

The International Baccalaureate Program



The International Baccalaureate Organisation was founded in 1968 and now works with over 857,000 students in more than 3,000 schools in 139 countries.

Designed for students aged from three years of age through to nineteen years of age, the three IB programs help develop their intellectual, personal, emotional and social skills to live, learn and work in a rapidly globalising world.

The Primary Years Program (PYP)

- The PYP is designed for students aged three to twelve. It focuses on the total growth of the developing child, touching hearts as well as minds and encompassing social, physical, emotional and cultural needs in addition to academic development.
- The PYP draws on research and best practice from a range of national systems with a wealth of knowledge and experience from international schools to create a relevant, engaging, challenging and significant educational framework for all children.
- The curriculum framework consists of five essential elements: concepts, knowledge, skills, attitude, and action. The knowledge component is developed through inquiries into six trans-disciplinary themes of global significance, supported and balanced by six subject areas: Languages, social studies, the arts, mathematics, science and physical education.
- Teachers assess students by selecting or designing methods of assessment appropriate to the learning outcomes they intend to capture. Teachers also take into account the diverse, complicated and sophisticated ways that individual students use to develop and demonstrate their understanding. The prime objective of assessing students' learning and performance is to give feedback to the students by encouraging the start of lifelong learning, to their parents to highlight their child's learning and development, and to the teachers to support their reflection on what to teach and how to teach it.

The Middle Years Program (MYP)

- The MYP, for students aged eleven to sixteen, is designed to help students develop the knowledge, understanding, attitudes and skills necessary to participate actively and responsibly in a changing world.
- This period, encompassing early puberty and mid-adolescence, is a particularly critical phase of personal and intellectual development and requires a programme that helps students participate actively and responsibly in a changing and increasingly interrelated world. Learning how to learn and how to evaluate information critically is as important as learning facts.
- Students study subjects from eight subject groups: English, a second language, humanities, technology, mathematics, the arts, science and physical education.
- Teachers organise continuous assessment taking account of specified criteria that correspond to the objectives for each subject. The MYP offers a criterion-referenced model of assessment. This means that students' results are determined by performance against set standards, not by each student's position in the overall rank order. The assessment tasks may include problem-solving activities and investigations, organised debates, hands-on experimentation, analysis and reflection.
- Assessment strategies, both quantitative and qualitative, provide feedback on the thinking processes as well as the finished piece of work. There is also an emphasis on self-assessment and peer-assessment within the program.

The Diploma Program (IB DP)

The IB programs are challenging. Universities recognise the depth and breadth of the rigorous work undertaken by students of the Diploma Program, which requires them to study six subjects. Universities also welcome the out-of-classroom elements of the Diploma. The IBO directory lists over 2500 universities in 75 countries which recognise the Diploma, and many other non-listed universities also admit IB Diploma holders.

- The Diploma Program is a challenging two-year curriculum, primarily aimed at students aged sixteen to nineteen. It leads to a qualification that is widely recognised by the world's leading universities.
- The Diploma Program prepares students for university and encourages them to ask challenging questions, learn how to learn, develop a strong sense of their own identity and culture, develop the ability to communicate with and understand people from other countries and cultures.
- The curriculum contains six subject groups: first language, second language, individuals and societies, experimental sciences, mathematics and the arts. Normally three subjects are studied at higher level (a minimum of 240 teaching hours) and the remaining three subjects are studied at standard level (a minimum of 150 teaching hours).
- In addition to the six compulsory subjects there are an additional three compulsory elements which are central to the philosophy of the IB DP:
 - An extended essay which offers the opportunity to investigate a topic of individual interest, and acquaints students with the independent research and writing skills expected at university.
 - The interdisciplinary Theory Of Knowledge (TOK) course is designed to provide coherence by exploring the nature of knowledge across disciplines, encouraging an appreciation of other cultural perspectives.
 - Participation in the Creativity, Action and Service (CAS) program encourages students to be involved in artistic pursuits, sports and community service work, fostering students' awareness and appreciation of life outside the academic arena.
- At the end of the two-year program, students are assessed internally and externally. The internal assessment may include oral exercises in language subjects, projects, student portfolios, class presentations, practical laboratory work, mathematical investigations and artistic performances. The externally-marked examinations form the greatest share of the assessment for most subjects. Students are finally given a grade from 7 (top) to 1 (bottom). The maximum score is thus 42 (six subjects awarded a "7") with an additional three marks possible for the extended essay, CAS and TOK.