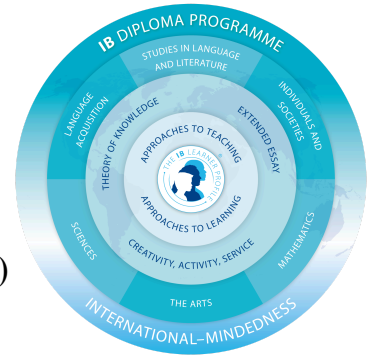




IB DIPLOMA PROGRAMME REQUIREMENTS (DP) 2 YEARS Program



IB Courses

- All DP students must complete an IB Course from each of the subject group areas and a 6th subject group:
 - ○Language and Literature
 - ○Language Acquisition
 - ○Sciences
 - ○Individuals and Societies
 - ○Mathematics
 - ○Arts

Choosing Subjects in the Diploma Programme

- Students may opt to study an additional sciences, individuals, and societies, or languages course, instead of a course in the arts.
- Students will take some subjects at higher level (HL) and some at standard level (SL). HL and SL courses differ in scope but are measured according to the same grade descriptors, with students expected to demonstrate a greater body of knowledge, understanding, and skills at a higher level.
- Each student takes at least three (but not more than four) subjects at a higher level (HL) and the remaining at a standard level (SL).

The Core

- All Diploma students complete the three Core areas:
 - **Theory of knowledge**, in which students reflect on the nature of knowledge and on how we know what we claim to know. The course is taught in Sem 2 of 11th grade and Sem 1 of 12th grade.
 - **The extended essay**, which is an independent, self-directed piece of research paper
 - **Creativity, activity, and service**, in which students complete a project related to those three concepts.

Description of the Core Subjects

What is Theory of Knowledge (TOK)? - 1 Year course (Spring of Junior Year and Fall of Senior Year)

TOK aims to make students aware of the interpretative nature of knowledge, including personal ideological biases – whether these biases are retained, revised or rejected.

It offers students and their teachers the opportunity to:

- reflect critically on diverse ways of knowing and on areas of knowledge
- consider the role and nature of knowledge in their own culture, in the cultures of others and in the wider world.

In addition, TOK prompts students to:

- be aware of themselves as thinkers, encouraging them to become more acquainted with the complexity of knowledge
- recognize the need to act responsibly in an increasingly interconnected but uncertain world.

TOK also provides coherence for the student, by linking academic subject areas as well as transcending them.

It therefore demonstrates the ways in which the student can apply their knowledge with greater awareness and credibility.

What is the Extended Essay (EE)?

Students begin working on their Extended Essay in their Junior year and submit their final draft at the end of the Fall Semester in their Senior. Students choose the subject and topic of their research paper. Depending on the subject they are assigned a supervisor who meets with the students throughout both years. They are also provided several opportunities to work on their paper at school with the help of the media center, supervisor, or the Extended Essay Coordinator

The extended essay provides:

- practical preparation for undergraduate research
- an opportunity for students to investigate a topic of personal interest to them, which relates to one of the student's six DP subjects, or takes the interdisciplinary approach of a World Studies extended essay.

Through the research process for the extended essay, students develop skills in:

- formulating an appropriate research question
- engaging in a personal exploration of the topic
- communicating ideas
- developing an argument.

Participation in this process develops the capacity to analyze, synthesize and evaluate knowledge.

What is Creativity, Activity, Service (CAS)?

CAS enables students to enhance their personal and interpersonal development by learning through experience. Students start their CAS experience in the Fall of their Junior year and end in the Spring of their Senior year. The CAS coordinator has several checkpoints across both years to support the students.

It provides opportunities for self-determination and collaboration with others, fostering a sense of accomplishment and enjoyment from their work.

At the same time, CAS is an important counterbalance to the academic pressures of the DP. A good CAS programme should be both challenging and enjoyable – a personal journey of self-discovery.

Each student has a different starting point, and therefore different goals and needs, but for many their CAS activities include experiences that are profound and life-changing.

How can IB Help me reach my goal?

1. Prepares students to be successful even at the most selective colleges and universities. IB DP students are more likely to attend a “selective” university than other students.
2. Encourages students to become well-rounded through engagement in service and activities outside of the classroom.
3. Develops important time-management skills and high level of learning in many subjects because students take a full schedule of IB courses.

How do Colleges view an IBDP education?

- Higher education institutions around the world admit students based on their IB credentials.
- IB DP students are more likely to attend a “selective” university than other students.
- IB DP students receive college credit or advanced standing at most institutions.
- IB DP students are up to 18% more likely to be accepted by Ivy League schools.
- IB DP students are up to 22% more likely to be accepted by selective schools outside of the Ivy League.

Marietta High Schools Courses by IB Subject Groups

IB Group Subjects	Courses
Studies in Language and Literature	Language A: Language and Literature HL
Language Acquisition	IB French SL/HL IB Spanish SL/HL
Individual and Societies	IB History of the Americas HL IB Psychology HL
Science	IB Biology SL/HL IB Environmental and Societies SL IB Chemistry SL/HL IB Physics SL IB Design Technology HL
Mathematics	IB Math Analysis and Approaches SL/HL IB Math Applications and Investigations SL
The Arts	IB Film HL IB Theater SL/HL IB Music SL/HL