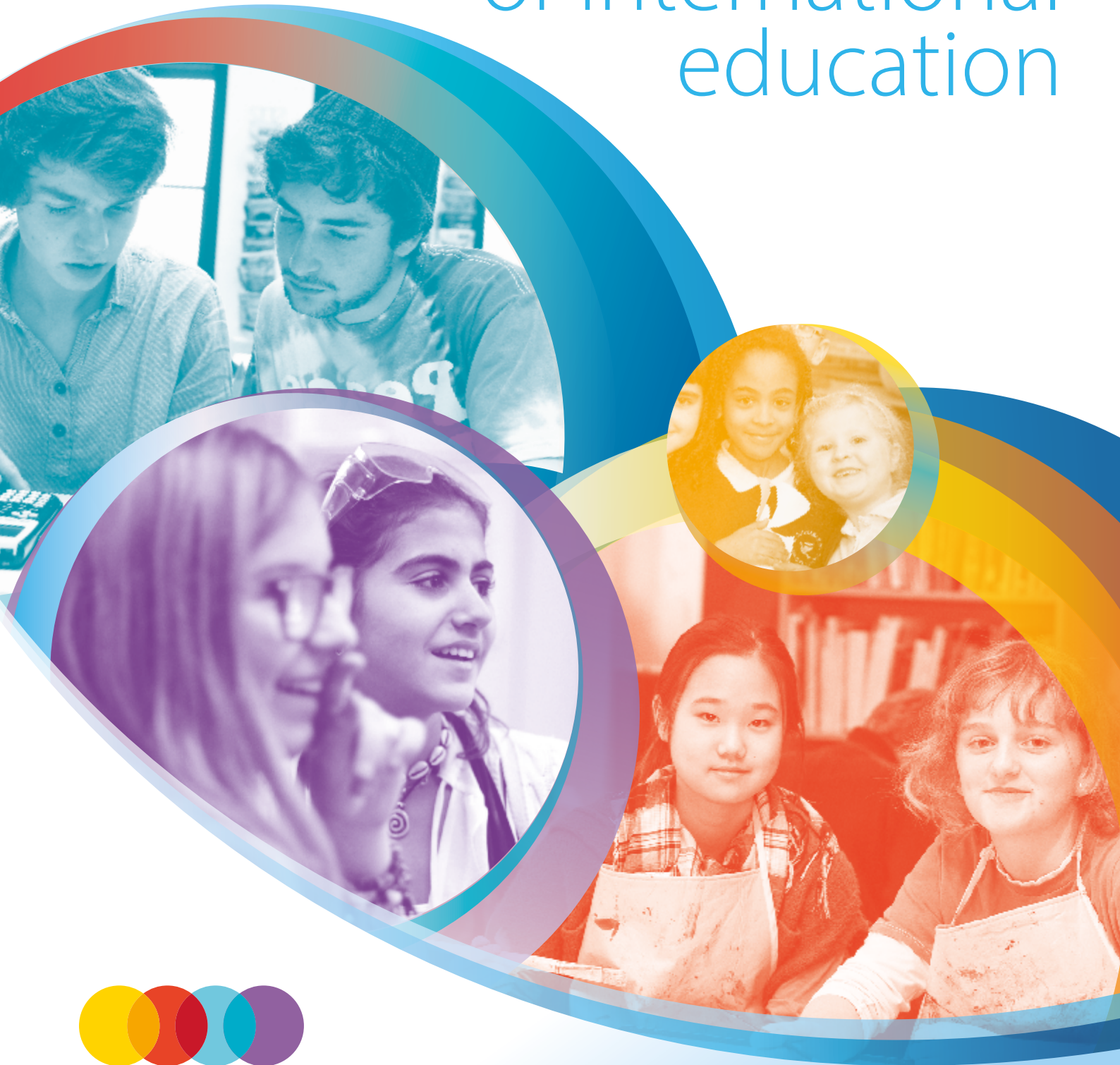




International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

The **IB** continuum of international education



IB CONTINUUM
CONTINUUM DE L'IB
CONTINUO DEL IB

Education for a better world

IB's mission and philosophy

At the centre of an International Baccalaureate (IB) education are students aged 3 to 19 with unique learning styles, strengths and challenges. The IB focuses on each student as a whole person. Thus, IB programmes address not only cognitive development but social, emotional and physical well-being. The aim is to develop inquiring, knowledgeable and caring young people with adaptable skills to tackle society's complex challenges and who will help to make it a better, more peaceful world.

Validating the efficacy of the IB's four programmes are *research* and more than 45 years of practical experience. IB programmes emphasize learning how to learn and teaching students to value learning as an essential, integral part of their everyday lives. The IB promotes the development of schools that:

- inspire students to ask questions, pursue personal aspirations, set challenging goals and develop the persistence to achieve those goals
- develop knowledgeable students who make reasoned ethical judgments and acquire the flexibility, perseverance and confidence they need in order to bring about meaningful change
- encourage healthy relationships, individual and shared responsibility and effective teamwork.

Measuring Outcomes

To measure what students have learned and to monitor their progress, IB teachers use a range of assessment strategies including formative assessments that provide ongoing feedback that can be used by instructors to develop their teaching and by students to identify their strengths and weaknesses, and target areas that need improvement. Teachers use summative assessments which are internationally benchmarked for older students, and are criterion-referenced. This means students are measured against a set of agreed upon learning outcomes rather than graded on a "bell curve" as in norm-referenced assessments.

The IB's four programmes



In the *Primary Years Programme (PYP)*, the IB's youngest students learn about and use knowledge, concepts and skills from a variety of subjects to explore six transdisciplinary themes and begin to develop the attributes of the *learner profile*.



The *Middle Years Programme (MYP)* is a challenging framework that encourages students to make practical connections between their studies and the real world and culminates in a personal project. Students who complete the MYP are well-prepared to undertake the IB Diploma Programme.



In the final two years of high school, students can choose to enter either:

- the *Diploma Programme (DP)*, a curriculum which emphasizes both breadth and depth of knowledge. The DP is made up of six subject groups and a core, comprising theory of knowledge (TOK), creativity, activity, service (CAS) and a research paper of up to 4,000 words, the extended essay (EE);
- or, the *Career-related Programme (CP)*. The CP combines two IB diploma courses with school-based, career-related study. It equips students to pursue further education or to enter their chosen career path immediately.



Frequently asked questions about the Primary Years Programme

What is the Primary Years Programme?

The Primary Years Programme (PYP) is a curriculum framework for young learners aged 3–12 designed by the International Baccalaureate (IB). Founded on a philosophy that recognizes a child's natural curiosity, creativity and ability to reflect, the PYP generates a stimulating, challenging learning environment to nurture those assets and foster a lifelong love of learning in every child. The PYP, like all IB programmes, is transdisciplinary, meaning students learn across subject areas while investigating big ideas.

Does the PYP have a specific set of standards?

In the PYP, students learn about significant concepts through units of inquiry. The six transdisciplinary themes that guide units of inquiry and compose a year of study are:

- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organize ourselves
- Sharing the planet.

Units of inquiry interweave subject areas such as mathematics, language arts, science and social studies. This approach encourages students to make their own connections between what they learn in core subject areas and how it relates to the world around them.

The school outlines its specific knowledge content and academic curriculum, guided by the following five essential elements:

- The **knowledge** content is organized under the transdisciplinary themes. Each school decides which specific topics to study under each theme.
- The learning **skills** aim to help students become independent, well-functioning, self-motivated learners.
- The learning **attitudes** aim to develop a lifelong love of learning and nurture a child's curiosity and confidence.
- The **action** component emphasizes the need to connect the student with his or her own potential and responsibility for using what was learned.
- The rigorous guidelines for **classroom practices** to match the educational philosophy and values of the IB are communicated through professional development and a school's internal reflection process.



What are the advantages of an IB education?

- IB World Schools (the only schools authorized to offer IB programmes) are subject to a strict accreditation process monitored by the IB, ensuring that schools provide a high-quality education.
- IB teaching methods and curriculums are research-based and draw from the best educational practices from systems around the world.
- IB teachers are required to participate in many professional development opportunities to continually promote their awareness of current educational practices and new thinking.
- IB students develop a sense of the world around them and their responsibility to it. (See “What is an IB Education?”)
- IB programmes are recognized internationally and ease the educational transitions of mobile students so that their education is not adversely affected if their families relocate.

Do IB teachers receive special training?

All PYP teachers receive professional development in IB’s approaches to teaching and approaches to learning from certified IB workshop leaders. This is a requirement for IB World Schools implementing the PYP.

Are IB programmes considered “gifted” programmes?

The PYP is implemented schoolwide and adapted by teachers to meet the learning needs of all students. In most cases, the Middle Years Programme (MYP) is also a schoolwide program. All PYP teachers are required to participate in collaborative planning and reflection to make their teaching practices consistent and to foster a holistic approach to education. A growing body of evidence suggests a positive relationship between teacher collaboration and student achievement.

Does implementing an IB programme mean my child’s school will not teach local or national standards such as the Common Core?

The IB is committed to making sure that students in IB programmes meet and exceed local or national standards. With the implementation of any IB programme, schools are required to examine their curriculum carefully to ensure that there is alignment with local, state or national standards. More information on the IB and the Common Core is available at www.ibo.org.

Have studies been done on the impact of the PYP?

The IB places great value on external validation of its programmes, curriculums and professional development. A recent Global International Schools’ Assessment study found that PYP students outperformed non-IB students in mathematics, reading and writing. Additional studies on programme impact, quality assurance, programme development and assessment research are available at www.ibo.org/research.

When do students start and finish the PYP? When do they transition to the MYP?

The PYP is designed for students aged 3–12 (preschool and primary grades). The MYP spans students aged 11–16, and the Diploma Programme (DP) and Career-related Programme (CP) is for the last two years of high school, students aged 16–19.

How can I learn more about the IB and PYP?

- Visit the IB website at www.ibo.org
- Attend school meetings and events
- Speak with your school’s PYP coordinator
- Speak with your child’s PYP classroom teacher.

Frequently asked questions about the Middle Years Programme

What is the Middle Years Programme?

The Middle Years Programme (MYP) is a curriculum framework designed for learners aged 11–16 by the International Baccalaureate (IB). The MYP is a five-year programme, which can be implemented in a partnership between schools or in abbreviated two-, three- or four-year formats.

In an MYP classroom, you'll notice that the students are at the centre of learning. They are drawing connections between all subject areas, learning is explicitly linked to the world around them, participation in a foreign language is required, and a variety of formal and informal assessments are used to inform teaching and learning. MYP learning experiences infuse global points of view wherever possible in order to promote understanding of other cultures, an awareness of the human condition and an understanding that there is a commonality of human experience.

The MYP curriculum framework comprises eight subject groups, providing a broad and balanced education for early adolescents. Students take the core courses of language and literature, individuals and societies, mathematics, sciences, physical and health education, language acquisition, arts, and design. A unique feature of the programme is that it extends the traditional curriculum to include immersion in four themes—approaches to teaching and approaches to learning, global contexts and concepts. Students also complete a personal project, which is an independent piece of work that may be an essay, an artistic production or another form of expression.

What are the advantages of an IB education?

- IB World Schools (the only schools authorized to offer IB programmes) are subject to a strict accreditation process monitored by the IB, ensuring that schools provide a high-quality education.
- IB teaching methods and curriculums are research-based and draw from the best educational practices from systems around the world.
- IB teachers are required to participate in many professional development opportunities to continually promote their awareness of current educational practices and new thinking.
- IB programmes are recognized internationally and ease the educational transition of mobile students so that their education is not adversely affected if their families relocate.



Do IB teachers receive special training?

All MYP teachers receive professional development in the IB's approaches to teaching and approaches to learning from certified IB workshop leaders. This is a requirement for IB World Schools implementing the MYP.

Are IB programmes considered “gifted” programmes?

In most cases, the MYP requires schoolwide implementation and therefore encompasses all students. All teachers who teach in MYP classrooms are required to participate in collaborative planning and reflection to make their teaching practices consistent and to foster a holistic approach to education. A growing body of evidence suggests a positive relationship between teacher collaboration and student achievement.

Students who complete the MYP are well-prepared to undertake the IB Diploma Programme or Career-related Programme.

Does implementing an IB programme mean my child's school will not teach local or national standards such as the Common Core?

The IB is committed to making sure that students in IB programmes meet and exceed local or national standards. With the implementation of any IB programme, schools are required to examine their curriculum carefully to ensure that there is alignment with local, state or national standards. More information on the IB and the Common Core is available at www.ibo.org.

Have studies been done on the impact of the MYP?

The IB places great value on external validation of its programmes, curriculums and professional development. A recent study found that Middle Years Programme students in a US public school district were more likely to achieve a proficient or advanced performance level on state mathematics and science assessments than their counterparts in five comparison schools. Additional studies on programme impact, quality assurance, programme development and assessment research are available at www.ibo.org/research.

Are there external assessments in the MYP like in the Diploma Programme?

In the final year of the programme, the optional MYP eAssessment provides a balanced and age-appropriate strategy that schools can use to validate student achievement: Students demonstrate their understanding and skills through classroom performance, onscreen final examinations and a personal project conducted over an extended period of time. Students who undertake external assessment are eligible for IB Course Results and the IB MYP Certificate. Find out more about [MYP assessment](#).

How can I learn more about the IB and MYP?

- Visit the IB website at www.ibo.org
- Attend school meetings and events
- Speak with your school's MYP coordinator
- Speak with your child's MYP classroom teacher.

Frequently asked questions about the Career-related Programme

What is the Career-related Programme?

The Career-related Programme (CP), designed by the International Baccalaureate (IB), is an innovative education programme tailored to students who want to focus on career-related learning in the last two years of high school. It allows students to create an individualized path that leads to either further study or employment after graduation.

By developing academic skills and employment-related competencies, the CP provides the basis for:

- effective participation in the changing workplace
- improved mobility and flexibility in employment
- additional training
- further education
- lifelong learning.

Here's how the CP works: It combines courses from the International Baccalaureate's highly regarded Diploma Programme (DP) with an approved career-related study program and a unique CP core. The core consists of four components—community and service, an approaches to learning course, language development and a reflective project—blended together to enhance critical thinking and intercultural understanding. Combined, these elements help students develop the communication and personal skills necessary for success in a rapidly changing world.

Community and service

Community and service is based on the principles of service learning, which emphasize developing local knowledge, civic responsibility, social aptitude and personal growth.

Approaches to learning

This course introduces students to life skills that help make sense of the world. The course emphasizes critical and ethical thinking, intercultural understanding and the ability to communicate effectively.

Language development

Language development ensures that all CP students are exposed to a language, other than their mother tongue, that will increase their understanding of the wider world. Students are encouraged to study a language that suits their needs and background.



Reflective project

The reflective project asks students to identify, analyze, critically discuss and evaluate an ethical issue arising from their career-related studies. The project can be done in different formats, including an essay, a web page or a short film. This work encourages students to ask questions, take action and reflect as they develop strong research and communication skills.

What career-related courses are available to my child at his/her IB World School?

Each school determines the appropriate career-related study course(s) to offer; however, the nature of the course(s) is examined carefully by the IB during the authorization process.

What kind of student is a good candidate for the CP?

The CP is an excellent choice for students who seek academic rigour, have already determined their area of career specialization, and want hands-on learning and experience in their chosen field. The programme provides students with an impressive portfolio of accomplishments for university study and employment.

What's the difference between the CP and the DP?

The DP consists of six academic courses plus a different core than the CP. The DP core components are creativity, activity, service (CAS), a theory of knowledge course (TOK) and an extended essay. Moreover, the DP does not include a career-related course of study.

How do IB programmes support college and career readiness?

College and career readiness refers not only to content knowledge but skills and habits that students must have to succeed in postsecondary education or training that leads directly to the workforce.

In addition to providing academic rigour, IB programmes develop skills such as time management and critical thinking that have been identified as necessary to successfully navigate, persist in and complete university.

Does implementing an IB programme mean my child's school will not teach local or national standards such as the Common Core?

The IB is committed to making sure that students in IB programmes meet and exceed local or national standards. With the implementation of any IB programme, schools are required to examine their curriculum carefully to ensure that there is alignment with local, state or national standards. More information on the IB and the Common Core is available at www.ibo.org.

Do CP teachers receive special training?

All CP teachers receive professional development in the IB's approaches to teaching and approaches to learning from certified IB workshop leaders. This is a requirement for IB World Schools implementing the CP.

How can I learn more about the IB and CP?

- Visit the IB website at www.ibo.org
- Attend school meetings and events
- Speak with your school's CP coordinator
- Speak with your child's CP classroom teachers.

Frequently asked questions about the Diploma Programme

What is the Diploma Programme?

The Diploma Programme (DP) is a curriculum framework designed by the International Baccalaureate (IB) for students in the last two years of high school.

IB students graduating with the IB diploma are able to study at universities all around the world, often with advanced credit. Students report that their involvement with the IB has given them the tools needed to succeed at college. In particular, students comment on their sense of preparedness, self-confidence, research skills and their ability to manage their time. Even more important, they have developed a sense of the world around them and their responsibility to it.

Diploma Programme students study six subjects (three at standard level and three at higher level) over two years and complete three additional requirements: the theory of knowledge (TOK), the extended essay and at least 150 hours of CAS—creativity, activity and service tasks outside of the classroom. In addition to these requirements, students must earn a minimum of 24 points out of a possible 45 points on the final assessments which are externally marked and moderated by the IB, in order to receive an IB diploma.

Theory of knowledge (TOK)

TOK is an interdisciplinary course designed to help students question and understand how they know what they know. Students study how individuals from various disciplines view the world in order to develop their own ways of thinking. By stimulating analysis of knowledge across disciplines, TOK seeks to help students make sense of school and the world.

Creativity, activity, service (CAS)

CAS is an experiential learning component of the DP. Students complete a wide variety of extracurricular, community service and athletic options to fulfill this requirement.

Extended essay

The extended essay introduces students to the demands and rewards of independent work. Emphasis is placed on doing personal research and communicating ideas effectively in order to write a 4,000-word essay in an area of personal interest.

How do colleges and universities view the Diploma Programme?

The DP is internationally recognized as representing one of the highest standards in university preparatory education. More than 1,000 colleges and universities in North America have recognition policies on how they weigh it in admissions, advanced standing, college credit and scholarships.

A list of colleges and universities that grant credit, scholarships and/or advanced standing for DP diplomas and certificates is available at www.ibo.org.



What kind of student is a good candidate for the DP?

The DP is a rigorous course of study for motivated students. That said, prior academic success is less an indicator of ability to earn the diploma than are a student's determination to do his or her best, willingness to be organized in order to complete the work while leading a full, balanced life, and a strong commitment to learning in and beyond the classroom.

Do DP students have time for anything beyond academics?

Absolutely. Most successful Diploma Programme students lead very full lives. They are often members of athletic teams and involved in a wide range of activities. Time management and organization are key skills the IB develops in students.

Are IB programmes considered "gifted" programmes?

The IB does not control how schools designate their Diploma Programme. In some instances, schools choose to designate the programme as selective enrolment via application or as a magnet programme. In other cases, the programme is open to any student.

Do DP teachers receive special training?

All DP teachers receive professional development in the IB's approaches to teaching and approaches to learning from certified IB workshop leaders. This is a requirement for IB World Schools implementing the DP.

Does implementing an IB programme mean my child's school will not teach local or national standards such as the Common Core?

The IB is committed to making sure that students in IB programmes meet and exceed local or national standards.

With the implementation of any IB programme, schools are required to examine their curriculum carefully to ensure that there is alignment with local, state or national standards. More information on the IB and the Common Core is available at

www.ibo.org.

What's the difference between the diploma and certificates?

Not all students choose to take the full course load leading to a diploma. Instead, some take a few DP courses in areas where they have a particular interest or strength, similar to honours and Advanced Placement classes. Certificates are awarded on a course-by-course basis to students who choose not to do the full programme. Students who satisfactorily complete a DP course earn a certificate and may be eligible for university credit.

How does the IB DP differ from other university-preparatory programs such as Advanced Placement and Cambridge?

The IB DP is a two-year comprehensive curriculum with a culminating set of externally graded final exams. IB, Advanced Placement (AP) and other college-preparatory curriculums like Cambridge are all university preparatory, academically rigorous programmes. There are important differences, however, in the content and exams. The DP is a cohesive and comprehensive programme, not a collection of individual courses as is the case with Advanced Placement. The most important distinguishing factor is the core of the Diploma Programme (CAS, TOK and extended essay).

Can you give a specific example of how the DP prepared students for college?

A 2012 study by the Consortium for Chicago School Research found that Diploma Programme students who graduated from 12 Chicago public schools were more likely to attend college, attend a selective college and persist in college for 2 years than a matched comparison group. Additional studies on programme impact are available at

www.ibo.org/research

How can I learn more about the IB and DP?

- Visit the IB website at www.ibo.org
- Attend school meetings and events
- Speak with your school's DP coordinator
- Speak with your child's DP classroom teachers.

IB learner profile



The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

• 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 analyse 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 IB learner profile represents 10 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.



How to make your IB credentials stand out in the university application process

As an International Baccalaureate (IB) student, you are distinctive and will bring a unique set of attributes to whatever university or college that you ultimately attend. The challenge is to how to bring those qualities, in addition to grades and standardized test scores, to the attention of admissions officers. Have you considered how best to describe your high school achievements in your university application?

IB Diploma (DP) and Career-related Programme (CP) students:

- know how to do independent research
- have a demonstrated foreign language skill
- contribute a global perspective to current events
- have given back to their communities through volunteerism and community service
- study the language, history and arts of diverse cultures, and approach problems from multiple perspectives
- have above-average time management skills and are exceedingly well-prepared for the rigour of college-level coursework.

Additionally, DP students take a year-long course to develop critical thinking, analysis, and explore ways of knowing (theory of knowledge (TOK)), while CP students bring work-related experience and a career-specific set of skills to their university application or resume.

Five more ways to emphasize your IB strengths:

1. Highlight your advanced writing skills: Completing multiple essays comes easily to IB students given the emphasis the programme places on self-reflection and written expression. IB students can capitalize further on this by using the interdisciplinary model of learning to respond to admissions questions from multiple perspectives.

2. Consider universities that accept individual portfolios:

Some universities allow students to submit individual portfolios of work. The DP and CP programmes place emphasis on the development of a student's abilities over time. IB students will have amassed a significant body of work in their personal portfolios and in the MYP personal project. Portfolio-based applications allow admission officers to understand how an IB student is reflective and critical in their work.

3. Nail the interview: DP students give multiple presentations over their two-year course work. The confidence and experience they develop in these public speaking opportunities will translate into a big advantage when interviewing for university admission, internships and work. Don't forget to mention your creativity, activity, service (CAS) project in addition to your academic credentials.

4. Recommendation letters that pack a punch: The recommendation letter remains a pivotal component of the application package. When soliciting recommendation letters that stand out, consider providing your teachers with an easy-to-reference profile of your high school history beyond academics. Include your extended essay topic, your personal project topic, your CAS project, foreign language abilities, participation in any international programmes of study, extra-curricular activities and course workload.

5. Show your global perspective: IB students have a strong sense of their cultural identity, and respect the values and differences of other cultures. Trained to think globally and act locally, IB students are required to participate in civic engagement through a community service project that ties into some aspect of their coursework.

