

The Academy of the
HOLY CROSS
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IB Diploma Programme Handbook



IB Diploma Programme

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IB Diploma Programme Handbook

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Section 1

IB Programme Overview

Founded in 1968, the International Baccalaureate® (IB) is a non-profit educational foundation offering four highly respected programmes of international education that develop the intellectual, personal, emotional, and social skills needed to live, learn and work in a rapidly globalizing world.

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 programmes of international education and rigorous assessment.

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

Introduction and mission statement from the IBO homepage: <http://www.ibo.org/>

In November 2009, the IB Organization authorized The Academy of the Holy Cross to offer the IB Diploma Programme, a prestigious and rigorous two-year academic undertaking for students in their junior and senior years. In the fall of 2010, our first cohort of IB Diploma Candidates was off and running!

The Academy of the Holy Cross is committed to developing women of courage, compassion, and scholarship who responsibly embrace the social, spiritual, and intellectual challenges of the world. In the years since our IB authorization, we have found time and time again that the words and outcomes of our school's mission, and those of Holy Cross founder Blessed Basil Moreau go hand-in-hand with the IB mission and philosophy.

The IB Learner Profile (see the next page) outlines the personal and academic qualities that the IB Programme and its teachers seek to develop.



IB learner profile

The aim of all IB programmes 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.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



Section 2

IB Diploma Programme at Holy Cross

The IB Diploma Programme at The Academy of the Holy Cross is an optional two-year curriculum of rigorous learning during a student's junior and senior years.

A student may choose to enroll in the IB Diploma Programme during the course registration process in the spring of her sophomore year. To receive the IB Diploma, she must successfully complete 3 IB classes at the Standard Level (SL) and 3 IB classes at the Higher Level (HL). See the next section, *Requirements for Diploma Candidates*, for more information on class requirements.

In addition to her academic classes, each IB Diploma Candidate must complete requirements in the IB Core: Theory of knowledge (ToK), Extended Essay (EE), and Creativity, Activity, and Service (CAS). More information on program requirements and the IB Core are available in the Requirements for Diploma Candidates and IB Core sections.

All students wishing to enroll should consult their school counselor, and then submit the Diploma Programme Application Worksheet to the IB Coordinator.

Students who do not choose to pursue the IB Diploma, but wish to challenge themselves with the rigor and mindsets of the IB Programme may enroll as Course Candidates in either SL or HL classes. Please note that some IB Courses are available only to IB Diploma Candidates.

Students who are enrolled in a Standard Level IB course but are not IB Diploma candidates are strongly encouraged, but not required to take the SL exam. All students enrolled in a Higher Level IB course are required to take the HL exam (see the *Costs and Fees* section for a breakdown of exam fees.)

All Diploma Candidates must sit for all SL and HL exams, as well as complete the core components (ToK, Extended Essay, and CAS) in order to be eligible to earn the IB Diploma. A breakdown of points required to earn the IB Diploma is available in Appendix E: Earning the IB Diploma.

Section 3

Requirements for Diploma Candidates

IB Diploma Candidates must choose one class from each of these six areas:

1. Studies in Language and Literature (English Department)
2. Acquired Language (World Languages Department)
3. Individuals and Societies (History and Social Sciences Department)
4. Sciences (Science Department; Technology Dept. for Design Technology)
5. Mathematics (Math Department)
6. Student's choice – from areas 2-5 above or from Visual or Performing Arts Dept.

Three of these classes must be Standard Level (SL) IB Courses, and three must be Higher Level (HL). All HL and most SL courses require two years of study.

In order to have the opportunity for a study hall, all Diploma Candidates at Holy Cross must take IB World Religions SL (Group 3); therefore, they need only select one class each from Groups 1 thru 5, or one class each from Groups 1, 2, 4, 5, and 6.

See the section on Group 1 thru 6 Offerings to view the courses in the current Program of Studies, or the Diploma Programme Application Worksheet to plan your personalized two-year program of study.

In addition to these six IB courses, Diploma Candidates must successfully complete the three requirements of the IB Core: Theory of Knowledge (ToK), Extended Essay (EE), and Creativity, Activity, and Service (CAS). This IB Core is outlined in the next section.

Section 4

The IB Core (ToK, EE, CAS)

Theory of Knowledge (ToK)

Theory of Knowledge (ToK) is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It plays a special role in the Diploma Programme by providing an opportunity for students to reflect on the nature of knowledge, to make connections between areas of knowledge and to become aware of their own perspectives and those of the various groups whose knowledge they share. The overall aim of ToK is to encourage students to formulate answers to the question “how do you know?” in a variety of contexts, and to see the value of that question. This allows students to develop an enduring fascination with the richness of knowledge.

Adapted from ToK Curriculum Brief

Extended Essay (EE)

The Extended Essay is an in-depth study of a focused topic chosen from the list of approved Diploma Programme subjects—normally one of the student’s six chosen subjects, or in World Studies. The EE is intended to promote high-level research and writing skills, intellectual discovery and creativity, engaging students in personal research on a topic of their own choice, under the guidance of a supervisor (a teacher in the school). Presented as a formal piece of scholarship containing no more than 4,000 words, it is the result of approximately 40 hours of student work (over approximately one calendar year), and concluded with a short interview, or viva voce, with the supervising teacher.

Adapted from Extended Essay Curriculum Brief

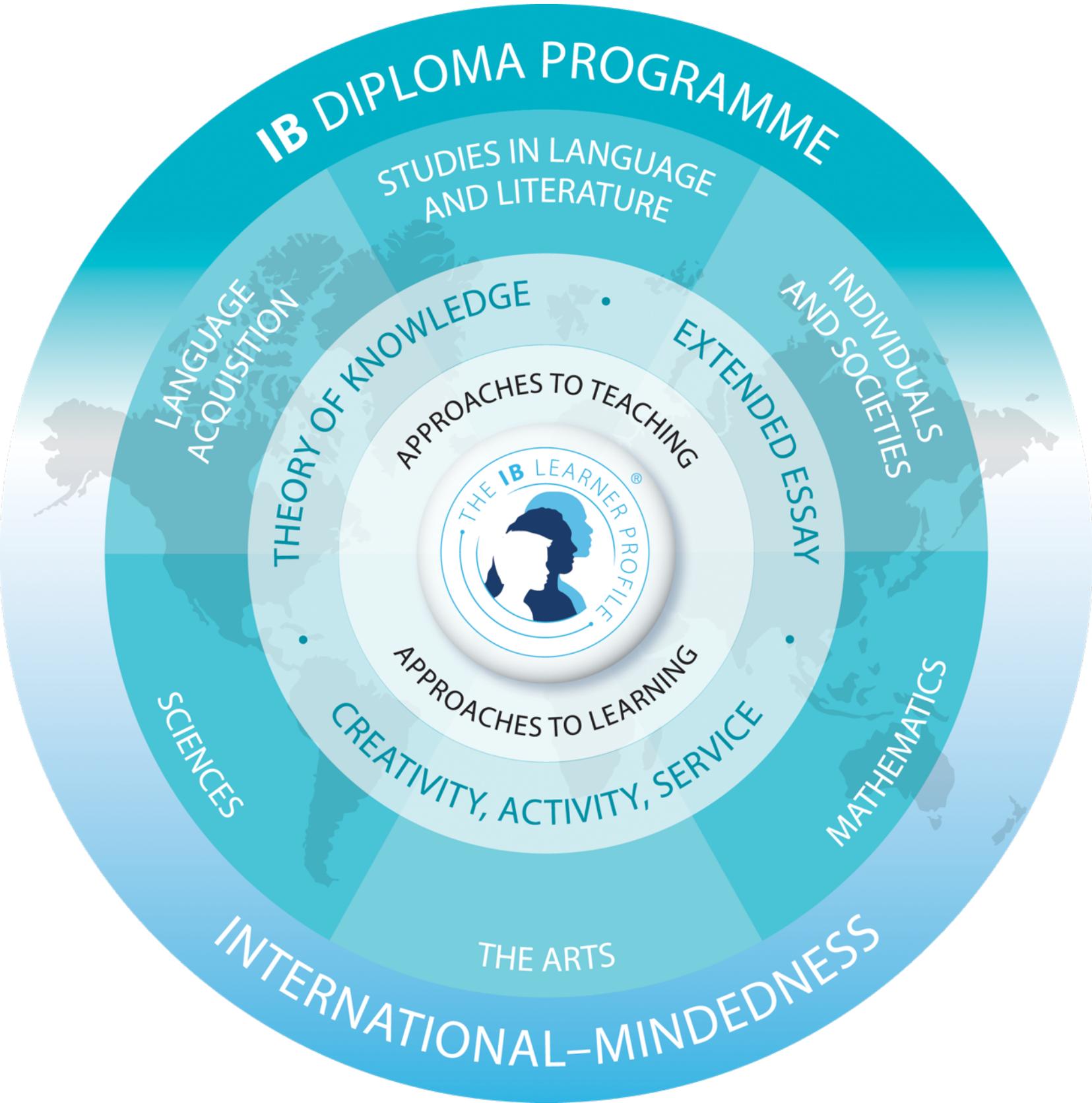
Creativity, Activity, Service (CAS)

Creativity, Activity, Service (CAS) is at the heart of the Diploma Programme, involving students in a range of activities that take place alongside their academic studies. CAS encourages students to be involved in local, national and international activities as individuals and as part of a team, enabling them to enhance their personal, interpersonal, social and civic development. It can be both challenging and a personal journey of self-discovery. CAS activities are usually real and purposeful with significant outcomes, extending the student while involving planning, reviewing progress, reporting, and reflection on outcomes and personal learning.

Adapted from CAS Curriculum Brief

After enrolling in the Diploma Programme, students will receive detailed timelines for each IB Core component.

The combined requirements of the IB Groups and IB Core are represented in the circular model below:



Graphic source: IBO Digital Toolkit for Schools - <http://www.ibo.org/en/digital-toolkit/>

Section 5

Group 1 thru 6 Offerings

The following IB courses are listed in the Program of Studies for the 2015-2016 school year (all courses are two-years long unless otherwise noted):

Group 1 - Studies in Language and Literature (English Department)

English Literature HL

Group 2 - Acquired Language (World Languages Department)

Spanish SL

Spanish HL

French SL

French HL

Latin SL

Group 3 - Individuals and Societies (History and Social Sciences Department)

Economics SL (one year)

History SL (one year) and HL (two years)

World Religions SL

Group 4 - Science (Science or Technology Departments)

Chemistry SL (one year)

Physics HL

Biology HL

Design Technology SL (one year)

Environmental Systems and Societies SL (one year)

Group 5 - Mathematics (Math Department)

Math Studies SL (one year)

Math SL

Math HL

Group 6 - The Arts (Visual and Performing Arts Departments)

Theatre HL

Film HL

Dance SL

Visual Arts SL

Check out the Pamoja (Online IB Courses) section for additional course options.

Section 6

Costs and Fees

The IB Organization charges fees for its culminating examinations.

For May 2015, the costs were \$110 per exam, plus \$160 for registration.

We expect that these fees will increase by a few dollars next year.

The Academy of the Holy Cross will pay the IB Registration fee (currently \$160) for all full IB Diploma Candidates in the class of 2017.

Timeline of Fees:

By 1 October	Holy Cross will send an invoice to parents outlining the registration fee and exam costs for each student
By 1 November	Pay deposit amount to the Business Office (this deposit is non-refundable)
By 1 February	Pay balance of exam fees to the Business Office

Note 1:

IB Exams occur at the end of a student's final year of that IB class. Therefore, students in two-year HL classes pay for exams only in the second year of the class.

Note 2:

Students who take IB classes, but not the full Diploma Programme, must pay the registration fee in each of their testing years.

Note 3:

The IB Organization raises both the registration fee and exam costs after the first registration deadline (payment after 1 November).

For the 2014-2015 year, this fee was \$54 dollars for registration, and \$35 per exam.

Note 4:

Students may withdraw from any number of exams through 1 April, but will only be refunded the exam cost if they withdraw before 1 January. The deposit (due by 1 November) is *nonrefundable*.

Section 7

Timeline for IB Diploma Candidates

Sophomore Year:

Early February	Meet with School Counselor and IB Coordinator
Mid-to-late Feb.	Choose IB courses and map out two-year trajectory

Junior Year:

August	Begin year one of IB courses, including CAS and ToK
November	Register and pay for any one-year SL course exams
January	Begin Extended Essay process; select topic and find supervisor
Feb. / March	Continue Extended Essay research; Complete Internal Assessments for any one-year SL courses
May	Sit for one-year SL course examination sessions

Summer after Junior Year:

June, July, Aug.	Continue CAS activities and reflections Complete first draft of Extended Essay
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Senior Year:

August	Begin year two of Diploma courses Submit Extended Essay draft to EE Supervisor
November	Register and pay for CAS, EE, ToK, and remaining exams
December	Submit Extended Essay FINAL
January	Complete Extended Essay <i>viva voce</i>

Senior Year (cont.):

Jan. thru March	Complete all Internal Assessments, Language A and B written assignments, ToK essay, and ToK presentation
April	Complete CAS requirements
May	Sit for all remaining exam sessions
June	Relax! You are done!
July	Scores are available!

Students will receive more detailed timelines for ToK, Extended Essay, and CAS upon enrollment in the Diploma Programme.

Section 8

College Credit for IB Classes

Many colleges and universities offer college credit for the successful completion of certain IB courses, however there is no consistent guideline for what courses and scores these institutions will recognize.

If college credit is a primary motivating factor for your choosing to enroll in the IB Programme, it is best to consult schools you may be interested in ahead-of-time to gauge their policy for IB transfer credits.

Oftentimes, even within the same university, different programs may give different amounts of credit for certain courses. For this reason, it is best to be as specific as possible in your research. Furthermore, colleges and universities are constantly reevaluating their transfer credit, advanced standing, and IB/AP score policies, so it is important that your research is as up-to-date as possible. You may find that you are able to obtain credit for a course for which your friend or sibling just one or two years before was not.

Both the College Counseling office and the IB Coordinator strive to maintain up-to-date resources on various institutions' IB Transfer Credit Policies.

View the University of Maryland, College Park's current IB Transfer Credit equivalencies [here](#).

The poster on the following page outlines 10 reasons why, even before IB releases exam scores to universities, enrolling in the IB Diploma Programme (or even just an IB Course or two) is ideal preparation for life after high school.

10 Reasons



why the IB Diploma Programme (DP) is ideal preparation for university

1



It increases academic opportunity

Research* shows that DP graduates are much more likely to be enrolled at top higher education institutions than entrants holding other qualifications.

2



IB students care about more than just results

Through creativity, action, service (CAS) you learn outside the classroom and develop emotionally and ethically as well as intellectually.

3



It encourages you to become a confident and independent learner

For example, the extended essay requires independent research through an in-depth study.

6



The IB encourages critical thinking

Learn how to analyse and evaluate issues, generate ideas and consider new perspectives.

5



Graduates are globally minded

Language classes encourage an international mindset, key for increasingly globalized societies.

4



It's an international qualification

The DP is recognized globally by universities and employers.

7



DP students have proven time management skills

Take good study habits and strong time management to further education and the working world.

9



Subjects are not taught in isolation

Theory of knowledge (TOK) classes encourage you to make connections between subjects.

10



It encourages breadth and depth of learning

You are able to choose courses from six subject groups and study subjects at different levels.

8



It assesses more than examination techniques

Learn to understand, not just memorize facts or topics and prepare for exams.



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*Based on IB research - www.ibo.org/research

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Section 9

Internal and External Assessments

Each IB course culminates in both Internal and External Assessments.

Internal Assessments (IAs)

Students complete IAs throughout the school year, often in parts. These Internal Assessments are wide-ranging: from independent research investigations into a particular aspect of the syllabus to a physical product in a Group 4 or Group 6 course.

All IAs must be completed before 1 April of the final year of the course; the IA score makes up 15-50% of the student's final IB score for the course, depending on the course.

External Assessments

External Assessments consist of culminating projects (see note below) or seated standardized examinations held in May at the completion of each course.

IB refers to each end-of-the-course exam as a Paper, and the External Assessments in most courses are split into Paper 1, Paper 2, and (in some cases) Paper 3.

IB often separates the exam sessions for an individual course over multiple days. In early April, the IB Coordinator will provide each student with her own personalized Exam Schedule.

For a description or percentage breakdown of the Internal and External Assessments of an individual course, refer to the Subject Curriculum Brief for that course.

See Appendix C: May 2015 Exam Schedule to gain an idea of the dates, timing, and spacing of these papers.

Note: the External Assessments in Theatre, Film, and Visual Art are culminating projects; these courses do not have seated examination sessions at the end of the year.

Section 10

Academic Honesty in the IB Programme

All students at The Academy of the Holy Cross are bound by The Academy of the Holy Cross Honor Code, established in August 2008.

Honor Code Statement

The Academy of the Holy Cross is a Catholic institution that values mutual trust and respect for all. Academic honesty, integrity, and responsibility are the core values that all community members are expected to uphold in all aspects of their lives. Therefore, as a member of The Academy of the Holy Cross community, acts of lying, cheating, and plagiarism will not be tolerated.

Honor Code Pledge

At the beginning of each academic year, every student will be required to recite and sign a pledge stating that she is aware of and willing to adhere to the provisions of the code. The pledge reads, “I pledge on my honor to uphold my community’s core values of academic honesty, integrity, and responsibility.”

Honor Board

The Honor Board is considered the “Guardian of the Holy Cross Honor Code.” Therefore, the Board hears cases of alleged violations of the Honor Code, gives recommendations to the Honor Board Administrator of innocence or guilt, and recommends an educationally sound consequence appropriate to the violation.

Honor Code Information is from The Academy of the Holy Cross Student Handbook

Academic Honesty and IB

Additionally, students enrolled in IB courses at The Academy of the Holy Cross should take specific note of certain types of academic misconduct that may result in cancellation of IB scores, or forfeiture of an IB Diploma:

Lack of Referencing

Collusion, or too much outside assistance from parents, teachers, classmates, websites

Duplicating work to meet requirements of multiple assessments

Fabricating data

Examination misconduct (unauthorized materials, discussion of exam material, disruption, etc.)

This information and more is available in the IBO Publication: Academic Honesty in the IB Educational Context.

Section 11

ManageBac

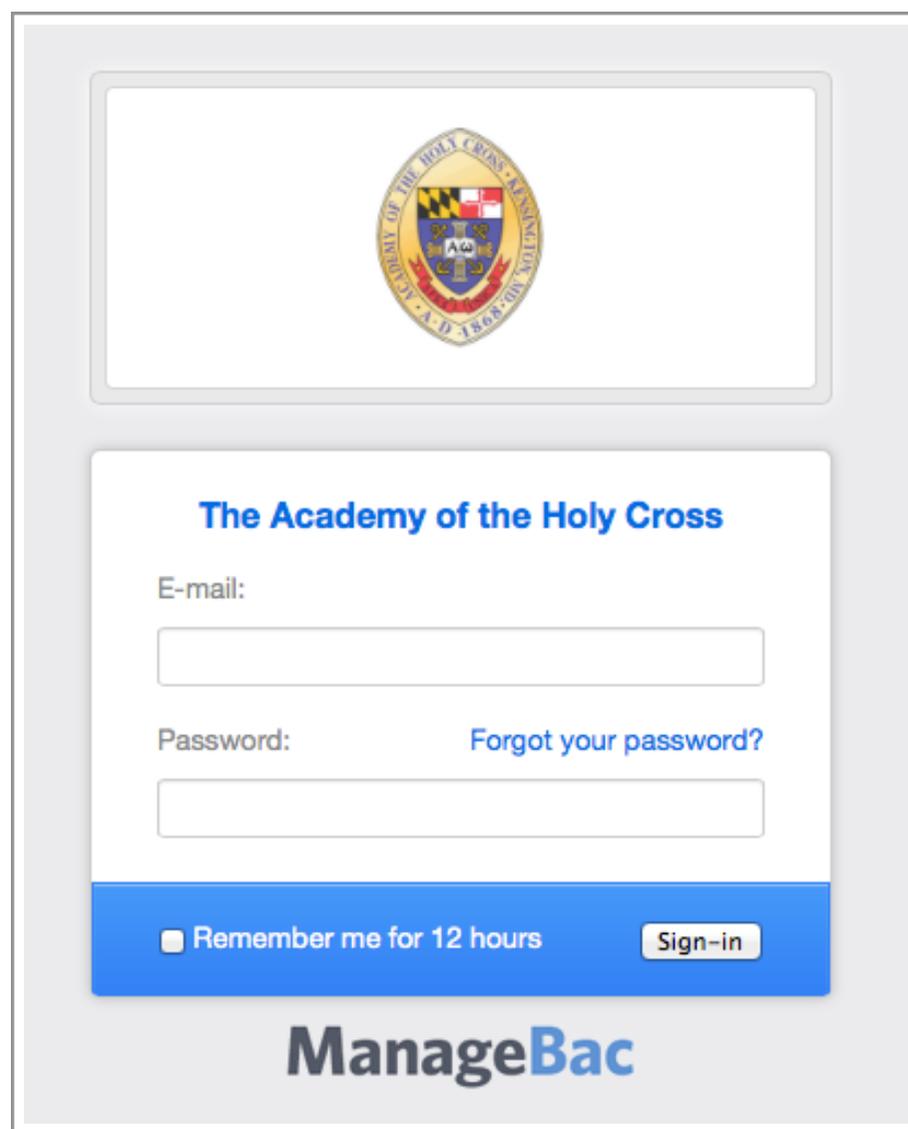
(new for 2015-2016 school year)

ManageBac is an online service that allows IB Diploma Candidates to digitally track their progress in relation to the IB Diploma Core (ToK, EE, and CAS).

After enrolling as a Diploma Candidate, students will receive ManageBac log-in credentials so that they may communicate with teachers and supervisors, view important files and IB deadlines, propose CAS ideas and Extended Essay topics, upload images and documents, and reflect on CAS from their computers, iPads, iPhones, or any other iOS device.

Diploma Programme parents will also receive log-in credentials so that they may have access to their student's progress as well. Teachers will continue to use the Portal and Net-Classroom to post assignments and grades.

<http://ahc.managebac.com>



The screenshot shows the ManageBac login interface. At the top center is the Academy of the Holy Cross crest. Below it, the text "The Academy of the Holy Cross" is displayed in blue. The login form includes an "E-mail:" label and a text input field, followed by a "Password:" label, a text input field, and a blue link for "Forgot your password?". At the bottom of the form is a blue bar containing a checkbox labeled "Remember me for 12 hours" and a "Sign-in" button. The "ManageBac" logo is centered at the bottom of the page.

Section 12

Pamoja (IB Online Courses)

Students at The Academy of the Holy Cross who wish to take an IB course that falls outside of the Academy's course offerings may enroll in a two-year long course offered online through Pamoja Education. Pamoja is a course provider that works in cooperation with the International Baccalaureate® to provide online Diploma Programme courses taught by highly qualified and experienced IB teachers (<http://www.pamojaeducation.com>).

Fees

In 2014-2015, the fee for each Pamoja class was \$1,110. Although the classes are two-years long, the fee must be paid at the beginning of both school years. This cost does not include the IB Registration or Examination fees.

Pamoja's IB Course Offerings 2015-2016

Descriptions of each Pamoja course are available in the [Program of Studies](#).

Group 2

- French ab initio SL
- Mandarin ab initio SL
- Spanish ab initio SL

Group 3

- Business Management SL
- Business Management HL
- Economics HL
- Information Technology in a Global Society SL
- Information Technology in a Global Society HL
- Philosophy SL
- Psychology SL
- Psychology HL

View our face-to-face IB course offerings in the Group 1 thru 6 Offerings section.

Section 13

Frequently Asked Questions

1. How do I know if the Diploma Programme is right for me?

Any student who wishes to challenge herself across all academic subjects should consider enrolling in the IB Diploma Programme. Students who decide to pursue the IB Diploma typically receive Bs or higher in all of their courses over their freshman and sophomore years, but because of the requirement to take both Higher Level and Standard Level classes, students do not need to be “experts” in every subject in order to successfully complete Diploma Programme requirements. *All* IB classes, however, require hard work and deep-thinking, and develop skills related to writing, time management, collaboration, and oral communication – all of which are increasingly necessary for success in the 21st Century.

Many students see the IB Diploma Programme as the greatest, but most worthwhile challenge of their academic lives. If you are willing to work hard, think deeply, and meet that challenge head-on, then the IB Programme is right for you.

2. I want to do IB! So what should I take during my freshman and sophomore years?

This question generally has two purposes: to gauge what courses are the most appropriate prerequisites for IB Programme courses, and to determine the course of study most appropriate for ensuring that students have room in their schedules to enroll in study halls or other electives of their choice during their time in the Diploma Programme.

Discussion of previous experience and prerequisites:

Students who take Honors courses during their freshman and sophomore years generally find that the progression to IB courses is more manageable than those who do not yet have experience with an Honors course. At the same time, however, we do not “track” students, and will allow students to progress from non-Honors classes to IB courses if a student and her teachers believe she will be successful.

A student’s freshman and sophomore World Language and Math courses are highly dependent on her elementary and middle school experiences. The IB courses at The Academy of the Holy Cross in these subjects reflect the wide variety of previous World Language and Math experience that our students possess. Sophomores who may feel “behind” in their Math or World Languages course can absolutely still successfully complete the IB Diploma Programme requirements.

The progression of English, Science, and Social Science courses is more straightforward in high school, but we do recommend that students considering the Diploma Programme take AP US History during their sophomore year.

The School Counselors, IB Coordinator, and subject teachers will counsel each student to ensure that she follows a trajectory that is appropriate for her.

Credit completion and room for electives/study halls:

Students in the IB Diploma Programme must fulfill The Academy of the Holy Cross graduation requirements in addition to the requirements of the IB Diploma Programme. In order to efficiently manage the workload of the IB Diploma Programme, Diploma Candidates generally choose to enroll in a study hall period during both their junior and senior years.

The Academy of the Holy Cross is on a “block schedule” with four class periods each day. Out of these eight class periods, six or seven (depending on the number of one- vs. two-year SL courses) are reserved for IB courses and the ToK IB Core course. This leaves students with only one (or in some instances two) class periods per year to take electives or a study hall.

To ensure enough room for electives or study halls junior and/or senior years, it is *essential* for students who may be interested in the IB Diploma Programme to take their PE I, PE II, Health, Studio Art I, Performing Arts, and technology requirements during their freshman and sophomore years. It is our goal to enable each student to take a study hall throughout their time in the Diploma Programme, but it is not always possible to do this if students have not already met certain graduation requirements.

Each student interested in the Diploma Programme will receive individualized counseling in February and March of her sophomore year in order to best determine the schedule most appropriate for her time in the Diploma Programme. In the meantime, the IB Coordinator is available to advise any student with scheduling questions, regardless of her year in school.

3. What’s the difference between IB and AP classes?

Both IB and AP classes require advanced levels of content knowledge, critical thinking, and time management. Both types of courses have fees associated with their final exams, and successful performance on these exams gives students the potential to earn college credit (depending on the school, course, and exam score).

While most AP exams rely heavily on multiple choice questions that cover everything from the beginning to the end of the course, IB exams mostly consist of short answers or extended responses to many questions, of which students get to choose the few options they feel they can best answer.

AP exam questions often test a student’s retention of knowledge about people, dates, and definitions. IB exams rely far more on open-ended questions that ask a student to use everything they have learned throughout the course to respond.

While AP course scores depend only on the student’s performance on the day of the AP Exam, IB scores take into account Internal Assessments as well as end of the course exams. Internal assess-

ments, which teachers guide throughout the time in the course, make up as much as 20-50% of a student's score in the IB course.

Because of these differences in the final assessments, the day-to-day classroom experience of AP and IB courses differs as well. Students in IB courses find they are often group discussion-based, and require writing, reflection, and collaboration. IB teachers seek to develop in students not only understanding of the content knowledge, but also the qualities listed in the IB Learner Profile.

While AP courses do not generally have any connection to one another, IB courses are joined by the common mission of developing caring, open-minded students who will seek to make the world a better place. IB Diploma Candidates find their courses much more interconnected and cross-disciplinary, often learning about the history of a novel, the ethics of a scientific study, or the global or societal conditions that prompted artists to create their work. In the Theory of Knowledge course, IB Diploma Candidates pull together the content from each of their courses as they ask the essential question: "How do we know what we know?"

4. What IB Math course should I take?

The Academy of the Holy Cross offers IB Math courses to meet a wide range of previous math experience. The prerequisites for each course are as follows:

Math Studies SL (one-year long) - Prerequisite: Algebra II

*Students who take this course junior year often take Precalculus senior year

*Students who have already taken Precalculus may not take this course

Math SL (two-years long) - Prerequisite: Sophomore year Honors Algebra II, or B+/A in Algebra II

*This course is the equivalent to Honors Precalculus

Math HL (two-years long) - Prerequisite: Sophomore year Math SL II or Precalculus

Note: These prerequisites are our general guidelines, and apply to most students. If you wish to take a different IB Math course than the one suggested above, you should consult Mr. Placek (IB Coordinator) or Mrs. James (Math Department Chair).

5. How do I decide what my HLs and SLs should be?

Standard Level IB classes differ from Higher Level IB classes in the amount of topics covered, pace of the class, and assessment criteria.

Students should consider HL subjects that they are extremely interested in, or in which they have had previous academic success (there is no prerequisite knowledge or experience required for Theatre HL or Film HL). IB's Subject Briefs offer a glimpse into the major differences between HL and SL courses.

All Diploma Candidates at The Academy of the Holy Cross must take World Religions SL, and our only Group 1 course is English HL. Math and World Languages (Groups 5 and 2) courses are determined primarily by the student's sophomore year courses (see previous question for how this applies to math).

Before making any further decisions, most students' worksheets will look like this:

Group 1: English HL

Group 2: World Language

Group 3: World Religions SL

Group 4: Science

Group 5: Math

Group 6 or other: The Arts

All students interested in the IB Diploma Programme will receive additional counseling regarding their academic interests and allocation of SL and HL courses.

6. What if I sign up for the Diploma Programme, but then decide it is not for me?

What if I don't sign up for the Diploma Programme at first, then later want to switch into it?

To receive the IB Diploma, a student must successfully complete 3 SL courses, 3 HL courses, and all requirements for CAS, ToK, and the Extended Essay.

Due to the interdisciplinary and comprehensive nature of the IB Diploma Programme (two-year courses, internal assessments, CAS, EE, and ToK requirements, etc.) it is not currently possible to switch *into* the IB Diploma Programme after the start of a student's junior year. Therefore, we encourage students who are interested in the Diploma Programme, but hesitant to fully commit, to give it a try.

If, after enrolling in the IB Diploma Programme, a student decides to no longer pursue the IB Diploma, she should contact the IB Coordinator to review options for a schedule change. Depending on the time of year a student wishes to withdraw, there may be various alternatives to the Diploma Programme (switching into an AP or other course, maintaining *some*, but not all IB courses, etc.) Students who withdraw from the IB Diploma Programme may also be withdrawn from World Religions SL and/or Theory of Knowledge class to accommodate other schedule changes.

7. Does taking an online course count as a class period during the day?

Yes! Students enrolled in an online Diploma Programme class through Pamoja Education receive an additional "Study Hall" class period during which they can complete their online coursework. Alternatively,

students may use the online course as an opportunity to enroll in an additional elective, while still satisfying the requirements of the IB Diploma Programme.

8. How many students usually choose to do the Diploma Programme (sometimes referred to as the “full diploma”)?

As of January 2015, the class of 2015 has 14 Diploma Candidates, and the class of 2016 has 35 Diploma Candidates. Moving forward, we hope to have approximately 25-33% of each junior class enroll in the full IB Diploma Programme.

9. I don't think I want to pursue the IB Diploma, can I still take IB courses?

Absolutely! While there are 14 senior and 35 junior IB Diploma Candidates, almost 200 students are currently enrolled in an IB course! These students may be taking a mixture of AP and IB classes, or just choosing to challenge themselves in one or two courses in which they feel they will especially excel.

Please note that currently, in order to take IB World Religions SL and the Theory of Knowledge course, students must be enrolled as IB Diploma Candidates.

10. How will my classes be “internationally minded”?

All IB courses emphasize content that is important not just to an American way of life, but to life in an increasingly global society.

In IB Courses, students study:

Group 1 - “Works in translation”

Group 2 - The culture, history, or language of another country

Group 3 - The history, economics, government, and politics of other nations and religions

Group 4 - Scientific topics of “Global Significance”

Group 5 - The international language of mathematics, and

Group 6 - The ways in which artists from various cultures use different media to communicate

11. If I am in the Diploma Programme, how much homework will I have? Will I still be able to “have a life” outside of school?

Students in the IB Diploma Programme have played varsity sports, served as Student Council officers, had leadership roles in musicals (onstage and off), and served as leaders of clubs and Campus Ministry activities - all while successfully completing the requirements of the IB Diploma Programme. Furthermore, CAS actually *requires* students to participate in these kinds of activities after school.

The amount of homework will differ based on the student and specific course-load, but the most common response students give is that even though the IB Diploma Programme is a lot of hard work, with planning, time management, and efficient use of study hall time, it is definitely manageable.

Appendix A: Sample Student Schedules

The following sample schedules satisfy IB's requirements for 3 SL and 3 HL classes, with one each from Groups 1-5 and an additional from either Group 6, or from Groups 2-5.

Student A:

Group 1: English HL

Group 2: Spanish SL

Group 3: World Religions SL (required of Diploma Candidates at Holy Cross)

Group 4: Physics HL

Group 5: Math SL

Group 6: Film HL

Student B:

Group 1: English HL

Group 2: Latin SL

Group 3: World Religions SL (required of Diploma Candidates at Holy Cross)

Group 4: Biology HL

Group 5: Math Studies SL or Math SL

Group 3: History HL

Student C:

Group 1: English HL

Group 2: Spanish HL

Group 3: World Religions SL (required of Diploma Candidates at Holy Cross)

Group 4: Environmental Systems SL

Group 5: Math HL

Group 6: Visual Arts SL

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Appendix B: Sample EE Topics

The following Extended Essay research questions are examples from IB's Extended Essay Guide, which we make available to IB Diploma Candidates their junior year.

English (Literature):

“How is the subject of death treated in selected poems by Emily Brontë and Emily Dickinson?”

English (Studies in Language):

“How does the use of startling visual imagery in a public health information campaign (on smoking, for example) function, and what does it reveal about prevailing cultural ideas of the body and health?”

Spanish (Culture and Society):

“To what extent does the language used by groups of young students from a secondary school in Buenos Aires reflect racial discrimination?”

World Religions:

“What are the differences in the understanding of prophecy in Judaism, Christianity, and Islam?”

History:

“How and why have explanations of the Cuban missile crisis changed since 1962?”

Math:

“What was the role of mathematics, and geometry in particular, in navigation when we relied on the stars? Does it still play a part now that we have man-made satellites?”

Theatre:

“How can fabrics and lighting contribute to the creation of magical effects in a production of Shakespeare's *The Tempest*?”

Film:

“To what extent do the films of Ang Lee enable him to be considered a truly international film-maker?”

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Appendix C: Sample Student Exam List

In late March, the IB Coordinator will provide for each IB Diploma Candidate a personalized exam schedule. The following is an example from the May 2014 exam session:

Category		DIPLOMA		
Examination schedule				
Date:	Time	Minutes	Paper	Subject
05-MAY-14	AM	120	P1	ENGLISH A: Literature HL
06-MAY-14	PM	120	P2	ENGLISH A: Literature HL
07-MAY-14	AM	60	PM	PHYSICS HL
07-MAY-14	AM	135	P2	PHYSICS HL
08-MAY-14	PM	75	P3	PHYSICS HL
13-MAY-14	PM	90	P1	MATHEMATICS SL
14-MAY-14	AM	90	P2	MATHEMATICS SL
14-MAY-14	PM	60	P1	HISTORY AMERICAS - COMMUNISM HL
14-MAY-14	PM	90	P2	HISTORY AMERICAS - COMMUNISM HL
15-MAY-14	AM	150	P3	HISTORY AMERICAS - COMMUNISM HL
23-MAY-14	AM	90	P1	SPANISH B SL
23-MAY-14	AM	90	P2	SPANISH B SL

Note that different papers for the same course are often scheduled over multiple days.

Appendix D: Subject Curriculum Briefs

For each Diploma Programme subject, IB publishes a Curriculum Brief that outlines the course objectives, syllabus components, and breakdown of assessments for that course.

Click any SL or HL link below to view the Curriculum Brief for the corresponding course (internet connection required):

Group 1: Language and literature

Language A: literature [SL/HL](#)

Language A: language and literature [SL/HL](#)

Literature and performance [SL](#)

Group 2: Language acquisition

Classical languages [SL/HL](#)

Language B [SL/HL](#)

Language ab initio [SL](#)

Group 3: Individuals and societies

Business management [SL/HL](#)

Economics [SL/HL](#)

Geography [SL/HL](#)

History [SL/HL](#)

Information technology

in a global society [SL/HL](#)

Philosophy [SL/HL](#)

Psychology [SL/HL](#)

Social and cultural anthropology [SL/HL](#)

World religions [SL](#)

Group 4: Sciences

Biology [SL/HL](#)

Chemistry [SL/HL](#)

Computer Science [SL/HL](#)

Design technology [SL/HL](#)

Environmental systems and societies [SL](#)

Physics [SL/HL](#)

Sports, exercise and health science [SL](#)

Group 5: Mathematics

Further mathematics [HL](#)

Mathematical studies [SL](#)

Mathematics [SL/HL](#)

Group 6: The Arts

Dance [SL/HL](#)

Film [SL/HL](#)

Music [SL/HL](#)

Theatre [SL/HL](#)

Visual arts [SL/HL](#)

The core

[Core](#)

[Creativity, Action, Service](#)

[Extended Essay](#)

[Theory of Knowledge](#)

Section 18

Appendix E: Earning the IB Diploma

Special thanks to Lisa Renard-Spicer at Mountain View High School for the following:

Summary of IB Diploma Attainment Requirements Class of 2015 Onward

IB Diploma Program Components & IB Scores Possible

IB English	1-7
IB World Language	1-7
IB History	1-7
IB Science	1-7
IB Math	1-7
IB Art or other IB Elective	1-7

At least 3 but no more than 4 subjects must be completed at Higher Level (HL). Only 6 IB subjects – one in each of these subjects – may contribute to the IB Diploma total score.

Theory of Knowledge (ToK)	A-E
Extended Essay (EE)	A-E

See matrix below for how ToK and EE grades of A-E contribute to 3 additional points toward the IB Diploma total score.

Creativity-Action-Service (CAS)

CAS is pass/fail; CAS requirements are either met or not met (no numerical or letter score)

Key Reminders:

HL – “Higher Level”
SL – “Standard Level”

Points & Conditions Necessary to Successfully Earn the IB Diploma

- An IB score must have been awarded for each of the six IB Diploma subjects, ToK, and the Extended Essay.
(Student must not have any scores of “N” – meaning “no score awarded” – due to malpractice or failure to submit an assessment component.)
- CAS requirements must be met.
- Student must have a score of D or higher in *both* Theory of Knowledge and the Extended Essay (no E score).
- Student must earn *at least 24 total points*.
(45 total pts. possible – 42 from IB subjects + 3 from ToK/EE, see matrix below)
 - The student must earn a total of *at least 12 points* in HL subjects *(for candidates who register for four HL subjects, the three highest HL grades will count toward this total)*.
 - Students who take 3 HL and 3 SL subjects must earn *at least 9 points* total in the SL classes.
 - Students who take 4 HL and 2 SL subjects must earn *at least 5 points* total in the SL classes.
- The student must earn a 2 or higher in all subjects (no scores of 1).
 - There may be no more than *two* scores of 2, overall.
 - There may be no more than *three* scores of 3 or lower, overall.

The above requirements relate to the official scores the student earns from IB (not the letter grades the student earns in the IB classes at MVHS). These requirements are set by IB, not VDOE, SCPS, or MVHS. IB Scores and IB Diploma results are available to students in early July after their senior year.

ToK/Extended Essay Point Matrix

ToK/EE	A	B	C	D	E
A	3	3	2	2	Failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing condition				

Changes from the previous matrix

B + C combination now results in 2 points being earned (previously 1 point)

A + E combination now results in zero points and represents a failing condition

Section 19

IB Diploma Programme Worksheet

Student name: _____

Class of: _____

Find current course offerings in the Group 1 thru 6 Offerings section, and descriptions in the [Program of Studies](#).

Junior Year

Senior Year

Group 1: English Literature HL I

English Literature HL II

Group 2: _____

Group 3: World Religions SL II / Theology

World Religions SL II / Theology

Group 4: _____

Group 5: _____

Group 6: _____

(or an additional from Group 2, 3, 4, or 5)

Reminder: At minimum 3 courses, and no more than 4, must be at HL

IB Core: ToK, Extended Essay, CAS

ToK, Extended Essay, CAS

Elective: _____ / _____

_____ / _____

(or Study Hall) Sem. 1

Sem. 2

Sem. 1

Sem. 2

By signing below, we indicate that we understand and agree to the procedures, requirements, and fees of the IB Diploma Programme at The Academy of the Holy Cross:

Parent Signature: _____

Date: _____

Student Signature: _____

Date: _____

Reviewed by:	Date:
_____	_____
School Counselor	
_____	_____
IB Coordinator	
Comments: _____	
