

# An Introduction to Grades 11 & 12: the IB Diploma Programme

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## THE DIPLOMA PROGRAMME

The Beacon Academy employs the IB Diploma Programme as its curricular framework for the 11<sup>th</sup> and 12<sup>th</sup> grades:

The Diploma Programme provides a challenging, internationally focused, broad, and balanced educational experience for students ages 16 to 19. Students are required to study six subjects and a curriculum core concurrently over two years. The programme is designed to equip students with the basic academic skills needed for university study, further education, and their chosen profession as well as developing the values and life skills needed to live a fulfilled and purposeful life.

The driving force behind the Diploma Programme is a philosophy about the nature of education, which is expressed in the IB's mission statement, in the IB learner profile, and in the fundamental principles on which the curriculum is based and which continue to inspire its development.

from *The Diploma Programme: from Principles into Practice*, April 2009 © International Baccalaureate Organization

At the Beacon Academy, students are provided the option to register as *full diploma candidates*, or *course candidates*.

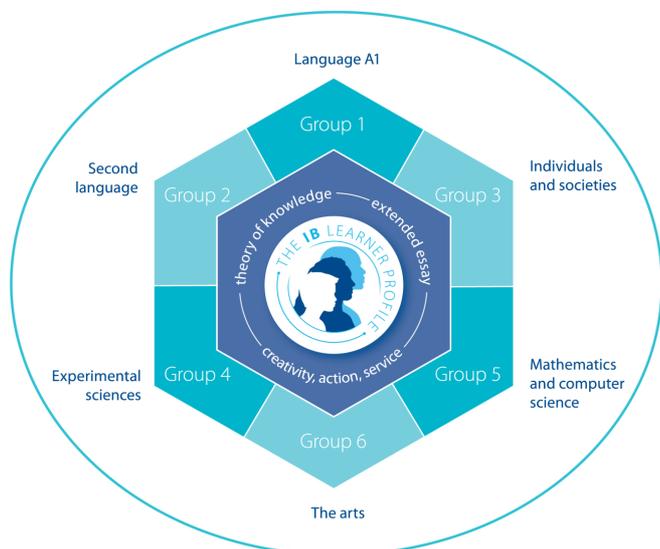
The Diploma Programme is academically demanding and it may not be the best educational choice for all students in a school. However, success is possible for a much wider range of students than is often perceived. The experience of many schools where there is open admission for all students into the Diploma Programme supports this assertion. Even when students fail to attain the full diploma, they often comment on how the educational experience has enriched their lives and better equipped them to be successful in further education and in their professional and personal lives.

It is expected that students at IB World Schools will be encouraged to pursue the Diploma Programme whenever it is appropriate for their educational needs, and not just encouraged to take individual courses. The reason why this is preferred is that the whole Diploma Programme provides for a breadth and depth of educational experience that goes beyond a collection of individual course certificates.

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## ACADEMIC COURSES AND THE BEACON ACADEMY COURSE CATALOGUE

The Diploma Programme contains six subject groups and a core of three parts. At the center of the programme is the IB learner profile, which contains attributes developed through all three programmes of the IBO.



### The Core

#### **Extended Essay (EE)**

A 4,000-word independent task, investigating a research question of the student's own interest. The EE seeks to develop students' self-management, academic writing, and research skills

#### **Creativity, Action, Service (CAS)**

Education outside the classroom, and development of the IB Learner Profile attributes in students. CAS encourages students to engage in artistic pursuits, physical activity, and community involvement.

#### **Theory of Knowledge (TOK)**

Exploration of the nature of knowledge across disciplines. TOK encourages the appreciation of other cultural perspectives.

### Subject Groups

Students in the 11<sup>th</sup> and 12<sup>th</sup> grades take six courses apart from the DP core, aiming for a balanced curriculum preparatory for university studies. Full diploma candidates are required to register for three subjects at standard level (SL; 150 hours each over two years) and three subjects at higher level (HL; 240 hours each over two years).

DP Subject Group	Course	Levels Offered	Current Teachers
Group 1 Studies in Language & Literature	English A Literature	SL, HL	Ms. Nicole Concepcion Mr. Joseph De Santo
	Filipino A Literature	SL	Ms. Sheila Lening
Group 2 Language Acquisition	Mandarin B	SL, HL	Mr. Jourdan Gan
	Mandarin Ab Initio	SL	Online – Pamoja Education
	Spanish B	SL, HL	Mrs. Flor Guevara
	Spanish Ab Initio	SL	Mrs. Flor Guevara (Gr. 12) Online – Pamoja Education (Gr. 11)
Group 3 Individuals & Societies	History (Route 2) <i>Asia and Oceania, Communism in Crisis</i>	HL	Mrs. Marty Elkins Mrs. Cecille Salvan
	Psychology	SL, HL	Mr. Raffy Inocencio
	Business and Management	SL, HL	Mrs. Riza Estefani
	Environmental Systems and Societies*	SL	Mrs. Sylvia Klinzing
Group 4 Experimental Sciences	Biology	SL, HL	Mrs. Sylvia Klinzing Mr. Elk Elkins
	Chemistry	SL, HL	Mrs. Abigail Estidola
	Physics	SL, HL	Mr. Eyjay Samson
Group 5 Mathematics & Computer Science	Mathematics	SL, HL	Mrs. Gisella Galisanao Mr. Eyjay Samson
	Mathematical Studies	SL	Mrs. Audrey Gineta
Group 6 The Arts	Visual Art	SL, HL	Mrs. Kara Decloedt
	Music	SL, HL	Mrs. Bernice Ching

NOTE: Environmental Systems and Societies is a transdisciplinary course, counting as both a Group 3 and/or Group 4 subject.

Conventionally, students select a course from each of the DP subject groups below. However, students may choose to:

- take another course from Groups 1-4 instead of an Art; or
- register for Filipino A instead of a Group 2 subject, with the possibility of earning a *bilingual diploma* from the IBO.

Also, all 11<sup>th</sup> and 12<sup>th</sup> grade students are required to attend two sessions of Theory of Knowledge (TOK) classes weekly, and a minimum of two supervised study hall periods. Students are also required to complete the Extended Essay (EE), and to complete participation, monitoring, and reflections for Creativity-Action-Service (CAS).

### Other important contact people

Mrs. Mailin Locsin  
*Theory of Knowledge, Grade 12*

Mrs. Zarah Gagatiga  
*Librarian / Extended Essay Support*

Ms. Jaclyn Lopez  
*Guidance and Career Counselor*

Mrs. Mariles Matias  
*Theory of Knowledge, Grade 11*

Mrs. Riza Estefani  
*Creativity, Action, Service (CAS) Leader*

Mrs. Cecille Salvan  
*Learning Support Teacher*

Beacon Academy Assessment in the 11<sup>th</sup> and 12<sup>th</sup> Grades

As DP assessment is mostly external in nature, the Beacon Academy reports the progress of student learning at the end of every trimester, following assessment criteria developed by teachers based on the learning objectives of each subject group.

Group 1		
A	Knowledge and Understanding	10
B	Analysis, Synthesis, Evaluation	10
C	Selection and Use of Appropriate Presentation and Language Skills	10

Group 2		
A	Oral Communication	10
B	Visual Interpretation	10
C	Reading Comprehension	10
D	Writing	10

Group 3		
A	Knowledge and Understanding	10
B	Application and Interpretation	10
C	Synthesis and Evaluation	10
D	Use of Subject-Specific Skills	10

Environmental Systems and Societies		
A	Understanding and Application	10
B	Synthesis and Evaluation	10
C	Communication	10
D	Personal and Research Skills	10

Group 4		
A	Understanding	10
B	Application	10
C	Construct, Analyze, and Evaluate	10
D	Personal and Manipulative Skills	10

Group 5		
A	Knowledge and Understanding	10
B	Reasoning and Problem Solving	10
C	Communication, Interpretation, Use of Technology	10
D	Inquiry Approaches	10

Group 6: Visual Art		
A	Investigating	10
B	Creating	10
C	Personal Engagement	4

Group 6: Music		
A	Knowledge and Understanding	10
B	Application of Techniques, Concepts	10
C	Reflection and Personal Engagement	10

Theory of Knowledge		
A	Understanding knowledge claims and knowledge issues	10
B	Treatment and Analysis of Knowledge Issues	10
C	Perspectives	10
D	Communication	10

Similar to our practice in the MYP (9<sup>th</sup> and 10<sup>th</sup> grades), assessment in the 11<sup>th</sup> and 12<sup>th</sup> grades is criterion-related, and based on a combination of summative and formative tasks. Summative tasks are accompanied by rubrics with criteria and task-specific clarifications.

Assessment in the IB Diploma Programme

IB assessment is rigorous, criterion-related, consistent, and differentiating of student ability.

- Diploma Programme assessment includes both final examinations after two years, and internal assessment undertaken by the teacher to IB criteria, and then externally moderated by the IB.
- All 4,000 examiners are 'quality checked' through a process of moderation.
- The IB undertakes random inspections of schools during exams.
- Results are published on 05 July for May session examinees.
- The diploma is graded over 45 points given ample scope to differentiate student ability.
  - Marks awarded for each of the six courses range from 1 (lowest) to 7 (highest).
  - A maximum of 3 points from TOK and EE is awarded on top of subject totals.
- The full diploma is awarded to students who gain at least 24 points.
- The overall diploma pass rate is broadly consistent year on year.

Sample assessment framework: **Business and Management HL**

Assessment Objectives:

Having followed the **business and management** course at HL or SL, students will be expected to:

1. demonstrate knowledge and understanding of business terminology, concepts, principles, and theories
2. make business decisions by identifying the issue/s, selecting and interpreting data, applying appropriate tools and techniques, and recommending suitable solutions
3. analyse and evaluate business decisions using a variety of sources
4. evaluate business strategies and/or practices showing evidence of critical thinking
5. apply skills and knowledge learned in the subject to hypothetical and real business situations
6. communicate business ideas and information effectively and accurately using appropriate formats and tools
7. **HL only:** synthesize knowledge in order to develop a framework for business decision-making.

	External Assessment		Internal Assessment
	Paper 1	Paper 2	
<b>Syllabus Content</b>	All six topics	All six topics	Any topic from the full HL syllabus
<b>Assessment Objectives</b>	1 – 7	1 – 6	1 – 7
<b>Method</b>	<p>Based on a case study issued in advance.</p> <p><b>Section A (HL/SL)</b> Students answer <b>two</b> of three structured questions. (30 marks)</p> <p><b>Section B (HL/SL)</b> Students answer <b>one</b> compulsory structured question including evaluative skills. (20 marks)</p> <p><i>Sections A and B are common to both HL and SL students. HL students also have a section C.</i></p> <p><b>Section C (HL only)</b> Students answer <b>one</b> compulsory question focusing on strategic decision-making through the use of extension material. (30 marks)</p>	<p><b>Section A (HL only)</b> Students answer <b>one</b> of two structured questions based on stimulus material with a quantitative element. (25 marks)</p> <p><b>Section B (HL only)</b> Students answer <b>two</b> of three structured questions based on stimulus material. (50 marks)</p>	<p><b>Research Project</b> Research proposal and action plan – a working document not part of the actual report, but part of planning.</p> <p>Report that addresses an issue facing an organization or analyses a decision to be made by an organization. (maximum 2,000 words; 25 marks)</p>
<b>Total Marks</b>	80 marks	75 marks	25 marks
<b>Component Time</b>	2 ¼ hours	2 ¼ hours	30 hours
<b>Weighting</b>	40%	35%	25%

from *Business and Management* (subject guide), 2009 © International Baccalaureate Organization