



The IB Diploma Programme

The Diploma Programme: Preparing students for success in higher education and to be active participants in a global society

What is an IB education?

The IB continuum of international education for students aged 3 to 19 years old is unique because of its academic and personal rigour. We challenge students to excel in their studies and in their personal development. We aim to inspire a love of learning throughout life that is marked by enthusiasm and empathy. The IB aspires to help schools develop well-rounded students who respond to challenges with optimism and an open mind, are confident in their own identities, make ethical decisions, join with others in celebrating our common humanity and are prepared to apply what they learn in real-world, complex and unpredictable situations.

Approaches to teaching and learning

IB programmes are taught by teachers who explicitly help students learn how to develop the attitudes and skills they need for both academic and personal success.

Approaches to teaching

There are six key pedagogical principles that underpin all IB programmes. Teaching in IB programmes is:

- based on **inquiry**
- focused on **conceptual understanding**
- developed in **local and global contexts**
- focused on effective teamwork and **collaboration**
- **differentiated** to meet the needs of all learners
- informed by **assessment** (formative and summative).

Approaches to learning

This area develops essential skills that include skills of behaviour and emotional management, skills that allow the student to monitor their own effectiveness in their learning and skills that allow them to process information effectively (often called “study skills” in a school environment). Although these skills may be in use when developing a certain natural ability or talent, they are different from both ability and talent themselves because proficiency in any skill can be increased through the deliberate use of techniques and strategies, feedback and challenge. Skills are therefore highly teachable.

Teaching and learning in the Diploma Programme (DP) therefore incorporates the development of:

- **thinking** skills
- **communication** skills
- **social** skills
- **self-management** skills
- **research** skills.

Although these are presented as distinct categories, there is some overlap and close connections between them. These categories should be seen as interrelated, as well as linking closely with the attributes highlighted in the IB learner profile. IB students work to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

What is the IB Diploma Programme?

The IB Diploma Programme is an academically challenging and balanced programme of education, with final examinations, that prepares students aged 16 to 19 for success at university and in life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students. The programme has gained recognition and respect from the world's leading universities.

The curriculum

DP students must choose one course from each of five subject groups delivering a breadth of knowledge and understanding in language and literature, individuals and societies, the sciences and mathematics. Furthermore, students must also choose either an arts course from the arts group or a second course from one of the other subject groups. DP courses can be taken at higher level (HL) or standard level (SL). At least three, and not more than four, are taken at HL (240 teaching hours), while the remaining

courses are taken at SL (150 teaching hours). SL courses ensure students are exposed to a range of disciplines that they might otherwise opt out of, and HL courses allow students to spend more time with subjects they are more interested in by exploring options in addition to the SL core curriculum. In this sense, all DP courses, regardless of whether they are SL or HL, are integral to the programme. Students can study and take examinations in English, French or Spanish. Two courses are classified as interdisciplinary, meaning that they satisfy the requirements of more than one subject group.

- Literature and performance (studies in language and literature subject group and the arts subject group)
- Environmental systems and societies (individuals and societies subject group and sciences subject group)

In addition to disciplinary and interdisciplinary study, the DP features three core elements that broaden students' educational experience and challenge them to apply their knowledge and skills.

The Diploma Programme core

The extended essay (EE) requires students to engage in independent research through an in-depth study of a question relating to one of the DP subjects they are studying. The world studies EE option allows students to focus on a topic of global significance, which they examine through the lens of at least two DP subjects.

Theory of knowledge (TOK) develops a coherent approach to learning that unifies the academic disciplines. In this course on critical thinking, students inquire into the nature of knowing and deepen their understanding of knowledge as a human construction.

Creativity, activity, service (CAS) emphasizes helping students to develop their own identities in accordance with the ethical principles embodied in the IB mission statement and the IB learner profile. CAS complements a challenging academic programme in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment. It involves students in a range of activities alongside their academic studies throughout the DP. The three strands of CAS are creativity (exploring and extending ideas leading to an original or interpretive product or performance), activity (physical exertion contributing to a healthy lifestyle) and service (collaborative and reciprocal engagement with the community in response to an authentic need).

Assessment

Students take written examinations at the end of the programme, which are marked by external IB examiners. Students also complete assessment tasks in the school, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners. The grades awarded for each course range from 1 (lowest) to 7 (highest). Students can also be awarded up to three additional points for their combined results on TOK and the EE. The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole programme and to satisfactory participation in the CAS requirement. The highest total that a DP student can be awarded is 45 points. Assessment is criterion-related, which means student performance is measured against specified assessment criteria based on the aims and objectives of each subject's curriculum, rather than the performance of other students taking the same examinations.

Research

Whether conducted in collaboration with the IB or independently, research generally suggests that an IB education has a positive impact on schools, students and teachers. Research plays a central role in the development, quality assurance and assessment of impact of the IB programmes and services. The IB conducts research in two key areas: programme impact research, which investigates the implementation and impact of IB programmes, and programme development research, which supports the development review of all programme curriculum and pedagogy. Research conducted both by the IB and external bodies show the DP curriculum and assessment compares favourably to other qualifications. To review latest research on the DP visit www.ibo.org/research.



Diploma Programme subject groups

Studies in language and literature

- Language A: literature—55 languages offered
- Language A: language and literature—17 languages offered
- Literature and performance (SL only) (also the arts subject group)—3 languages offered

Language acquisition

- Language B—23 languages offered
- Language ab initio (SL only)—12 languages offered
- Classical languages—2 languages offered

Individuals and societies

- Business management
- Economics
- Environmental systems and societies (SL only) (also sciences subject group)
- Geography
- Global politics
- History
- Information technology in a global society
- Philosophy
- Psychology
- Social and cultural anthropology
- World religions (SL only)

Sciences

- Biology
- Chemistry
- Computer science
- Design technology
- Environmental systems and societies (SL only) (also individuals and societies subject group)
- Physics
- Sports, exercise and health science (SL only)

Mathematics

- Further mathematics HL
- Mathematical studies SL
- Mathematics SL
- Mathematics HL

The arts

- Dance
- Film
- Literature and performance (also studies in language and literature subject group)
- Music
- Theatre
- Visual arts

Diploma Programme courses online

Students can enroll in a range of authorized DP courses online offered via their IB World School.

Perceptions of university officials

What do university admission officials and IB graduates say about the DP?

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"It's the most secure foundation available for successful college graduation."

Jonathan Burdick, Dean of College Admission, University of Rochester, USA

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"This is an invaluable experience for a liberal arts education that emphasizes critical thinking."

Madhavi Menon, Director, Center for Studies in Gender and Sexuality and Professor of English, Ashoka University, Hararyana, India

.....
"When I entered my new college environment, my experience in IB gave me the foresight to understand the power of hard work and pushing through difficulty."

Alumnus Rachon Sweiss received his IB diploma from Granada Hills Charter High School in 2015.

.....
"Learning in an IB environment involves critical thinking and depth of understanding, skills that are invaluable to making informed decisions in higher education and the workplace."

-Alumnus Byron Dolon received his IB diploma from the Shanghai American School, China.



The 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.

Learn more about the process of becoming an IB World School at www.ibo.org/become or email ibid@ibo.org.

- Become an IB student
- Teach at an IB World School
- Become an IB World School
- Volunteer or work for the IB

Support our mission and join the IB community at www.ibo.org



国际文凭
大学预科项目

国际文凭大学预科项目



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

教育使世界更美好

大学预科项目：使学生为成功地接受高等教育并成长为国际社会的积极参与者做好准备

什么是国际文凭教育？

国际文凭组织为3至19岁儿童和青少年提供的连续统一体的国际教育是十分独特的，因为它对学习和学生的要求都十分严格。我们要求学生在他们的学业和个人成长方面都做到出类拔萃。我们的目标是激励学生终身学习的探索精神，满怀热情和具有同理心。

国际文凭组织志在帮助学校培养全面发展的学生，他们所具备的品格使他们能够以乐观的态度和开放的胸怀应对各种挑战，对自己的身份认同充满信心，做出合乎伦理的决定，与他人一起弘扬我们共有的博爱精神，并能够把所学知识应用于现实世界的各种复杂和不可预测的情境当中。

国际文凭组织提供4个高质量的国际教育项目，它们共享一个充满活力的愿景。根据国际文凭学习者培养目标中所描述的价值观，国际文凭教育：

- 关注的焦点是学习者——以学生为中心的国际文凭项目提倡各种健康有益的关系、伦理方面的责任和个人挑战；
- 发展各种有效的教学方法和学习方法——国际文凭项目帮助学生发展他们所需要的各种态度和技能，从而能够在学业和个人成长方面取得成功；
- 在全球背景下开展教育——国际文凭项目提高对语言和文化理解，对具有全球重要性的思想观点和问题进行探索；
- 探索有重要意义的内容——国际文凭项目提供的课程广泛而平衡，强调对概念的理解和学科之间的联系。

国际文凭学习者将努力使自己成为探究者、知识渊博的人、思考者、交流者、坚持原则的人、胸襟开阔的人、懂得关爱的人、敢于冒风险的人、全面发展的人和善于反思的人。这些品质代表了人类一系列广泛的能力和责任感，它们超越了智力发展和学业成功的范围。

什么是国际文凭大学预科项目(DP)？

国际文凭大学预科项目是一个具有学术挑战性、学科平衡、有毕业考试的教育项目，供16–19岁的学生学习，使他们为成功地学习大学课程并投入其后的生活做好准备。该项目的设计是要培养学生在智力、社交、情感和身体等方面取得全面发展。该项目已经获得了世界一流大学的广泛承认和尊重。

大学预科项目使学生为有效地参与迅速变化并且日益全球化的社会做好准备，因为他们：

- 在身体、智力、情感和伦理道德等方面都得到了发展；
- 通过学习6个学科组的课程，获得了既有广度又具深度的知识和理解；
- 发展了各种学习技能和对待学习的积极态度，这使他们为接受高等教育做好准备；

- 学习了至少两种语言，并提升了对包括他们自身文化在内的各种文化的理解；
- 通过本项目特有的认识论课程，在传统学科之间建立了联系，并且探索了知识的本质；
- 通过撰写专题论文，透过一个或多个学科对自己感兴趣的某个领域开展了深入研究；
- 通过创造、行动与服务，加强了他们在个人和人际方面的成长。

课程

国际文凭大学预科项目的学生必须从5个学科组（第1至第5学科组）中各选修一门课程，以保证他们对自己的最佳语言、（一门或多门）外语、社会科学、实验科学和数学获得广泛的知识理解。学生还必须从第6学科组中选修一门艺术课程，或从第1至第5学科组再选修一门课程。

学生可以学习大学预科项目的高级课程或普通课程。

要学习少则3门多则4门高级课程（240个课时），其余为普通课程（150个课时）。学生可以用英语、法语或西班牙语开展学习和参加考试。

有两门大学预科课程被列为跨学科课程，因为它们符合一个以上学科组的要求：

- 文学与表演艺术——第1学科组和第6学科组
- 环境系统——第3学科组和第4学科组

除了学科学习和跨学科学习之外，大学预科项目还以3项核心要素作为自己的特色，它们拓展学生的教育体验，挑战他们应用自己学到的知识和技能。

大学预科项目的核心要素

- **专题论文**要求学生独立开展研究，深入探讨一个与他们正在学习的一门大学预科课程相关的问题。世界研究是专题论文的选题之一，它使学生聚焦于一个具有全球重要性的主题，透过至少两门大学预科课程对其进行考察。
- **认识论**发展一种连贯一致的学习方法，将各个学科凝聚在一起。在这门关于批判性思考的课程中，学生对知识的本质进行探究，加深他们对知识作为一种人类建构的理解。
- **创造、行动与服务(CAS)** 使学生在整个大学预科项目期间，除了学术学习之外，还要参与一系列活动。“创造”鼓励学生开展艺术创作和创造性思考。“行动”旨在通过体育活动培养一种有益于健康的生活方式。“服务”于社区为开展新的学习提供一种载体，具有学术方面的价值。CAS的3个分支通过体验性学习加强学生在个人和人际方面的成长，使他们不断获得自我认识。



大学预科项目的学科组

第1学科组：语言与文学研究

语言A：文学——提供55个语种的课程

语言A：语言与文学——提供16个语种的课程

文学与表演艺术（也属于第6学科组）——提供3个语种的课程

第2学科组：语言习得

语言B——提供23个语种的课程

初级语言课程——提供12个语种的课程

古典语言——提供2个语种的课程

第3学科组：个体与社会

商务与管理

经济学

地理

历史

国际社会中的信息技术

哲学

心理学

社会与文化人类学

世界宗教（仅提供普通课程）

环境系统与社会（也属于第4学科组）

第4学科组：科学学科

生物学

化学

设计技术

环境系统与社会（也属于第3学科组）

物理学

计算机科学

运动、锻炼与健康科学（仅提供普通课程）

第5学科组：数学

数学研究（普通课程）

高等数学（高级课程）

数学（普通课程）

数学（高级课程）

第6学科组：艺术学科

音乐

戏剧

视觉艺术

舞蹈

电影

文学与表演艺术（也属于第1学科组）

大学预科项目在线课程

学生可以通过自己所在的国际文凭世界学校进行注册，学习一系列由帕摩亚教育服务有限公司（Pamoja Education Ltd）提供的，经过授权的大学预科项目在线课程。

评估

项目结束时学生要参加书面考试，试卷由国际文凭组织聘任的外部阅卷人评定成绩。学生还要在学校完成一些评估作业，先由教师评判出这些作业的成绩，然后再由外部评审员对其进行评审，也可以将这些作业直接发送给外部主考人。

每门课程的评分范围均为1（最低分）至7（最高分）。作为完成认识论学习和专题论文的一揽子成绩，学生还可以最多获得额外的3分。毕业证书颁发给那些至少获得了24分总成绩的学生，他们在整个项目各学科中的成绩均不能低于最低分数要求，他们还要按照要求，令人满意地参与创造、行动与服务。大学预科项目学生所能够获得最高总成绩为45分。

评估采用标准参照评估法，这意味着将依据事先确定的评估标准来测评学生的表现，这些评估标准是根据每门学科的课程宗旨和目标制定的，而不会参照参加同一考试的其他学生的成绩进行评估。学生取得的考试成绩一直稳定地处在令人满意的范围之内，世界各地的大学对大学预科项目评估工作的严谨性和一致性给予了高度评价。

“在英王爱德华学校，我们决定完全采用国际文凭大学预科课程，因为我们相信它将提供真正具有挑战性的教育，将为大学的学习做好最佳准备。”

英国伯明翰英王爱德华学校校长约翰·克劳顿

质量保证和专业培训

任何希望开设一个或多个国际文凭项目的一所或多所学校，都必须首先获得授权。对所有学校的要求都是相同的，所设计的授权程序是为了确保学校为成功地实施一个或多个项目做好充分的准备。要求所有国际文凭世界学校使用相同的项目标准与实施要求，并参加持续的回顾总结和发展过程。

作为发展高技能全球性学习社区的持续努力的一个组成部分，国际文凭组织提供一系列广泛的、高质量的专业培训机会，帮助新的、有些经验和经验丰富的学校领导和教育工作者理解、支持并成功地实施各国际文凭项目，以反映国际文凭项目的标准和实施要求。

国际文凭组织的使命

国际文凭组织的目标是培养勤学好问、知识渊博、富有爱心的年轻人，他们通过对多元文化的理解和尊重，为开创更美好、更和平的世界贡献力量。

为了实现这个目标，国际文凭组织与众多的学校、政府以及其它国际组织进行合作，开发出一系列具有挑战性的国际教育项目和严格的评估制度。

这些项目鼓励世界各地的学生成长为既积极进取又富有同情心的终身学习者，他们理解尽管人与人之间存在着差异，但他人的意见也可能是正确的。

- 成为国际文凭学生
- 在国际文凭世界学校中任教
- 成为国际文凭世界学校
- 成为国际文凭组织的义工或工作者

支持我们的使命并加入国际文凭社区，请浏览 <http://www.ibo.org> 或与当地的国际文凭组织地区办事处联系：

国际文凭组织非洲、欧洲和中东办事处 (IB Africa, Europe and Middle East) ibaem@ibo.org

国际文凭组织亚太办事处 (IB Asia-Pacific) : ibap@ibo.org

国际文凭组织美洲办事处 (IB Americas) : iba@ibo.org

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“IB®” 均为国际文凭组织的注册商标，未经国际文凭组织书面许可不得将它们用作任何产品或出版物的名称、公司的名称或注册网域名称(或用作这些名称的组成部分)。

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