

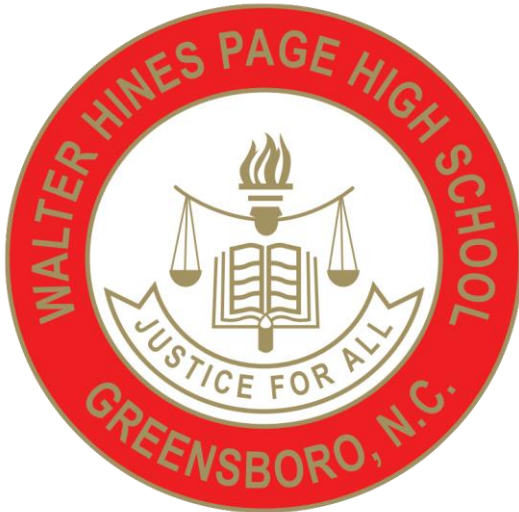
# Page High School IB Diploma Programme Orientation

Welcome!

Principal—Erik Naglee

IB Coordinator—Elizabeth Hackney

# Agenda



- Introductions
- Review of the Program
- How to Plan ahead
- Get to know your IB support systems

# 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.



# Why IB?

***“IB is well known to us for its excellent preparations. Success in an IB program correlates well with success at Harvard. We are always pleased to see the credentials of the IB Diploma Programme on the transcript.”***

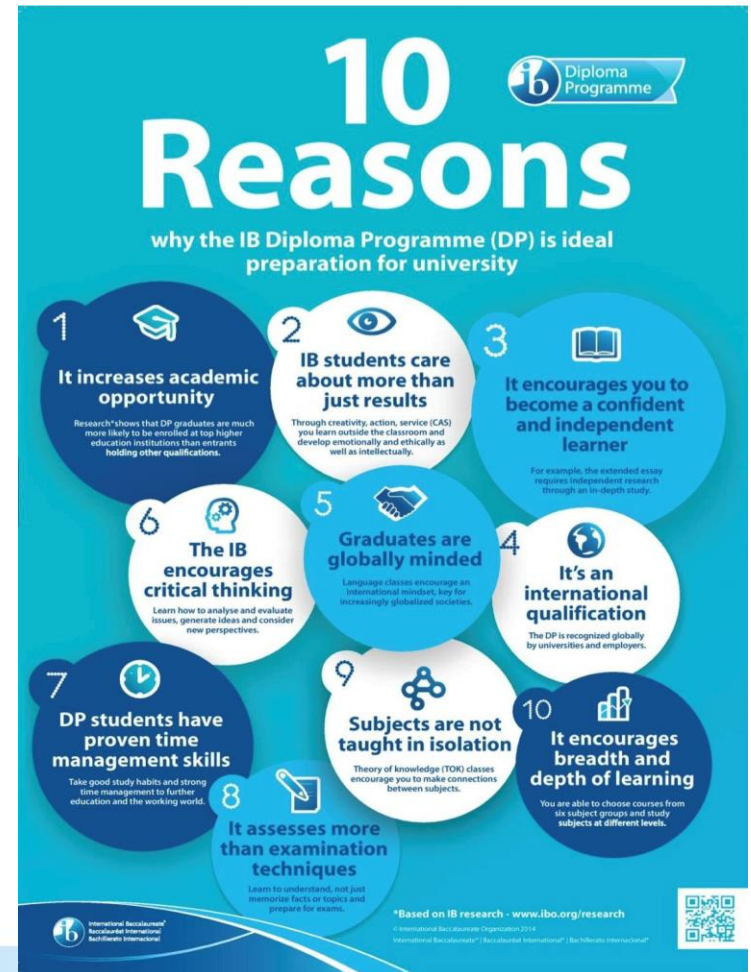
**Marlyn McGrath Lewis**

*Director of Undergraduate Admission Harvard University*

***“One of the advantages of the IB curriculum is its structure and quality. It is a coordinated program, well established, well known and well respected. We know the quality of IB courses, and we think the IB curriculum is terrific.”***

**Christoph Guttentag**

*Director of Undergraduate Admission  
Duke University*



- The **average acceptance rate of IB students** into university/college is **22 percentage points higher** than the average acceptance rate of the total population.
- The acceptance rate of IB students into **Ivy League** institutions (Princeton, Yale, Brown, Harvard, Columbia, Cornell, Dartmouth, University of Pennsylvania) is **between 3 and 13 percentage points higher** compared to the total population acceptance rate.
- **Biological and biomedical sciences** is the most likely intended major chosen by IB graduates followed by **engineering** and **business studies** – while in the top 10 of most popular college majors business studies is number one, followed by psychology and nursing.

# Why IB?

Source: IBDP Graduate Destinations Survey 2011/2012 conducted by i-graduate International Insight

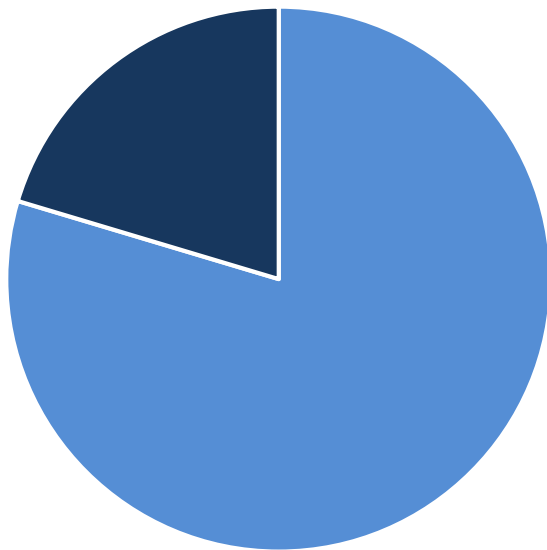
- **97% of all students that took part in the survey feel either very well prepared or well prepared** for their future studies (98% of IB diploma candidates and 92% of IB certificate candidates).
- 99% of all diploma candidate respondents with an IB score higher than 24 feel either very well prepared or well prepared for their future studies.
- 98% of all survey respondents with an IB score lower than 24 feel either very well prepared or well prepared for their future studies.
- Respondents with a lower IB score **feel as well prepared for their future studies as** respondents with a higher IB score.

# Why IB?

Source: IBDP Graduate Destinations Survey 2011/2012 conducted by i-graduate International Insight

# Page IB Diploma Data

2020 Diploma Results



■ Diploma Awarded ■ Diploma Not Awarded

- 77% of last year's class earned the IB Diploma
  - Average 30 Diploma Points
- 23% were not awarded the diploma
  - 5 did not complete Core work (EE, TOK, or CAS)
  - 1 was 1 point away
  - 1 was 2 points away
  - 4 were 3 points away



# IB Acronym Recap

- IB DP
- EE
- TOK
- CAS
- HL
- SL
- IA
- EA

How do you earn the diploma?



# Would this student earn the diploma?

#1	English A1 (HL)	4	Spanish B (SL)	4
	History (HL)	4	Math Studies (SL)	4
	Biology (HL)	4	Philosophy (SL)	4
	Extended Essay	D	TOK	C
	CAS	met 7 outcomes/spanned 18 months		

# Would this student earn the diploma?

#1	English A1 (HL)	4	Spanish B (SL)	4
	History (HL)	4	Math Studies (SL)	4
	Biology (HL)	4	Philosophy (SL)	4
	Extended Essay	D	TOK	C
	CAS	met 7 outcomes/spanned 18 months		

**Yes! Earned 24 Diploma Points and Core Requirements**



- By the end of Senior Year
  - Test in 6 IB Courses:
    - English, Foreign Language, History, Science, Math, and the Arts\*
    - Each scores 1-7
    - Need 24 Diploma Points. Max of 45 points.
    - One-on-one meetings and registration for exams starts in October\*
  - Completion of “the Core” (+3 Points)
    - EE
    - TOK
    - CAS

# IB DP: International Baccalaureate Diploma Program

- **Group 1: Language and Literature**

- English (HL)

- **Group 2: Language Acquisition**

- French (SL)
- Latin (SL)
- Spanish (HL)

- **Group 3: Individuals and Society**

- History
- Philosophy
- Psychology

- **Group 4: Sciences**

- Biology
- Environmental Systems and Society (SL)
- Chemistry
- Physics

- **Group 5: Mathematics**

- Applications & Interpretations\*
- Approaches & Analysis

- **Group 6: The Arts**

- Music
- Theater
- Visual Arts



**6 Subject Groups taken at Standard Level (SL) or Higher Level (HL)**

# Would this student earn the diploma?

#2	English A1 (HL)	4	Physics (SL)	6
	History (HL)	4	Math Studies (SL)	5
	Spanish (HL)	2	Theatre (SL)	6
	Extended Essay	B	TOK	C (+2)
	CAS	met 7 outcomes/spanned 18 months		

# Would this student earn the diploma?

#2	English A1 (HL)	4	Physics (SL)	6
	History (HL)	4	Math Studies (SL)	5
	Spanish (HL)	2	Theatre (SL)	6
	Extended Essay	B	TOK	C (+2)
	CAS	met 7 outcomes/spanned 18 months		

**No—Only 10 of 12 required HL Points**

# HL vs. SL: Higher Level vs. Standard Level

- Both Levels scored on a scale of 1-7
- Need 3 HL courses and at least 12 HL points
- Need 3 SL courses and at least 9 SL points
- All require an IA: Internal Assessment (Lab Report, Oral, Written Assignment, etc.)
- All require an EA: External Assessment (Paper 1, Paper 2, etc.)
- No scores of “N” or “1”



# Would this student earn the diploma?

#3	English A1 (HL)	7	Latin (SL)	7
	History (HL)	7	Environmental Sys (SL)	7
	Music (HL)	7	Math (SL)	7
	Extended Essay	D	TOK	E
	CAS	met 7 outcomes/spanned 18 months		

# Would this student earn the diploma?

#3	English A1 (HL)	7	Latin (SL)	7
	History (HL)	7	Environmental Sys (SL)	7
	Music (HL)	7	Math (SL)	7
	Extended Essay	D	TOK	E
	CAS	met 7 outcomes/spanned 18 months		

**No—Had a failing condition for TOK**

# TOK: Theory of Knowledge

- Taken as a course Junior Year
- Assessment
  - Oral Presentation Junior Year
  - 1600-word essay Senior Year
    - Prompts or "Titles" released in September
- Graded from A-E
- TOK Supervisor/Teacher: Emilie McGehee  
[mcgehee@gcsnc.com](mailto:mcgehee@gcsnc.com)
  - See Mrs. McGehee for deadlines

Seniors:  
TOK Essays have  
been submitted  
to McGehee!  
Make sure  
you're still  
meeting with  
her and meeting  
those deadlines!

- Independent, self-directed piece of research on a topic of your choosing
- 4,000-word paper started junior year and submitted senior year
- Must be analytical
- Supervisor
- Access to UNCG's library



**EXTENDED  
ESSAY**

# Extended Essay Sequence

## Seniors

- September—Supervisor Check in
- October—Meeting and Reflection in ManageBac
- November—Meeting and Reflection in ManageBac
- December—Rough Drafts Due
- January—Final Meeting and Reflection aka *viva voce*
- February—EE Uploaded and Submitted to IB

Seniors: Have you met  
with your EE Advisor  
yet this year?

## Juniors

- November—Select subject and request supervisor
- December—Kickoff Research with field trip to UNCG Jackson Library
- Other dates TBD posted on EE Canvas Page

EE forms, dates, and information  
posted on Page EE Canvas Group

# CAS: Creativity, Activity, and Service

- Based on achievement of 7 learning outcomes:
  - Identify strengths and areas for growth
  - Demonstrate challenges and learning new skills
  - Demonstrate how to initiate and plan a CAS experience
  - Show commitment and perseverance through CAS
  - Demonstrate and recognize the benefits of collaborative skills
  - Demonstrate engagement with global issues
  - Recognize and consider the ethics of choices and actions
- 150 hours
  - Creativity – arts, and other experiences that involve creative thinking.
  - Activity – physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the DP.
  - Service – an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.
- Provide evidence of outcomes through a portfolio in ManageBac—Seniors update by the 1st of each month.
- Must complete at least 1-month long CAS project
- CAS Coordinator: Emilie McGehee [mcgehee@gcsnc.com](mailto:mcgehee@gcsnc.com)

# Would this student earn the diploma?

#4	English A1 (HL)	5	French B (SL)	3
	History (HL)	4	Math Studies (SL)	4
	Chemistry (HL)	4	Visual Arts (SL)	3
	Extended Essay	B	TOK	D (+1)
	CAS	met 7 outcomes/spanned 18 months		



# Would this student earn the diploma?

#4	English A1 (HL)	5	French B (SL)	3
	History (HL)	4	Math Studies (SL)	4
	Chemistry (HL)	4	Visual Arts (SL)	3
	Extended Essay	B	TOK	D (+1)
	CAS	met 7 outcomes/spanned 18 months		

**Yes! Earned bonus points from EE/TOK for 24 Diploma Points**

# TOK and EE Score Matrix

	Theory of knowledge (TOK)					
Extended essay	Grade awarded	A	B	C	D	E
	A	3	3	2	2	Failing condition
	B	3	2	2	1	
	C	2	2	1	0	
	D	2	1	0	0	
	E	Failing condition				

# Would this student earn the diploma?

#5	English A1 (HL)	5	French B (SL)	4
	History (HL)	6	Environ Sys (SL)	4
	Psychology (HL)	4	Math Studies (SL)	5
	Extended Essay	D	TOK	D
	CAS	met 6 outcomes/spanned 6 months		

# Would this student earn the diploma?

#5	English A1 (HL)	5	French B (SL)	4
	History (HL)	6	Environ Sys (SL)	4
	Psychology (HL)	4	Math Studies (SL)	5
	Extended Essay	D	TOK	D
	CAS	met 6 outcomes/spanned 6 months		

**No—Did not meet CAS outcomes**

# IB Student Advisory Council

- Are you looking for ways to
  - Take an active leadership role in your school?
  - Help shape the Page IB Programme?
  - Develop traditions that will have a lasting impact?
  - Work with your peers on a common goal?
- Then the IB Student Advisory Council may be for you!
  - Information will come out through English classes in the Second Semester



# Academic Misconduct

- The IB Organization defines academic misconduct as behavior (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment.

# Academic Misconduct Includes...

- plagiarism—this is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment
- collusion—this is defined as supporting academic misconduct by another candidate, for example, allowing one's work to be copied or submitted for assessment by another
- duplication of work—this is defined as the presentation of the same work for different assessment components and/or DP core requirements



# Consequences

- Page High School
  - In School Disciplinary Action up to 3 days OSS.
  - Zero on an assignment.
  - May be allowed opportunity to redo assignment.
- IB Submission Could Result in...
  - zero for the subject
  - Prohibition for registering for future IB exams
    - Withdrawal from the diploma program

# Maintaining Academic Honesty

- Plan ahead
- Learn proper citation methods
- Turnitin.com
- When in doubt, ask for help! So many people want to help you succeed!

# Support System Recap

- Diploma Program Coordinator: Elizabeth Hackney  
[hacknee@gcsnc.com](mailto:hacknee@gcsnc.com)
  - General Questions about IB
  - Having Trouble with deadlines
  - Exam Registration
  - EE Coordinator
- CAS Coordinator/TOK Advisor: Emilie McGehee  
[mcgehee@gcsnc.com](mailto:mcgehee@gcsnc.com)
  - CAS Questions
  - Advising the TOK Essay

Link to All IB Teachers:  
<http://bit.ly/IBstaff>

# Thank you!

- We look forward to working with you this year!
- Questions?
  - IB Coordinator:  
Elizabeth Hackney  
[hacknee@gcsnc.com](mailto:hacknee@gcsnc.com)

