



**IB DP HANDBOOK
FOR STUDENTS
OF LEON
KRUCZKOWSKI
SECONDARY
SCHOOL IN
TYCHY, POLAND**



IB Mission Statement

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

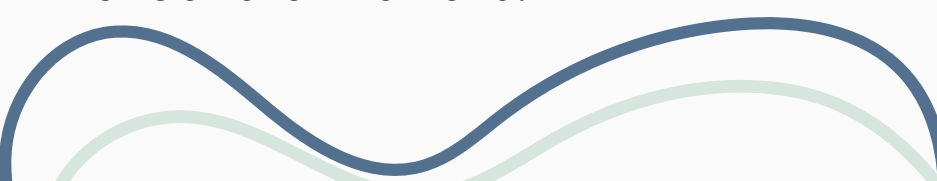
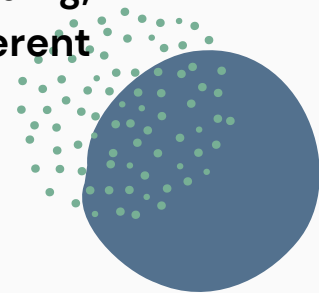
To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

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

School Mission Statement

The mission of our school is to help young people to become aware of the choices they make and the responsibility they take for their self-development in every sphere of life. Whatever we do as teachers, whether it is connected with education, organisation, management or personal development, is supposed to create the best possible environment for intellectual, emotional and social development of our students.

Our school educates clever and caring young people who are interested in the world and who wisely and consciously take advantage of their knowledge to jointly create the world where core values are: intercultural understanding, mutual respect and fair treatment to people with different views all over the world.



Why choose IB?

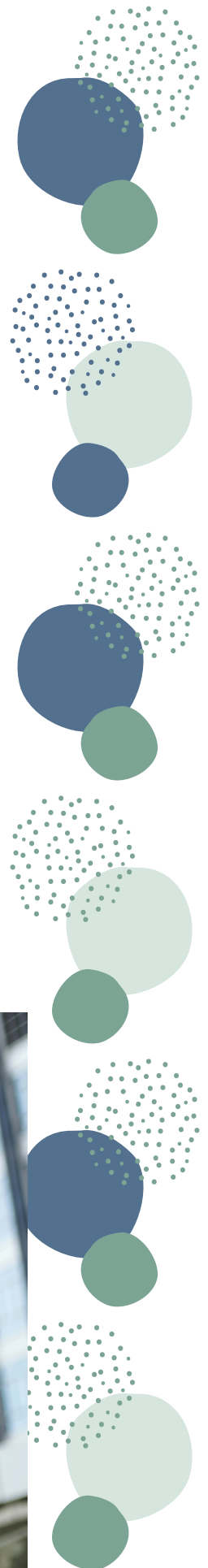
A great way to learn English – all your classes will be in English

You can choose subjects you want to study

You will grow and develop

You will get a great preparation for university

It will let you study all over the world





IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

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

KNOWLEDGEABLE

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

THINKERS

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

COMMUNICATORS

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

PRINCIPLED

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

OPEN-MINDED

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

CARING

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

RISK-TAKERS

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

BALANCED

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

REFLECTIVE

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

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

IB education in a nutshell

The International Baccalaureate, formerly the International Baccalaureate Organization (IBO), is an educational foundation founded in 1968 in Geneva. Currently, it cooperates with over 5,700 schools from 160 countries around the world. It offers four educational programs: the Primary Years Program (for students aged 3 to 12), the Middle Years Program (for students aged 11 to 16), and the Diploma Program and Career-related Program (both for students aged 16 and over, up to 19 years old). Currently, approximately two million students worldwide participate in IB programs.

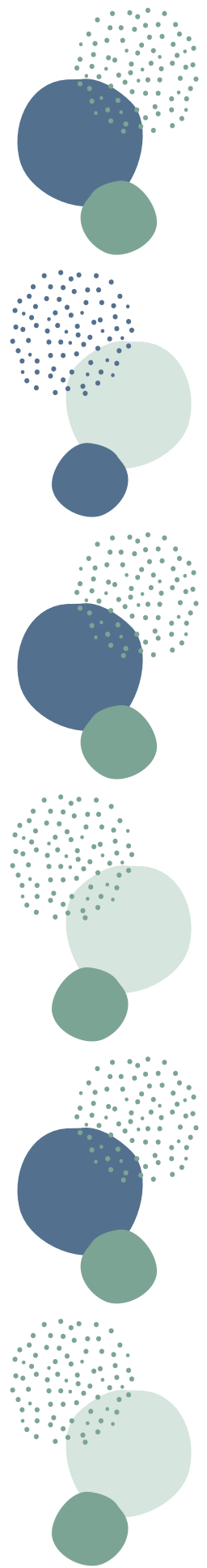
The International Baccalaureate (IB Diploma Program) is part of the international educational program that our high school has joined. It is a two-year secondary school curriculum conducted entirely in English. 3701 schools from more than 160 countries participate in this program.

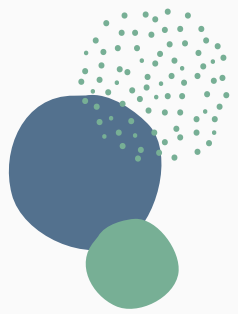


In Poland, the International Baccalaureate program was first implemented in 1993. In most cases, learning in the IB system is free of charge in public schools.

The program is taught by 69 Polish schools.

The IB Diploma Program consists of several elements, the implementation of which is necessary to obtain the International Baccalaureate diploma. The first requirement is to learn six subjects chosen by the student and take the Matura exam in each of them. The subject groups are illustrated in the following diagram:





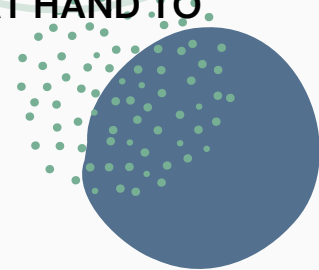
The choice of a subject and its level depends on the interests and talents of candidates and their further educational plans. Before choosing, there should be a consultation with subject teachers and a school career advisor/psychologist.

The student chooses 6 subjects (one from each of the six subject groups), which he or she learns throughout the two-year cycle. It is required to select 3 or 4 subjects at the advanced Higher Level – HL (6 hours per week) and 3 or 2 Standard Level – SL subjects (4 hours per week). An inseparable part of IB DP is the so called the CORE. What is it? The core consists of three elements: TOK (Theory of Knowledge), EE (Extended Essay) and CAS (Creativity, Activity, Service). What are they?

TOK PLAYS A SPECIAL ROLE IN THE IB DP, BY PROVIDING AN OPPORTUNITY FOR STUDENTS TO REFLECT ON THE NATURE OF KNOWLEDGE, AND ON HOW WE KNOW WHAT WE CLAIM TO KNOW. IT IS A SUBJECT WHERE STUDENTS HAVE A CHANCE TO GET DEEPER UNDERSTANDING OF MECHANISMS BEHIND HUMAN KNOWLEDGE AND THE WAY WE UNDERSTAND THE WORLD.

CAS IS NOT A SUBJECT PER SE. IT IS A SET OF ACTIVITIES STUDENTS UNDERTAKE DURING THEIR DP EDUCATION THAT INVOLVE DEVELOPING CREATIVITY, PHYSICAL ACTIVITY AND HELPING OTHERS. THERE ARE NO SPECIFIC PROJECTS OR ACTIVITIES PRESCRIBED TO STUDENTS. THEY SHOULD BE INVOLVED IN ACTIVITIES THEY'VE INITIATED THEMSELVES.

EE IS AN INDEPENDENT PIECE OF RESEARCH, CULMINATING WITH A 4,000-WORD PAPER. STUDENTS ARE ADVISED TO WRITE THEIR EE ON THE SUBJECT THEY REALLY LIKE AND WANT TO STUDY DEEPLY. THE PAPER IS WRITTEN INDEPENDENTLY, BUT THERE WILL BE A SUPERVISOR AT HAND TO HELP.



IB education in our school

At Leon Kruczkowski Secondary School for the first two years you will be doing Polish curriculum. Then when starting IB DP you will be offered the following subjects:

Group 1: Studies in language and literature

Polish A: literature on both SL and HL



Group 2: Language acquisition

English B on both SL and HL

French ab initio

German ab initio

Italian ab initio

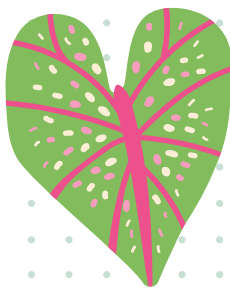
Group 3: Individuals and societies

Geography on both SL and HL

History on both SL and HL

Philosophy on both SL and HL

Psychology on both SL and HL



Group 4: Sciences

Biology on both SL and HL

Chemistry on both SL and HL

Physics on both SL and HL

Group 5: Mathematics

Analysis and approaches on both SL and HL

Applications and interpretation only on HL

Group 6: Arts

As we do not offer any Arts, instead of a group 6 subject you choose any from groups 2-4.

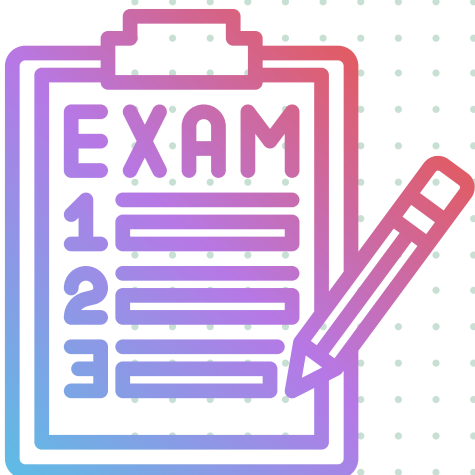
How to apply?

If you want to join our IB students cohort you have to apply in compliance with normal rules applied by Polish schools. The only difference is that we want you to know English well. We check it – you will need to take a written test on B1+ level and get 70% correct answers. You can find a sample one on our website and check yourself :-)

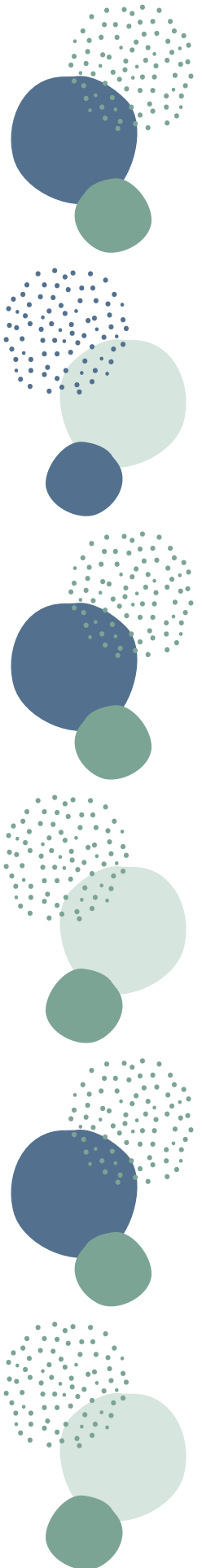
Things to remember

IB DP is a challenging educational program with rigorous assessment. You will need to take responsibility for your education and work hard on your progress. The focus of this program is on reflective learning, communication, research and thinking rather than memorizing facts and figures. Thus, it is very important that you understand the notion of academic integrity.

On our website you can find the school Academic Integrity Policy, penalty matrix and the table of precedents. It is important that you read it.




Remember, IB students are principled thinkers!





How is IB diploma awarded?

According to the General regulations: Diploma Programme, 2014, IBO the IB Diploma will be awarded to a candidate provided all the following requirements have been met:

- CAS requirements have been met.
 - The candidate's total points are 24 or more.
 - There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject.
 - There is no grade E awarded for theory of knowledge and/or the extended essay.
 - There is no grade 1 awarded in a subject/level.
 - There are no more than two grade 2s awarded (HL or SL).
 - There are no more than three grade 3s or below awarded (HL or SL).
 - The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
 - The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
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Students must also complete the “core”, which is made up of creativity, activity, service (CAS), theory of knowledge (TOK) and extended essay (EE). TOK and the EE are graded A–E, with A being the highest grade. These two grades are then combined in the diploma points matrix (see below) to contribute between 0 and 3 points to the final score.

Diploma Matrix



The diploma points matrix

May 2015 onwards

		Theory of knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
Extended essay	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

Changes from *The diploma points matrix (May 2010 - November 2014)*:

- B + C combination now results in 2 additional points (previously 1 point).
- A + E combination now results in zero points and a failing condition (previously 1 point).

For more information visit:

www.ibo.org

www.kruczek.edu.pl

