

# IB Educating for Excellence.

## Educating for Excellence with the IB Diploma Program

*The IB Diploma Program prepares students for success in college, work and life.*



*The International Baccalaureate (IB) Diploma Program (DP) offering is a natural extension of the Corning-Painted Post Area School District's commitment to its Quantum Leap student achievement initiative. The DP is fully aligned with Quantum Leap's Rigor, Relevance and Relationships learning goals. Plus, the IB diploma is an internationally recognized pre-university qualification and **symbol of academic excellence**. In addition, the DP delivers on the District's commitment to leading its students on a journey of self-discovery and learning that prepares them for success in college, work and life.*

For East and West High 11th and 12th graders who are willing to work hard, the IB Diploma Program is an option that will improve their chances of being admitted into the college or university of their choice, earn them college credits and provide them with superb academic experiences that will more than prepare them for the rigors and responsibilities they will face in post-secondary education.

### Curriculum and Instruction

In the IB Diploma Program, students can choose to take one or more courses for certification, or they can pursue the "full IB diploma." One-year Standard Level (SL) and two-year Higher Level (HL) courses are offered in six subject groups. Full diploma candidates must take at least three and not more than four courses at the higher level and the others at the standard level. Within this model, students are able to explore some subjects in depth and some more broadly over the two-year period of the program. The IB subject areas and courses offered at East and West are outlined below.

### Subject Groups

**Group 1 – Language A: English (HL)**  
Develops students' understanding of the value of their culture and language, encourages appreciation of literature and builds writing and speaking skills.

**Group 2 – Language B: French or Spanish (SL)**  
Develops students' awareness of the relationship between languages and

cultures, and teaches the second language from the most basic level to fluency.

**Group 3 – Individuals and Societies: Economics (SL) or History of the Americas (HL)**  
Helps students develop a critical appreciation of human experience and behavior as well as the history of social and cultural institutions.

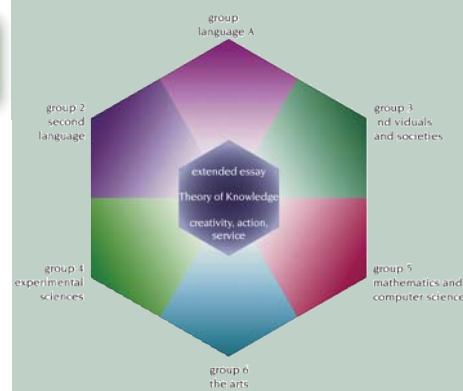
**Group 4 – Experimental Sciences: Biology and Chemistry (HL & SL)**  
Develops students' ability to analyze, evaluate and synthesize scientific information and raises awareness of the moral, ethical, social, economic and environmental implications of using science and technology.

**Group 5 – Mathematics and Computer Science: Math Studies (SL) and Math (HL & SL)**  
Enables students to develop mathematical knowledge, concepts and principles plus helps them understand and use technology in a variety of mathematical contexts.

**Group 6 – The Arts: Visual Arts (SL & HL) and Music (SL)**  
Emphasizes creativity (that is, the making of art, music and theater) in the context of disciplined, practical study of the arts; promotes the pursuit of quality in the creation of art and assists students to develop their potential.

*(Continued on reverse)*

### The IB Diploma Program Framework



Six subject groups form the outside of the DP hexagon. Classes in each group are offered at the standard level (one year) or at the higher level (two years.)

Students can take one or more courses for certification or they can pursue "the full IB diploma."

Diploma candidates must take at least three and not more than four classes at the higher level and the rest at the standard level.

The core of the hexagon shows the requirements all candidates must complete to be considered for the IB diploma.



Visit C-PP's IB site to learn more.

[www.corningareaschools.com](http://www.corningareaschools.com)

- ✓ information
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*Every DP student has opportunities suited to their best academic strengths to demonstrate their knowledge in a subject area.*

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### Core Requirements

In addition to studying courses in the six subject areas, students explore, investigate and create within the three core requirements of the DP curriculum:

#### *Theory of Knowledge (TOK)*

The interdisciplinary TOK course demonstrates connections by exploring the nature of knowledge across all subjects. It also encourages an appreciation of other cultural perspectives.

#### *Extended Essay*

The Extended Essay gives students practical experience with the independent research and writing they will be expected to produce in college.

#### *Creativity, Action, Service (CAS)*

Participation in the school's CAS program encourages students to be involved in artistic pursuits, sports and community service work. It builds well-rounded young people who appreciate what life has to offer outside of school.

These core requirements of the DP base student learning in IB's fundamental philosophy of educating the whole person while supporting *Quantum Leap's* learning goals of Rigor, Relevance and Relationships. Through their work to meet the TOK,

Extended Essay and CAS requirements, students develop an understanding of the nature of knowledge itself, the skills to extend classroom learning to other situations and a willingness to help others.

### Assessment

Ongoing assessment activities in the IB Diploma Program track students' understanding of the material in each course they take. Progress checks can reveal gaps in understanding and guide teachers to revisit certain topics in class.

After completion of a class, there are some things students will be expected to **know** and some things they will need to **know how to do**. Final assessment activities are structured accordingly, measuring individual student knowledge and capability in a balanced way. Every DP student has opportunities suited to their best academic strengths to demonstrate their knowledge in a subject area. Our DP teachers carry out at least some of the progress evaluation for their own students as they grade work produced over the normal course of study. Some samples of this work are then evaluated by IB moderators to ensure that all IB schools, including East and West High, use a common standard. Other types of assessment work, like research papers and visual art projects, are reviewed directly by outside IB examiners.

External examinations still form the greatest piece of the overall assessment structure for each DP subject because of the objectivity that can be guaranteed with this type of testing and marking. Identical DP exams are given throughout the world, ensuring a common standard. As a result, colleges and universities regularly grant college credit for DP coursework based on student scores alone because they know exactly what the student was required to do to pass the course.

Students take DP exams under conditions similar to those in other standardized testing situations: time limits, absence of aid and no prior knowledge of the questions. The nature of the questioning varies from subject to subject and may include multiple choice, short answer, essay questions, data or text analysis and case study questions. The variety of question types allows students to capitalize on their test experience and academic strengths as much as possible. **Student performance is measured only against assessment criteria and is not compared to the work of other students.**

The IB examiners grade work in each subject on a seven-point scale (seven is highest). Therefore, each student can score up to 42 points through their six subject assessments. They are eligible for an additional three points for combined performance in the Extended Essay and Theory of Knowledge, raising the maximum possible points to 45. **The minimum score needed to gain the diploma is 24 points, provided that certain conditions relating to the distribution of points across subjects are met.**

### C-PP's First Diploma Program Students Pass Exams Handily

The 2005-2006 school year marked the first year East and West High students could opt to enroll in the IB Diploma Program or individual IB courses. Despite growing pains and the challenges that were inevitable in this first year of the new program, **86% of C-PP Diploma Program students passed their first IB examinations with a score of satisfactory or above.** A closer look at the exam data reveals even more good news. Our students scored well-above the world-wide average in the Math exams, particularly in the standard level Math Studies course. C-PP students pulled in an average of 5.24 points compared with the global median score of 4.82. (Exams are graded on a seven point scale.) **Congratulations to our pioneering DP students!**

Future DP students will also be happy to know that local grades for IB classes are weighted by a factor of 1.05 because of the program's rigor.

