

**Preparation
for
International
Baccalaureate**

Camdenton High School

2007-2008

Frequently Asked Questions

Who should attempt to earn the *IB Diploma*?

Students seeking the International Baccalaureate should love to learn, have a good work ethic and should have or be willing to develop time management skills. Being motivated to work hard is the key to success in the IB Diploma Programme.

What is Pre-IB?

Pre-IB is a designated version of the 9th and 10th grade Honors Courses, specifically designed for freshmen and sophomore students, to prepare potential IB Diploma Candidates for the academic rigors of their junior and senior years.

The Pre-IB Program is offered exclusively at Camdenon High School. Students who intend to enter the IB Diploma Programme as juniors must enroll in designated sections of Honors Courses in communication arts, foreign language, history, mathematics and science. If a student is interested in art/design, theatre arts or music as a sixth area, then course sequence should begin during the freshman year.

How do I get into the Pre-IB program?

Students who want to participate in the International Baccalaureate Diploma Programme and earn an IB Diploma should enroll as freshmen at Camdenon High School for the Pre-IB/Honors Courses. These include: Communication Arts I, Foreign Language, World History, Integrated Science and Mathematics.

IB WORLD SCHOOL

(from IBO publication: A Guide to the Diploma Programme)

MISSION STATEMENT: Education for Life

The International Baccalaureate Organization (IBO), a non-profit educational foundation based in Switzerland, offers the Diploma Program for students in the final two years of secondary school, the Middle Years Program for students in the 11-16 age range and Primary Years Program for students ages 3-12 years.

The educational philosophy of the organization is found in its mission statement adopted in 2002:

The International Baccalaureate Organization 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 IBO 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.

As a membership organization, the IBO provides curriculum and assessment development, teacher training and information seminars, electronic networking and other educational services to its over 1400 participating schools in more than 100 countries around the world.

THE DIPLOMA PROGRAM

The expansion of knowledge and the pace of change in contemporary society have made earlier concepts of a general education increasingly unattainable. The volume of information associated with each discipline is such that an encyclopedic approach to education is inappropriate. Learning how to learn and how to evaluate information critically is as important as the content of the disciplines themselves.

Students are confronted with a vast and often bewildering array of choices; the goal of education at all levels is to provide young people with the values and opportunities that will enable them to develop sound judgment and to choose wisely.

Educators today are challenged to offer programs that are broad enough to engender a global perspective and appreciation of a common humanity, yet specific enough to equip students with the skills and attitudes necessary for success in higher education and employment in a highly competitive world.

The International Baccalaureate Organization has responded imaginatively to the challenge of providing an excellent education to students throughout the world. The IB Diploma Program is a demanding pre-university course of studies leading to examinations designed for highly motivated secondary school students between the ages of 16 and 19 years. Conceived as a comprehensive two-year curriculum that allows its graduates to fulfill requirements of various national educational systems, the diploma model is based on the pattern of no single country but incorporates the best elements of several. The program currently is available in English, French and Spanish.

Representing a common curriculum worldwide, the program enables internationally mobile students to transfer from one IB school to another and offers a highly respected international curriculum to those who remain closer to home. Its reputation for rigorous assessment gives IB diploma holders access to the world's leading universities and solid preparation for high achievement once enrolled.

IB AT A GLANCE

IB courses do have increased academic expectations; this is part of the whole college preparatory strategy. Students will be expected to do more work at a quicker pace with a more demanding assessment system than they would if they were enrolled in regular classes. This is not to say that IB courses are just for “gifted” students. The IB is designed for motivated students who place a high priority on academic achievement. IB teachers are encouraged to be advocates for their student – to work together with them, to bring them along to where they need to be to succeed.

The IB Diploma curriculum distinguishes between “Higher Level” (HL) courses and “Standard Level” (SL) courses. Students may take HL courses in which they wish to specialize, and/or take SL courses in which they wish to be challenged, but not at the level they would be in HL courses.

HL courses are two-year courses (a minimum of 240 classroom hours) *that must be taken during the junior and senior years consecutively*. The scope of HL courses is broader and deeper than SL courses and this breadth and depth is reflected in the IB examinations at the end of each HL course. SL courses are either one or two-year courses (a minimum of 150 classroom hours) that are still challenging, but not to the extent of HL courses. SL courses can be completed either in the junior or senior years, with IB exams taken at the end of each course.

The IB Program is built around a core curriculum organized into six groups. Camdenton High School students have the following options among six groups of IB’s core curriculum:

- Group 1 Language A: IB English*
- Group 2 Language B: IB French or IB Spanish*
- Group 3 Individuals and Societies: IB History of the Americas*
- Group 4 Experimental Sciences: IB Biology, IB Chemistry or IB Physics*
- Group 5 Mathematics: IB Higher Math, IB Math Methods or IB Math Studies*
- Group 6 Arts and Electives (Sixth Subject): IB Art/Design, IB Theater Arts, IB Music, IB Computer Science, IB Psychology or an additional language or science*

IB Diploma candidates at Camdenton High School must select three subjects to be studied at the Higher Level and three subjects to be studied at the Standard Level (or a maximum of four HL courses and two SL courses). Each IB course culminates with an exam, which is then scored from 1-7 by external assessors. Each candidate must earn a minimum total of 24 points in order to earn the diploma (see IB Assessment section).

In addition to successful completion of the six subjects and their respective external exams, a Diploma candidate must also take a unique course entitled “Theory of Knowledge”. Its purpose is to stimulate critical reflection upon the knowledge and

experience acquired both inside and outside the classroom, to evaluate the basis of knowledge and experience, and to develop a personal mode of thought based on critical examination of evidence and argument. While no exam is required of this class, a short essay must be submitted to the IBO for scoring and an oral presentation must be made during the course.

Diploma candidates must meet two additional requirements: research and write an Extended Essay in any subject within the IB curriculum and participate in a minimum 150 hours of what IB refers to as “CAS” activities (Creativity, Action, Service).

The Extended Essay is an original and independent piece of research and writing by the student completed under the supervision of a faculty member at Camdenton High School and a mentor. It is designed to provide the candidate the opportunity to engage in independent research. Students are encouraged to pursue an area of special interest to them. The Extended Essay is completed during the student’s junior year as part of the Theory of Knowledge class. The Extended Essay is submitted to IBO during the student’s senior year for external scoring. Official transcripts will only be labeled “IB Diploma Candidate” once a student’s Extended Essay is submitted.

The CAS (Creativity, Action and Service) requirement is met by participating in planned and supervised extracurricular activities related to the school and the local community. Each candidate must complete a ***minimum*** of 150 CAS hours during the last two years of high school. The hours may be rendered individually and in groups. Information about service opportunities is available from the CAS Coordinator for approval prior to undertaking them. Students have until March of their senior year to complete this requirement.

Upon successfully fulfilling these requirements, the student will be awarded the IB Diploma in addition to the high school diploma issued by Camdenton R-III School District.

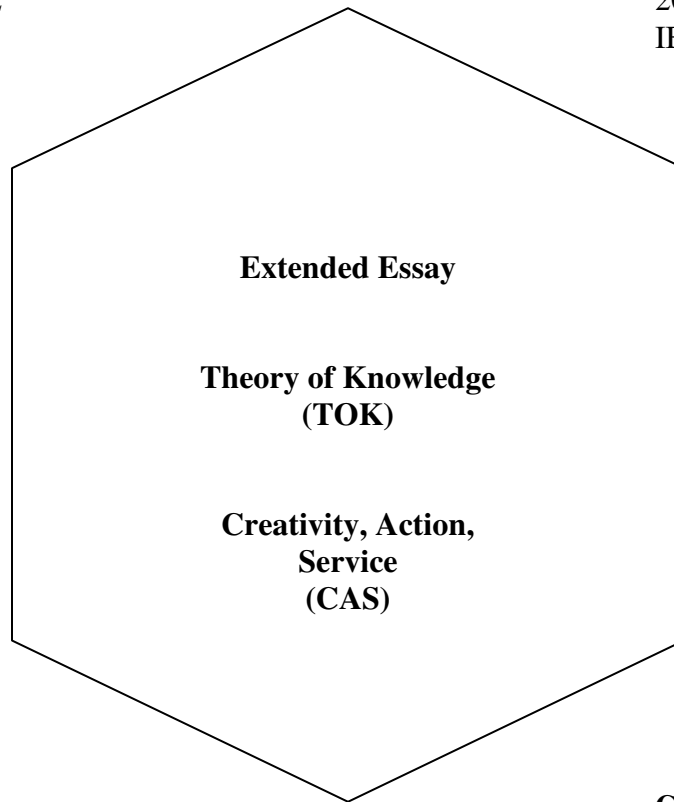
IB Fees are paid at the beginning of the student’s junior year. These fees are approved annually by the Board of Education based on the requirements of the IBO.

**THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM
CURRICULUM SCHEME
AT CAMDENTON HIGH SCHOOL**

Group 1 (Language A1)
IB English HL, SL

**Group 2
(Languages B)**
IB French SL
IB Spanish SL

**Group 3
(Individual & Societies)**
IB History of the Americas
20th Century History
IB American Government HL, SL



**Group 4
(Experimental Sciences)**
IB Biology HL, SL
IB Chemistry SL

Group 5 (Mathematics)
IB Math SL
IB Math Studies

Group 6 (Arts & Electives)
IB Visual Arts HL, SL
IB Theater Arts HL, SL
IB Music HL, SL
IB Psychology HL, SL
IB Computer Science HL, SL

or

A second course from either Group 2 – 5

**COURSE SEQUENCES FOR FRESHMEN AND SOPHOMORES
WHO MAY WANT TO PURSUE THE FULL IB DIPLOMA AS
JUNIORS AND SENIORS**

Ninth Grade	Tenth Grade
English 9 Honors	English 10 Honors
French or Spanish	French or Spanish
World Geography (Honors)	AP Government
IB Science Sequence	IB Science Sequence
IB Math Sequence	IB Math Sequence
Elective	Personal Finance
Physical Education/Health	Physical Education/Elective

*When choosing electives, freshmen and sophomores should be thinking about what their IB elective (Sixth Subject) will be in their 11th and/or 12th grades. The IB electives are: IB Visual Arts, IB Music, IB Theatre Arts, IB Psychology, IB Computer Science or a second international language, a second science or a second math.

We recommend that freshmen and sophomores who may be interested in pursuing the full IB Diploma as juniors and seniors take as many honor/AP courses as they can or as their schedules will allow. Students not scheduled into an Honors/AP course one year, may still request recommendation for the relevant Honors/AP course the following year.

COURSE SEQUENCES FOR JUNIORS AND SENIORS PURSUING THE FULL IB DIPLOMA

Eleventh Grade

IB Language Arts 11

IB French or Spanish

IB History of Americas

IB Science (see Science sequence)

IB Math (see Math sequence)

IB Sixth Subject

Elective

Twelfth Grade

IB Language Arts 12

IB French or Spanish

**IB 29th Century World History and
IB Government**

IB Science (see Science sequence)

IB Math (see Math sequence)

IB Sixth Subject

Elective

*IB Sixth Subjects include IB Visual Arts, IB Music, IB Theatre Arts, IB Psychology, IB Computer Science or a second IB international language, a second IB science or a second IB math.

**Students can test in a maximum of two standard level exams in May of their junior year. Higher Level testing takes place in May of the senior year.

***Diploma candidates must complete a minimum of three and no more than four of the six courses at the Higher Level (HL) and three, no fewer than two, at the Standard Level (SL).

****Diploma candidates must complete a 4000-word Extended Essay their junior year and complete a minimum of 150 hours of Creativity, Action and Service (CAS) throughout their junior and senior Diploma years.

Additional Features of the IB Diploma Program

CREATIVITY, ACTION AND SERVICE (CAS)

The CAS program at Camdenton High School offers valuable experience outside of the classroom. It is designed to provide balance to a student's academic pursuits. A student who chooses to challenge him/herself academically needs to compliment that challenge with "life-learning" experiences. The CAS program provides that avenue. CAS students document a minimum of 150 hours of CAS activities.

What does CAS stand for?

Creativity: This aspect covers a wide range of arts and other activities outside the normal curriculum. This could involve DOING dance, theatre, music and art, for example. Commitment to learning an art form is the goal.

Action: Involves the participation in expeditions, individual and team sports, and physical activities outside the normal curriculum. It also involves physical activity in carrying out creative and service projects.

Service: Service activities involve doing things with others and developing a real commitment with them.

Students may begin their CAS hours during the summer between their sophomore and junior years. CAS hours will be monitored by the CAS Coordinator who will meet with students each quarter.

THEORY OF KNOWLEDGE

Theory of Knowledge (TOK) challenges students in the areas of critical thinking and integration of knowledge. The focus of the course is studying *what we know* in the various fields of knowledge and *how we know it*. Students are led to make connections among their classroom and non-classroom knowledge and experience; and they examine the ethics, value judgments and belief systems of the various disciplines. Students develop a critical awareness of the fields of knowledge; study the procedures, processes

and methodologies of each field; recognize the biases inherent in each discipline; understand and appreciate the importance of inquiry as a basis for knowledge; and apply standards of local ways of thinking: analytic, empirical, moral and aesthetic. They develop their understanding of the role of language and logical argument in knowledge; their understanding of the different knowledge systems (mathematics, natural sciences, human sciences and history); and their understanding of value judgment, bias and culture across disciplines.

EXTENDED ESSAY

The extended essay is an in-depth study of a limited topic within a subject. Its purpose is to provide the candidate with an opportunity to engage in independent research. The 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 within a clearly defined set of guidelines. The extended essay is to cover a well-defined research question within a 4000-word limit. Students are encouraged to choose a topic of personal interest and relevance. Each student will work closely with a faculty supervisor, or mentor, who has qualifications in the essay subject area. The supervisor will provide guidance in the process of topic selection, research options and presentation format. Students will be apprised of the specific guidelines and available subject areas for the extended essay in the junior year. The essay is written as part of the Theory of Knowledge class during the student's junior year. *The extended essay fulfills the senior paper requirement at Camdenton High School for the individual that completes the IB program.*

A COMPARISON OF THE AP & IB PROGRAMS

Advanced Placement

National standard of excellence

College-level courses

Students do not have to be enrolled in an authorized school

Students generally choose to take AP exams in areas of strength

Exams are graded externally through ETS and student marks assigned

Oral exam in international language

Policies are determined by national educators

International Baccalaureate

International standard of excellence

Comprehensive college-level curriculum

Students must be enrolled in an authorized IB school

Students must prepare in all six areas... areas of strength as well as weakness

Six exams in six subject areas are required for the IB diploma

Scores include teacher assessments as well as external assessments constructed and graded by educators throughout the world

Oral assessments in Languages A & B and in other disciplines as well

Extended Essay, Theory of Knowledge, Creativity, Action and Service

Policies are determined by international educators

FOR MORE INFORMATION

Since the IB program format and approach are somewhat different from other college preparation programs in the United States, we recognize the need to provide accurate information about IB through evening information sessions, counseling sessions with students, the Camdenton R-III School District newsletter and information packets, such as this one.

I. Visit the International Baccalaureate Organization's web site:

www.ibo.org

This site provides a wealth of information concerning IB and all of its endeavors.

This site can be especially helpful for students searching for college information in general, and for university IB recognition policies specifically.

Easy enough: go to www.ibo.org

Then click on "Services" near top of page

Then scroll down to/click on "University Recognition"

Then provide information as prompted.

Note that the IBO web site can link you directly to web sites of almost every North American College or university.

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