NOBLESSE
INTERNATIONAL SCHOOL

A Classical Education for the Modern World
An IB World School

International Baccalaureate Diploma Program

A Handbook for Students, Parents and Teachers

Diploma Programme

The International Baccalaureate Diploma Program (IBDP)

The IB Diploma Program (hereafter "IBDP") is an academically challenging and balanced program of education that prepares students for success at university and life beyond. The program has gained recognition and respect from the world's leading universities and prepares students for effective participation in a rapidly evolving and increasingly globalized society.

Entry Requirements

To be eligible for the IBDP, Noblesse students should have passed grade 10. External applicants are assessed individually. Acceptance and continued participation in the IBDP is at the discretion of the IB Coordinator, the IB instructors, and the Headmaster.

The IBDP – The Basics

Students must:

- Take three Higher Level (HL) Courses over a two year period
- Take three Standard Level (SL) Courses over a two year period
- Take a two year course in the Theory of Knowledge (TOK)
- Write 4000-word Extended Essay (EE) in a subject of their choice
- Undertake a Creativity, Action, & Service (CAS) program

The six courses are selected from the following groups; students are required to take at least one course from Groups 1-5 then take an additional course of their choice from Groups 1-6

- Group 1: language A (literature and/or language)
- Group 2: second language (language)
- Group 3: economics, history or computers
- Group 4: experimental sciences
- Group 5: mathematics
- Group 6: arts OR one subject from groups 1 – 5

At the end of the two year course, students sit the IB exams, make their TOK presentations, and submit their extended essays, TOK essays, and CAS requirements. If students pass the requirements, they earn the IB Diploma. Please note that the IB Diploma is separate from the NIS diploma; it is possible for a student to fail to earn the IB Diploma but still earn the NIS Diploma; furthermore, students may fail to earn the IB Diploma but still earn certificates in individual courses. Please also note that IB exams are moderated by IB, not by NIS.

Graduating with the Noblesse High School Diploma

If a student fulfills the graduation requirements set out by NIS, he/she will be awarded a Noblesse High School Diploma. The conditions for the award of the Noblesse High School Diploma are determined by the school and are not contingent on any external examinations. NIS is accredited by the Philippine Department of Education. Please refer to the NIS Student Handbook for more information.

IB Certificates

A student may choose to not undertake the entire IBDP. In this case, they can choose to take IB Certificates in individual courses. They will take the IB course for that particular class, and at the end of two years, sit the IB exam. If they pass the exam, they may earn college credit (depending upon the university – individual requirements vary). The IB Certificate can roughly be thought of as an equivalent to an AP course. An IB Certificate will be awarded externally, by the IB, for any IB examination taken. Any IB Certificate courses undertaken will be graded on the 5.0 scale. The awarding of IB Certificates is done by IB and is independent of the Noblesse High School Diploma. A student can earn IB certificates even if he/she fails to earn the IB Diploma.

Requirements of the IB Diploma

There is a maximum of 7 points available for each of the six required elective courses (see grading above); in addition, there are 3 points available for the combination of TOK and the Extended Essay. This makes a **maximum total of 45 points.** A minimum of three courses must be a Higher Level. In general, **in order to receive the IB Diploma a student will have to score at least 24 points** or more in total. The full criteria for passing the IB DP are set out below (1-10) and students need to be aware that **a score of 24 points will not always guarantee a pass**.

1. Numeric grades have been awarded in all six subjects registered for the IB Diploma.
2. All CAS requirements have been met.
3. Grades A (highest) to E (lowest) have been awarded for both Theory of Knowledge and an Extended Essay, with a grade of at least D in one of them.
4. There is no grade 1 in any subject.
5. There is no grade 2 at higher level (HL)
6. There is no more than one grade 2 at standard level.
7. Overall, there are no more than three grades 3 or below.
8. At least 12 points have been gained on higher level subjects
9. At least 9 points have been gained on standard level subjects
10. The final award committee has not judged the candidate to be guilty of malpractice.

Internal NIS Grading Scale – IB and non-IB Courses (for class of 2017 and beyond)

To account for the rigor of IB classes, IB courses are graded on a 5.0 scale. If students opt out of some or all of their IB classes, they will be placed on the 4.0 scale for those classes; see the below grading scale:

Letter grade	Numerical Span	Standard courses	IB / AP courses
A	93-100	4.0	5.0
A-	90-92	3.7	4.7
B+	87-89	3.3	4.3
B	83-86	3.0	4.0
B-	80-82	2.7	3.7
C+	77-79	2.3	3.3
C	73-76	2.0	3.0
C-	70-72	1.7	2.7
D+	67-69	1.3	2.3
D	63-66	1.0	2.0
D-	60-62	.7	1.7
F	59 and below	0	0

Therefore, students may have a blended GPA of 5.0 and 4.0 classes (see example below)

Course	Grade	GPA
IB Lit	A	5
IB Biology	A	5
IB Math	A	5
IB Physics	A	5
(non-IB) History	A	4
(non-IB) Art	A	4
GPA		4.71

Grading distribution: 60% coursework (homework, quizzes, projects, etc.), 40% exam

Please note: Due to the size of our school and staff, IB and non-IB students may be placed in the same class. In this event, the IB students will be placed on the 5.0 scale, while the non IB students will be placed on the 4.0 scale. The IB students will be assessed more rigorously than the non-IB students.

The Core IB Curriculum (more details are provided later in this Handbook)

I. Theory of Knowledge (TOK)

Theory of Knowledge is a course centered around the question "How do we know?" Students are taught to seek out knowledge through critical thinking and analysis of the Ways of Knowing of Perception, Emotion, Reason and Language. By the end of the course, students should be proficient in formulating arguments and analyzing knowledge claims. The central features of the theory of knowledge course are critical analysis questions called **Knowledge Issues**.

TOK Course Content
Students complete 100 hours over the two-year course. The course is comprised of **9 units** centered on the following Areas of Knowledge and other main themes; each unit lasts approximately **5 weeks**, and is taught by a teacher specialized in that area of study. These units are:

- Mathematics
- Natural Sciences
- Human Sciences
- History
- Art
- Ethics
- Religion
- Contemporary Issues
- Knowers and Knowing

TOK Assessment
In the second year (Grade 12) of the course students are officially assessed for their IB Diploma, based solely on two pieces of work:

1) The TOK Essay on a prescribed title (1200-1600 words). This is supervised by a teacher in the school, and then graded externally by an IB examiner.
2) The TOK Group Presentation (approx. 10 minutes per student). This is supervised and assessed by a teacher in the school. The final grade is then sent to the IB.

II. The Extended Essay (EE)

The Extended Essay is an in-depth study of a limited topic within a subject. Its purpose is to provide a student with an opportunity to engage in independent research at an introductory level. Emphasis is placed on the process of engaging in personal research, on the communication of ideas and information in a logical and coherent manner, and on the overall presentation of the Extended Essay in compliance with IB guidelines. Students are required to devote 40+ hours to the essay over the course of twelve months.

Subject Choice
In choosing a subject, an essential consideration should be the personal interest of the student. The subject should offer the opportunity for in depth research but should also be limited in scope. It should present the candidate with the opportunity to collect or generate information and/or data for analysis and evaluation.

Organization of the Extended Essay
The Extended Essay is limited to 4,000 words and should include an abstract, an introduction, a development methodology, a conclusion, a bibliography, and any necessary appendices.
Assessment

The Extended Essay is externally examined. Marks are awarded against a set of published criteria (both general and subject specific).

III. The CAS Programme (CAS)

As a result of their CAS experience as a whole, including their reflections, there should be evidence that students have:

• *increased their awareness of their own strengths and areas for growth*. They are able to see themselves as individuals with various skills and abilities, some more developed than others, and understand that they can make choices about how they wish to move forward.

• *planned and initiated activities*. Planning and initiation will often be in collaboration with others. It can be shown in activities that are part of larger projects, for example, ongoing school activities in the local community, as well as in small student-led activities.

• *worked collaboratively with others*. Collaboration can be shown in many different activities, such as team sports, playing music in a band, or helping in a kindergarten. At least one project, involving collaboration and the integration of at least two of creativity, action and service, is required.

• *shown perseverance and commitment* in their activities. At a minimum, this implies attending regularly and accepting a share of the responsibility for dealing with problems that arise in the course of activities.

• *engaged with issues of global importance*. Students may be involved in international projects but there are many global issues that can be acted upon locally or nationally (for example, environmental concerns, caring for the elderly).

• *considered the ethical implications of their actions*. Ethical decisions arise in almost any CAS activity (for example, on the sports field, in musical composition, or in relationships with others involved in service activities). Evidence of thinking about ethical issues can be shown in various ways, including **journal entries** and conversations with CAS advisers.

• *developed new skills*. As with new challenges, new skills may be shown in activities that the student has not previously undertaken, or in increased expertise in an established area. This focus on learning outcomes emphasizes that it is the quality of a CAS activity (its contribution to the student's development) that is of most importance.

Course Content Summaries (more details are provided later in this Handbook)

Group 1: Studies in Language & Literature

Language A: Language and Literature (English A)

This course is designed for students who have experience of using the language in an academic context, and supports future academic study in the subject by developing a high social, aesthetic and cultural literacy, as well as effective communication skills. A key aim of the Language and Literature course is to encourage students to question the meaning generated by language and texts, which, it can be argued, is rarely straightforward and unambiguous. Helping students to focus closely on the language of the texts they study and to become aware of the role of each text's wider context in shaping its meaning is central to the course.

The course has four parts, with each part taking approximately a semester to study:
Part 1: Language in Cultural Context.
Part 2: Language and Mass Communication
Part 3: Literature – Texts and Contexts
Part 4: Literature – Critical Study

Language A: Literature (SL/HL)

Korean A: For native Korean speakers only

The language A: literature course introduces students to the analysis of literary texts. The course is organized into four parts, each focused on a group of literary works. Together, the four parts of the course add up to a comprehensive exploration of literature from a variety of cultures, genres and periods. Students learn to appreciate the artistry of literature, and develop the ability to reflect critically on their reading, presenting literary analysis powerfully through both oral and written communication.

Group 2: Language Acquisition

Language B (for non-native speakers of a language)

English B and Tagalog B are offered at NIS

Language B (HL or SL) an additional language learning course designed for students with some previous learning of that language. The foci of these courses are language acquisition, intercultural understanding, and development of language skills. These language skills should be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, and are related to the culture(s) concerned. The core—with topics common to both levels—is divided into **three** areas and is a required area of study.

1. Communication and media
2. Global issues
3. Social relationships

In addition, at both SL and HL, teachers select **two** from the following **five** options.

1. Cultural diversity
2. Customs and traditions
3. Health
4. Leisure
5. Science and technology

Mandarin *ab initio* (Latin for "from the beginning")

The Mandarin *ab initio* course is a language acquisition course for students with little or no experience of the language.

The course is organized into three themes:

1. individual and society
2. leisure and work
3. urban and rural environment

Each theme comprises a list of topics that provide students with opportunities to practice and explore the language and to develop intercultural understanding.

Through the development of receptive, productive and interactive skills, students develop the ability to respond and interact appropriately in a defined range of everyday situations.

Group 3: Individuals & Societies

History

The IB Diploma Program history course aims to promote an understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations. It also helps students to gain a better understanding of the present through critical reflection upon the past. It is hoped that many students who follow the course will become fascinated with the discipline, developing a lasting interest in it whether or not they continue to study it formally.

Economics

The IB Economics course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. These economic theories are not to be studied in a vacuum—rather, they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability.

ITGS (Information Technology in a Global Society)

The IB Diploma Program information technology in a global society (ITGS) course is the study and evaluation of the impacts of information technology (IT) on individuals and society. It explores the advantages and disadvantages of the access and use of digitized information at the local and global level.

ITGS provides a framework for the student to make informed judgments and decisions about the use of IT within social contexts.

ITGS, which is focussed on the social impacts of IT systems, is significantly different from Computer Science w hich is a focused on the fundamental concepts of computational thinking that utilise an experimental and inqu iry-based approach to problem solving.

Online Options with www.pamojaeducaction.com:

Business, Economics, Psychology (HL or SL) Students who do not wish to take History as their Group 3 course may opt to take online courses with www.pamojaeducation.com. These courses are taught fully online. The cost of the courses is $1200 per course, per year; the additional cost must be borne by the student. It would be extremely difficult to take a two year IB course online; therefore, this option is recommended only as a last resort.

Group 4: The Sciences

Experimental Sciences (Physics & Biology)

All science programs have a strong focus on providing experimental evidence for the phenomena and concepts studied. As part of this process, students will:

- consider science in its international context.
- appraise the importance of communication and collaborative work in science.
- acquire a body of concepts and skills for solving scientific problems.
- develop an enquiring, investigative attitude.
- evaluate and design experimental procedures.
- develop the skills to analyze, synthesize and evaluate scientific information.
- consider the ethical / moral, social, economic and environmental implications of scientific change.
- develop an understanding and critical appraisal of the scientific method.
- utilize information technology as a scientific tool.

Experimental work is carried out both individually and in small groups and support is given where possible to students for whom English is a second or other language.

Biology
Biology is an in-depth study of modern biology and provides a sound foundation for college and university courses in Biology, Medicine, Biochemistry, Environmental Studies, etc.

Physics
Physics is relevant to university courses in Physics, Engineering or Electronics, and would be useful to anyone wishing to study Mathematics or Science at a Higher Level. It encourages the student to think in a logical, consistent and mathematical way. IB Higher Level mathematics is extremely useful, although not essential, for this course.

Group 5: Mathematics

Mathematics Higher level (HL)
This course caters to students with a good background in mathematics who are competent in a range of analytical and technical skills. The majority of these students will be expecting to include mathematics as a major component of their university studies, either as a subject in its own right or within courses such as Physics, engineering and technology. Others may take this subject because they have a strong interest in Mathematics and enjoy meeting its challenges and engaging with its problems.

Mathematics SL
The Standard Level Mathematics course caters for students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology and business administration. The course consists of the study of seven topics, all of which are compulsory. Students must study all the sub-topics contained within each of the topics in the syllabus.

Study Topics include: Algebra, Functions and Equations, Circular Functions and Trigonometry, Matrices, Vectors, Statistics and Probability, Calculus

Mathematical Studies (SL only)

The IB Diploma Program mathematical studies course, available in standard level only, is for students with varied backgrounds and abilities. The course is designed to build confidence and encourage an appreciation of mathematics in students who do not anticipate a need for mathematics in their future studies. Students taking this course, however, should be already equipped with fundamental skills and a rudimentary knowledge of basic processes.

Group 6: The Arts

Visual Arts

The IB Diploma Program visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different

contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

Film Studies

Film is both a powerful communication medium and an art form. The creation, presentation and study of film require courage, passion and curiosity. At the core of the IB film course lies a concern with clarity of understanding, critical thinking, reflective analysis, effective involvement and imaginative synthesis that is achieved through practical engagement in the art and craft of film. All students are encouraged to develop their creative and critical abilities and to enhance their appreciation and enjoyment of film.

IB CURRICULUM

IB Diploma Program students must choose one subject from each of five groups (1 to 5), ensuring breadth of knowledge and understanding in their best language, additional language(s), the social sciences, the experimental sciences and mathematics. Student may choose either an arts subject from group 6, or a second subject from groups 1 to 5. During the two-year program, students must complete an Extended Essay (independent research project) and demonstrate Creativity, Action, and Service (CAS) by participating in various Community Service programs. Students must submit their Course Selection Form (see reverse side) before May 15, 2015.

IB ASSESSMENT (TESTS & EXAMS)

Students take written examinations at the end of the two-year program, which are marked by external IB examiners. Students also complete assessment tasks in the school, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners. The marks awarded for each course range from **1 (lowest) to 7 (highest).** Students can also be awarded up to three additional points for their combined results on *Theory Of Knowledge* and the *Extended Essay*. The diploma is awarded to students who gain at least 24 points. The highest total that a Diploma Program student can be awarded is 45 points. In general, **in order to receive the IB Diploma a student will have to score at least 24 points** or more in total.

For more information about the International Baccalaureate or our school's curriculum, please visit:

http://ibo.org/

http://www.nis.com.ph