

West Ottawa High School

A Guide to the International Baccalaureate (IB) Diploma Program



West Ottawa High School

www.westottawa.net

3685 Butternut Drive (North)

3600 152nd Avenue (South)

Holland, MI 49424

616.994.5000 (North)

616.738.6700 (South)

IB Diploma Program Advisor System

International Baccalaureate Coordinator

The IB Coordinator will assist the student and his/her family by providing all the necessary information regarding the Diploma Program. The Coordinator will ensure that candidates are informed of the exam procedures and the services provided by the IBO. Students will be able to meet with the Coordinator during IB office hours. Appointments are recommended.

- Available during Coordinator office hours in the IB Center (South Building, 2nd floor)

Mrs. Corban Van Dam
616.738.6818
vandamc@westottawa.net

International Baccalaureate Counselor

The IB Counselor will provide students with guidance in regards to course selections and schedule planning. The IB Counselor will assist students with college/university placements. The IB Counselor will be familiar with basic college/university requirements.

- Available at all times in the South Building Counseling Office

Mr. Mitch Veldkamp
616.738.6724
veldkampm@westottawa.net

Creativity, Action, and Service Coordinator

The CAS Coordinator will work with students to establish CAS activities taking place within and outside of the school program. The CAS Coordinator will review the written reflections of the students.

- Available during CAS office hours

Mr. Brent Wyckoff
616.994.5262
wyckoffb@westottawa.net

Extended Essay Coordinator

All Diploma Program students must submit an Extended Essay of approximately 4,000 words. Students are encouraged to meet with the Extended Essay Coordinator early in the Diploma Program to establish the topic for the essay and to review the procedures to be followed. The Extended Essay Coordinator will give the students deadlines for various parts of the Extended Essay to ensure that the students will finish the essay in time to be submitted to the IBO.

- Available at all times in the North or South Library

Ms. Mary Johnson
616.994.5185
johnsonm@westottawa.net

International Baccalaureate Organization

IB Mission Statement

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 programs of international education and rigorous assessment.

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

What is the IB Diploma Program?

The IB Diploma Program (DP), created in 1968, is a demanding pre-university course of study that leads to examinations; it is designed for highly motivated students aged 16 to 19. The program has earned a reputation for rigorous assessment, giving IB diploma holders access to the world's leading universities. The IBO has shown, over the course of 30 years that IB Diploma Program students are well prepared for university work.

The program is a comprehensive two-year international curriculum that generally allows students to fulfill the requirements of their national or state education systems. The DP incorporates the best elements of national systems, without being based on any one. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.—*Schools' Guide to the Diploma Program*

Many students earning the IB Diploma are awarded advanced college credit at prestigious universities. Many highly competitive colleges and universities recognize the IB Diploma for admissions and/or advanced standing.

How are IB Courses Structured?

The curriculum for all IB courses is designed by the International Baccalaureate Organization in Cardiff, Wales. All courses are revised every five years. Teachers are trained by IB in their subject areas.

All IB courses include some form of internal assessment (IA). These learning activities are assessed by the classroom teacher using IB rubrics and standards. The internal assessments are also monitored externally by IB faculty around the globe. This allows for re-grading and equality in the grading standards.

In May of the senior year, students sit for exams (two year classes). These exams are assessed externally and the marks are available in July. DP students must take exams in their six subject areas. Certificate candidates sit for exams in their chosen course(s).

The Successful IB Diploma Program Student

How to Ensure Excellence in IB Studies

The Diploma Program is a demanding course of study; however, organized students are able to do well and still find time to pursue other interests both inside and outside of school. A good IB student demonstrates the following qualities:

- Works consistently throughout the four years of study.
- Creates a work/study plan for the coming week and month.
- Anticipates deadlines for essays, assignments, etc.
- Works in surroundings conducive to thoughtful study.
- Begins studying sooner rather than later, and in a consistent and sustained manner.
- Organizes class notes.
- Follows up on recent class notes carefully and checks for clarification with the teacher to ensure he/she understands course concepts.
- Engages in lively discussion and debate with fellow students and teachers.
- Is eager to ask thoughtful questions.
- Submits thorough assignments that are carefully researched, analyzed and presented.

IB Learner Profile

The aim of IB programs is for all students who participate to become:

Inquirers: They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable: They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers: They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators: They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled: They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded: They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

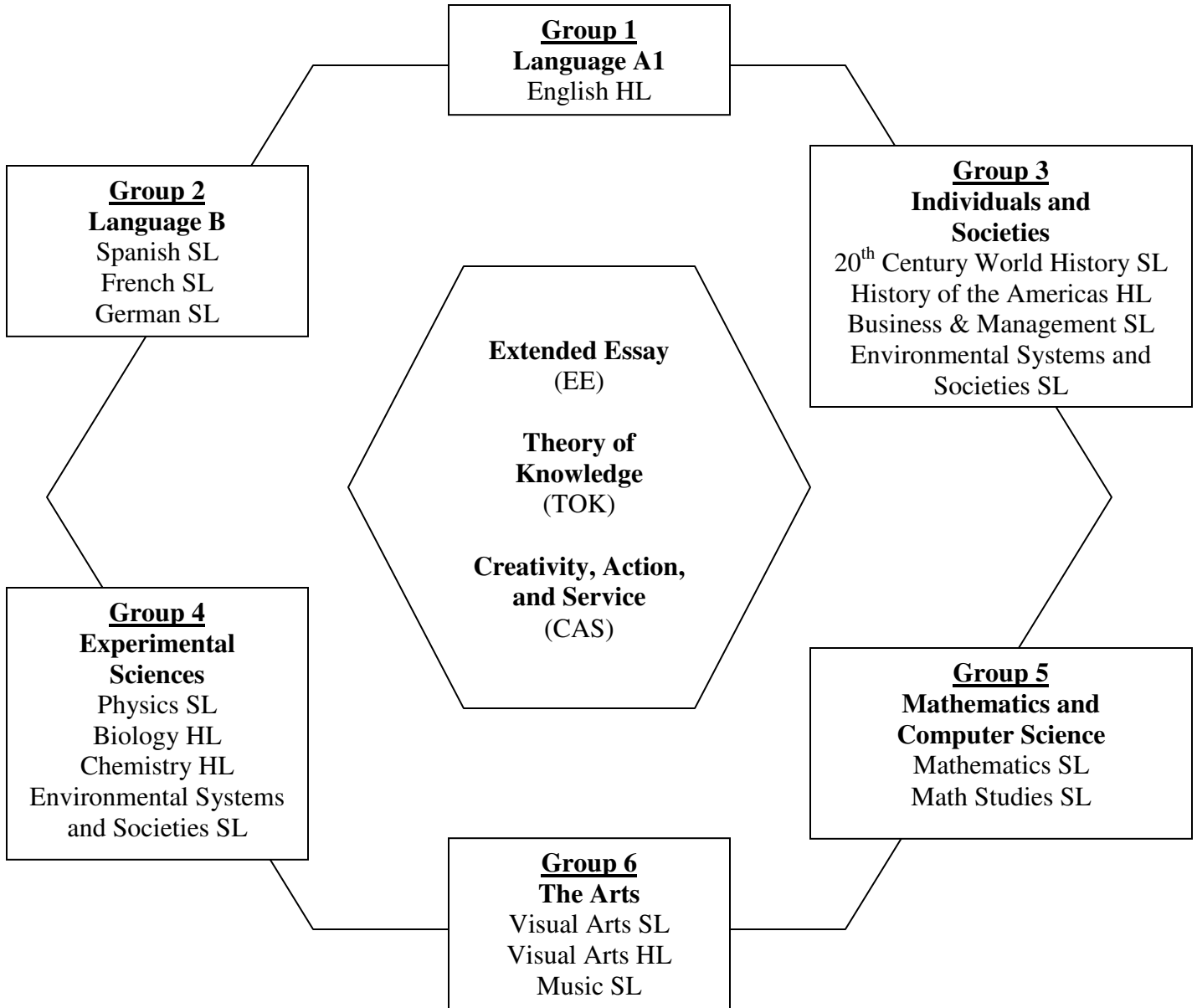
Caring: They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers: They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced: They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective: They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

West Ottawa High School IB Diploma Program Courses



IB Diploma Program at West Ottawa High School

The curriculum is shown in the hexagon. Six academic areas surround the core.

Diploma Program students will take classes in each of the six subject areas for either one or two years over the course of their junior and senior years. Students take three of the six subjects at the higher level (HL – 240 hours minimum) and the three remaining subjects at the standard level (SL – 150 hours minimum).

The Center of the Hexagon Core Requirements of the IB Diploma Program

In addition to taking classes in the six subject areas, Diploma Program students will also complete the following core requirements of the hexagon:

Theory of Knowledge (TOK)

The focus in the IB Theory of Knowledge course is to examine what we know in the various fields of knowledge and how we know it. It challenges students and their teachers to reflect critically on diverse ways of knowing and areas of knowledge, and to consider the role which knowledge plays in a global society. The course encourages students to become aware of themselves as thinkers, to become aware of the complexity of knowledge, and to recognize the need to act responsibly in an increasingly connected world.

The Extended Essay (EE)

The extended essay provides diploma candidates with an opportunity to engage in independent research. The extended essay is written outside of the classroom on the student's own time. It is intended to promote high-level research and writing skills and intellectual discovery. The essay is an internally assessed independent research project of 4,000 words in one of the six subject areas. Candidates select a topic of interest within an IB subject area and must then develop a focused research question. Each student will work with a West Ottawa High School mentor to advise and guide him/her during the 9-12 months spent researching and writing. The paper presents an extended argument, supported by research that reaches a conclusion. This requirement is one of the ways in which IB Diploma Program students can specialize in a certain subject area and prepare for university studies.

Creativity, Action, Service (CAS)

The CAS element of the IB Diploma Program places an emphasis on experiential learning outside of the classroom. The CAS program encourages students to share their energy and special talents with others. Students learn by engaging in real tasks that have real consequences and then reflecting on these experiences over time. Each IB Diploma candidate must complete a minimum of 150 hours during 2 years (i.e. 3 to 4 hours a week). The hours should be evenly distributed among Creativity, Action, and Service. Creativity involves a wide range of arts and other activities as well as the creativity of the student to design, plan and carry out service projects. Action can include participation in expeditions, individual and team sports, physical training and physical activity. Service involves community or social service for others. Service includes any activity where a contribution is being made without any form of compensation. By taking part in CAS, students should develop a greater awareness of themselves and a concern for others.

IB Diploma Program Options

Option 1: The COMPLETE IB Diploma Program

- Participate in and complete internal and external assessments in:
 - 3 Higher Level (HL) subjects
 - 3 Standard Level (SL) subjects
 - Complete the Theory of Knowledge (TOK) course and TOK Essay
 - Submit an original Extended Essay (EE) of no more than 4,000 words. This is an in-depth, independent research project. The topic is chosen by the student and they are supervised by a mentor.
 - Complete the Creativity, Action and Service (CAS) component and project. Students will develop a CAS plan of 150 hours, evenly divided among the three areas. A project and reflection piece will conclude this requirement.
 - Testing Requirements: DP students must test in all subjects except TOK. To earn an IB Diploma, students must meet the conditions outlined in Section V (Conditions for the Award of the IP Diploma) as described in the document *General Regulations: Diploma Program* (see below). Students who fail to complete the EE, CAS and TOK requirements are ineligible for the IB Diploma.
-

V Conditions for the Award of the IB Diploma

Article 12: Grades

Performance in each subject is graded on a scale of 1 point (minimum) to 7 points (maximum). For the IB diploma, a maximum of 3 points is awarded for combined performance in TOK and the extended essay. The maximum total Diploma Program points score is 45.

Article 13: Award of the IB diploma

13.1 All assessment components for each of the six subjects and the additional IB diploma requirements must be completed in order to qualify for the award of the IB diploma, except under the conditions stipulated in articles 23 and 24 of these regulations.

13.2 If a Diploma candidate is awarded a grade E for TOK or a grade E for the extended essay, the candidate must achieve 28 points or more to be eligible for the Diploma. However, if a candidate is awarded an E for both TOK and the extended essay requirement, the candidate will not qualify for the Diploma regardless of the total number of points achieved.

13.3 The IB diploma will be awarded to a candidate whose total score is 24, 25, 26 or 27 points, provided all the following requirements have been met.

- a. Numeric grades have been awarded in all six subjects registered for the IB diploma.
- b. All CAS requirements have been met.

- c. At least a grade D has been awarded for both TOK and the extended essay.
- d. There is no grade 1 in any subject.
- e. There is no grade 2 at higher level.
- f. There is no more than one grade 2 at standard level.
- g. Overall, there are no more than three grades 3 or below.
- h. At least 12 points have been gained on higher level subjects (candidates who register for four higher level subjects must gain at least 16 points at higher level).
- i. At least 9 points have been gained on standard level subjects (candidates who register for two standard level subjects must gain at least 6 points at standard level).
- j. The candidate has not been found guilty of malpractice by the IB Organization.

13.4 The IB diploma will be awarded to a candidate whose total score is 28 points or above, provided all the following requirements have been met.

- a. Numeric grades have been awarded in all six subjects registered for the IB diploma.
- b. All CAS requirements have been met.
- c. Grades A (highest) to E (lowest) have been awarded for both theory of knowledge and an extended essay, with a grade of at least D in one of them.
- d. There is no grade 1 in any subject.
- e. There is no more than one grade 2 at higher level.
- f. There are no more than three grades 2 at standard level.
- g. Overall, there are no more than three grades 3 or below.
- h. At least 11 points have been gained on higher level subjects (candidates who register for four higher level subjects must gain at least 14 points at higher level).
- i. At least 8 points have been gained on standard level subjects (candidates who register for two standard level subjects must gain at least 5 points at standard level).
- j. The candidate has not been found guilty of malpractice by the IB Organization.

13.5 A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB diploma. The examination sessions need not be consecutive.

Article 14: Form of the IB Diploma

14.1 Successful IB diploma candidates will receive an IB diploma and a document listing the total IB diploma points score, the subject grades, the completion of all CAS requirements and any points awarded and individual grades for the combination of TOK and the extended essay.

Article 15: Form of the Certificate

Certificate candidates receive a certificate (a certificate of results) indicating the results obtained in individual subjects. An IB Diploma candidate who fails to satisfy the requirements for the award of an IB Diploma will receive a certificate indicating the grades obtained in individual subjects, together with results in TOK and the extended essay and the completion of all CAS requirements, if appropriate.

Article 16: Assessment by the examiners

Examiners appointed by the IB Organization mark candidates' work in Diploma Program examinations and other forms of external assessment using common markschemes or assessment criteria. This external assessment is complemented by the internal assessment, which is other required work marked by teachers and moderated by examiners.

Source: *General Regulations: Diploma Program*, copyright 2011

Option 2: Diploma Program Courses (Individual IB Subjects, Formerly Known as IB Certificate Courses)

All junior and senior students are welcome to participate in IB courses. Students are considered Diploma Program course students if they are taking one or more IB courses without pursuing the complete IB Diploma. Diploma Program course students must complete all internal and external assessments associated with that course. Students who complete an IB course and pass the exam will receive Diploma Program course results from the IBO. The Diploma Program course result(s) may assist with earning college credit or advanced standing. Students need to check with their post-secondary institution as to how credit is granted for IB courses.

IB Examinations

External Assessments

Candidates will “sit” for exams in May of their senior or junior year. The Diploma Program candidates take 3 IB exams at the Standard Level (SL) and 3 exams at the Higher Level (HL) in an attempt to earn the 24 points needed to earn an IB Diploma.

- An “anticipated” candidate for the Diploma (11th grade) may take no more than two Standard Level (SL) exams in his/her junior year. The student must have completed the required number of hours in class and required course work before sitting for the exam.
- The subject exams range from one to four hours long, depending on their format and content. The exams could include; essays, structured problems, short-response questions, data-response questions, text-response questions, case-study questions.
- Specialized forms of assessment appropriate to the nature of a given subject are used. For example, IB Visual Art students submit a portfolio comprising photographs of their work and a written personal statement reflecting on the development of talents and technical skills while students of IB Music send digital recordings of their performances.
- All IB exams are offered on the same days across the globe and there are no make-up exams.
- Students will not be allowed admission to the testing room after the test has begun.
- After each test, the exams are gathered and sent immediately to a predetermined location somewhere around the world where independent IB assessors will grade them.

Internal Assessments

In nearly all subjects, at least some of the assessment is carried out internally by the teacher. The teacher marks individual pieces of work produced as part of a course of study. This could include:

- Oral work in languages
- Fieldwork
- Laboratory work
- Investigations
- Commentaries
- Artistic performances
- Portfolios/notebooks

Samples of these assessments are sent out to be reviewed by an external examiner. The internal assessments contribute between 20-30% of the total mark for the course. Teachers use internal assessments to help contribute to the student's course grade as well.

Criterion-Referenced Grading

The grading system used by the International Baccalaureate Organization (IBO) is criterion-referenced. This means that each student's performance is measured against well-defined levels of achievement consistent from one examination to the next. Top grades are not simply awarded "on a curve" to a certain percentage of candidates but rather reflect attainment of knowledge and skills, relative to set standards equally applied to all schools. In addition, moderation—checking of colleagues by the chief examiner—is key to achieving the required degree of consistency among assessors of the same subject. Validity, reliability and fairness are the priority of the IBO's international examining board.

Academic Integrity

The International Baccalaureate offers a quality education that not only ensures knowledge, but also cultivates the virtues of honor, courtesy and perseverance. Of these virtues, honor is of great importance, for it is personal integrity that will influence and finally determine many of our actions and beliefs. To help the development of such values, the Academic Integrity Policy has been established to help uphold the values for which West Ottawa High School is known and respected. All DP and Certificate students will be asked to read and understand the Academic Integrity Policy prior to participating in any IB course. This document is available online and it will be distributed by the IB Coordinator and the IB teachers.

The IB Faculty assumes that students will pursue their studies with integrity and honesty; however, all students should know that incidents of academic dishonesty are taken very seriously. Consequences are outlined in the Academic Integrity Policy.

Malpractice

Malpractice occurs when students attempt to gain unfair advantage on any coursework or assessments. This can occur a variety of different ways. Students should pay careful attention as sometimes malpractice occurs by accident.

Collusion

Collusion occurs when a student allows another student to copy their work and then be submitted for assessment.

Plagiarism

Plagiarism occurs when students fail to cite quotations or borrowed ideas. It can also occur when students fail to enclose borrowed language in quotation marks. One of the most common forms of plagiarism occurs when students fail to paraphrase using their own words. Students are attempting to take the ideas of another person and represent them as their own. Finally, purchasing essays from the Internet is considered plagiarism.

Cheating

Cheating occurs when students do not complete their own work or they try to obtain answers from another student. Cheating can also occur if students take test/quiz papers or assignments from the teacher without authorization.

Diploma Program Fees 2010-2011

Item	Cost	Paid By
Registration Fee (per candidate)	\$141*	Student
Subject Fee (per candidate) -Fee for each subject a candidate is registered for	\$96*	Student

Currently, the total cost of a complete IB Diploma is \$717. Students will be expected to pay a one time registration fee of \$141 and \$96 per IB exam.

*These prices are subject to change. The IBO does adjust the prices each year.

University Recognition

The criterion for university recognition varies from one university to another. The level of recognition may also vary from country to country. Many universities award credit to higher level (HL) subjects with marks of 5-7 and up to one year of college credit for a good IB Diploma score.

Due to the fact that universities are constantly changing requirements, West Ottawa High School cannot guarantee recognition of the IB Diploma or Certificate. It is the sole responsibility of students and their parents to verify the university requirements prior to entering the IB program. The IBO website provides a searchable database of countries and their recognition policies. It is strongly recommended that parents contact the universities directly to verify that the information is up to date. Visit the International Baccalaureate Organization's website for more details (www.ibo.org).