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# International Baccalaureate

Parent/Student Handbook  
2011-2012



For the families of  
**Eugene International High School**

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## **Helpful contacts:**

Marilyn Curtis, IB Coordinator .....	(541)790-8033
Sue Martichuski, Eugene IHS/IB Secretary at South Eugene .....	(541)790-8030
Peggy Farris, Eugene IHS Secretary at Sheldon .....	(541)790-6636
Lynne Given, Eugene IHS Secretary at Churchill .....	(541)790-5225

# An Introduction to the International Baccalaureate

## IBO MISSION STATEMENT

*The International Baccalaureate Organization 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 IBO 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.*

The INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM is a rigorous, pre-university course of study that meets the needs of the highly motivated secondary school student. Designed as a comprehensive curriculum that allows its graduates to fulfill requirements of the various national systems of education, the IB is based on the pattern of no single country. It provides students of different linguistic, cultural and educational backgrounds with the intellectual, social and critical perspectives necessary for the adult world.

The education of the “whole person” takes on a special significance in the twenty-first century when knowledge continues to expand dramatically; when advanced technologies and global economics have tied together vastly different cultures; when the world is bound too closely for provincial ideologies to guide political thought; when to exist in a world community requires appreciation and understanding of cultural diversity; and when cooperation alone will solve global problems. It is essential, therefore, that academic training provide students with the values and opportunities that will enable them to succeed in the competitive, modern world.

All IB Diploma candidates are required to engage in the study of languages, sciences, mathematics, social studies, and literature during the final two years of their secondary schooling. This program is a deliberate compromise between the preference for specialization in some countries and the emphasis on breadth often preferred in others. The intent is that students should learn how to learn, how to analyze and how to reach considered conclusions about people, their languages and literature, their ways in society and the scientific forces of the environment.

*... from IB manual—  
published by IBNA (IB in North America)*

# Introduction to the IB Learner Profile

## NATURE OF THE IB LEARNER PROFILE

The IB learner profile is the IBO mission statement translated into a set of learning outcomes for the 21st century. The attributes of the profile express the values inherent to the IB continuum of international education: these are values that should infuse all elements of the Primary Years Programme (PYP), Middle Years Programme (MYP) and Diploma Programme and, therefore, the culture and ethos of all IB World Schools. The learner profile provides a long-term vision of education. It is a set of ideals that can inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose. The IBO's concept of an educational continuum, and of a coherent, broad-based international curriculum, was fully realized in 1997 with the introduction of the PYP. The IBO is now able to offer three programmes of international education and, with them, the prospect of a continuous international educational experience from early childhood to pre-university age. While the IBO now offers a sequence of three programmes—the PYP, the MYP (introduced in 1994) and the Diploma Programme (introduced in 1969)—each programme must continue to be self-contained, since the IBO has no requirement for schools to offer more than one programme. However, they must also form an articulated sequence for those schools that teach all three programmes or any sequence of two. With the development of a continuum of international education, it is intended that teachers, students and parents will be able to draw confidently on a recognizable common educational framework, a consistent structure of aims and values and an overarching concept of how to develop international-mindedness. The IB learner profile will be at the heart of this common framework, as a clear and concise statement of the aims and values of the IBO, and an embodiment of what the IBO means by “international-mindedness”.

## AIMS OF THE IB LEARNER PROFILE

The attributes and descriptors of the learner profile define the type of learner the IBO hopes to develop through its programmes. It originated in the PYP where it was called the “PYP student profile”, but practitioners from all three programmes identified it as a set of qualities that could also enhance learning in the MYP and the Diploma Programme—learning that should not come to a stop at the age of 11, but should carry through to the completion of the Diploma Programme. It is now called the “IB learner profile” to make it applicable to all students and adults involved in the implementation of IB programmes, that is, to the IBO community of learners. PYP curriculum documents describe the PYP student profile as “the common ground on which PYP schools stand, the essence of what they are about” (Making the PYP happen, 2000). This is a very clear statement of the importance of the profile to the programme. The IBO is introducing the learner profile into all three programmes so that it becomes the common ground on which all IB World Schools stand, and contains the essence of what they, and the three programmes, are about. IB programmes promote the education of the whole person, emphasizing intellectual, personal, emotional and social growth through all domains of knowledge. By focusing on the dynamic combination of knowledge, skills, independent critical and creative thought and international-mindedness, the IBO espouses the principle of educating the whole person for a life of active, responsible citizenship. Underlying the three programmes is the concept of education of the whole person as a lifelong process. The learner profile is a profile of the whole person as a lifelong learner.

As a key cross-programme component, the learner profile will become the central tenet of the IB programmes and central to the definition of what it means to be internationally minded. Thus, the IBO is placing the focus for schools where it belongs: on learning. It is not intended to be a profile of the perfect student; rather, it can be considered as a map of a lifelong journey in pursuit of international-mindedness. It places the learner firmly at the heart of IB programmes and focuses attention on the processes and the outcomes of learning. It is the IBO's intention that the learner profile will help develop coherence within and across the three programmes. It provides a clear and explicit statement of what is expected of students, teachers and school administrators in terms of learning, and what is expected of parents in terms of support for that learning.

# The 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.

## IB learners strive to be:

<b>Inquirers</b>	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.
<b>Knowledgeable</b>	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.
<b>Thinkers</b>	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
<b>Communicators</b>	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.
<b>Principled</b>	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.
<b>Open-minded</b>	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.
<b>Caring</b>	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.
<b>Risk-takers</b>	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.
<b>Balanced</b>	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
<b>Reflective</b>	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.

## Who Offers the IB Diploma?

Only schools officially approved by the IB Organization are authorized to offer and to present candidates for examinations. Of the approximately 2,308 IB schools offering the diploma program in 141 countries throughout the world, some 751 are public or private high schools in the United States offering the diploma program. Eugene International High School is a member of the International Baccalaureate Organization.

The International Baccalaureate is based in Geneva, Switzerland, with administrative offices in Bethesda, MD, Vancouver B.C., Buenos Aires, Singapore, and The Hague. The Examinations Office is located in Cardiff, Wales in the UK. The May testing session accommodates the majority of students, however schools who are located in the Southern Hemisphere will test during the November testing session. Over 1,600 individual examiners worldwide participate in the assessment of student work.

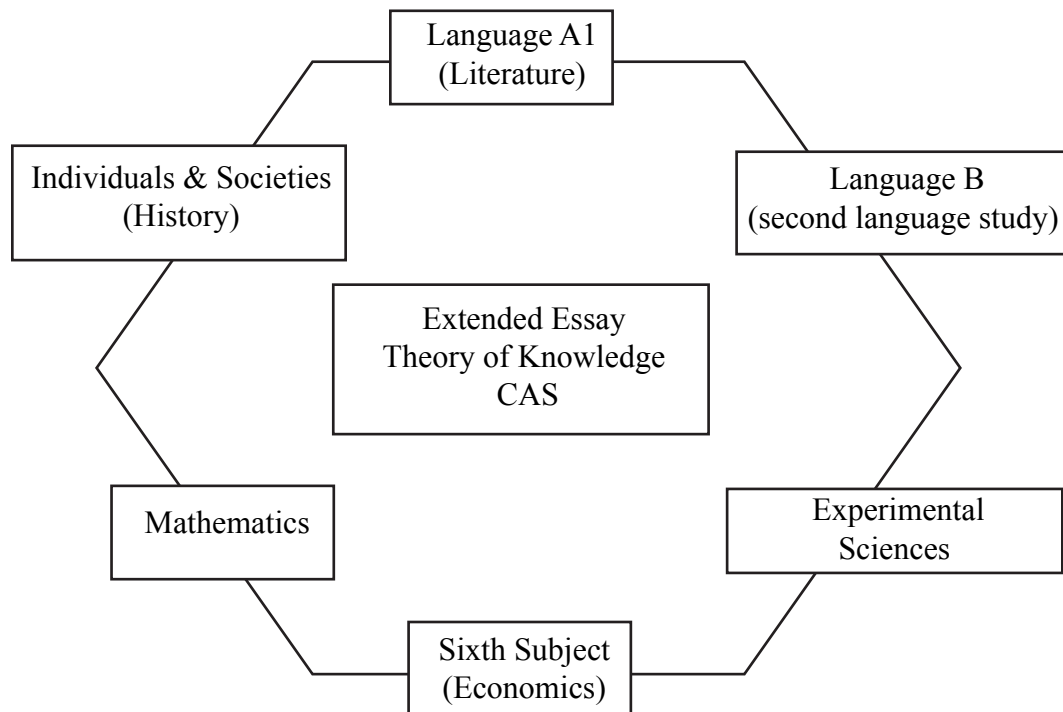
*Note: The above information was taken from various official IBO publications.  
For further information log on to the IBO website at [www.ibo.org](http://www.ibo.org).*

# ***CURRICULUM***

***“As global citizens at Eugene International High School, we aspire to value diversity, ambiguity, and discovery – and to act with responsibility, integrity, and compassion.”***

We are proud to be able to offer the International Baccalaureate program to the students of Eugene International High School as it fits so well with our own mission. The IB program allows students of Eugene, Oregon to be educated in the same way, with the same expectations as students from all parts of the globe. In this way it unites people from varied cultures and backgrounds and exemplifies a “global” education.

## **The IB Curriculum**



*The IB curriculum is a comprehensive two-year curriculum, leading to a series of six examinations during a student’s junior and senior years. In addition to the six separate tests, there are requirements that help to integrate the curriculum and address the notion that learning takes place not only in a classroom setting, but through a person’s personal endeavors. Following is a breakdown of the components of the IB Diploma Requirements laid out by the International Baccalaureate Organization. Further details can be found in the subsequent pages of this manual.*

## **Full Diploma Requirements**

- Enroll in Eugene IHS, an official affiliate school
- Complete Theory of Knowledge and required paper and oral presentation
- Complete 150 hours of activities which could be categorized as Creativity, Action, or Service (CAS)
- Complete and submit senior Extended Essay
- Do advanced academic work and testing in six areas of study, three of which must be at the Higher Level (two years of instruction)

### **Requirement 1: Schedule Classes and Register for Appropriate Tests**

#### **Higher vs. Standard Level Tests**

Of the six subjects that students will take tests in, at least three must be taken at the higher level (HL). Higher level does not necessarily mean a more difficult test, but rather it signifies that the student has studied the subject for a longer period of time. Standard level testing requires only one year of instruction while in the program. For this reason, up to two SL tests may be taken during the junior year. Students may take HL tests only during their senior year. We generally advise students to take two SL tests during their junior year, if possible, as this lightens their testing load at the end of their senior year.

**Three Higher Level exams are required to earn the full diploma.**

#### **Higher Level**

Eugene IHS and the host schools are able to offer the following subjects at the higher level: Language A1 (English Lit), History, Chemistry, Biology, Physics and World Language (immersion students only). Most students choose to take English, History, and Science at the HL. Immersion students have the option of taking world language at the HL and can either substitute it for one of the other three, or they can take 4 HL tests.

#### **Standard Level**

Students can take any of the subjects at the Standard Level as long as they meet the requirement of 3 HL tests. Currently Economics and Math are only available at the Standard Level in Eugene International High School.

## School Courses for IB

Test /Level	SEHS Course	SHS Course	CHS Course	Year
English HL	Eugene IHS	Eugene IHS	Eugene IHS	Senior
History HL	Eugene IHS	Eugene IHS	Eugene IHS	Senior
Economics SL	Eugene IHS	Eugene IHS	Eugene IHS	Junior
Science SL	AP/IB Science	AP/IB Science	AP/IB Science	Senior
Science HL	AP/IB Science	AP/IB Science	AP/IB Science	Senior
Math Studies SL	N/A	IB Math	IB Math	Junior or Senior
Mathematics SL	IB Math	N/A	N/A	Junior or Senior
World Lang. SL*	4 <sup>th</sup> /5 <sup>th</sup> yr. (level)	4 <sup>th</sup> /5 <sup>th</sup> yr. (level)	4 <sup>th</sup> /5 <sup>th</sup> yr. (level)	Junior or Senior
World Lang. HL	Immersion	Immersion	N/A	Senior

\* Some students take the SL world language exam during their 4<sup>th</sup> year of language study and are successful. However, we recommend that a student be in the 5<sup>th</sup> year of language study when s/he takes the exam. Also, Japanese is offered at both the SL and the Ab Initio levels, depending on teacher recommendation.

### Scheduling Implications

IB generally requires that the student take the course that matches the test subject in the year that he/she is testing. For example, a student who has registered for the IB Chemistry test during his/her senior year should be enrolled in the AP/IB Chemistry class his/her senior year. Therefore, a student must do a certain amount of strategizing in order to have his/her schedule coincide with his/her IB diploma plan. During our counseling sessions with students who are interested in IB, we do our best to help them work out their schedules to their best advantage. Sometimes, though, due to the ambitious and academically diverse nature of our students, there are scheduling conflicts. We hope that you, too, will help them decide their best course of action.

## Requirement 2: CAS: Creativity—Action—Service

CAS is a requirement of 150 hours of “activity” that are to be completed over the course of the student’s junior and senior years. This includes **creative** work (including music or art), **action** (including sports and other activities which are “physical”), and **service** work. You must have a balance of these, rather than all hours in one area. There need not be a perfect balance, just some sort of reasonable combination. Hours must be supervised and not for pay. Eugene IHS students complete 150 hours of creativity, action, and service through junior and senior Projects classes. These hours can be used to meet the IB Diploma requirement.

*In service to others, in pushing our bodies in creating something satisfying,  
we become more than we were. Developing the whole person,  
not just the academic mind, is IB philosophy.*

## **Requirement 3: Extended Essay**

The 4,000-word essay is required of all Eugene IHS students. For IB there are some special guidelines that students must follow to submit their essay into a correct category. This project is started spring term of the junior year and completed fall term of the senior year. It is an exciting opportunity to do original research of a topic of choice—and get credit for it.

We highly recommend that students work this paper to the final stages of revision during the summer between junior and senior year. Senior year for IB students includes a heavy schedule of advanced course work. College essays and application are also of concern senior year.

### **Certificate Requirements**

Some students will choose not to pursue the full IB Diploma, but will want to take a few tests in subjects of their choosing. Certificate students are not required to turn in their Extended Essay, TOK papers, or CAS hours to the IB Organization for assessment. Students are, however, required to complete these items to the degree that Eugene IHS requires them for a Eugene IHS Diploma.

## **Who Should Pursue the Diploma?**

The IB Diploma is not for all students. It is demanding and requires a significant amount of responsibility from the student. We generally recommend this option for students who are academically motivated. We have found that those students who are not diligent in their efforts to maintain high academic goals may struggle under the demands of the IB program.

Students must also be at levels in their math, science, and world language which will put them in “advanced” courses by their senior year.

The work in and of itself is achievable for many students in Eugene International High School. The rigors of six subjects, an Extended Essay, CAS hours, and TOK papers, however, make it essential that the IB student have excellent time management skills.

For those students who have strengths in particular areas, i.e. History, or Science, but who may have difficulty in other areas, we recommend certificate testing in the area(s) of their choosing.

# How much extra work is there?

## Economics

- Submit a “portfolio” of current events papers for assessment. This is required of all Eugene IHS students, but you will submit it to IB and it will be counted as part of your IB test grade.
- Saturday review sessions begin in April usually. They are optional, but you should participate.

## Math Studies

- Do a project (3-8 page paper, including any charts/graphs or other mathematics— details will come later to you).
- Study for exam—usually this is individual, after you are given syllabus material in a general meeting. One topic, logic, needs a little extra work. Need to learn IB terminology.

## Mathematics

- Portfolio of assignments is required. IB Math Advisor will give details.
- Study and prepare for the test. Also, you need to review pre-calculus topics on your own, or in small groups. Test includes pre-calculus at a high level.

## World Language (Language B)

- Oral work, which is assessed to IB standards by your teacher. One oral must be tape recorded, and conducted according to IB criteria.
- Prepare for test.

## Science

- Project is required—this is usually tied to a field trip and is interdisciplinary (chemistry students and biology students work in the same general topic). This is a lab, where you must generate some data and ideas around a central theme.
- Extra labs are sometimes conducted on late start days, early releases, and even lunch. Depends on teacher.
- Review sessions: most of the science IB teachers conduct review sessions around exam time. Some offer extensive reviews, requiring possibly a lot of out of class time. These are not required, but certainly help.

## History HL

- A major research paper is required (called “guided course work”). Students not testing are not required to do this work. Sometimes they do an alternate assignment. You meet individually with your history teacher for guidance and help.
- Review Sessions: held after school and on lunch (if possible). These begin usually in March. They are optional, but are necessary for your review of History of the Americas (junior class).
- Your own preparation: review/study notes and texts.

### **English A1 (literature) HL**

- One taped oral is required for certificate and diploma students. Students not testing are not required to do this work. You will attend a review session to help prepare for the oral, which is a tape-recorded commentary you do on a passage from the work. We help you understand the process.
- World Literature papers submitted for evaluation: all students write these. You will polish your work for submission to IB.
- Test Preparation: This happens basically in class, and students need only do a minimal review. We will have 1-2 sessions with you to further prepare you for the exam, but little outside of class review is needed.

### **CAS**

- Complete 150 hours of CAS activities and provide evidence on ManageBac for having met the eight learning outcomes.

### **Extended Essay**

- Submit your “senior project” to IB, and it must fit subject criteria.

## IB compared to AP

<b>International Baccalaureate</b> International standard of excellence	<b>Advanced Placement</b> National standard of excellence
Comprehensive curriculum of college level work	
Encourages academically talented, highly motivated students	
Teachers are evaluated, monitored and given feedback	No feedback to teachers other than test results
Six exams in six subject areas required, in areas of strength and sometimes weaker areas (full diploma)	Exams selected by student in areas of strength
Evaluation includes teacher's assessment, submitted work, oral exams, and tests in May	Evaluation is only by tests in May
Exams are primarily essay	Exams are essay and multiple choice
A diploma is issued which is recognized internationally	Diploma generally not sought, but is issued if requirements are met
Other requirements exist, like CAS, Extended Essay, and Theory of Knowledge	No requirements outside examination
Exams are marked in places all over the world, as well as headquarters in Wales	Exams are marked in Princeton, by U.S. educators
Student must attend an authorized school and be enrolled in IB courses	Student does not have to be enrolled in an authorized school or AP course
Register in the fall	Register in the spring
No refunds	Short time frame for refund

Both tests are given in early May.  
Please check test calendar for conflicts.

***TESTIMONIALS***  
***&***  
***STATISTICS***

## Statements by Admissions Officers

IB programs are rigorous. Students completing the Diploma Program are highly prepared for post-secondary work in universities throughout the world.

Clifford Adelman's 1999 study, *Answers in the Toolbox*, has quickly become one of the most quoted and respected studies about students' participation in advanced programs serving as a predictor of future academic success. In his study, he found that advanced coursework in high school correlated more strongly with degree completion than other variables such as student GPA, parents' education, test scores or class rank. The study also found that the correlation was evident regardless of the socioeconomic status or ethnic background of the student. Adelman's research provides fundamental support for devoting precious education resources to IB and similar programs.

The strength of an IB education is widely recognized. Deans and directors of admissions from universities throughout the US value the weight of an IB education.

According to Jimm Crowder, Director of Admissions at Macalester College, "Students seeking the finest [high school] preparation available for an American college should consider the International Baccalaureate. The IB offers an integrated curriculum that provides students with the skill needed to be world-class scholars and an educational philosophy that prepares them to be first-class citizens. I do not know of a more comprehensive and appropriate learning model."

Fred Hargadon, Director of Admissions at Princeton University agrees, "IB is a first-rate program, one we are familiar with, and it prepares students for a university like ours."

IB students are accepted to universities at higher than average rates. A 2003 survey of graduating IB seniors in the United States found that IB students were accepted more often by post-secondary institutions than the general admission pool of applicants.

"I have always been a supporter of the International Baccalaureate. It is a thoughtful and genuinely intellectual curriculum with an unusually high degree of integrity and connectedness. There is no other curriculum anywhere that does a superior job of both educating students and inspiring a true and broad-based love of learning."

—William Shain, Dean of Undergraduate Admission  
Vanderbilt University

"One of the advantages of an IB curriculum is its structure and quality. It is a coordinated program, well established, well known and well respected. We know the quality of IB courses, and we think the IB curriculum is terrific."

—Christoph Guttentag, Director of Undergraduate Admission  
Duke University

## **Recruiting IB Students and Communicating the Value of IB**

*by Michele Sandlin, Director, Office of Admissions at Oregon State University*

Oregon State University (OSU) has accepted International Baccalaureate (IB) coursework for college credit since 1989. As the IB has developed and gained wider acceptance in the United States, OSU has reviewed its policy of granting college credit for IB coursework. As a result of this review, our IB policy and approach have changed dramatically. The new OSU approach is much more proactive, reaching out to students, counselors and families. Our new approach is a direct result of greater understanding about the level of academic rigor and preparation, required by participation in the IB.

Approximately five years ago, we became increasingly aware of the number of IB students starting at OSU. We conducted two years of research on IB Diploma students who enrolled at OSU and learned that IB students were engaged, active, and successful in challenging OSU courses. They were successful in our Honor's College. They requested academic internships. They appeared in campus leadership positions. They performed very well academically, and they were staying at OSU. We found that they chose OSU for the extensive international opportunities our campus offered, including international study opportunities and internships.

As we pursued our research, we began to question our approach, specifically whether our credit policy was helping students or making it more difficult. IB students regularly appeared in the Admissions Office asking how to test out of first year courses. They came to OSU with credit awarded based on the results of their Higher Level exams and were prepared to test out of first year courses based on their Standard Level coursework. In addition, they registered for very challenging first year coursework.

As a result of these findings, OSU now awards a full year of credit in addition to guaranteed admission and a renewable IB scholarship for IB diplomas with a score of 30 or higher. (Please visit <http://oregonstate.edu/admissions/credit-opportunities#international%20baccalaureate> for the full IB recognition policy.)

We have also changed how we promote and talk about our IB policy to prospective students and their families. By building strong, collaborative relationships with IB programme coordinators in Oregon and other targeted out-of-state areas, we have learned even more about the depth and breadth of the engaging and challenging IB curriculum. In addition, we were able to learn more about IB students, observing IB students in the classroom, attending IB senior presentation nights, and visiting with parents at IB receptions.

With our new policy and approach, we have become proactive in recruiting IB students at the high school level and promoting the IB program as excellent academic preparation for college. OSU routinely makes our Admissions staff available to visit IB classes and speak at IB informational nights, IB parent nights, and IB senior presentation nights. IB information nights are an important opportunity to stress why IB matters. We routinely speak at 8th grade IB informational nights for students and their parents. From the university admissions perspective, presenting the value of IB to parents is very important. It helps students and parents begin to think about long range academic and career goals.

Many parents are weighing the merits of having their children take on the challenge of the IB program. They are concerned about the demands of the program and the payoff once their student gets to college. We stress that an important aspect of IB is that it prepares the student for college study. Parents are

also concerned about the financial side of college, particularly in light of recent double-digit tuition increases. IB prepares the students to begin college at first year level, ensuring that they will not have to take remedial college preparation coursework, which can add time and expense. Participation in IB also increases the possibility that a student may test out of a course or be placed in a higher-level course once they get to college.

At OSU we value our role in promoting IB. We understand the importance of communicating why IB matters, and we're passionate about promoting our strong IB policy as we recruit Oregon State University's future.

**IBNA University Recognition – 9 May 2005**  
**Volume III, Issue I (Plain Text Version)**

## Testimonials

*Dear IB Coordinators (past and present),*

*I just received my IB college credits in the mail from the University of Oregon, and I thought you would be interested in the results. Overall, I received 56 credit hours (20 for English and 12 each for History, Biology, and French) for the higher-level exams, which is equivalent to roughly one year plus one term of college—about \$7,000 in tuition. The best part is that IB satisfied essentially all of the general education requirements, so I can take classes that truly interest me right now instead of having to spend time and money on the basics. So, it was well worth the extra effort to take the exams.*

*Thank you very much for all your efforts in coordinating the exams, internal assessments, etc. It is definitely worthwhile for the students who participate; even those who receive little college credit are better prepared to handle the road ahead of them.*

*I'm sure you've heard this before from other students, but I would like to reiterate that the senior project is extremely valuable for students. Because of the senior paper, I feel prepared to tackle any research project college throws at me (10 pages seems like nothing now), and I am looking forward to, rather than resenting, the "senior thesis" that I will have to complete in order to graduate with honors in my degree. But more importantly, the senior project allowed me to explore a subject that interested me, and in doing so, helped me discover the career path that I want to pursue. Deciding what direction to take in life can be one of the toughest parts of young adulthood; without having had the opportunity to probe my various interests and immerse myself in something I loved, I think that I would still be quite uncertain of what I wanted to do. Having nearly a full year for the process was invaluable because it gave me the time to discover my passion at such a critical time in life.*

*As I look back on my experience in IHS, I realize that the program, and in particular the IHS teachers, are so incredible. There is a strong sense of community among the students and staff in IHS that is not present in a regular high school program. All-campus events such as opening and closing assemblies, the Eurasian Conference, and Junior special day college visits unite the students from different schools, and remind us of what IHS is all about. The classes are of high quality because the teachers are enthusiastic about what they do.*

*As an IHS graduate, I do indeed feel that I am an "educated global citizen;" this summer I used my French during a trip to France and Switzerland, and next year I'm going to start learning Russian with plans to travel to Russia sometime in the next several years. International High School gave me the skills and the courage to live in another country, and a global awareness that I believe will help me understand the world and interact with people from other cultures no matter where I go. You are part of a unique and wonderful institution; your students definitely reap rewards from your efforts!*

*Sincerely,  
Wells O'Byrne  
Class of 2003*

**Nathan Wilson ('10)**... *"I just went through U of O orientation, and all my doubts about my choice to follow the path of the coveted full IB diploma have been shed. I'm starting college with 80 credits, just 10 short of starting as a junior. Furthermore, I received a letter in the mail today from the U of O informing me that just based on my receipt of the IB Diploma I have been awarded a \$2000/year Dean's Scholarship, which renews automatically every year without any sort of application. Thank you for all of your hard work to organize the IB program through our schools. It is probably the most powerful asset that students have access to through public schools."*

**Kristen Faust ('05)**... *"Technically, I probably owe my current job to IB. It is not a well-known program in NJ, and the administrators and superintendent who interviewed me were shocked when I said I'd not only heard of the program, but graduated from an IB school. I spent the past 5 years helping build the IB program in our school, which I could not have done without the knowledge and skills I gained from the program. My knowledge about the program itself, how colleges recognize the courses and exams, as well as the communication skills I learned, and my conviction that it is a valuable program with benefits that far outreach the college credits and knowledge that I gained, helped me convince my school community that IB was the right program for us. In our second year as an IB school, 89% of our graduating class earned an IB diploma. I couldn't be prouder. On a more holistic level, IB prepared me for our global society and gave me perspective and confidence in my abilities and responsibilities as a member of this society."*

**McKenna Morrigan ('00)**... *"Throughout college, I appreciated the thoroughness of my college preparation, particularly through the IB program, and pleasantly noted that the rigor and depth of my high school coursework had contended with that of the expensive, private prep schools of the Northeast...IHS is a shining example of a public education system that provides all students an opportunity to expand their minds and explore their own talents..."*

**Nikos Aragon-Herbert ('04)**... *"My IB education has served me well at Clark Honors College. The exams and essays are very similar to those we wrote in IHS and my teachers definitely laid a strong foundation for college. IB and IHS create an environment in which one hardly realizes one is learning until, faced with daunting college essays, the lessons kick in, and writing is no longer difficult, but fun instead."*

**Sean Chappell ('04)**... *"As an IB diploma student I didn't come to appreciate the importance of all that work until college. It more than pays off...allowing a much lighter course load, being better prepared in nearly every academic sense for undergraduate work and having the confidence and knowledge that you've been through harder work than this."*

**Scott Rauch ('04)**... *"IHS was a wonderful and cherished experience. IB was the best choice I made during high school. The credit I received from it eliminated the tedious general education requirements at the University of Oregon."*

**Rebecca Marcus ('05)**... *"I was an IB certificate candidate and two tests got me 32 college credits which covered the majority of my general ed. requirements."*

**Katherine Parker ('06)**... *"IB was truly amazing and allowed me senior standing this term although it is only my second year here...."*

**Gillian Schauer ('99)**... "IB helped me finish college in 3 1/2 years. The IHS program provided me with some of the best professors/teachers I've ever had."

**Amy Temes ('00)**... "IB exams prepared me for all those college finals - well worth it. I'm so glad I was a part of the IB. IHS made me realize how important it is to be well rounded and aware internationally, whatever your career or passion may be."

**Kate Stephenson ('01)**... "The IB diploma gave me the opportunity to graduate six months early, saved my parents thousands of dollars, and I even still remember a few things about warm water ports and guns and butter."

**Rachel Nikol Dentel ('04)**... "I'm very glad that I participated in the IHS program, and especially IB. Thanks to my success on the IB tests, by the second quarter of school I was (and am) enrolled as a sophomore."

**Hunt Allcott ('98)**... "IB (and AP) credits sped up my undergrad career and allowed me to finish a BA and MA within four years. Coming into Stanford, I remember feeling that our preparation...put us on par with classmates from prestigious private high schools...."

**Emily Gilkey ('02)**... "My IB credits put me one term shy of junior status when I entered school, which allowed me to graduate with a double major in less than three years."

**Emily Hamblen ('00)**... "The IB program gave me a running start for college. Many of my classes at IHS were more difficult than many college classes. I am very appreciative of the faculty and friends that I met who helped me become the person I am today."

**Allison (Page) Hayward ('98)**... "I will always be grateful to IHS for teaching me how to write an essay! I received 47 credits from AP and IB combined, and started OSU technically as a sophomore. This helped me complete a double major in four years, and continue towards my end goal of becoming a physical therapist."

**Danielle Schnebly ('06)**... "IB helped prepare me for the overwhelming workload college presents. Some philosophy and literature we studied in IHS also proved to benefit me in later courses in college."

**Nate Sutton ('00)**... "Combined with AP, IB provided me with ALL my prerequisite credits for the BA and the Honors college, not to mention essential testing and writing skills. I have great memories of IHS teachers, class camaraderie, assemblies, and graduation."

**Courtney Dunham ('03)**... "IB gave me a few college credits (I only took 3 exams) and I do believe it prepared me for college.... I feel all IHS classes prepared me for the types of lecture and learning that I am experiencing here at UPS."

**Kevin Sittner ('04)**... "I had a blast in IHS and I feel like it was great at preparing me for college. Besides the awesome people and subjects, I was able to get a year of college credit from IB certificates, along with some AP classes."

## IB SCORING

### A. POSSIBLE POINTS

6 Tests

x 7 possible points per test

42 points

+ 3 possible bonus points from Extended Essay, TOK paper, and TOK project

45 TOTAL POSSIBLE POINTS

### B. MINIMUM FOR DIPLOMA

6 Tests

x 4 points each

24 points to pass (TOK & EE turned in, but no bonus points given)

### C. VARIATIONS

1. A “3” on an SL test can be made up by scoring a 5 on a different SL test.
2. A “3” on an HL test can be made up by scoring a 5 on an HL test.
3. A “2” on an HL test cannot be compensated for – even with bonus points from the Extended Essay and TOK.

## DATA ON EUGENE IHS RESULTS

IB Statistics - Eugene International High School - May 2011

2011 Subject	Number Students Testing	Number Passing	Percentage Passing	IHS Average Grade	Average Grade World-Wide	EIHS>Int'l Average
Diploma	68	83	93	31	N/A	
English	98	98	100	5.31	4.74	**
History	98	88	90	4.39	4.11	**
Economics	102	72	71	4.28	4.84	
French HL	14	14	100	4.79	4.96	
French SL	8	6	75	3.88	4.66	
German SL	3	3	100	5.33	5.11	**
Japanese AB	4	3	75	4.25	5.21	
Spanish HL	22	22	100	5.68	5.59	**
Spanish SL	27	25	93	4.77	4.92	
Biology HL	23	19	83	4.09	4.38	
Biology SL	3	3	100	5.33	4.27	**
Chemistry HL	5	5	100	4.80	4.54	**
Chemistry SL	2	1	50	3.00	4.08	
Physics HL	42	35	83	4.57	4.49	**
Physics SL	1	1	100	4.00	4.10	
Math Studies SL	42	39	93	5.26	4.66	**
Mathematics SL	35	34	97	5.11	4.44	**

IB Statistics - Eugene International High School - May 2010

2010 Subject	Number Students Testing	Number Passing	Percentage Passing	IHS Average Grade	Average Grade World-Wide	EIHS>Int'l Average
Diploma	82	64	78	30	N/A	
English	129	127	98	4.74	4.71	**
History	121	102	84	4.15	4.18	
Economics	102	88	86	4.54	5.04	
French HL	22	21	95	4.82	4.94	
French SL	8	8	100	4.75	4.70	**
German HL	1	0	0	3.00	5.56	
German SL	8	8	100	4.75	4.70	**
Japanese AB	4	4	100	4.25	5.08	
Japanese SL	2	2	100	5.00	4.99	
Spanish HL	16	16	100	5.44	5.61	
Spanish SL	39	38	97	5.26	4.79	**
Biology HL	26	10	38	3.38	4.18	
Chemistry HL	7	1	14	2.57	4.36	
Chemistry SL	4	2	50	3.25	3.92	
Physics HL	49	35	71	4.16	4.50	
Physics SL	3	2	67	3.67	4.07	
Math Studies SL	47	45	96	5.19	4.75	**
Mathematics SL	42	41	98	4.64	4.48	**

***REGISTRATION  
INFORMATION***

## Frequently asked questions. . .

- 1. If I am in an IB class, must I take the exam?**  
No. This is optional in Eugene IHS.
- 2. How much do they cost?**  
Check fees page listed in the Table of Contents. IB exams are more expensive than AP for single tests, but the IB diploma cost is close to a “package” of AP tests.
- 3. Is there financial aid available?**  
In extreme emergency, we have covered the fees on a “loan” basis, allowing families to pay over a 3-4 month period. When families qualify for free and reduced lunch program, we have been able to locate scholarship monies from the state. Each year we have to wait to see if the state will receive the money – if they do, then qualifying students pay a base fee of \$25.00 and \$15.00 for each exam.
- 4. If I change my mind about testing, will I get a refund?**  
No. Once fees have been sent to IBO they are non-refundable and non-transferable.
- 5. When are exams given?**  
Junior and senior years in May.
- 6. When is registration?**  
Deadline for fees paid is the 3rd Friday in October. Late registrations can be submitted, but they are costly.
- 7. If I don’t earn the diploma, but score high enough on one or more higher level exams, what happens?**  
You get a certificate, and chance for possible college credit still exists.
- 8. When am I notified about results—and how?**  
You will receive a personal code and pin number in May which will allow you to view your results online in early July.
- 9. How are colleges and universities notified?**  
You fill out a form in May of Senior year, and IB sends results. If you don’t like the results, you can have them removed from your college record.

# Registration Procedures

## To Register

Students will be making decisions on whether to participate in IB testing at the beginning of their junior and senior years. We try to facilitate that decision making process for students and parents in a number of ways.

1. IB Parent Handbooks are handed out at IB Info Night and are also available at any of the Eugene IHS offices.
2. Class counseling sessions are offered in your student's Eugene IHS classes at the end of sophomore year, the beginning of junior year, and the beginning of senior year. We also provide individual counseling for interested students.
3. Registration forms for juniors are handed out to students during counseling sessions with teachers. Seniors can get registration forms from Marilyn Curtis, IB Coordinator.
4. Non-refundable IB fees and completed registration forms are due on the 3rd Friday in October in the Eugene IHS office at each campus. This is a firm deadline.
5. We have a Eugene IHS/IB website that can be accessed at: [www.ihs.4j.lane.edu](http://www.ihs.4j.lane.edu).

While there is no GPA prerequisite, we have found that students with higher GPA's tend to experience greater success. However, in this program motivation is more important than ability. We understand that this opportunity is not for everyone, and we do our best to help students decide if it is for them. IB is also becoming more widely known among the university communities, and across the country IB scores are being accepted for college credit by an increasing number of universities. Now nearly every North American university has a credit policy regarding IB. We hope that your student will seriously consider participation in IB as we enter into the new school year. It is a decision that should, ultimately, be made by the student, but advice and encouragement from a parent is always helpful.

## Cancellation/Refunds

IB will not refund fees. In cases where students cannot complete testing, occasionally IB will agree to allow fees to be applied to the same exam for the next year (not to new exams).

## Late Registration

The cost for late registration is significant. Costs depend on number of exams, and whether or not the candidate is a completely new registrant, or whether the change simply adds an additional exam.

## Scholarship Information

The State of Oregon now provides us with funds to offer full scholarships for testing to those students who are eligible for the free/reduced lunch program at school. A student should see his/her school counselor for eligibility requirements. The student will still be required to pay the nominal fee that is charged for mailings.

Counselor's Name: \_\_\_\_\_ Students's Last Name: \_\_\_\_\_ GPA \_\_\_\_\_

## IB EXAMINATION PLAN

### Student Information

Name: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Email Address: \_\_\_\_\_

Anticipated Diploma (Jr.) \_\_\_\_\_ Diploma (Sr.) \_\_\_\_\_ Certificate (Sr.) \_\_\_\_\_

Graduation Year: \_\_\_\_\_

School: \_\_\_\_\_ (CHS/SE/SH)

IHS Session: \_\_\_\_\_ (AM/PM)

IHS Teachers: 1: \_\_\_\_\_ 2: \_\_\_\_\_ 3: \_\_\_\_\_

### Schedule Information

	Enrolled Courses-11 <sup>th</sup>	Planned/Enrolled Courses-12 <sup>th</sup>
<b>Math</b>		
<b>Science</b>		
<b>World Language</b>		

**Note: Be sure you have taken prerequisite courses that will ensure your placement in math and science courses your senior year. Placement in AP/IB science classes is limited at South and Sheldon.**

### Examination Plan

*Circle either HL or SL and indicate the year (11/12) when you will be taking the exam. See the next page for a brief summary of requirements.*

<b>History</b>	Hist. of the Americas & 20 <sup>th</sup> C. Hist.	HL _____	SL _____	Yr. 12
<b>English A1</b>	Lit. of the Americas & 20 <sup>th</sup> C. Lit.	HL _____	SL _____	Yr. 12
<b>Science</b>	Biology (Sheldon & Churchill only)	HL _____	SL _____	Yr. _____
	Chemistry (Sheldon only)	HL _____	SL _____	Yr. _____
	Physics (South Eugene only)	HL _____	SL _____	Yr. _____
<b>Mathematics</b>	Math Studies (SHS & CHS only)		SL _____	Yr. _____
	Mathematics (SEHS only)		SL _____	Yr. _____
<b>Language B</b>	Japanese	SL _____	Ab Initio ____	Yr. 12
	French (immersion = HL)	HL _____	SL _____	Yr. _____
	Spanish (immersion = HL)	HL _____	SL _____	Yr. _____
	German	HL _____	SL _____	Yr. _____
<b>6th Subject</b>	Economics		SL _____	Yr. 11

## Summary of Diploma Requirements

- I. Exams are taken in grades 11 and 12 only.
- II. Students are expected to complete 150 hours of Creativity, Action, and Service (CAS). Eugene IHS CAS hours count towards this requirement.
- III. Students are expected to complete an Extended Essay (this is the same as the Eugene IHS Senior Project, which is required of all Eugene IHS students).
- IV. Six Exams make up the Diploma Program – at least 3 must be Higher Level (HL).
- V. The six subjects must include:
  - a. History
  - b. Language A1 (generally English for students in the U.S.)
  - c. Science
  - d. Mathematics (plan to do work sample junior year)
  - e. Language B (you need at least 4 years of a foreign language – we recommend 5)
  - f. The Arts/Elective - in our case this is Economics
- VI. Up to 2 SL exams can be taken in your junior year. We recommend this as it creates less work for you your senior year. HL exams and Japanese Ab Initio cannot be taken in your junior year.

Subject	SL Requirements	HL Requirements
<b>History</b>	Based on jr/sr year in EIHS	Based on jr/sr year in EIHS
<b>Language A1</b>	Based on jr/sr year in EIHS	Based on jr/sr year in EIHS
<b>World Language</b>	4-5 years of study	Immersion student/ advanced study of a language
<b>Science</b>	AP/IB Science	AP/IB Science
<b>Math</b>	Pre-calc or Calc by Sr. Year	Not available
<b>Economics</b>	Jr year Economics course	Not available

**If you completed a math or science project in a pre-IB year, it is your responsibility to check with the math or science department to see that your project is still on file and valid.**

## **IB EXAM FEES 2011 – 2012**

IB Exam fees are due to an IHS secretary by Thursday, October 13, 2011. ***All checks should be made out to IHS Sheldon.*** Full and partial scholarships are available to those students on a free or reduced lunch program at school. Students need to bring their Free & Reduced Awards Letter when paying. (This is the letter that is sent home upon completion and approval of Free & Reduced Lunch application form. Call 541-790-7656 if you have questions about that process.)

### **JUNIORS: ANTICIPATED DIPLOMA CANDIDATES**

Juniors can take up to two standard level (SL) exams. The general fee is \$170 plus \$110 per exam.

One exam: \$280.00

Two exams: \$390.00

### **SENIORS: CERTIFICATE CANDIDATES**

Seniors who are not pursuing the full diploma but are interested in taking some IB exams can take up to 3 higher level (HL) exams. The general fee is \$170 plus \$110 per exam. Students can take one exam, but we generally don't recommend it as it is so expensive.

One exam: \$280.00

Two exams: \$390.00

Three exams: \$500.00

### **SENIORS: DIPLOMA CANDIDATES**

These seniors took at least one test but no more than two tests their junior year as an "Anticipated Diploma Candidate." Diploma candidates must take a total of 6 tests, therefore Senior Diploma Candidates should be registering for 4 or 5 tests depending on what they elected to take their junior year. Diploma candidates only pay exam fees of \$110.00 per exam.

Four exams: \$440.00

Five exams: \$550.00

*Note: The above fees are based on published fees by the IB Organization. We have added a nominal amount to cover costs for IHS to mail exams, any required papers, CDs and notebooks, plus a small fee for exam administration*

## Calendar of IB Exams and AP Exams

(not all AP exams are listed)

# MAY 2012

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>AM</b>	(April 30)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>PM</b>			IB English A1 - 2 hrs	IB Mathematics - 1.5 hrs IB Math Studies - 1.5 hrs	IB Mathematics - 1.5 hrs IB Math Studies - 1.5 hrs
<b>AM</b>	<b>7</b> AP Chemistry	<b>8</b> IB German - 3.25 hrs AP Spanish Language	<b>9</b> IB Chemistry - 1.25 hrs. AP Calculus AB & BC	<b>10</b>	<b>11</b>
<b>PM</b>		IB Chemistry - 3.5 hrs	IB English A1 - 2 hrs	IB Physics - 3.5 hrs	IB Physics - 1.25 hrs IB History - 2.75 hrs
<b>AM</b>	<b>14</b> IB History - 2.5 hrs AP Biology	<b>15</b>	<b>16</b> IB Economics - 2 hrs	<b>17</b>	<b>18</b>
<b>PM</b>	IB Japanese - 3.25 hrs AP Physics B	IB Economics - 1 hr AP French Language		IB Spanish - 3.25 hrs AP Macroeconomics	IB Biology - 1.25 hrs.
<b>AM</b>	<b>21</b>	<b>22</b> IB French - 3.25 hrs	<b>23</b>	<b>24</b>	<b>25</b>
<b>PM</b>					

Morning IB exams begin at 8:30 and afternoon exams begin at 12:30. Dates and times for IB exams **may not** be changed. Gray boxes indicate some IB conflicts with AP exams. If this applies to you, be sure to register for alternative AP exam. All IB exams last for two sessions with the exception of foreign language exams which have only one session. The exams are not taken at the high schools. They don't have the facilities we need for our exams.