

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME HANDBOOK



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AN INTRODUCTION TO THE IB DIPLOMA PROGRAMME HANDBOOK

The IB Diploma Programme Handbook is written for students, parents, teachers, and all stakeholders involved in the education process. Its purpose is to provide a clear outline of exactly what Rye High School's IB Diploma Programme is, how it is organized, and how it is implemented.

This handbook will be available in digital form on the Diploma Programme (DP) section of the Rye High School website. On the school website, students and parents also have access to detailed subject outlines for each subject. The DP section of the Rye High School website has details about assessments, links to the two year course selections, along with other information about IB policies.

In addition to this handbook, it is important that students and parents also read the accompanying policies that guide the IB program:

- [Academic Integrity Policy](#)
- [Inclusion Policy](#)
- [Language Policy](#)
- [Assessment Policy](#)
- [Extended Essay Guidebook](#)

We hope we have included everything you would like to know about the IB Diploma Programme at Rye High School. If you have any further questions, please feel free to reach out at blume.cody@ryeschools.org.

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AN INTERNATIONAL BACCALAUREATE EDUCATION

What is an IB Diploma Programme Education?¹

The Diploma Programme (DP) is grounded by the IB beliefs outlined in this diagram below.



Multilingualism and Intercultural Understanding

All IB programmes require students to study, or study in, more than one language. This is because we believe that communicating in more than one language helps students to appreciate that his or her own language, culture and world view are just one of many. In this way, it provides excellent opportunities to develop intercultural understanding and respect.

Global Engagement

IB has a commitment to exposing students to current, and future, global challenges. IB students and teachers are encouraged to explore local and world issues such as environmental concerns, the impact of development, conflicts, rights and cooperation and governance.

¹ International Baccalaureate Organisation (2013), "What is an IB Education?", Cardiff: IB.

Broad and Balanced

An IB education is focused on exposing students to a balanced education across a broad range of contents and subject areas. The Diploma Programme engages students in subject-specific knowledge and skills with increasing sophistication.

Conceptual

IB learners focus on broad and powerful ideas that are relevant to students and are interdisciplinary. The concepts reach beyond national and cultural boundaries and integrate learning, add coherence to the curriculum, deepen disciplinary understanding, build the capacity to engage with complex ideas and allow transfer of learning to new contexts.

Connected

The curriculum within the IB programme values concurrency of learning. Students will encounter many subjects simultaneously throughout their programmes of study and will draw connections between their contents. Students will pursue rich understandings and explore the interrelationship of knowledge and experiences across many fields.

The IB Mission and Aims

The IB Mission and Aims are tied to the characteristics that IB hopes to instill in its learners. The IB's mission is:

“The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.”

International Baccalaureate Organisation (n.d.), “Mission”, available at <https://www.ibo.org/about-the-ib/mission/> [last accessed 7.03.2024]

The Learner Profile



The International Baccalaureate (IB) learner profile describes a broad range of human capacities and responsibilities that go beyond academic success.

They imply a commitment to help all members of the school community learn to respect themselves, others and the world around them.

Each of the IB's programmes is committed to the development of students according to the IB learner profile.²

Click [here](#) to view a higher resolution version of the IB Learner Profile.

THE IB DIPLOMA PROGRAMME

The Core of the IB Diploma Programme

The IB Diploma Programme is an “academically challenging and balanced programme of education with final examinations that prepares students, aged 16 to 19, for success at university and life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students. The programme has gained recognition and respect from the world’s leading universities.”³

² International Baccalaureate Organization. “Learner profile for IB students.” *International Baccalaureate*, 6 June 2023, <https://www.ibo.org/benefits/learner-profile/>. Accessed 17 May 2024.

³ International Baccalaureate Organisation (2012), “The IB Diploma Programme”, Cardiff: IB.

The IB Diploma Programme model perhaps best illustrates the nature and requirements of the programme.⁴



All IB Diploma candidates follow six subjects, one from each of the six subject groups (another subject from Groups 1-4 may be taken in place of an arts subject in Group 6). They must also take at least three subjects at higher level (HL) and three subjects at standard level (SL). In addition to the study of six subjects, all students must complete the IB Diploma Programme core.

Extended Essay (EE)

The Extended Essay asks students to engage in independent research through an in-depth study of a question relating to one of the Diploma Programme subjects they are studying. This 4,000-word essay is completed over approximately six months during the two years of the IB Diploma Programme.

⁴ International Baccalaureate Organisation (2018), Cardiff: IB

Theory of Knowledge (TOK)

TOK develops a coherent approach to learning that unifies the academic disciplines. In this course on critical thinking, students inquire into the nature of knowing and deepen their understanding of knowledge as a human construction.

Creativity, Activity, and Service (CAS)

CAS involves students in a range of activities alongside their academic studies throughout the Diploma Programme. Creativity encourages students to engage in the arts and creative thinking. Activity seeks to develop a healthy lifestyle through physical activity. Service with the community offers a vehicle for new learning with academic value. The three strands of CAS enhance students' personal and interpersonal development through experiential learning and enable journeys of self-discovery.

A full description of the IB Diploma Programme is available online at www.ibo.org/programmes/diploma-programme/.

THE RYE HIGH SCHOOL DIPLOMA

In addition to the IB Diploma, Rye High School offers a fully recognized New York State High School Diploma. All students who take the IB diploma are automatically and simultaneously following the Rye High School diploma requirements.

The IB Diploma and the Rye High School Diploma are two separate qualifications. The IB Diploma is a more demanding programme, and students who successfully complete it are also awarded a Rye High School Diploma. The Rye High School Diploma is sufficient for meeting NYS requirements for graduation. .

Students who choose to not participate in the IB Diploma Programme have the option of taking IB courses. These courses will result in the student receiving a certificate from IB upon successful completion of the course. IB courses taken individually will still count as credit towards a Rye High School Diploma.

The course requirements for graduation from Rye High School with a New York State Diploma are as follows:

| Course | Credit |
|--|-------------------|
| English | 4 credits |
| Social Studies | 4 credits |
| Math | 3 credits |
| Science | 3 credits |
| World Language | 1 credit |
| Art/Music/Theater Arts | 1 credit |
| Health | .5 credits |
| Physical Education | 2 credits |
| Electives | 3.5 credits |
| Total Credits Needed for Graduation | 22 credits |

More information about the courses offered at Rye High School and the graduation requirements can be found at the [School Counseling](#) page or in the [course handbook](#) (updated yearly).

IB POLICIES

Admissions Policy

The IB Diploma Programme at Rye High School is considered a guided open-enrollment programme. Like other course and graduation pathways at Rye High School, students are recommended to seek guidance from their current teachers, school counselors, and/or DP Coordinator to see if the DP programme is something they are interested in pursuing. Students in good academic standing as sophomores (defined as having passed all 10th-grade classes), may elect to become an IB Diploma Candidate.

Students can take one or more IB courses during their junior and/or senior years and not be diploma candidates. The requirement for taking at least one IB course is that students must have passed the previous course in the discipline/group they wish to study at the IB level.

For example, a student who wants to participate in a Group 5 class as a junior must have passed their mathematics class as a sophomore. It is also important to review whether or not the student has the necessary prerequisite knowledge for the IB course they are looking to enroll in. Students and parents are encouraged to seek the advice of their teachers, counselors, and/or the IB Coordinator for guidance.

IB Policies

There are four policies that guide the IB programme: Academic Integrity, Inclusion, Language, and Assessment. These policies are reflective of our district and building's philosophies and are pillars within the IB programme. Below are the four policies:

- [Academic Integrity Policy](#)
- [Inclusion Policy](#)
- [Language Policy](#)
- [Assessment Policy](#)

Assessment and Grading in the IB Diploma Programme

In the DP, students receive grades ranging from 7 to 1, with 7 being the highest. Students receive a grade for each DP course attempted.

A student's final diploma result score is made up of the combined scores for each subject. The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance including successful completion of the three essential elements of the DP core.

The DP core

The Theory of Knowledge (TOK) and Extended Essay (EE) components are awarded individual grades and, collectively, can contribute up to 3 additional points towards the overall diploma score.

Creativity, activity, service (CAS) – the remaining element in the DP core – does not contribute to the points total but authenticated participation is a requirement for the award of the diploma.

Higher Level and Standard Level Courses

The IB awards the same number of points for higher level (HL) and standard level (SL) courses, reflecting the IB's belief in the importance of achievement across a broad range of academic disciplines.

HL and SL courses differ in scope but are assessed against the same grade descriptors, with HL candidates expected to demonstrate the various elements of the grade descriptors across a greater body of knowledge, understanding and skills.

Achieving the IB Diploma

There are a number of criteria that need to be met for a student to be awarded the IB diploma. The following conditions mean that a student **will not** qualify for the IB Diploma⁵:

- CAS requirements have not been met
- The candidate's total points are fewer than 24
- An "N" has been given for TOK, an Extended Essay, or for a contributing subject.
- A grade "E" has been awarded for one or both of TOK and the Extended Essay
- There is a grade 1 awarded in a subject/level
- Grade 2 has been awarded three or more times (SL or HL)
- Grade 3 or below has been awarded four or more times (SL or HL)
- Candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count)
- Candidates have gained fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

Types of Assessment

The IB Diploma Programme encourages a variety of different methods of assessments within each course subject. However, in order to measure student achievement against the objectives of the course, IB has two types of mandatory assessments: the External Assessment and the Internal Assessment.⁶

External Assessment

Examinations form the basis of the assessment for most courses because of their high levels of objectivity and reliability. They include:

- Essays
- Structured problems
- Short-response questions
- Data-response questions

⁵ International Baccalaureate Organisation (2018), "Diploma Programme Assessment Procedures", Cardiff: IB

⁶ International Baccalaureate Organisation (2018), "Diploma Programme Assessment Procedures", Cardiff: IB.

- Test-response questions
- Case-study questions
- Multiple-choice questions (limited use of these)

There is also a small number of externally assessed pieces of work (i.e. in TOK essays, extended essays, and language and literature assignments). These are completed by students over an extended period under teacher supervision and are then marked by external IB examiners.

Internal Assessment (IA)

Teacher assessment is also used for most courses. This includes:

- Oral work in languages
- Fieldwork in geography
- Laboratory work in sciences
- Investigations in mathematics
- Artistic performances

Internal assessments are checked by external IB examiners and normally contribute between 20% and 30% of the total mark. Some of the art courses (music, theatre, and visual arts) have assessment of a major practical component, which can account for as much as 50% of the total mark.

Calendar of Internal Deadlines for Students

Coursework is a continuous process throughout the Diploma Programme. IB provides a deadline calendar for assessment submissions which is designed to help students manage their time effectively and maintain a balanced workload throughout the two years of their IB Diploma Programme course. The deadline calendar contains IA deadlines, examination dates, major university admission dates, and other important events. Subject tests and homework assignments are not included.

School Counselors and Predicted Grades

Diploma Programme teachers will make predictions about students' final grades at three different points during the two years of the programme to allow School Counselors and students to make informed decisions in the college application process.

External examinations typically take place in May and constitute 50%-80% of a student's final grade in each subject and require thorough preparation. IB Diploma Programme results typically will be released to the school in July. A final official IB Diploma Programme certificate will be sent by the International Baccalaureate Organization in September.

IB DIPLOMA PROGRAMME SUBJECTS OFFERED AT RYE HIGH SCHOOL

Below are the courses that are offered in the Rye High School Diploma Programme. Descriptions of the courses come from the official IB course briefs which are also linked to the title of each course.

Group 1 - Studies in Language and Literature

[English A: Language and Literature \(HL\)](#)

The Language A: Language and Literature course aims at studying the complex and dynamic nature of language and exploring both its practical and aesthetic dimensions. The course will explore the crucial role language plays in communication, reflecting experience and shaping the world, and the roles of individuals themselves as producers of language. Throughout the course, students will explore the various ways in which language choices, text types, literary forms and contextual elements all affect meaning.

Through close analysis of various text types and literary forms, students will consider their own interpretations, as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts.

Group 2 - Language Acquisition

[ab initio: Spanish \(SL\)](#)

Offered at SL only, language ab initio is a language acquisition course designed for students with no previous experience in—or very little exposure to—the target language. Language ab initio students develop their receptive, productive and interactive skills while learning to communicate in the target language in familiar and unfamiliar contexts.

Students develop the ability to communicate through the study of language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet. While the themes are common to both language ab initio and Language B, the language ab initio syllabus additionally prescribes four topics for

each of the five themes, for a total of 20 topics that must be addressed over the two years of the course.

Language B (HL) (French and Spanish)

Language B is a language acquisition course designed for students with some previous experience of the target language. Students further develop their ability to communicate through the study of language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet.

At HL the study of two literary works originally written in the target language is required and students are expected to extend the range and complexity of the language they use and understand in order to communicate. Students continue to develop their knowledge of vocabulary and grammar, as well as their conceptual understanding of how language works, in order to construct, analyze and evaluate arguments on a variety of topics relating to course content and the target language culture(s).

Classical Language: Latin (HL)

The classical languages course is designed for students who have already been introduced to Latin language and culture. It encourages students to achieve competence in Latin so that they can experience ancient texts in the most immediate way possible. The course focuses on the reading of unadapted Latin literature: but this is complemented by students' examination of other linguistic, historical, archaeological, and art historical evidence, to better understand the classical world.

Three areas of exploration ground the study of this evidence and provide a framework for students as they build their proficiency in the classical language, develop their analytical and interpretative skills, and further their understanding of the historical, cultural, political, and artistic concerns reflected in the texts they study.

The course invites students and teachers of classical languages to engage in a fully integrated study of language, literature, and culture, and to position themselves not as passive readers or receivers of the classical world, but rather as active participants in an ongoing classical tradition. At the end of the course, all students are expected to be able to read, analyse, and discuss classical literature written in the original language. In addition, HL students are expected to submit a short original composition in prose in the classical language.

Group 3 -Individuals and Societies

[Digital Society \(SL\)](#)

Digital society is an interdisciplinary course within the Individuals and Societies subject group. The course is designed for young people interested in exploring the impact and importance of digital systems and technologies in the contemporary world. Digital Society is intended to appeal to a broad range of teachers in the social studies, media, humanities, IT and related subject areas.

The course integrates concepts, content and contexts through inquiry.

- Concepts such as expression, space and identity highlight powerful, pervasive and debatable perspectives that provide insight for inquiry.
- Content informs inquiry with details about digital systems including areas related to data, algorithms, media, AI, robotics and more.
- Contexts situate inquiry into areas significant to life in digital society including social, cultural and environmental contexts.

[Business Management \(HL\)](#)

The business management course is designed to meet the current and future needs of students who want to develop their knowledge of business content, concepts and tools to assist with business decision-making. Future employees, business leaders, entrepreneurs or social entrepreneurs need to be confident, creative and compassionate as change agents for business in an increasingly interconnected global marketplace. The business management course is designed to encourage the development of these attributes.

Through the exploration of four interdisciplinary concepts: creativity, change, ethics, and sustainability, this course empowers students to explore these concepts from a business perspective. Business management focuses on business functions, management processes, and decision-making in contemporary contexts of strategic uncertainty.

Group 4 -Sciences

[Environmental Systems and Societies \(SL\)](#)

Environmental Systems and Societies (ESS) is an interdisciplinary course offered only at standard level (SL). This course can fulfill either the Individuals and Societies or the Sciences requirement. Alternatively, this course enables students to satisfy the requirements of both subjects simultaneously while studying one course.

ESS is firmly grounded in both a scientific exploration of environmental systems in their structure and function, and in the exploration of cultural, economic, ethical, political and social interactions of societies with the environment. As a result of studying this course, students will become equipped with the ability to recognize and evaluate the impact of our complex system of societies on the natural world.

[Computer Science \(HL\)](#)

The DP computer science course requires an understanding of the fundamental concepts of computing systems and the ability to apply the computational thinking process to solve problems in the real world. The course also requires students to develop skills in algorithmic thinking and computer programming. DP computer science is engaging, accessible, inspiring and rigorous, and has the following characteristics. The course draws on a wide spectrum of knowledge of computer systems, develops skills in algorithmic thinking and computer programming, is underpinned by the computational thinking process, enables and empowers innovation, exploration and the acquisition of further knowledge, includes the study of machine learning and raises ethical issues.

Group 5 - Mathematics

[Applications and Interpretations \(SL\)](#)

The Applications and Interpretation course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modeling. To give this understanding a firm base, this course includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. Students are encouraged to solve real-world problems, construct and communicate this mathematically and interpret the conclusions or generalizations.

Students should expect to develop strong technology skills, and will be intellectually equipped to appreciate the links between the theoretical and the practical concepts in mathematics. All external assessments involve the use of technology. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments.

[Analysis and Approaches \(SL\)](#)

The IB Mathematics Analysis and Approaches SL course is a standard-level mathematics course focusing on developing a strong understanding of core mathematical concepts like functions, calculus, algebra, probability, and statistics, with an emphasis on analytical thinking, problem-solving skills, and the ability to construct logical arguments. The approach to these topics is structured in such a way as to stimulate analysis, facilitate investigation, and invite theorizing and substantiation.

Group 6 - The Arts

Visual Arts (SL)

The IB Diploma Programme Visual Arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

The role of visual arts teachers should be to actively and carefully organize learning experiences for the students, directing their study to enable them to reach their potential and satisfy the demands of the course. Students should be empowered to become autonomous, informed and skilled visual artists.

Theatre (SL)

The IB Diploma Programme Theatre course is a multifaceted theatre-making course. It gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasizes the importance of working both individually and as part of an ensemble. It offers the opportunity to engage actively in the creative process of inquiring, developing, presenting and evaluating. Students are encouraged to work as inquisitive and imaginative artists, transforming ideas into action and communicating these to an audience.

Theatre students learn to apply research and theory to inform and contextualize their work as they experience the course through practical and physical engagement. They understand that knowledge resides in the body and that research can be conducted physically through both action and practice. In this respect, the theatre course encourages students to

appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theatre—as participants and spectators—they gain a richer understanding of themselves, their community and the world.