticipated or Grade 12 Courses Candidates (May test date)

Fee	1 Exam	2 Exams	3 Exams	4 Exams	5 Exams	Due date
Subject Fee	\$119					
Fees	\$119	\$238	\$357	\$476	\$595	
Total	\$119	\$238	\$357	\$476	\$595	November/December

- **Costs are computed separately for each examination session. Fees traditionally rise 2-5% annually.**
- **Examinations must be taken the year a student is enrolled in the class.**
- **All IB students (anticipated, courses candidates and diploma candidates) are required to sit for the May exams.**
Checks should be made payable to: MOUNT PLEASANT HIGH SCHOOL IB PROGRAMME

Frequently Asked Questions

1. How do I know if the Diploma Programme is right for me?

Any student who wishes to challenge herself across all academic subjects should consider enrolling in the IB Diploma Programme. Students who decide to pursue the IB Diploma typically receive B's or higher in all of their courses over their freshman and sophomore years, but because of the requirement to take both Higher Level and Standard Level classes, students do not need to be "experts" in every subject in order to successfully complete Diploma Programme requirements. *All* IB classes, however, require hard work and deep-thinking, and develop skills related to writing, time management, collaboration, and oral communication – all of which are increasingly necessary for success in the 21st Century. Many students see the IB Diploma Programme as the greatest, but most worthwhile challenge of their academic lives. If you are willing to work hard, think deeply, and meet that challenge head-on, then the IB Programme is right for you.

2. What's the difference between IB and AP classes?

Both IB and AP classes require advanced levels of content knowledge, critical thinking, and time management. Both types of courses have fees associated with their final exams, and successful performance on these exams gives students the potential to earn college credit (depending on the school, course, and exam score).

While most AP exams rely heavily on multiple choice questions that cover everything from the beginning to the end of the course, IB exams mostly consist of short answers or extended responses to many questions, of which students get to choose the few options they feel they can best answer. AP exam questions often test a student's retention of knowledge about people, dates, and definitions. IB exams rely far more on open-ended questions that ask a student to use everything they have learned throughout the course to respond. While AP course scores depend only on the student's performance on the day of the AP Exam, IB scores take into account Internal Assessments as well as end of the course exams. Internal assessments, which teacher's guide throughout the time in the course, make up as much as 20-50% of a student's score in the IB course. Because of these differences in the final assessments, the day-to-day classroom experience of AP and IB courses differs as well. Students in IB courses find they are often group discussion-based, and require writing, reflection, and collaboration. IB teachers seek to develop in students not only understanding of the content knowledge, but also the qualities listed in the IB Learner Profile. While AP courses do not generally have any connection to one another, IB courses are joined by the common mission of developing caring, open-minded students who will seek to make the world a better place. IB Diploma Candidates find their courses much more interconnected and cross-disciplinary, often learning about the history of a novel, the ethics of a scientific study, or the global or societal conditions that prompted artists to create their work. In the Theory of Knowledge course, IB Diploma Candidates pull together the content from each of their courses as they ask the essential question: "How do we know what we know?"

3. What if I sign up for the Diploma Programme, but then decide it is not for me?

What if I don't sign up for the Diploma Programme at first, then later want to switch into it?

To receive the IB Diploma, a student must successfully complete 3 (maybe 2) SL courses, 3 HL courses (maybe 4), and all requirements for CAS, ToK, and the Extended Essay. Due to the interdisciplinary and comprehensive nature of the IB Diploma Programme (two-year courses, internal assessments, CAS, EE, and ToK requirements, etc.) it is not currently possible to switch *into* the IB Diploma Programme after the start of a student's junior year. Therefore, we encourage students who are interested in the Diploma Programme, but hesitant to fully commit, to give it a try. If, after enrolling in the IB Diploma Programme, a student decides to no longer pursue the IB Diploma, she should contact the IB Coordinator to review options for a schedule change. Depending on the time of year a student wishes to withdraw, there may be various alternatives to the Diploma Programme (switching into an AP or other course, maintaining *some*, but not all IB courses, etc.) Students who withdraw from the IB Diploma Programme will be withdrawn from Theory of Knowledge class to accommodate other schedule changes.

4. If I am in the Diploma Programme, how much homework will I have?

Will I still be able to "have a life" outside of school? Students in the IB Diploma Programme have played varsity sports, served as Student Council officers, had leadership roles in musicals (onstage and off), and served as leaders of clubs - all while successfully completing the requirements of the IB Diploma Programme. Furthermore, CAS actually *requires* students to participate in these kinds of activities after school. The amount of homework will differ based on the student and specific course-load, but the most common response students give is that even though the IB Diploma Programme is a lot of hard work, with planning, time management, and efficient use of study hall time, it is definitely manageable.

IB Universities and Colleges World Wide

Albright College	Louisiana State University	Università Bocconi (Italy)
American University	Macalester College Manhattan	University College Dublin
Arcadia University	College Massachusetts	(Ireland)
Arizona State University	College of	University College London
Bard College at Simon's Rock	Pharmacy and Health Sciences	(England)
Bennington College	University	University of Arizona
Bishop's University (Quebec)	McDaniel College	University of British Columbia
Boston University	Mount Holyoke College	University of Calgary (Alberta)
Brandeis University	Mount St. Mary's University	University of Chicago
Bridgewater College	Notre Dame of Maryland	University of Colorado Boulder
Carleton College	University	University of East Anglia
Christopher Newport University	Nova Southeastern University	(England)
Clark University	Occidental College	University of Glasgow (Scotland)
Cleveland Institute of Art	Ohio Wesleyan University	University of Guelph (Ontario)
Colgate University	Old Dominion University	University of Mary Washington
College of Wooster	Penn State	University of Massachusetts-
Concordia University (Quebec)	Providence College	Amherst
Dalhousie University (Nova	Purdue University	University of Navarra (Spain)
Scotia)	Randolph-Macon College	University of Nebraska-Lincoln
Denison University	Reed College	University of North Carolina
Dickinson College	Rutgers University	Asheville
Drew University	Ryerson (Ontario)	University of Notre Dame
Drexel University	Sacred Heart	University of Pittsburgh
Earlham College	University Salve	University of Richmond
Ecole hôtelière de Lausanne	Regina University	University of Rochester
(Switzerland)	Savannah College of Art and	University of South Carolina
Elon University	Design	University of South Carolina
Emmanuel College	Scripps College	Aiken
Florida Institute of Technology	Shenandoah University	University of Southern California
Franklin & Marshall College	St. John's College	University of St Andrews
Furman University	St. John's University	(Scotland)
Gettysburg College	State University of New York	University of Tennessee
Goucher College	College at Cortland	University of Toronto (Ontario)
Hamilton College	Stevenson University	Ursinus College
Harvey Mudd College	Stony Brook University	Villanova University
IE University (Spain)	Swansea University (England)	Virginia Commonwealth
Illinois Institute of Technology	Swiss Education Group	University
Indiana University	(Switzerland)	Washington and Lee University
Iona College	The American University of Paris	Washington College
Ithaca College	(France)	Washington University in St.
Jacobs University Bremen	The American University of Rome	Louis
(Germany)	(Italy)	Wellesley College
James Madison University	The Catholic University of	West Virginia University
Juniata College	America	Western University (Ontario)
Kalamazoo College	The Ohio State University	Wittenberg University
King's College London (England)	The University of Alabama	York College of Pennsylvania
KIT/Carl Benz School (Germany)	The University of Edinburgh	
Lawrence University	(Scotland)	
Longwood University	The University of Kansas	
	Towson University	

*Schools in our region

