Everything You’ve Always Wanted To Know About The International Baccalaureate Diploma Programme...

2017-2018
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Section 1: IB Diploma Programme: Frequently Asked Questions

Congratulations and welcome!

You have chosen to challenge yourself by participating in what many college admissions counselors say is the most rigorous college preparatory curriculum that U.S. high schools can offer. As you embark upon your journey, you are sure to have questions. What follows is a series of questions that are common among students beginning the IB Diploma Programme. Where appropriate, you have been directed to other portions of this document to either answer the question, or to provide further information.

What is the IB Diploma Programme?
A: The International Baccalaureate Diploma Programme, as indicated above, is a highly rigorous, college preparatory high school curriculum. After two years of study, upon satisfactory completion of all the course assessments, Theory of Knowledge and CAS requirements and the Extended Essay, 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; and college credit, course exemptions, or advanced standing may be granted based on your assessment scores.

The Diploma Programme (“DP”) 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 tie those courses together: Theory of Knowledge; Creativity, Action and Service; and the Extended Essay. Inside the ToK/CAS/Extended Essay ring are the representations of teaching and learning within the Diploma Programme, and Learner Profile – 10 personal attributes that you can find listed on the back cover of this manual, key to personal development in the Diploma Programme.
What are SL and HL?
A: These are the two levels of IB DP courses. SL stands for “Standard Level” and HL stands for “Higher Level.” Typically, SL courses are one year courses (however, at least one SL course must be taken over a two year period) and HL courses are two year courses (some HL courses may be completed in a double period in the senior year). A diploma programme includes a minimum of three HL courses (maximum four) and two or three SL courses, depending on the number of HL’s.

Students choose one course from each of the six groups of courses on the previous page. 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, B-CC High School requires all diploma candidates to take English A: Literature and European/Middle East History in the main language and social science categories in order to meet the state requirements for graduation.

What is the assessment structure?
A: IB DP courses are unique among the advanced curricula in U.S. high schools. Unlike AP or Cambridge courses that rely on one or more external assessments at the end of the course to determine a mark, the final mark for each DP course is determined
by a combination of internal and external assessments. 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.

**What is CAS?**
A: Creativity-Action-Service. For an extensive explanation of CAS, see Section 7 of this
document.

**What is the Extended Essay?**
A: For an extensive explanation of the Extended Essay, see Section 6 of this
document.

**What do I have to do to make sure I get the Diploma?**
A: For a full explanation of the Diploma requirements, see section 3 of this document.

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**Section 2: Organization and Time Management**

Most IB Diploma recipients 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 the DP 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 in the DP and beyond.
   The grid below is a simple, visual representation of a weekly schedule, accounting
   for all 24 hours in the day.

   ![Weekly Schedule Grid]

   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 7:25 am until 2:10 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.

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.

<table>
<thead>
<tr>
<th>Class</th>
<th>Assignment</th>
<th>Time Needed</th>
<th>Due Date</th>
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Some other tips to consider when creating your study schedule:

- **Backmap:** 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:
  
  o which subjects you can study in-group and which you must study individually.
  o which students you can study with; your best friends may not be your best study partners.
  o 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.
  o the best location for your group meetings.

- Be sure to avoid academic honesty issues: complete your own assignments. More on this in Section 9.

3. Retention of Work

The Diploma Programme is 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 being done digitally, you will also need to create some kind of organizational structure for work saved electronically. ALWAYS back up your work. Save copies to the cloud, an external hard drive, a CD 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!

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 1-4
- 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/Action/Service requirements

The groups are as follows:
1. Language A - Literature (English)
2. Language B (World Language)
3. Individuals and Societies (European/Middle East History at B-CC)
4. Experimental Science
5. Mathematics
6. Fine Arts and other Electives such as an extra foreign language, social science course, or a second science
7. 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.
The combined score of all your examinations must be at least a 24 to be awarded the Diploma.

**Further Diploma Requirements:**

- CAS requirements must be met.
- Candidate’s total points are at least 24.
- No grades of N have been given for theory of knowledge, extended essay or for a contributing subject.
- No grade of E awarded for either theory of knowledge or the extended essay.
- No grade of 1 awarded in a subject/level.
- No grades of 2 have been awarded three or more times (HL or SL).
- No grades of 3 or below have been awarded four or more times (HL or SL).
- Candidates have gained at least 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- Candidates have grained at least 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

Of course, you need to have a numerical grade higher than 1 in each of your six courses. If you don’t complete all the requirements for one exam, you don’t get your diploma 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 DP students are always admitted to the schools they most want to attend, there is evidence that universities do have a preference for IB students. According to Elisabeth O’Connel, the former Director of International Admissions at the University of Pennsylvania, a survey of “highly” and “most” selective US Universities indicates that those institutions “prefer the IB”, citing the international learning, rigor, unity of knowledge, and excellent all-around preparation for the liberal arts.
In addition to the academic preparation the IB offers, Cliff Sjorgen, former Director of Admissions at the University of Michigan, explains that seeing IB courses on a student’s application “serves notice to the admissions officer that the applicant is someone who accepts, rather than avoids educational challenges.”

The preceding quotes indicate that admissions offices like to see IB courses on student transcripts. They know exactly the type of education students receive in the diploma programme, and they know that only the most motivated students seek out those educational challenges.

In 2011, IB completed a study on the post-secondary plans of IB diploma candidates in the US. One of the questions asked the diploma graduates to share the list of US universities to which they had applied. From the 4000 respondents, IB created a list of the 20 most popular US universities for IB diploma applicants, and then contacted those universities, asking for acceptance rates for their IB diploma candidates’ pool, as well as the total pool of applicants to their university for the entering class of 2015. The results of the survey show that IB diploma graduates have a tremendous advantage in the applications process. This data is available from your IB coordinator upon request.

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.

According to Bill Kolb, the Admissions Director (retired) of the University of Florida, IB students had a higher freshman GPA (3.3) than did AP students (3.1) and students who took a standard college preparatory curriculum (2.6). This trend holds true at other institutions as well. At Virginia Tech, 88% of freshmen students from IB schools earned at least a 3.0 GPA, compared to 33% of the entire freshman class, and 40% of students with a large number of AP courses. (Dr. Eugene Carson, Former Associate Provost, Virginia Tech).

College Credit/Advanced Standing

As with AP courses, 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.

**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; typically about $125 additional. After January 15, IB charges upwards of $300 for the change.

**Fees:** From the November 2014 examination session onwards, the IBCC will change from the current per capita fee to the standard assessment fee of the Diploma Programme. The candidate registration fee is paid once for each student to take one or more examinations in a particular examination session. The candidate subject fee is paid for each assessed subject taken by an individual student. There is no fee for the reflective project. The Certificate and Diploma students will pay the same fees. These fees are divided into two payments. IB students pay per examination: $295 for the first examination (includes registration fee) and $119 for each additional exam, regardless of the class year.

Payments are due no later than October 30th. Fees that are not paid become financial obligations just like lab fees and missing textbooks.

**For students who might require financial aid:** financial aid forms are available through your coordinator. Financial aid forms are due back to the coordinator by October 1, as coordinators need to reserve aid from state of Maryland early in the year. Students who delay in filing for aid might not be able to receive it even if they otherwise would qualify.
The scale of fees is listed on the next page.

**Fees for IB Diploma and Certificate Students, 2015-2016**

<table>
<thead>
<tr>
<th>Item</th>
<th>2014-15 Fee Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fee for IB certificate candidate, 1 exam</td>
<td>$295</td>
</tr>
<tr>
<td>Fee for IB certificate candidate 2 exams</td>
<td>$591</td>
</tr>
<tr>
<td>Fee for IB certificate candidate 3 exams</td>
<td>$887</td>
</tr>
<tr>
<td>Fee for IB certificate candidate 4 exams</td>
<td>$1,183</td>
</tr>
<tr>
<td>Fee for IB certificate candidate 5 exams</td>
<td>$1,479</td>
</tr>
<tr>
<td>Fee for additional examinations for IB diploma candidate, by exam (12th grade only)</td>
<td>$119</td>
</tr>
</tbody>
</table>

**Important Deadlines for fees and registration:**

October 1, 2017: financial aid forms due to coordinator

October 30, 2016: examination payments due to coordinator

November 15, 2016: deadline for changing registrations without financial penalty

January 15, 2017: deadline for changing registrations (with financial penalty)

**Section 6: Extended Essay – Getting Started**

The Extended Essay can be both one of the scariest and most rewarding aspects of the Diploma Programme. Many IB diploma graduates say that the process of writing the Extended Essay was key to making their college experience easier and more manageable.

Writing an Extended Essay is important for two reasons: first, it gives the diploma candidate an opportunity to deeply explore a research question that is personally meaningful. Second, because the Extended Essay 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.

Throughout the fall of Junior year, there will be many opportunities to think about research questions that intrigue you. You’ll hear something in ToK class or History or Science, 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. One 2009 candidate said, “date your topic a little before you decide to stop seeing other topics”. You’ll be living with this research question for about a year, so be sure to pick something that you care about.

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 such as Questia and JSTOR, and a trip to a university library to access materials not available through online databases. You will have a class period every day in the computer lab, devoted to writing your paper. Your teacher will give you a set of assignments for the class 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 4000 word paper is not a major task that you have to complete out of school, and your Extended Essay 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 Extended Essay supervisor will help you decide on a topic for your paper. Topics are the big umbrellas under which your research question will fit: Visual Arts, Human Rights, History, Biology, Mathematics, or others. There are about 25 different topics that are available for Extended Essays.

While there are some general expectations for any Extended Essay regardless of topic, each of the topics has specialized rubric elements that will direct how you will write your paper. You will have to choose one and only one topic, and then ensure that your paper fits the criteria for that topic.

Though your Extended Essay will largely be written by the end of Junior year, and will be in “sendable condition” by June of Junior year, some students decide to refine their essay before submission to IB. You’ll do that in the summer after Junior year, and in the fall of Senior year. Extended Essays are due to your Theory of Knowledge 2 teacher on the first Tuesday following your Senior year winter break.

Many candidates find that having an Extended Essay mentor is helpful. An Extended Essay mentor is someone with expertise in your subject research question who can direct you towards research or ask good questions to move you forward in the process. He or she will not take the place of your supervisor, who is the process area expert. A
mentor can be a teacher, family friend, or college professor. Just like in any other IB paper, they can advise you in a general way but cannot edit or help write your paper for you.

**Some helpful hints from IB graduates on Extended Essay:**

“Use the fall of eleventh grade to actively think about research questions. It really takes time to come up with a question that’s important to you.” (Class of 2010)

“If you use your time in the computer lab wisely, you can get a good draft of your Extended Essay done at a reasonable pace without having to do too much out of school. The people in my class who were using their class time for other things had a much more stressful Extended Essay experience than I did “(Class of 2009).

“Every paper that I wrote in college, I wrote using the same model as my Extended Essay” (Class of 2001).

**Section 7: Frequently Asked Questions about CAS**

The CAS “attitude” is captured beautifully in John Hall’s poem.

“Real Evaluation”

Is anybody happier because you passed this way?
Does anyone remember that you spoke to him today?
The day is almost over, and its toiling time is through;
Is there anyone to utter now a kindly word to you?
Can you say tonight, in parting with the day that’s slipping fast,
That you helped a single person of the many that you passed?
Is a single heart rejoicing over what you did or said?
Does the person whose hopes were fading, now with courage look ahead?
Did you waste the day, or lose it? Was it well or sorely spent?
Did you leave a trail of kindness, or scar of discontent?
As you close your eyes in slumber, do you think someone will say,
“You have earned tomorrow by the work you did today?”

John Hall

**What is CAS?**

A. Creativity, Action, Service (CAS) complements the academic disciplines and counter-balances academic self-absorption. CAS is a series of 5-8 ‘experiences’ that students engage in over the two years of the program.
CAS is one of three elements at the heart of every IB Diploma student’s experience (along with Theory of Knowledge and the Extended Essay). Students participate in a range of activities alongside their academic studies, and take on different roles as they participate.

**What kinds of activities qualify for CAS?**

A. CAS activities fall into three groups:

1. *Creativity* activities are ones that involve creative thinking. Some examples are art clubs and classes, music ensembles or lessons, creative/journalism writing clubs/classes, tutoring, debate/forensics, drama/theater, dance choreography, and cooking classes. Creativity activities that you do on your own (a photographic album of a family party, learning to cook a soufflé, etc.) can be worthy of CAS if properly documented.

2. *Action* activities involve physical exertion that contributes to a healthy lifestyle. All organized sports activities can be counted as action whether they are school-based or club/community-based teams. Sports lessons and dance lessons count, as does sports training if done with a fitness coach or instructor. Many students also participate in physical activities that benefit charitable groups such as road races and relay walks. The time spent in these races or charitable walks can count as well towards CAS – do make sure that an adult organizer can sign off on your CAS form. Keep in mind that activities without supervisors (running, weight training, etc.) can be part of CAS if you document your participation, perhaps with photos, or a training log. Also, you must have a goal for each Action activity.

3. *Service* activities are unpaid and voluntary; they have a learning benefit for the student, and the rights, dignity, and autonomy of all those involved are respected. Many of the service activities in which you’ll participate are similar to the SSL hours required for a Maryland High School diploma. Keep in mind that CAS service hours, like creativity and action hours, are performed from the beginning of the eleventh grade academic year and so you can’t “carry in” your SSL hours from before eleventh grade. Service activities are varied, but can include volunteer work in various settings, peer tutoring and counseling, student government and other service groups in school, and scouting.

**What are “learning outcomes”?**

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

- **Identify own strengths and develop areas for growth**  
  Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.

- **Demonstrate that challenges have been undertaken, developing new skills in the process**  
  A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area.

- **Demonstrate how to initiate and plan a CAS experience**  
  Students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process.

- **Show commitment to and perseverance in CAS experiences**  
  Students demonstrate regular involvement and active engagement in CAS.

- **Demonstrate the skills and recognize the benefits of working collaboratively**  
  Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.

- **Demonstrate engagement with issues of global significance**  
  Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally.

- **Recognize and consider the ethics of choices and actions**  
  Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

**How do I get started with CAS?**

A. There are CAS opportunities all around you. Most likely, there are some CAS-appropriate experiences that are already part of your life – sports teams, volunteer work, art or music lessons – that you can begin to document for CAS. Your friends and your school CAS coordinator are another source of CAS possibilities. It’s really important to branch out and try new CAS activities, both because many students have found new interests through attempting new activities, and because the CAS learning outcomes do require that you step out of your “comfort zone”, learn new skills, and generally take on new challenges.

**What about CAS paperwork?**

A. As you are participating in CAS experiences, keep track of your activities. As you complete an activity – a sports season, a music performance, a semester’s worth of volunteering – complete documentation for that activity on ManageBAC. Your school CAS coordinator will set up your login for CAS in ManageBAC. Remember that you
need to note the learning outcomes reached, provide a reflection on the activity, and have a verification from the activity leader. The reflection can be a paragraph describing how you grew and changed in the activity, or it can be some pictures with captions – anything that allows your CAS coordinator to understand the activity. Please also provide a contact e-mail and phone number for the activity supervisor if there is one.

At the end of your 11th grade year, and in early spring of your 12th grade year, you will be asked to provide a yearly summary and reflection on CAS. In 12th grade, your reflection will be for the two years you’ve spent in CAS.

Exactly what are the requirements to compete CAS?

- **CAS Experiences:** Students must engage in CAS experiences involving one or more of the three CAS strands. A CAS experience can be a single event or an extended series of events. 5+ experiences are required. CAS experiences must meet all learning outcomes at least once. CAS students are required to submit evidence of their experiences to ManageBAC.
- **CAS Project:** Must complete one major student lead collaborative project integrating one or more components of the C/A/S (Ex: Service and Action). The duration of a project must be a month or more from planning to completion. Each member of the group must have a significant role in the project in order to receive credit.
- **CAS Stages:** Investigation, preparation, action, reflection, and demonstration. Students must use these stages as the framework for CAS experiences and the CAS Project.
  1. **Investigation:** Students identify their interests, skills and talents to be used in considering opportunities for CAS experiences, as well as areas for personal growth and development. Students investigate what they want to do and determine the purpose for their CAS experience. In the case of service, students identify a need they want to address.
  2. **Preparation:** Students clarify roles and responsibilities, develop a plan of actions to be taken, identify specified resources and timelines, and acquire any skills as needed to engage in the CAS experience.
  3. **Action:** Students implement their idea or plan. This often requires decision-making and problem solving. Students may work individually, with partners, or in groups.
  4. **Reflection:** Students describe what happened, express feelings, generate ideas, and raise questions. Reflection can occur at any time during CAS to further understanding, to assist with revising plans, to learn from the experience, and to make explicit connections between their growth, accomplishments, and the learning outcomes for personal awareness. Reflection may lead to new action.
  5. **Demonstration:** Students make explicit what and how they learned and what they have accomplished, for example, by sharing their CAS experience through their CAS portfolio or with others in an informal or formal manner. Through demonstration and
communication, students solidify their understanding and evoke response from others.

- **Reflection:** There is a strong emphasis on reflection. It is central to building a deep and rich experience in CAS. Four elements assist in the CAS reflective process. The first two elements form the foundation of reflection. Please use these elements and the learning outcomes you met in the CAS experience to create a well-rounded reflection.

1. **Describing what happened:** Students retell their memorable moments, identifying what was important or influential, what went well or was difficult, obstacles and successes. Reflection Creativity, activity, service guide 27

2. **Expressing feelings:** Students articulate emotional responses to their experiences. The following two elements add greater depth and expand perspectives.

3. **Generating ideas:** Rethinking or re-examining choices and actions increases awareness about self and situations.

4. **Asking questions:** Questions about people, processes or issues prompt further thinking and ongoing inquiry.

**Are there any things that are off limits for CAS?**

A. There are a few items that may not count as CAS activities:
   - paid work for service
   - religious proselytizing or serving as an assistant in a religious service (it is fine to participate in projects sponsored by religious organizations that serve the community, or to assist in a non-religious capacity such as child care during religious services)
   - political activities that will cause or worsen social divisions in a community (consult with your CAS coordinator if you’re not sure)
   - activities that took place before the first day of school in the eleventh grader’s diploma programme.
   - activities that are part of an IB class’ requirements
   - activities done in a family context (no CAS hours for taking out the trash!)
   - Your parents/Fellow Students/Family cannot be a supervisor for an activity. If you need a supervisor for an activity, please see the CAS Coordinator.

**Who can help if I have questions about CAS?**

A. Every IB diploma programme has a CAS coordinator who can help with ideas for activities and assist you with the CAS documentation. Please check out our website for more details: [ib-bcc.com](http://ib-bcc.com). B-CC’s CAS coordinator is Mrs. Krysten Barnhouse; [Krysten_D_Barnhouse@mcpsmd.org](mailto:Krysten_D_Barnhouse@mcpsmd.org).
Section 8: Managing Stress

The jump from 10th to 11th grade is challenging for most students. For IB diploma and certificate candidates, the jump can be like going from 10th grade to college. 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: Asha (2011) says: “Keep track of absolutely every assignment, formative and summative assessment in your agenda book! I even color coded mine at times.” 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, and 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. This is from Mona, (2010). “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. Asha also commented on how much better life is when you
build a cohort: “Find a group of other IB students that you feel comfortable with and use them as a support system not only to study with but emotionally as well. They are the only ones that truly understand what you’re going through and won’t mind listening to you vent”.

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.

What do academic honesty and malpractice mean in an IB context?

The IB comments that it’s probably easier to understand academic dishonesty than honesty (IBO, 2). However, it’s important to start with what the Diploma Programme expects of students and then describe behaviors that fall outside of the expectations.

Diploma and certificate candidates are expected to:

- Understand and implement the idea of **academic equity**. This means that students should not give or get an unfair advantage in their work or their assessments. In practice, this means that academic dishonesty includes giving or receiving information on the contents of a test to a student who will take it later. It also means that deliberately missing a test for extra time to study, or to get the test questions from another candidate, is academically dishonest. Studying harder or more effectively for a test is NOT an unfair advantage.

- **Properly conduct** themselves in examination settings (IBO, 2). This includes, but is not limited to, the concept of “old-fashioned” cheating on tests – copying
from a cheat sheet, or another candidate; as well as using an electronic device that would allow a candidate to either share test materials or access information from a source inside or outside of the testing setting.

- Understand the “basic meaning ...of the concepts that relate to academic honesty, especially **authenticity and intellectual property**“ (IBO, 2). In authentic work, candidates express their own original ideas, and clearly acknowledge the ideas and contributions of others (IBO, 2). In practice, this means that a candidate needs to recognize when he/she is using others’ ideas or information, and properly cite the source of ideas or information that did not originate with the candidate – even if the source is paraphrased. Failure to properly attribute sources can be considered plagiarism.

- Understand that even though the Internet “is in the public domain and largely uncontrolled” (IBO, 3), **information found on the Internet is subject to the same requirements of attribution as journal articles, books, and other more traditional sources of information**. As such, candidates will cite information from websites as completely as with other sources. Candidates also will need to keep in mind that the public nature of the Internet often means that information there is not as closely vetted as in other sources such as refereed journals.

- Demonstrate an understanding of the **difference between collaboration and collusion**. There are many IB assessments which require students to collaborate in their work: An example includes the Group 4 project in some science classes. In the Group 4 project, for example, candidates should work together to gather data, but lab notes and the final write ups must be done independently. Collusion is defined as “supporting malpractice by another candidate, as in allowing one’s work to be copied or submitted for assessment by another” (IBO, 3). If two candidates have the same introduction, content, and conclusion, this is considered collusion, not collaboration. Collaboration is encouraged – but the candidate’s assessment of what happened needs to be individual and original.

- **Avoid duplication of work** between academic subjects. A candidate may not present “the same work for different assessment components and/or diploma requirements” (IBO 3).

How will the IB Diploma Programme teachers at my school work with me to help me maintain academic honesty and avoid malpractice?

- **Course design.** Research-and-writing-based IB courses such as the Extended Essay class and IB History will imbed lessons on citations and bibliographies in
the writing process for the major investigative research works done in those classes. Additionally, assignments for these major papers will include a series of intermediate deadlines (outlines, source listings, first drafts) that encourages the candidate to do original work. Quite often, plagiarism and issues of academic dishonesty happen when the student runs out of time and resorts to desperate measures to complete the work.

- **Plagiarism detection.** Our school uses turnitin.com, which compares written work submitted by students to books, electronic sources, and other students’ papers. Turnitin works in two ways: first, candidates can see that their papers are properly cited and take care of any last-minute quotes or citations, and second, teachers can evaluate students’ work as original with a higher degree of confidence.

- **Statements of authenticity.** Any work that a candidate completes ahead of their examinations, but that will eventually become part of an IB exam, requires that teachers and students sign a statement that verifies that the candidate’s work is his or her own. This is the main reason that teachers can only give holistic feedback on English World Literature papers, Extended Essay, Theory of Knowledge Prescribed Titles, and History Investigations while they are works in progress, and why diploma candidates have an oral interview on the progress of their Extended Essay at the end of grade 11. If a teacher – or anyone else other than the candidate were to actually correct an assessment, or add or delete material, the candidate’s work is no longer authentically theirs. If a teacher refuses to sign a statement of authenticity, students cannot receive a grade for the assessment in question, and hence do not receive a grade for the examination in this subject. This is considered a failing condition for the IB diploma.

**What happens if there is an incident of academic dishonesty or malpractice?**

As you can imagine, many incidences of academic dishonesty will involve work that ultimately is not submitted to IB as part of a candidate’s diploma exams. So issues of collusion, improper conduct on tests, or plagiarism on school work for class grades are dealt with at the school level: a zero on the work or school-based consequences are typical school responses to issues of academic dishonesty at the school level. Keep in mind that a classroom teacher needs to sign that statement of authenticity on work that goes to IB as part of the exam packages.

Sometimes, teachers and coordinators discover evidence of malpractice in an assessment item that will be sent to IB as part of the exams. Examples of this might be a section of text in a paper that isn’t properly cited, or evidence of collusion among candidates in science lab work that is being sent in for internal assessment. If there is
enough time before the date the work is due to IB to correct any malpractice issues, IB requires that teachers give candidates the opportunity to do so. If there is not enough time to correct the issues, or if the assessment item has already been mailed, teachers are required to report any evidence of malpractice to the coordinator, who then reports it to IB’s Curriculum and Assessment unit (IBCA) for investigation. IBCA also steps in if evidence of malpractice is discovered by the IB examiner evaluating the candidate’s work.

If IBCA becomes involved, there is an investigation of possible malpractice, with statements required from the coordinator, the teacher, and the candidate. IBCA also asks the coordinator to interview the candidate (with a friend or relative in attendance) and allow the candidate to review the evidence and present a statement or explanation (IBO, 11). IB will make a decision as to whether there was actual malpractice, or just academic infringement, such as forgetting to do an internal citation in a research paper, but having the source cited in the bibliography. If there is evidence to support malpractice, the candidate receives an “N” for the entire subject and cannot receive his/her diploma but will receive individual certificates in other subjects. In this case the candidate may retake the exam (including component parts) one year later.

What are the best ways to avoid the pitfalls of academic dishonesty and malpractice?

1. Keep academic equity in mind – don’t take or give unfair advantage by sharing test questions, or deliberately choosing to take a test late for extra study time or to see the questions before the test.

2. Conduct yourself properly in exam settings; whether they’re classroom quizzes or IB examinations.

3. If the idea is your own; you don’t have to attribute it. In all other cases you do have to cite the author and the source. Make sure to properly credit others for their ideas and information; in writing, in class discussions, or oral presentations. This includes information and ideas you find on the internet.

4. Collaboration is acceptable, collusion is not. If you are expected to submit separate analyses or lab reports after working with a partner or a group, your work must be individual.

5. Don’t use IB assessments in one class to fulfill the assessments in another class.

Work cited:
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. Diploma candidates can register for a maximum of two exams in their Junior year; some diploma candidates take only one in Junior year, and a few take all their exams in Senior year.

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 Music and most Foreign Language exams, 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 who 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. Don’t worry that a less-than-optimal score will cause your school to change your acceptance.

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 on July 6. IB does not mail the scores to you, so it’s important to hold on to these pin codes.

Finally, your diploma or certificate arrives at school in late August or early September; and your coordinator will mail it to the address we have on file for you. So if your home address is changing, please be sure to let the coordinator know.

**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.