

**International
Baccalaureate**

Diploma Programme

What is the IB?

- **IB (International Baccalaureate)** is an organization working with schools that offers education for students from age 3 to 19, comprising four programmes that are currently offered in three languages: English, Spanish and French. The programmes encourage both personal and academic achievement.
- **In 1968 the IB organization was registered in Geneva.**
- In 1970 the first official IB Diploma Programme exams were taken by students.
- **IB in numbers (according to IB World School Yearbook 2021)**
 - as of November 2020: **7,224 programmes** across **5,379 schools** in **158 countries**

The IB mission statement and philosophy

- *The International Baccalaureate® 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 organization 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.*

IB programmes

- **Primary Years Programme** (age range: 3 – 12) – first offered in 1997
- **Middle Years Programme** (age range: 11 – 16) – first offered in 1994
- **Diploma Programme** (age range: 16 – 19) – first offered in 1968
- **Career-Related Programme** (age range: 16 – 19) – first offered in 2012
- In order to teach IB programmes, schools must be authorized. Every school authorized to offer IB programmes is known as an **IB World School**.
- Oxford Secondary was authorized on **4 May 2020**.

IB in Poland

- First teaching of the IB: **1993**
- **1995** – first IB examination in Poland
- **55 IB World Schools** in Poland (2019)
- **63 IB World Schools** in Poland (2021)
- **Diploma Programme** offered by **47 schools** (2019) / **55 schools** (2021)

The Diploma Programme model



The core

- **Theory of knowledge (TOK)** – 100 h; students reflect on the nature of knowledge and on how we know what we claim to know.
- **Extended Essay (EE)** – a 4000-word paper; it's an independent piece of research in a chosen subject, externally assessed by IB examiners.
- **Creativity, activity, service** – students engage in a range of activities within the three strands of CAS and complete a project related to those three concepts; must be continued for at least 18 months; there should be a reasonable balance between creativity, activity and service; seven learning outcomes; not formally assessed.

6 Subject groups

- **Group 1 Studies in language and literature**

(Language A: literature; Language A: language and literature; Literature and performance)

- **Group 2 Language acquisition**

(Modern languages: Language B; Language ab initio; Classical languages: Latin or Classical Greek)

- **Group 3 Individuals and societies**

(Business management; Economics; Geography; Global politics; History; Information technology in a global society; Philosophy; Psychology; Social and cultural anthropology; World religions)

- **Group 4 Sciences**

(Biology; Computer science; Chemistry; Design technology; Physics; Sports, exercise, and health science;)

- **Group 5 Mathematics**

(Mathematics: analysis and approaches; Mathematics: application and interpretation)

- **Group 6 The Arts ... or electives**

(Dance, Music, Film, Theatre, Visual arts)

Students may opt to study an additional **sciences, individuals and societies, or languages course**, instead of a course in the arts.

- **Additional subjects:**

- Interdisciplinary subjects *(Environmental systems and societies; Literature and performance)*
- School-based syllabuses

Subject levels

- **SL** (standard level)
- **HL** (higher level)
- Possible combinations:
 - **3 SL subjects + 3 HL subjects**
 - **2 SL subjects + 4 HL subjects**
- Over two years of the DP students must do 150 teaching hours of SL subjects and 240 teaching hours of HL subjects (a teaching hour is for our school 45 min.)
- 4 hours of SL subjects a week and 6 hours of HL subjects a week

DP Candidates and DP Course students

- **DP Candidates** - attempt full diploma
- **DP Course Students** - they don't attempt full diploma, they can study chosen subjects without the core

IB assessment

- **Subject grades:** 1 – 7 (7 is the highest)
- **Theory of knowledge and extended essay:** A – E (A is maximum)
- **Formative and summative assessment**
- **Internal assessment** (exams taken at the school, assessed by school DP teachers e.g. oral work in languages, fieldwork in geography, laboratory work in the sciences, investigation in mathematics, artistic performances).
- **External assessment** (exams taken at the school, the so-called papers, assessed externally by IB examiners).

The IB Diploma

- Grades: **45 points** max.
- 42 points from 6 subjects
- 3 points from EE + TOK
- 24 points is pass
- **average score for Poland** is **36 points** out of 45
- 38 points is enough to be accepted into a good university abroad.

Bilingual Diploma

- As part of the Diploma Programme (DP), students take at least one subject from studies in language and literature. **Taking two studies in language and literature subjects in different languages is one way of obtaining a bilingual diploma.**
- Instead of taking Group 6 subject students can take second Group 1 subject - second Language A.

IB learner profile

The IB learner profile is the IB mission statement translated into a set of learning outcomes for the 21st century.

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- ***inquirers*** (*curiosity, inquiry, research*)
 - ***knowledgeable*** (*a range of disciplines, local and global contexts*)
 - ***thinkers*** (*critical and creative thinking*)
 - ***communicators*** (*can express yourself in more than one language*)
 - ***principled*** (*integrity, honesty, respect for others, responsibility*)
 - ***open-minded*** (*appreciation for your own culture and other cultures*)
 - ***caring*** (*empathy, compassion, respect, serving others*)
 - ***risk-takers*** (*innovative, resourceful, resilient, courageous*)
 - ***balanced*** (*balancing intellectual, physical and emotional aspects of your life*)
 - ***reflective*** (*analysis and reflection on your learning, experience, ability to point to your strengths and weaknesses*)

Approaches to teaching

- **based on inquiry** (inquiry – action – reflection; the student as a researcher; experiential and problem-based learning)
- **focused on conceptual understanding** (interrelationship of concepts, content and skills; moving students from knowledge to understanding)
- **developed in local and global contexts** (exploring real-life problems; inquiry into a range of local and global issues and ideas; making learning more authentic)
- **focused on effective teamwork and collaboration** (collaborative learning activities; encouraging effective dialogue and feedback)
- **differentiated to meet the needs of all learners** (adaptive planning to pursue student's individual goals and meet their individual needs; valuing prior knowledge; scaffold learning)
- **informed by assessment – formative and summative** (formative assessment is assessment for learning; summative assessment is a summary assessment of learning; feedback on students' performance)

Approaches to learning

- **thinking skills** (critical thinking, creative thinking, ethical thinking; acquisition of knowledge, comprehension, application, analysis)
- **research skills** (comparing, contrasting, validating and prioritizing information; formulating questions, observing, collecting, organizing and interpreting data, presenting research findings)
- **communication skills** (written and oral communication, effective listening, formulating arguments, presenting, reflecting constructively on own work, non-verbal communication)
- **social skills** (forming and maintaining positive relationships, listening skills, cooperating, group decision making, accepting responsibility, conflict resolution)
- **self-management skills** (organizational skills such as managing time and tasks and affective skills such as managing state of mind and motivation; safety, healthy lifestyle, seeking support when needed).

Why Diploma Programme?

- The DP is not only about receiving the IB Diploma, which is of course the paramount goal, but it is also about the steps students take to reach this goal.
- **The goal is important but equally the way towards the goal** and everything what students have experienced on the way serve their development as individuals and community members.
- It develops students intellectually, emotionally, socially and cares about their well-being and physical shape.
- It develops in students *strong language skills, research skills, time management skills, critical thinking, report writing skills, international mindedness, cultural understanding, sense of responsibility* for the local community.

Why Diploma Programme?

- It prepares students well for the challenges of higher education. Research shows that students who took the DP graduate from universities with much better results when compared to peer students.
- It is recognized by universities all over the world.
- Higher education institutions around the world admit students based on their IB credentials, and many have specific admissions policies and guidelines for IB students or scholarships.
- It opens the door to world universities, students don't need to take additional exams, it is also recognized by Polish higher education institutions.

Oxford Secondary School

mission statement

The primary objective of Bilingual Academic Oxford Secondary School is to prepare students for the challenges of the constantly changing world.

Following in the footsteps of Martin Luther King Jr., we believe that the goal of true education is to develop both intelligence and character.

With this in mind, we aim to see our students become broadly educated, responsible and caring leaders with strong moral values.

In the teaching-learning process we promote language learning and self-study based on inquiry and critical analysis of information as well as practical application of knowledge and skills.

Open-mindedness and seeking to become better acquainted with other cultures are equally crucial.

Concurrently, we strive to develop both a sense of national identity and belonging to a global community.

Resources

- ibo.org