

**THE INTERNATIONAL
BACCALAUREATE PROGRAMS
WATKINS MILL
HIGH SCHOOL**

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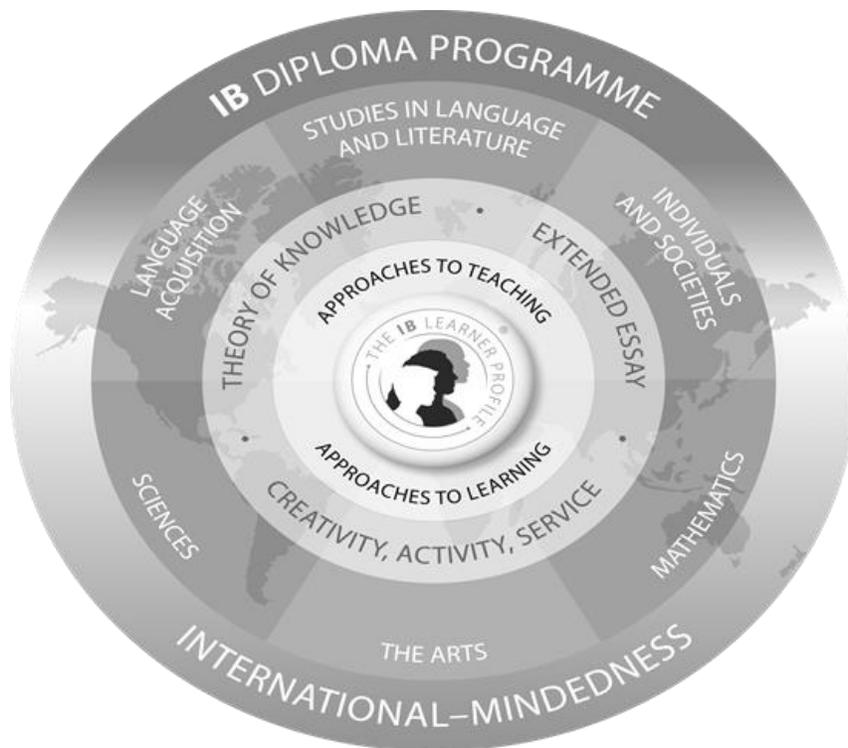
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Section 1 IB Program Information

What is the IB Diploma Program?

The International Baccalaureate Diploma Program is a highly rigorous, college preparatory high school curriculum. After two years of study, completion of all course assessments, satisfactory performance on the May IB exams, and successful completion of Theory of Knowledge (TOK), Creativity, Activity, Service (CAS) and the Extended Essay (EE), you will be awarded an IB Diploma. This Diploma is nationally and internationally recognized. You likely will be given special consideration in the university admissions process. College credit, course exemptions, or advanced standing may be granted based on your assessment scores.

The Diploma Program is organized in a series of concentric circles. The outer ring is comprised of the 6 groups of academic courses you must complete in order to earn the Diploma. The next ring contains the three requirements that represent the core of the Diploma Program: Theory of Knowledge; Creativity, Activity and Service; and the Extended Essay. Inside the TOK/CAS/EE ring are the representations of teaching and learning within the Diploma Program, and the Learner Profile – 10 personal attributes that are key to personal development in the Diploma Program.



What is the IB Career Related Program?

The International Baccalaureate Career Related Program is a highly rigorous, college preparatory high school curriculum which combines academic rigor with career related studies. After two years of study, completion of all course assessments, satisfactory performance on the May IB exams, and successful completion of Language Development, Service Learning, The Reflective Project and a Program of Career Related Studies you will be awarded an IB Certificate. You likely will be given special consideration in the university admissions process. College credit or course exemptions, may be granted based on your assessment scores.

The Career Related Program is organized in a series of concentric circles. The outer ring is comprised of the academic courses you will choose from and the Career Related Studies you will complete in order to earn the IB Career Related Program Certificate. The next ring contains the three requirements that represent the core of the CP Program: Personal and Professional Skills (PPS), Language Development, Service Learning and the Reflective Project. Inside the PPS ring are the representations of teaching and learning within IB Programs, and the Learner Profile – 10 personal attributes that are key to personal development in the CP Program.



What are SL and HL?

These are the two levels of IB courses. SL stands for “Standard Level” and HL stands for “Higher Level.” Typically, SL courses are one-year courses, however, some SL courses will span both years of your IB studies. HL courses are two-year courses. A diploma program includes a minimum of three HL courses (maximum four) and two or three SL courses, depending on the number of HL’s. CP students normally select courses that complement their Career Related Studies. However, they may choose any course from the school offerings. A typical CP Program consists of a minimum of two IB courses one of which must span two years.

Diploma students choose one course from each of the six course groups. The one exception is allowed in group 6 where students may choose an alternate course from groups 2,3 or 4 in lieu of the arts. The courses can be restricted by the individual offerings at each school, as well as by a need to meet state requirements for a diploma. As an example, MCPS requires all diploma candidates to take English A in order to meet state requirements for graduation.

What is the assessment structure?

IB courses are unique among the advanced curricula in U.S. high schools. The final mark in an IB course is determined by a combination of internal and external assessments (May exams). The internal assessments are graded by your teachers, and then samples are sent to IB-trained moderators to ensure that the grading criteria have been appropriately applied. The external assessments are graded by trained examiners all over the world. While the external assessments count more heavily towards the final grade than do the internal assessments, at least a quarter of your final mark for an IB exam reflects your performance on the internal assessments for that subject.

Section 2: Organization and Time Management

Most IB students would tell you that the single most important factor in their successful completion of the program was the ability to manage their time efficiently. The requirements of IB programs may seem overwhelming at first, but by employing some of the techniques in this section you will be able to focus your attention on your tasks, rather than become bogged down in the volume of work.

1. Scheduling your time

This is one of the most important time management skills you can develop. The ability to schedule every hour of your day will serve you well during your years of IB study and beyond. The grid below is a simple, visual representation of a weekly schedule, accounting for all 24 hours in the day.

	Sunda y	Monda y	Tuesda y	Wednesda y	Thursda y	Frida y	Saturda y
1 am							
2 am							
3 am							
4 am							
5 am							
6 am							
7 am							
8 am							
9 am							
10 am							
11 am							
Noon							
1 pm							
2 pm							
3 pm							
4 pm							
5 pm							
6 pm							
7 pm							
8 pm							
9 pm							
10 pm							
11pm							
Midnigh t							

The first step in completing this grid is to block out the hours when you know you have commitments. You have school every day from 7:45 am until 2:30 pm, so those hours should be blocked off. If you catch the bus at 6:30 am, and you can't do any work on the bus, block that off, as well. Do you need to sleep from 10 pm to 5 am every day? Do you have football practice from 2:30-5:30 every day? Do you tutor at the middle school from 3:30-4:30 every day? Do you have a job on the weekends? Block all those off. See below for an example.

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1 am	Sleep	Sleep	Sleep	Sleep	Sleep	Sleep	Sleep
2 am	Sleep	Sleep	Sleep	Sleep	Sleep	Sleep	Sleep
3 am	Sleep	Sleep	Sleep	Sleep	Sleep	Sleep	Sleep
4 am	Sleep	Sleep	Sleep	Sleep	Sleep	Sleep	Sleep
5 am	Sleep						Sleep
6 am	Sleep	School	School	School	School	School	Sleep
7 am		School	School	School	School	School	
8 am		School	School	School	School	School	
9 am	Work	School	School	School	School	School	Work
10 am	Work	School	School	School	School	School	Work
11 am	Work	School	School	School	School	School	Work
Noon	Work	School	School	School	School	School	Work
1 pm	Work	School	School	School	School	School	Work
2 pm	Work	Practice	Practice	Practice	Practice	Practice	Work
3 pm		Practice	Practice	Practice	Practice	Practice	
4 pm		Practice	Practice	Practice	Practice	Practice	
5 pm		Practice	Practice	Practice	Practice	Practice	
6 pm							
7 pm							
8 pm							
9 pm							
10 pm	Sleep	Sleep	Sleep	Sleep	Sleep	Sleep	Sleep
11pm	Sleep	Sleep	Sleep	Sleep	Sleep	Sleep	Sleep
Midnight	Sleep	Sleep	Sleep	Sleep	Sleep	Sleep	Sleep

After you have finished blocking off the hours when you know you will be engaged in other pursuits, you are free to begin scheduling your study/homework time. This is a weekly calendar, but you should also have a monthly calendar, or a year-long calendar to schedule long-term projects. You can use the following form to help you organize your study time. Be sure to assign each assignment a priority ranking. This does not mean you will sacrifice one assignment in order to complete another; all of your assignments **MUST** be completed by the due date. However, if you have one assignment that is due in a month, and another that is due tomorrow, you should assign a higher priority to the latter assignment.

Class	Assignment	Time Needed	Due Date	Priority

Some other tips to consider when creating your study schedule:

- **Back map:** Record the due dates of your longer projects on your extended (monthly/yearly) calendar. Then, from that due date, work backwards and record the times you will work on it. It’s also helpful to break longer projects into manageable segments and record a due date for each part of the work, just as IB teachers often assign “milestone” due dates to make sure that your work doesn’t pile up on you.
- **More information about prioritizing:** Not only should you be sure to focus on assignments that have the most pressing due dates, but you should also try to make sure that daily you are completing the most difficult assignments while you are the freshest. Leaving the more challenging assignments until the end of your study block could lead to diminished results.
- **Control your environment:** Find a space to study that works for you, and know your limitations. If you cannot read while listening to music, and the slightest distraction results in you completely forgetting the three pages you just read, turn off the music and find the quietest room in your house to read. If there is no quiet room in your house, head to the public library, or stay after school and find a quiet space. Likewise, turn off the phone and the computer (unless you need it for research or writing). You will get much more done if you do not multitask. In short, do what you need to do to get the work done.
- **Build in breaks:** Make sure that you are taking SHORT breaks every hour. This will help ensure that you do not burn yourself out. Many students keep a kitchen timer or other device to make sure that breaks don’t go on past the allotted time.

2. Study Groups

Study groups are an outstanding way to solidify your learning through student-to-student discourse. However, there are some important things to consider when employing this study schedule.

- Study groups are just like study environments: They work differently for different students. Be honest with yourself about:
 - which subjects you can study in-group and which you must study individually.
 - which students you can study with; your best friends may not be your best study partners.
 - keeping in mind that you have to give as good as you get in a study group; come prepared and don't expect other people to carry you. Likewise, be prepared to let your partners know (politely) when they need to do a better job of contributing.
 - the best location for your group meetings.

- Be sure to avoid academic honesty issues: complete your own assignments.

3. Retention of Work

IB Programs are different than any other academic program you have completed so far in your academic career. Many of your courses will span both your Junior and Senior years, culminating in comprehensive, external assessments in May of your Senior year. Due to this structure, it is vital that you keep ALL of your work, class notes, reading notes and handouts from ALL of your classes. Keep binders with your handouts and other printed material, organized by course.

As more and more work is done digitally, you will also need to create some kind of organizational structure for work saved electronically. ALWAYS back up your work. Be sure to name files carefully before saving for easier revisions. Save copies to the cloud, an external hard drive, or a flash drive that you keep in a pre-determined location. Do not rely on your internal hard drive to work properly when you need it, you will inevitably be burned. Remember also that the school hard drive is erased over the summer, however, your google documents will remain accessible to you during your entire IB tenure. Consider backing up your work in multiple places to ensure easy access.

Section 3: Organizing an IB Schedule

While the benchmarks you must reach in order to be awarded an IB Diploma may seem clear, there are actually quite a few conditions, depending upon your final point total. We can start with the easiest one: You must complete all of the components of the DP in order to be awarded the Diploma. Sounds like common sense, right? Well, worldwide, the single most common reason that students fail to achieve the Diploma is that they do not complete their CAS requirements.

Diploma Requirements

You must complete 6 academic courses and some additional requirements:

- One course each from groups 1-5, including one Mathematics course
- Either a Group 6 course, or another course from groups 2-4
- At least three of your courses need to be Higher Level. You may take a fourth Higher Level class if you like.
- Theory of Knowledge class, an Extended Essay on a research topic of your choosing, and Creativity/Activity/Service requirements

The groups are as follows:

1. Language A - (English)
2. Language B (World Language)
3. Individuals and Societies (Social Studies)
4. Experimental Science
5. Mathematics
6. Fine Arts and other Electives such as an extra world language, social science course, or a second science

Career Related Program Requirements

You must complete 2 academic course and some additional requirements:

- Two IB courses (one must be over a two-year period)
- Language Development
- Service Learning
- The Reflective Project
- Personal and Professional Skills
- Career Related Studies

Award of the IB Diploma

For each course assessment, you will receive a numerical grade out of 7 (4 is the minimum pass). IB also awards points for the quality of your work on your Extended Essay, and the assessed work you complete for Theory of Knowledge, up to 3 extra points.

Final Point Total 24

- At least a D (on a scale from A-E) in both TOK and the EE
- No grades of 1
- No more than two scores of 2 overall
- No more than three scores of 3 or lower overall
- At least 12 points in HL subjects (16 points if taking 4 HL subjects)
- At least 9 points in SL subjects (5 if taking 2 SL subjects)

You must also complete each of the Core Requirements

- Theory of Knowledge (TOK)
- Creativity, Action and Service (CAS)
- Extended Essay (EE)

Award of the CP Certificate

You must earn at least 3 on two of your examinations to be awarded the Career Related Certificate. However, there are further conditions.

Final Scores of 3

- At least a D (on a scale from A-E) on the Reflective Project

You must also complete each of the Core Requirements

- Language Development
- Service Learning
- The Reflective Project
- Personal and Professional Skills
- Career Related Studies

Of course, you need to have a numerical grade in each of your courses. If you don't complete all the requirements for one exam, you don't get your IB Diploma or Certificate even if you have enough points without the number grade from that course and meet the other conditions. And finally, the IB cannot find you guilty of malpractice.

Section 4: College Connections

Getting into College

While it is impossible to say that IB students are always admitted to the schools they most want to attend, there is evidence that universities do have a preference for IB students. In addition to the academic preparation the IB offers, seeing IB courses on a student's application shows that the student embraces educational challenges.

Universities and colleges recognize the value of an IB education and the valuable skill set that IB students bring to their campus:

- Research skills
- Collaborative skills
- Time management skills
- Refined work/study habits
- Critical thinking skills

MCPS IB Alumni offer strong testimony to support the value of their IB experience.

College Preparation

Getting into college is only the first step to success in higher education. Once there, you must justify your admittance by performing at a high level. Lucky for you, not only will the IB help you get into a university of your choice, it will help you to succeed there as well. IB graduates of both the DP and CP program graduate higher rates than the national average.

College Credit/Advanced Standing

Students have the opportunity to earn college credits in recognition for their IB coursework. Every college and university is different, so if the amount of college credit you may receive for your IB coursework is going to be a deciding factor in your list of potential colleges, be sure to check with the admissions offices of each school prior to applying. For most colleges, checking the website for the university registrar will let you know about how credits are awarded for good performance on standardized exams in college-level courses taken in high school. Many colleges offer advanced standing to IB Diploma graduates that allow them to start college as a sophomore. For example, Towson University gives 30 credits to students who earn the IB Diploma. Individual course credit is usually awarded by exam scores.

Section 5: IB Registration and Fees

Registration: IB requires that students register early in the academic year for the examinations that they are planning to take the following May. So, you will find yourself registering for your May exams as early as September!

Before November 15 of the year prior to your exam, you can change your registration without financial penalty. This might happen if you change a class, or if you decide to change the level of the exam you were going to take (for example, French SL to French HL if you're a Senior).

After November 15 and before January 15, there is an additional fee for changing your examination registration.

Fees: IB fees for candidates will depend on the number of exams students register for. Fees that are not paid become financial obligations just like lab fees and missing textbooks. Financial aid is available for qualifying students. Check the school website for fee amounts.

Section 6: Extended Essay and Reflective Project

The IB culminating projects (Extended Essay and Reflective Project) are one of the most rewarding aspects of IB study.. Many IB graduates say that the process of writing their paper was key to making their college experience easier and more manageable.

Writing these papers is important for two reasons: first, it gives the candidate an opportunity to deeply explore a research question that is personally meaningful. Second, because the paper is done with a supervisor, and broken down into small, intermediate deadlines, it gives the candidate a model for writing research papers that can be used at the college and graduate school levels.

During the Junior year, there will be many opportunities to think about research questions that intrigue you. For instance, you may hear something in History or Science class, and want to learn more. It's easy to begin some casual research to see what kind of information is available on a few topics – and it's important to not decide on a research question too quickly. You'll be living with this research question for about a year, so be sure to pick something that will hold your interest.

In the second semester of Junior year, you'll begin working on your paper in earnest. There will be opportunities to learn about research databases. Your teacher will give you a set of assignments which break the paper writing into very small chunks: develop a research question, make a list of possible sources, take notes from the sources, develop an outline, write the first 500 words, etc. In this way, writing a research paper is not a major task that you have to complete out of school, and your supervisor can be there to help with questions, and vouch for the authenticity of your paper at the end of the process.

As you narrow down your research question, your supervisor will help you decide on a topic for your paper

Section 7: Service Learning

What is Service Learning?

A. Service Learning complements the academic disciplines and counter-balances academic self-absorption. It is completed over the two years of the program. It is not only the hours served, but also a consciousness of how students grow and change through participation in various kinds of activities. Service learning is a strategy that integrates meaningful community service with reflection to enrich the learning experience. Service learning teaches civil responsibility and strengthens communities

What are “learning outcomes”?

A. One of the major reasons that IB requires service learning candidates is that it provides a way for students to grow and change personally beyond classroom learning. As such, there are learning outcomes that each student must achieve over the course of their two-year participation in service learning.

Section 8: Managing Stress

The jump from 10th to 11th grade is challenging for most students. The level of work that you'll be doing in your Junior year IB classes is more like your first year in college. So, it's no surprise that IB candidates feel stress, and wonder if they can make it through!

Here are some tips on making your life easier, from people who have been there.

1. There's a section in this manual on organizing yourself and your time. Read it and take it seriously. Planning, list-making, and keeping a calendar are going to be part of your life from now on.
2. Write everything down on your calendar or in your agenda book: Keep track of absolutely every assignment, formative and summative assessment in your agenda book. There's nothing to up the stress level like a forgotten assignment.
3. There are activities in your life that you must not give up because they are what keep you sane. For some people, that's music, art, sports, maybe video games. Schedule them into your day or your week. If you don't have those kinds of activities already, find something you can do outside of class that you enjoy and look forward to and schedule them into your day or your week.
4. Forget about multitasking; it doesn't really work. If you want to see how much more time you spend doing things while people are texting you and you're watching sports bloopers on YouTube, try to read and understand 10 pages of IB History with no interruptions, and then read 10 pages with interruptions. How much more time did it take to read the 10 pages with distractions?
5. Know that your first semester of IB is far more stressful than the others will be. You will get used to the work level.
6. Know when you should be a perfectionist, and when it's not worth your time. Spending an extra half hour to get your French homework perfectly lined up and legible is not worth your time.
7. IB courses are designed to be collaborative – you'll find yourself working in groups or on teams a lot, and your teachers will encourage you to use study groups. The work load is less, and you'll learn more, when you study with partners for a test.
8. As long as we're on the "no man is an island" theme, your teachers are there to help. Most of them have years of experience teaching IB, and have seen what you're going through before. Ask for help when you need it.

9. The IB diploma coordinator also has experience dealing with IB candidates and stress, make an appointment for some one-on-one help.

Section 9: Academic Honesty and Malpractice

With the advent of the Information Age, and readily available information from many different sources, there are new and different issues of academic honesty and malpractice that frankly were not on the table as recently as ten to fifteen years ago. The basic tenets of academic honesty and malpractice remain the same:

1. That individuals (students, teachers, and parents) ensure no one has an unfair advantage in work and assessments.
2. That whenever an individual presents the ideas or work of another person, either verbatim or paraphrased, the writer or speaker must clearly attribute the ideas or information to their originator.

Please review the formal academic honesty policy below.

Watkins Mill High School

CODE OF ACADEMIC INTEGRITY



As an International Baccalaureate World School, all Rockville High School students are expected to be principled in all aspects of their lives. To be principled is to “act with integrity and honesty, with a strong sense of fairness and justice, respect for the dignity and rights of people everywhere and take responsibility for our actions and their consequences.” (IB Learner Profile)

Academic misconduct is a behaviour that results in, or may result in, the student or any other student gaining an unfair advantage (or a behaviour that disadvantages other students) in one or more assessment components. Unfortunately, in every Diploma Programme examination session there are students who are investigated for alleged “academic misconduct” (Academic

Honesty in the Diploma Programme brochure).

Cheating, plagiarism, and lying are not consistent with principled behavior and will not be tolerated. It is important for all students to understand that academic dishonesty is a serious offense. Violation of this code will result in school disciplinary action. Students will use plagiarism prevention tools such as NoodleTools and Turnitin to ensure academic integrity with allowance for these tools to be used as a learning mechanism as opposed to solely a punitive measure. Students will adhere to all policies in *The Student's Guide to Rights and Responsibilities in MCPS*.

The Code of Academic Integrity forbids, but is not limited to, these specific examples of misconduct.

Cheating/Collusion

Examples of cheating include, but are not limited to:

- ❖ Copying another person's work
- ❖ Allowing another person to copy your work
- ❖ Using unauthorized notes, aids, or written material on assignments and assessments
- ❖ Using unauthorized technological devices (cell phones, calculators, cameras, wearable devices, etc.) on assignments and assessments
- ❖ Giving or receiving information using speech or non-verbal communication during any type of assessment
- ❖ Sharing test questions or content with students taking the same assessments as a later time and/or date
- ❖ Purchasing or acquiring papers, materials, etc. and claiming it as one own's work
- ❖ Tampering with a teacher's records or grades

Plagiarism

Examples of plagiarism include, but are not limited to:

- ❖ Paraphrasing and summarizing someone else's work without proper citation
- ❖ Copying word for word without using quotation marks and/or giving credit to the original author

- ❖ Failing to properly cite sources used in research
- ❖ Presenting or submitting work which was done, in whole or part, by someone other than the person submitting the work

Duplication of work

- ❖ Presentation of the same work for different assessment components and/or Diploma Program requirements

Falsification/lying

Examples of falsification/lying include but are not limited to:

- ❖ Making an untrue statement verbally or in writing with the intent to deceive
- ❖ Creating false or misleading impressions
- ❖ Forging signatures
- ❖ Using strategic advantages such as absenteeism on the day of an assessment or due date to gain an unfair advantage

Misconduct

Examples of misconduct include but are not limited to:

- ❖ Taking unauthorized material into an exam
- ❖ Disrupting an exam session
- ❖ Communicating with fellow students during an exam session

Responsibilities

Students will...

- ❖ Exercise academic integrity in all aspects of their work
- ❖ Avoid cheating, plagiarizing, and lying
- ❖ Practice ethical use of the information by acknowledging sources
- ❖ Report any violations of the Code of Academic Integrity

Teachers will...

- ❖ Develop, model, and sustain ethical practices within the classroom setting
- ❖ Communicate to students on which assignments they may collaborate and to what extent
- ❖ Provide instruction on NoodleTools to acknowledge original ownership
- ❖ Require use of plagiarism prevention tools
- ❖ Direct instruction on conventions for citing and acknowledging through the core classes of Theory of Knowledge and Personal and Professional Skills courses
- ❖ Confer with those who violate the Code of Academic Integrity and contact their parents
- ❖ Report violations of the Code of Academic Integrity to counselors and administrators
- ❖ Report observations of violations of the Code of Academic Integrity to the impacted teacher via email
- ❖ Document incidents in myMCPS Communication Log (teacher of the subject)
- ❖ Will reference and review IB Continuum document “Effective citing and referencing” with students

Parents will...

- ❖ Discuss the Code of Academic Integrity with their child
- ❖ Support faculty and administration in enforcing the Code of Academic Integrity

Administrators will...

- ❖ Ensure that faculty, students, and parents receive a copy of the Code of Academic Integrity
- ❖ Ensure that the Code of Academic Integrity is applied consistently throughout the school

Consequences

First offense:

- ❖ Students will receive a zero on the assignment; teacher will inform the student, parent/guardian, counselor, administrator, and IB DP/CP Coordinator
- ❖ Teacher will document the incident in the myMCPS Communication Log

Repeated offenses(s):

- ❖ Students will receive the same consequences as indicated above
- ❖ Teacher will complete a referral for the incident in myMCPS
- ❖ The counselor, administrator, and IB DP/CP Coordinator will conference with the student and parents/guardians to address the incident
- ❖ Student may be removed from an honor society, team, extracurricular group, and/or the IB program, if applicable and may lose a leadership position

This policy will be posted to the Watkins Mill High School Website and distributed to all students. It will be reviewed and updated on an annual basis by the school leadership team; student and parent voice will be used in this process.

Section 10: IB Exams and After

Exams: IB exams are scheduled beginning the first Monday or Tuesday in May, and generally run for about 3 weeks. Candidates register for exams in early fall of the academic year in which they'll take the exam.

IB exams are divided into "papers". Each paper has a different objective. As an example, English HL Paper 1 is commentary on literary passage, while Paper 2 has fairly general questions which require the candidate to respond using examples from works on the IB English reading list. With the exception of the papers are on different days.

The International Baccalaureate does not provide for makeup examinations in the case of illness or time conflicts. If a candidate finds that he/she is genuinely too ill to take one or more papers of the exam, the student should contact the coordinator immediately. IB may allow for a mark to be issued in that subject without the exam. More often, the student will have to sit for a retake exam; the following May for students who will still be taking IB exams, and in November for students who will be graduating in June.

Exam rules: You'll need to bring black or blue ink pens to your examination. IB allows students to bring in water at the coordinator's discretion; please ensure that your water bottle is transparent or translucent. For selected math and science exams, graphing calculators are permitted. You'll be asked to clear your calculator before you begin. No other electronic devices are permitted, and students will have to place those items with the proctors before the exam starts. Your proctors will provide scrap paper and writing paper for the examinations.

Please be on time for the examinations. If you arrive late, you may be admitted at the coordinator's discretion, but you will not have the opportunity to make up the missed time at the end of the exam.

Exam results: During your exams, your coordinator will ask any graduating Seniors to indicate their post-secondary plans. Coordinators can ask IB to send your scores

electronically to your chosen college or university. This will happen in early July. In late May and early June, your coordinator will give you instructions and pincodes for accessing your scores on line. Put the pincodes in a safe place (or copy them and put them in your wallet, give them to a parent, record them on your smartphone, etc.). You will have access to your scores in early July. IB does not mail the scores to you, so it's important to hold on to these pincodes.

Finally, your diploma or certificate arrives at school in late August or early September; and your coordinator will make clear the process for how you will receive your diploma.

Section 11: The IB Mission Statement and IB Learner Profile

The aim of all IB programs 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.

IB learners strive to be:

Inquirers They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive

difference to the lives of others and to the environment.

Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.