

# The IB Curriculum Model

The IB curriculum, shaped over the years by educators committed to excellence in international education, involves the student's final two years of the secondary education sequence. Students study a broad range of subjects concurrently in both the humanities and the sciences. Diploma candidates are required to select one subject from each of six subject groups. At least three and not more than four are taken at the higher level (HL); the remainder are taken at the standard level (SL). By arranging work in this fashion, students are able to explore some subjects in depth and some more broadly over the two-year period: this is similar to having majors and minors. In each IB course, students demonstrate their thinking skills and level of knowledge in a wide variety of required IBO internal assessments and at the end of each course, students sit for an external examination prepared by an International Board of Examiners, which has the final authority on the setting of examinations and the assessment of all candidates for the awarding of the International Baccalaureate diploma.

Generally speaking, the examinations in courses taken at the higher level test more knowledge and are more difficult than examinations in standard level courses. Students are well advised to take their HL exams in areas of their greatest strengths. International examiners use a scale of 1-7 to score exams. Students must earn a minimum of 24 points (12 of which must be earned in HL courses) and satisfactorily complete the Theory of Knowledge course, the CAS portfolio, and the Extended Essay to be eligible for the IB diploma.

International curriculum planners seek to ensure that the International Baccalaureate Organization's educational aims are embodied in the structure and content of the program itself. The program has the strengths of a traditional and broad curriculum, but with three important additional features, shown at the center of the IBO hexagonal curriculum model.