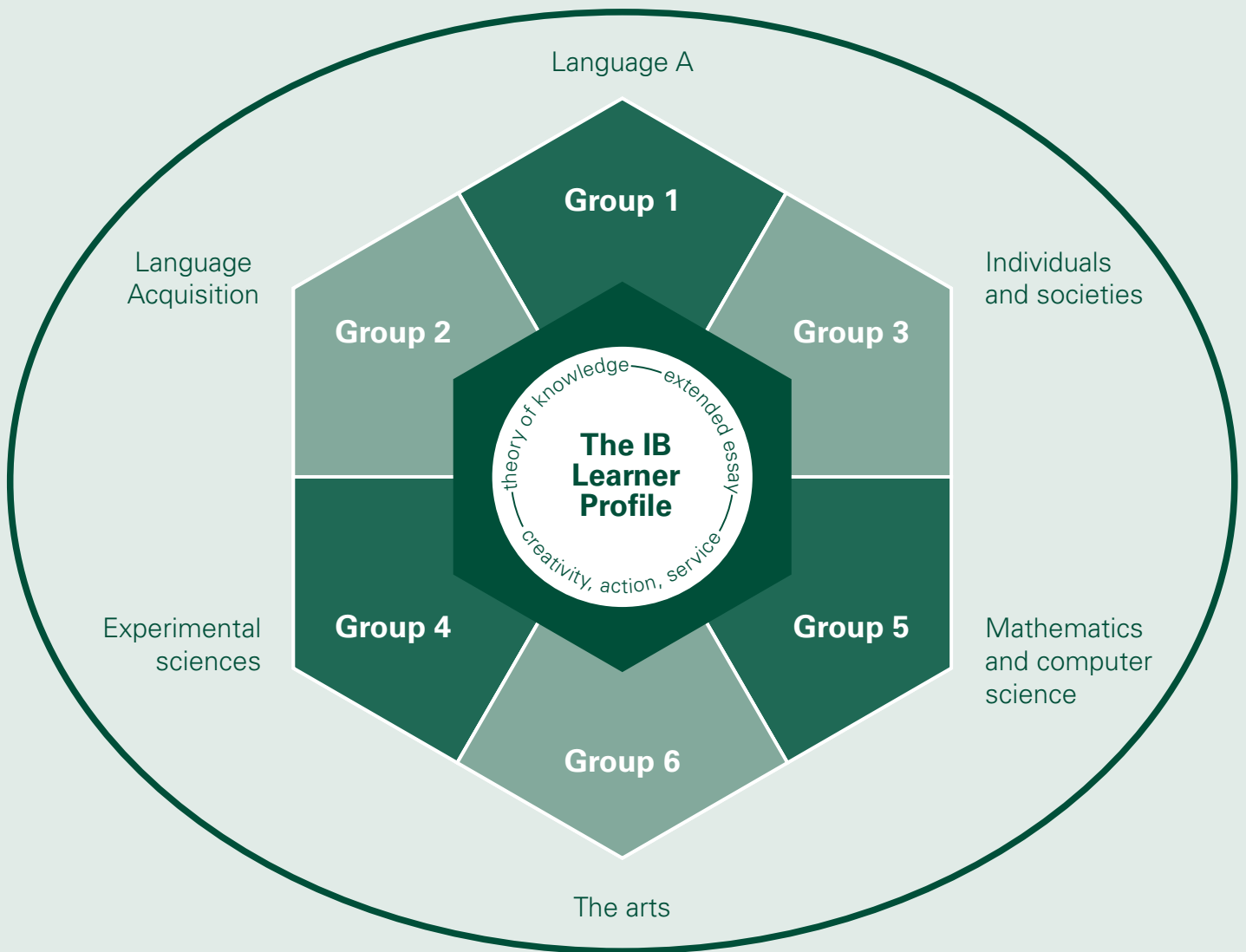


THE IB PROGRAM

at St. John's International School



IB MISSION STATEMENT

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 programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

INTERNATIONAL BACCALAUREATE (IB) PROGRAM AT ST. JOHN'S

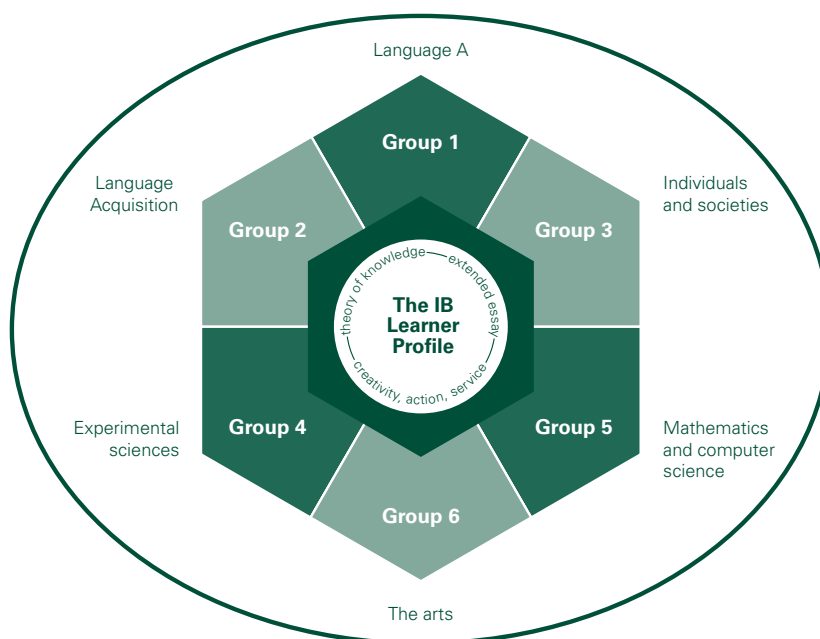
St. John's offers its students the opportunity to earn a second diploma, the International Baccalaureate (IB) Diploma. The IB Diploma program is a challenging two-year pre-university education. It involves academic studies and promotes international mindedness. Students are encouraged to ask challenging questions, learn how to learn, develop a strong sense of their own identity and culture, and develop the ability to communicate with people from other cultures.

The nonprofit IB Organization, founded in the 1960s, grew out of international school efforts to establish a common curriculum and university entrance credentials for geographically mobile students. Beyond these practical considerations, IB programs promote the education of the whole person, emphasizing intellectual, personal, emotional and social growth through all domains of knowledge.

The attributes of the IB Learner Profile express the values inherent to the IB continuum of international education. IB learners strive to be: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk takers, balanced and reflective.



THE IB HEXAGON



Students can elect to take the full diploma (as illustrated above) or to take separate diploma course subjects, according to their abilities and plans for future education.

DIPLOMA OR CERTIFICATES? WHAT IS THE DIFFERENCE?

Full Diploma candidates	Diploma program course subjects
<p>Choose six subjects:</p> <ul style="list-style-type: none"> • one from each group 1–6; see table on next page • three of which are studied at higher level (HL) (an exception to this is to study four HL subjects if the fourth HL satisfies appropriate language course placement) <p>Compulsory participation in the “core” of the program:</p> <ul style="list-style-type: none"> • Theory of Knowledge course (TOK) • Creativity, action and service programme (CAS) • Extended Essay (EE) 	<p>Students can study one or more IB subjects, either at higher level (HL) or standard level (SL), as a part of their normal High School program.</p>

Students are advised to discuss these options carefully with their counselor, teachers and parents. The IB coordinator is also available for further advice. *All students, diploma or diploma course candidates at St. John’s are required to participate in all IB assessments, including the final exams.*

THE SCHOOL OFFERS THE FOLLOWING IB COURSES

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
Language A	Second language	Individuals and societies	Experimental sciences	Mathematics and computer science	The arts
English A Literature/ Language and Literature HL/SL	English B HL/SL	History HL/SL	Biology HL/SL	Mathematics HL	A second subject from groups 1, 2, 3, 4 or 5 Visual Arts HL/SL Theatre Arts HL/SL Music HL/SL
French A Literature/ Language and Literature HL/SL	French B HL/SL	Economics HL/SL	Chemistry HL/SL	Mathematics SL	
Dutch A Literature/ Language and Literature HL/SL	German B HL/SL	Business and Management HL/SL	Physics HL/SL	Math Studies SL	
Spanish A Literature/ Language and Literature HL/SL	Spanish B HL/SL	Philosophy HL/SL	Design Technology HL/SL	Further Maths SL	
German A Literature/ Language and Literature SL	Dutch B HL/SL	Geography HL/SL	Environmental Systems and Societies SL		
Swedish A Literature/ Language and Literature HL/SL (conditional)	Swedish B HL/SL (conditional)				
Korean A Literature/ Language and Literature HL/SL (conditional)	French/German/ Spanish Ab Initio SL				
Other language: private	Other language: private				

Each course will run at the discretion of the High School principal, depending on student sign-ups.

Some courses are taught in combined HL and SL classes; most are not.



WHAT IS THEORY OF KNOWLEDGE?

For students immersed in the IB diploma, “knowledge” might seem to be something learned, or attained, or accumulated and then displayed in the many required assessment tasks. Theory of Knowledge (TOK) takes students down a different path, examining the nature of “knowledge” itself rather than as a means to an end. At the center of the subject are the various “knowledge claims” that we (as “knowers”) make about all manner of things, including but not limited to “academic” matters. And so, the student (the “knower”) is at the center of our exploration.

How do we know something? Perhaps we saw it or heard it. Perhaps someone told us or we read it. Perhaps we worked it out. Perhaps we just felt it strongly. TOK calls these “ways of knowing,” and we examine each of these: perception, language, logic, and emotion for strengths, weaknesses and degrees of certainty.

What do we know? TOK deals with math, the human sciences, the natural sciences, history, the arts, and ethics as “areas of knowledge.” We examine each one. Are they the same? Are they different kinds of knowledge? Are some more certain than others? What are the links between them and the different ways of knowing?

The heart of TOK is in the student’s reflection and analysis of the nature of knowledge and no “knowledge” is immune from this approach—even (or perhaps especially) IB courses and the TOK course itself.



WHAT IS CAS (CREATIVITY, ACTION, SERVICE)?

CAS encourages students to strive for balance in their lives; along with rigorous academic work, they undertake creative pursuits, physical activities and service projects. A good CAS experience should be both challenging and enjoyable, a journey of self-discovery which, at times, takes students out of their comfort zones. The spirit of CAS is important. It can be challenging to maintain focus on the ideals of CAS amid the daily realities of course requirements and busy schedules.

Sometimes the challenge is time-management, sometimes lack of confidence in a particular type of activity, sometimes reluctance to value experiences that don’t earn diploma points.

Eventually, though, many students recognize the merits of accepting personal challenge, of working collaboratively as well as individually for the benefit of someone else, of learning about the world in a very “local” way.

Because CAS might be a student’s first direct experience with disadvantaged people, the service component is often the most noticeable area of growth and the most personally satisfying.

Developing a sense of commitment to an orphan, an elderly resident of a retirement home or a child of an impoverished migrant family can be a profound experience, and it takes time, approximately three hours per week.

Students complete the CAS requirement through evidence of eight learning outcomes achieved through a continuous balance of creativity, action and service over the two years of the diploma program.

WHAT IS THE EXTENDED ESSAY?

The Extended Essay is the requirement that most fully acquaints students with the type of independent research and writing skills expected in a university. The student chooses a topic of interest, usually in one of the student’s HL subjects, and produces the essay with guidance from a faculty supervisor. Students are introduced to the essay in semester two of Grade 11. Beyond these times, students are responsible for progress on their essay and initiating contact and discussion with their supervisor throughout the essay writing process.

One of the biggest challenges is the sustained effort required by the students over a period of approximately 16 months. This essay requires motivation and organization on behalf of the student. Many students are very proud of their essay upon completion, and some will even take it to university admission interviews as a discussion piece.

The IBO recommends that the essay take a total of 40 hours of private study and writing. The maximum word limit is 4,000. The final draft is due in mid-November of the diploma candidate’s second year (Grade 12).

FAQs

1. What is different about IB courses?

IB courses are studied over two years thus allowing for a broader study of a discipline linking a greater number of topics. Over the two years, a variety of assessment types are used, not just formal written exams. Also, threaded throughout each subject are the questions that students consider in their Theory of Knowledge course.

2. Is the IB Diploma only for “top” students?

The answer is a definite no. The rigors of the IB should not be construed to mean that only the very best students can benefit from the program. An average student with good motivation and time-management skills is an appropriate diploma candidate. Approximately 85 percent of the graduating class are diploma candidates. Almost all students would benefit from taking one or more IB courses in areas of particular strength and interest. Students, parents, teachers and counselors should be involved in the discussion of appropriate course selection.

3. Is the IB diploma my only option at St. John’s?

No, you can take IB diploma courses.

If you need the IB diploma in order to meet requirements at the universities of your choice, the decision is simple: enroll as a diploma student.

For most students at the school, there is choice involved. The diploma is seen as the best-rounded, rigorous and comprehensive course of study for the final two years at St. John’s. When applying to universities, the diploma can certainly be an advantage. Being part of the diploma program is one very tangible way of showing yourself to be a highly motivated and inquisitive student.

Furthermore, students in the diploma program receive extra training in skills that are important for college success, such as writing the Extended Essay and the approach to knowledge provided by TOK. IB diploma students should feel confident that they have been given the preparation needed for success at even the most highly competitive universities. The diploma does not, however, guarantee admission. Many other factors are involved in how colleges make decisions.

Some students prefer to choose a few IB subjects, but not the full program. This would be the case if the student’s skills were adequate in some, but not all, areas. Also, students need to be wary of over-commitment. The IB diploma (and to some extent each IB course) involves a time and energy commitment, and it may involve having to make some choices as you prioritize what is most important to you.

Certificates are issued for completion of individual IB courses and will designate a score of 1–7. Scores of 5 and above, particularly in HL courses, may receive advanced credit at universities. A limited number of colleges in the



Americas also grant credit for IB SL courses. A transcript showing some IB courses is stronger than one showing none. Colleges and universities look for students willing to take challenges.

This can be a complex issue. If in doubt, discuss this further with the IB coordinator and your counselor.

4. How are IB courses assessed?

The IB program provides a liberal education that emphasizes a philosophy of learning. Consequently, a range of external and internal assessment types are used.

a) External assessment: These components are sent to over 4,000 examiners around the world. The examiners are themselves subject to moderation and send their results to the IB assessment center (e.g., written examinations, essays, research investigations, art work).

b) Internal assessment: These assessments are marked by the teacher and are subject to external moderation. Samples are sent to examiners to ensure that the teachers’ standards are consistent. Internal assessment takes a variety of forms (e.g., individual oral presentations and commentaries, investigation and modelling assignments, field work, laboratory experiments, research workbooks, musical investigations).

At both Higher (HL) and Standard Levels (SL), each examined subject is graded on a scale of 1 (minimum) to 7 (maximum). The award of a diploma requires a minimum of 24 points with satisfactory completion of the Theory of Knowledge course, the Extended Essay and CAS. There are a number of failing conditions that can negate a diploma even if 24 points have been earned, such as a 2 in a HL subject.

5. Do all students who start the full diploma succeed in getting it?

Some students find that during Grade 11 the workload of the full diploma is too demanding or compromises other priorities. Students can drop the diploma after discussion

with the IB coordinator. For students who complete the full two-year diploma program, there are criteria that must be met before the diploma is awarded.

6. What is a bilingual diploma?

A bilingual diploma is awarded to diploma candidates with the completion of two languages selected from group 1 with the award of a grade 3 or higher in both, or if the language A is not English.

7. Can I take an IB exam in the first year of the program?

Yes! This is known as anticipated candidate: that is when the candidate is sitting for one or two standard level subjects after the first year of the program. An anticipated subject (or subjects) can only contribute to a diploma if taken one year before the diploma session. If a potential diploma candidate takes an anticipated subject but does not register for his or her remaining diploma subjects one year later, the anticipated subject is converted to a certificate of results.

8. Do I need the IB diploma to get into a prestigious university?

The only honest answer is that it depends on the university. A simpler answer is "No." No, an IB diploma is not a requirement. Every year, St. John's has non-diploma students who are accepted to highly prestigious universities. They have shown their intellectual abilities and their willingness to embrace challenge in other ways. They have taken and done well in IB courses, but not the full diploma. Of course, we also have IB diploma students who are accepted to prestigious universities. There is no single "key" or "ticket" into highly competitive universities. The best advice is to excel at and enjoy what you choose.

9. If I start IB classes in Grade 11, do I have to continue in Grade 12?

Students who begin an IB course are expected to complete it. Nevertheless, should a schedule change be deemed appropriate, the proper time to make it is at the end of Grade 11. In all cases, you should base your decision on careful thought and investigation with advice from teachers, counselors and parents. Dropping out of the full IB diploma will require a student and parent to discuss it with the guidance counselor.

10. How can I best prepare for IB classes as a student in Grades 9 and 10?

Work for excellence in the courses you are already in. If you are not willing to work well in Grade 10, a Grade 11 IB program will be unlikely to suit you. The courses you take and the level you achieve may influence your choices in the IB. For example, you will not be prepared for Chemistry HL if you have not had success in General Chemistry. Secondly, try to improve your study skills and to start asking teachers to help you find ways to "study smart." Many students

waste a lot of time by not being focused or organized.

11. Do I have to pay extra fees?

In addition to St John's school's tuition, IB students worldwide are required to pay a registration fee and a subject fee.

Scale of fees (September 1, 2011 to August 31, 2012)	Currency
	UK£
Registration fee (per candidate)	
Before the first registration deadline November 15/May 15)	82
Subject fee (per candidate)	
Fee for each subject (including Theory of Knowledge and Extended Essay when taken as retake subjects) a candidate is registered for	57

12. Am I allowed to retake any IB subject?

Normally a re-take candidate will register for the following May examination session. Candidates have the opportunity to retake one or more subjects after six months if the subject, level and response language are available. For diploma candidates, this includes the opportunity to resubmit Theory of Knowledge and the Extended Essay. The following restrictions apply.

- A subject taken as an anticipated subject cannot be retaken after six months.
- If a candidate is registered for the session six months after his or her diploma session, the subject(s) for which he or she is registering must have already been taken in the diploma session.
- A candidate is not permitted to change from standard level to higher level in a subject being retaken after six months. However, a candidate is permitted to change from higher level to standard level, if the diploma requirements allow such a change.
- If a six-month retake candidate is submitting an Extended Essay, that essay must be registered for the same subject.

The registration of a six-month retake candidate will now be accepted after the deadline of July 29.



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