



MELBOURNE HIGH SCHOOL
INTERNATIONAL BACCALAUREATE
DIPLOMA PROGRAM and CAREER PROGRAM
STUDENT/PARENT
HANDBOOK



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History of International Baccalaureate

The International Baccalaureate (IB) was founded in Geneva, Switzerland in 1968 as a non-profit educational foundation. A group of talented, forward thinking teachers at the International School of Geneva, with assistance from other international schools created the IB Diploma Program. This organization exists to provide a high quality education for a better world, as is expressed in the mission statement.

The IB program encourages international-mindedness in students and education through the IB Learner Profile, a set of values, which represent IB's mission and principles. The IB program develops the intellectual, personal, emotional and social skills to live, learn and work in a rapidly globalizing world. There are more than 1,250,000 IB students at 4527 schools in over 162 countries.

Mission Statements

Melbourne High School's Mission Statement

The mission of Melbourne High School is to inspire students to strive for excellence in all aspects of their lives, embrace learning as a pathway to success, and contribute to our society as responsible citizens.

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 programs of international education and rigorous assessment.

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



IB Learner Profile

The aim of all IB programs 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:

Inquirers 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.

Knowledgeable 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.

Thinkers exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators 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.

Principled 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.

Open-minded 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.

Caring 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.

Risk-takers 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.

Balanced understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective 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.

The Successful IB Student

Outside the classroom

Students must spend time studying outside of class. Ideally, students will balance their academic studies with other interests and commitment. They will use a planner and time dedicated their studies without distraction. They will use resources such as the MHS media center, the public library, and the International Baccalaureate counselor/administrator. Students should also strive to utilize online university libraries and organize study groups.

Student responsibilities

Students share responsibility for creating a challenging and effective learning environment. IB students demonstrate mutual respect and consideration for others. Students are responsible for using the traits of the Learner Profile as tools to strengthen individual attributes.

Academic integrity: Maintaining academic integrity is paramount. Within the IB Program, teachers take this responsibility as a serious priority. Students must abide by the Melbourne High School Honor Policy found in a later section of this handbook. Violation of the Honor Policy may result in dismissal from the program.

Assignments: Students **must** meet all course, Internal Assessment, CAS, and Extended Essay deadlines. The IB Coordinator, in consultation with teachers, sets due dates for all student work evaluated. Teachers coordinate dates for major course assignments, however, students will find projects assigned in multiple classes concurrently. As with any rigorous program, there are often assignment due dates that fall within a close timeframe. Students must carefully manage time and resources. Successful students use a planner or calendar as a tool to organize and prioritize assignments and projects.

Maintain Exemplary Behavior: Students represent the International Baccalaureate. Students that disregard the MHS code of conduct to the extent that results in formal assignment of discipline may not remain in the program.

How to ensure excellence in IB studies

The IB is a demanding program of study, but well-organized students are able to do well and still find time to pursue other interests both inside and outside of school. A good IB student:

- ✓ Works consistently throughout the 4 years of study, developing effective study habits.
- ✓ Consistently plans for the coming week/month, anticipating deadlines for assignments as well as future social and/or sporting activities
- ✓ Works in surroundings conducive toward effective study (reduced distractions, good lighting, etc.)
- ✓ Studies subjects in a sustained fashion regardless of assigned work to include regular and dedicated times for each subject (review material, find relevant articles, read texts)
- ✓ Reviews class notes, handouts, lecture slides and checks for clarification with the teacher to develop fundamental understanding for what is being taught/learned
- ✓ Engages in lively and respectful discussion and debate with fellow students and teachers
- ✓ Demonstrates eagerness to ask thoughtful and relevant questions as well as the follow through to spend time finding answers to those questions
- ✓ Submits assignments completed, carefully researched, analyzed, and presented.

IB ADVISORS

All students in the IB program at Melbourne High School have access to a strong support system. Besides their individual subject teachers, who are available to students on a regular basis outside of class time, students can take advantage of the services offered by various other members of the IB faculty. Students may arrange meetings outside of class time with any of the advisors described below.

IB DEAN: Cindylou Kilmer

The IB Dean will help make sure that students are completing all requirements for the IB diploma. The IB Dean monitors absences and behavior infractions. Students should also use the IB Dean as a resource if the IB Coordinator is not available.

IB COORDINATOR: Jennifer Mason

The IB coordinator assists the student and his/her family by providing all the necessary information regarding the Diploma Program, discusses with the student, his/her family, his/her teachers, and the Principal about any actions concerning the student's academic or personal development, ensure that candidates meet Diploma Program and examination requirements and adhere to IB diploma candidate regulations. The coordinator will ensure that candidates are informed of the exam schedule, procedures, and the services provided by the IBO. The student will be able to meet with the coordinator informally between 8AM and 8:30AM or formally through a requested appointment.

CAREER PROGRAM COORDINATOR: Jake Schweich

The Career Program coordinator is responsible to ensure that the requirements for earning the Career Program Certificate are met by the Career Program Candidates. The coordinator will help students choose a career-related study and create opportunities between the students and the business community for internships.

CAS COORDINATOR: Erik Perna

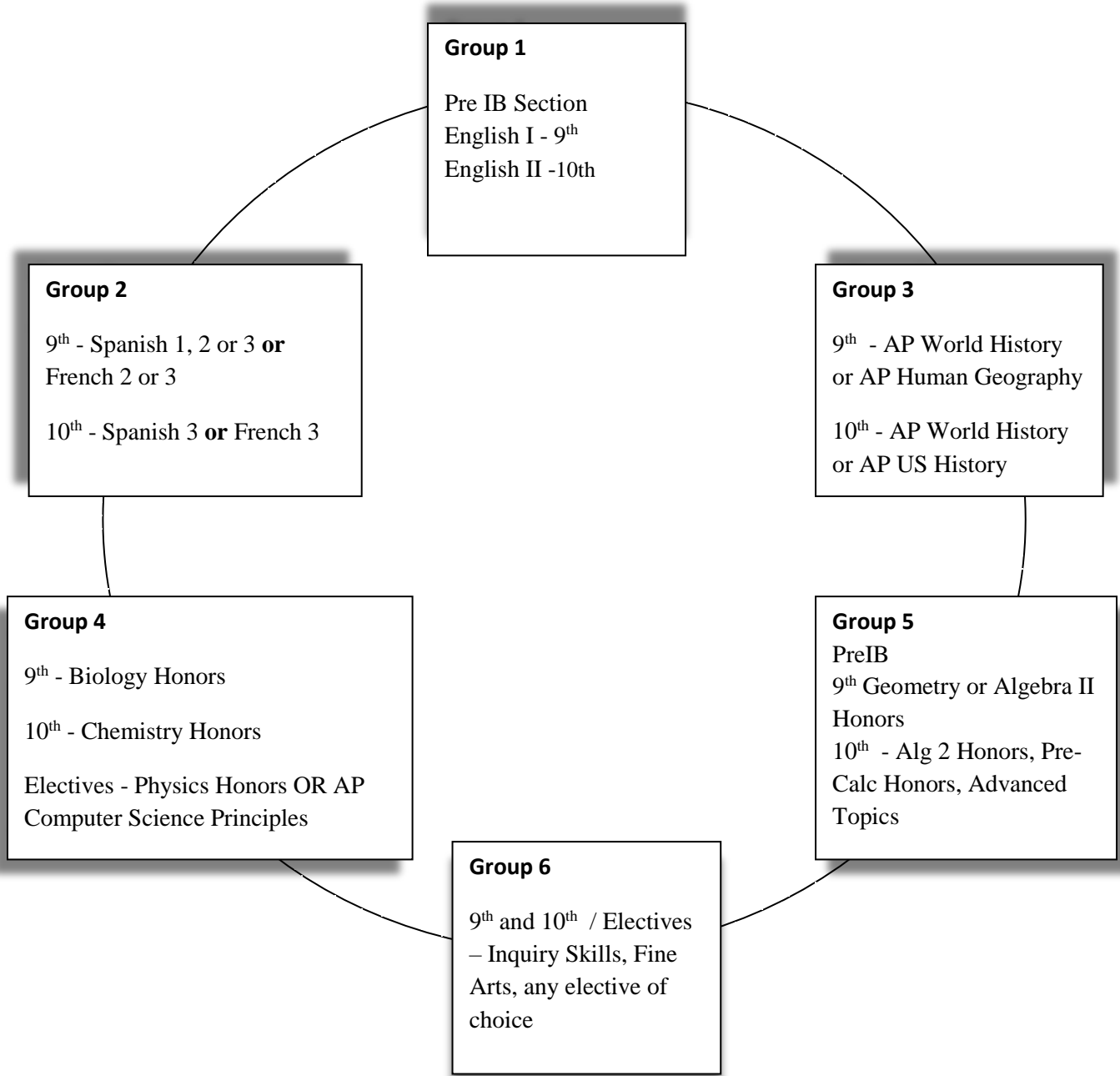
The CAS coordinator will arrange for various activities within the school program in which students can participate in order to meet their CAS requirements. The CAS coordinator will review the written reflections of students and is responsible for attesting to the legitimacy of their activities.

EXTENDED ESSAY ADVISOR: Judi Oswald

Every diploma candidate must submit an Extended Essay of about 4,000 words. 11th grade students will meet with the Extended Essay advisor early in the junior year. The Extended Essay establish deadlines for the Extended Essay to ensure that the student will finish the essay in time to be submitted to IBO. The Extended Essay advisor is responsible for ensuring that the student chooses an appropriate topic for the essay and will then assign a faculty mentor to the student. The mentor acts as a supervisor for guidance in the chosen topic area. The IB coordinator will support faculty members who mentor students for the Extended Essay. The IB coordinator will work with the Extended Essay advisor to ensure that all procedures are followed appropriately and that all deadlines are met.

Melbourne High School International Baccalaureate IB Prep Grades 9 and 10

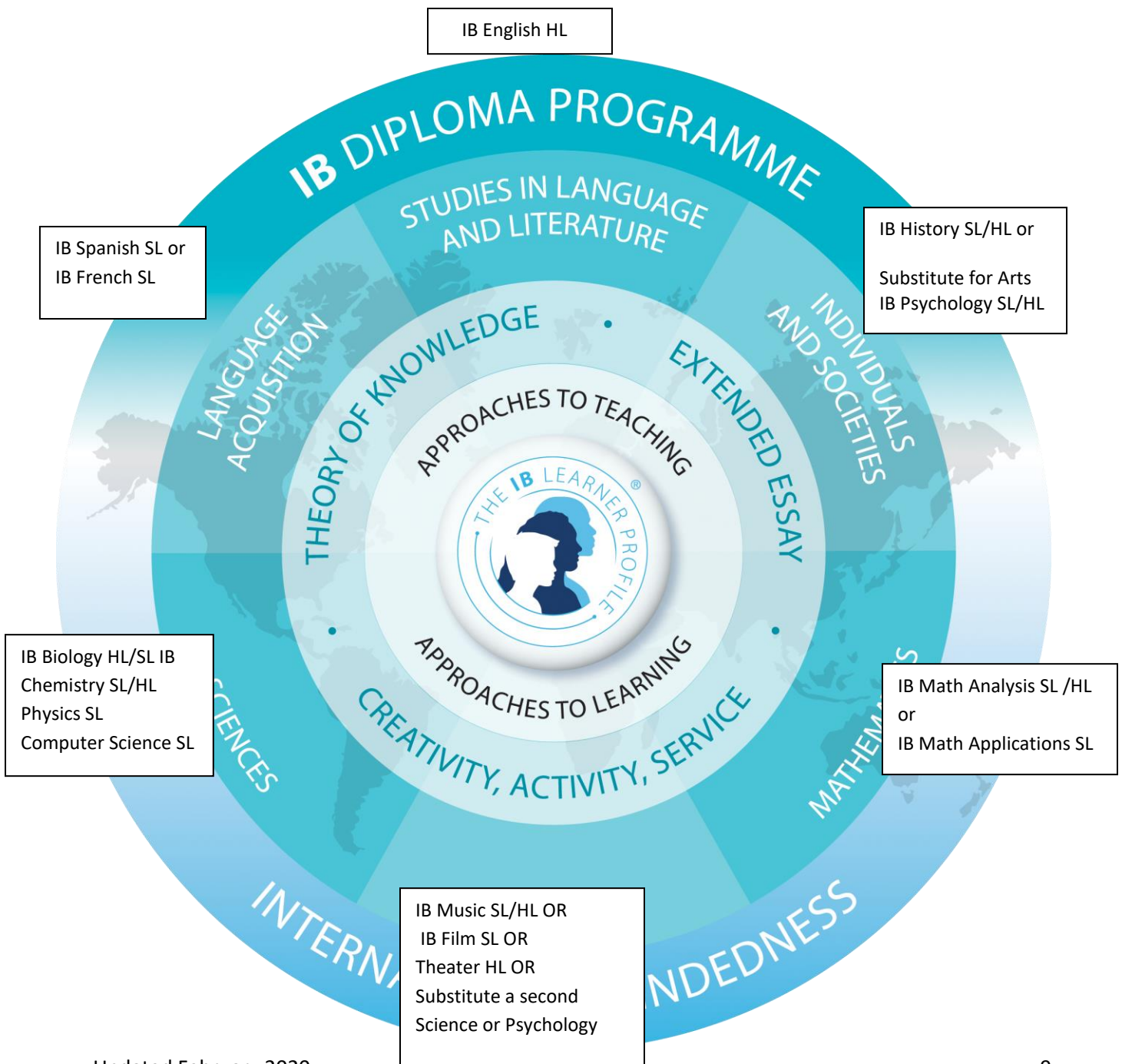
The curriculum for the International Academy courses is below. PreIB courses are closely aligned with the Diploma Program courses to help students become familiar with the group names and organization. The pre-requisite courses are preIB specific curriculum and pacing.



IB Diploma Program at Melbourne High School

The curriculum is displayed in the shape of a circle with six academic areas surrounding the core. Subjects are studied concurrently.

Students take at least three of the six subjects at the higher level (HL), and the remaining at the standard level (SL). The students write the Extended Essay, which is a maximum of 4,000 words, on a topic of their choice in one of their six subject areas. The Theory of Knowledge course requires a 1,200 to 1,500 word essay and a presentation submitted to IBO and the students must complete 150 hours of service to fulfill the Creativity, Activity, and Service component.



IB Career Program at Melbourne High School

The CP was developed for students who wish to engage in career-related learning while gaining transferable and lifelong skills in applied knowledge, critical thinking, communication, and cross-cultural engagement.

CP students undertake a minimum of two IB Diploma Programme (DP) courses, Personal and Professional Skills course instructed over two years this includes a core consisting of four components (Ethical-study Project, Language Study, Service Project), and a career-related study.

For CP students, DP courses provide the theoretical underpinning and academic rigor of the program; the career-related study further supports the program's academic strength and provides practical, real-world approaches to learning; and the CP core helps them to develop skills and competencies required for lifelong learning.



International Baccalaureate Courses The Diploma Program leads to further/higher education, apprenticeships or employment	Career Program Career-Related Studies The Career Program leads to further/higher education, apprenticeships or employment.
<p> English Literature HL Spanish SL French SL History SL History HL Psychology SL Psychology HL Biology SL Biology HL Chemistry SL Chemistry HL Physics SL Computer Science SL Math Analysis/Approaches SL Math Analysis/Approaches HL Math Applications/Interpretation SL Music HL Theater HL Film SL </p>	<p> Applied Cybersecurity (must meet pre-required courses) Building Construction Business and Finance Culinary Arts Digital Design Emergency Medical Responder Patient Care Assistant JROTC - Airforce </p>
<p> HL courses are two years studies Restricted to Diploma students only SL courses are one year studies Open to Diploma, Career, and Course students </p>	<p> Students enter one of the CTE pathways above then enter the Career Programme curriculum beginning junior year. Career Programme students will also choose 2, 3, or 4 of the diploma courses listed to the left. </p>

HOW IS IB ASSESSED?

Methods of assessment

The nature of assessment varies according to the subject, but the general pattern is:

A. Personal research work -all students must give evidence of their ability to carry out independent work in the form of:

i. An extended essay of up to 4000 words in one of the six subject areas. This essay is assessed by an external examiner but must be accompanied by a report from the teacher supervisor.

ii. Guided coursework in some subjects. This work is internally assessed by the teacher who guided the student and may be externally moderated.

iii. Portfolios in some subjects. This includes a collection of student's work and analysis throughout the two year program which is internally assessed by the teacher and may be externally moderated.

B. Written examinations held in May of the junior or senior year. These examinations include a variety of techniques such as, multiple choice objective tests and short answer essays. They are prepared and assessed by examining panels responsible for each subject.

C. Oral examinations are conducted face-to-face with teachers. Sample recordings are externally moderated by IB examiners.

D. Practical assessment including laboratory work and individual or group projects in the experimental sciences are based on a combination of the teacher's continuous assessment including portfolio work, and may be externally moderated.

E. Fieldwork and research projects for some subjects which involve the collection, analysis and interpretation of data/information require the student to form considered conclusions.

F. Internal assessment for part of Theory of Knowledge, all of CAS, and some parts of certain subjects. All internal assessment is subject to external moderation.

G. School records of Year 11 & 12 are taken into consideration by the Chief examiner in exceptional circumstances when awarding final grades.

All examinations are administered at Melbourne High School. Formal examination schedules are set by IBO each year. Students are given notification well in advance of the examination schedules.

All forms of assessment are designed to measure the extent to which the aims of the subject have been realized. Therefore, they do not test ability to memorize facts and large amounts of information, but the extent to which the student has acquired a real understanding of, and developed the appropriate skills in the subjects being examined.

EARNING THE IB DIPLOMA

Diploma candidates must complete all IB required internal and external assessments on time including the Extended Essay, Creativity-Activity-and-Service hours, Theory of Knowledge Essay and Presentation must score a minimum of nine points on SL exams, a minimum of twelve points on HL exams, and over all must score a minimum of 24 points total across all exams and required external assessments.

The following failing conditions prevent a student from attaining the IB diploma:

- CAS requirements have not been met.
- Candidate's total points are fewer than 24.
- Candidate has gained fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
- An N has been given for Theory of Knowledge, Extended Essay, or for a contributing subject
- A grade E has been awarded for one or both of Theory of Knowledge and the Extended Essay.
- There is a grade 1 awarded in a subject/level
- Grade 2 has been awarded three or more times (HL or SL).
- Grade 3 or below has been awarded four or more time (HL or SL).
- Candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count).

Failing to meet any of the IB required assessment due dates or failing to complete the IB curriculum will result in a non-award of his or her Florida high school diploma recognition.

It is of the most importance that IB student understand the accrual of points for earning the IB diploma. Points awarded comprise a total score reflective of success for each element of the IB Diploma

Student must become advocates for their education in the IB and set goals for earning the necessary points to earn the IB diploma.

Meet CAS requirements
Score Total minimum is 24
No grade of N in TOK or on EE
12 point minimum scored for HLs
9 point minimum scored for SLs

EARNING THE IB Career Certificate



The Certificate of the Career-related Programme of the International Baccalaureate will be awarded subject to satisfactory completion of the following requirements by a candidate:

- a. The candidate has completed the specified career-related study. This included earning a certification relevant to the career related path in the courses taken in junior and senior year.
- b. The candidate has been awarded a grade 3 or more in at least two of the Diploma Programme courses registered for the Career-related Programme.
- c. The candidate has been awarded a grade of at least D for the reflective project.
- d. Personal and professional skills, service learning, and language development requirements have been met. The components of the CP core are assessed by the school.
- e. The candidate has not received a penalty for academic misconduct.

All candidates will receive programme results detailing their level of achievement in the Diploma Programme courses and the reflective project along with the status of completion of the Career-related Programme core. IB releases the results for May assessments in July.

Career related certification	awarded by the individual organizations in each of the pathways
Personal and Professional Skills Core requirement	internally assessed by the school
Language Development Core requirement	internally assessed, either by the school or by the external provider, and authenticated by the school
Reflective Project Core requirement	is internally assessed by the school but externally moderated by the IB
The personal and professional skills, language development and service learning courses must be satisfactorily completed for the award of the Career-related Programme; satisfactory completion is determined by the school and reported to the IB through the IB Information Systems (IBIS).	

Academic Integrity

It is the expectation of all Melbourne High School students that all work presented is the student's own work. No plagiarism, collusion, or misrepresentation of work is permitted.

Any student guilty of presenting another's work as his or her own, plagiarism, cheating in any manner on class work or tests will be examined by the school administration with the evidence. Infractions of the honor policy will adversely affect a student's grade by awarding "zero" credit, parent notification, disciplinary action and/or dismissal from the IB academic program, along with any other course of action deemed appropriate. A second offense will be reported on college applications. International Baccalaureate policy is such that a grade of "N" is awarded where malpractice is proven on IB assessments, and no further registration by the candidate is permitted.

In short: 1. Do not "cheat" or "copy" 2. Provide citations in writing for sources of information

Malpractice:

Plagiarism

Plagiarism can be defined as the deliberate use of another person's work or thoughts in your own work, as if it were your own, without adequate acknowledgement of the original source.

If this is done in work that you submit for assessment, then you are attempting to deceive the examiners. In other words, plagiarism is cheating - trying to claim the credit for something that is not your work or thought.

This is a serious offense, because it threatens to undermine the value of the International Baccalaureate; therefore, plagiarism is taken very seriously.

The assessment of student work includes careful checks for plagiarism by both the school and IBO. Any student found to have submitted work as their own, which is found to be the work of others either as a whole or in part, is automatically denied the IB Diploma. All sources must be referenced by students in their written work and all quotes must be suitably identified. The IBO has invested heavily in the latest technology to detect plagiarism in student work and all work that is submitted will be checked accordingly using a wide range of methods to detect possible plagiarism, including electronic methods that detect similarities and frequencies of words or phrases. Melbourne High School retains copies of the work of students completed in previous years, to ensure that work is not copied from earlier years.

For every piece of work that is submitted for assessment, the student will be required to sign a statement that the work is their own, and that any contribution from other sources (published works or fellow students' work, etc.) has been properly acknowledged.

Collusion

Collusion is an agreement, usually secretive, which occurs between two or more persons to deceive, or mislead, or to gain an unfair advantage. "Cheating" It can involve misrepresenting the independence of the relationship between the colluding parties. All acts, grades, or other assessments affected by collusion will result in no grade, or award.

Collusion is distinct from collaboration. Collaboration is a recursive process where two or more people work together toward an intersection of common goals by sharing knowledge, learning and building consensus. In any collaborative project it is vital that collusion is avoided. Collusion can include allowing someone else to copy your work.

Examples of academic dishonesty are, but not restricted to:

- *Duplicate work to meet the requirements of more than one assessment component
- *Fabricate data for an assignment
- *Taking possession of or stealing or accepting test or assessment materials prior to the test or assessment
- *Take unauthorized material into a testing environment
- *Exchange, support, or attempt to support the passing on of information that is or could be related to the assessment
- *Disclose or discuss the content of exams with peers who have yet not taken the exam
- *Looking on a peer's paper during a test or quiz
- *Plagiarizing another's words or ideas (including data from the internet)
- *Conferring with students or adults on take home exams meant to be completed by an individual
- *Referring to notes during assessments
- *Arranging your paper to be in the view of another in an effort to assist them
- *Misrepresenting the submission of information (events, hours, etc.) regarding CAS

Recourse when the Academic Integrity Policy is violated:

When an act of plagiarism or other act of academic dishonesty is committed the facts will be reviewed by the IB Review Committee to determine appropriate consequential steps. This may include an award of "no grade" or dismissal from the program. See Academic Integrity Policy above.

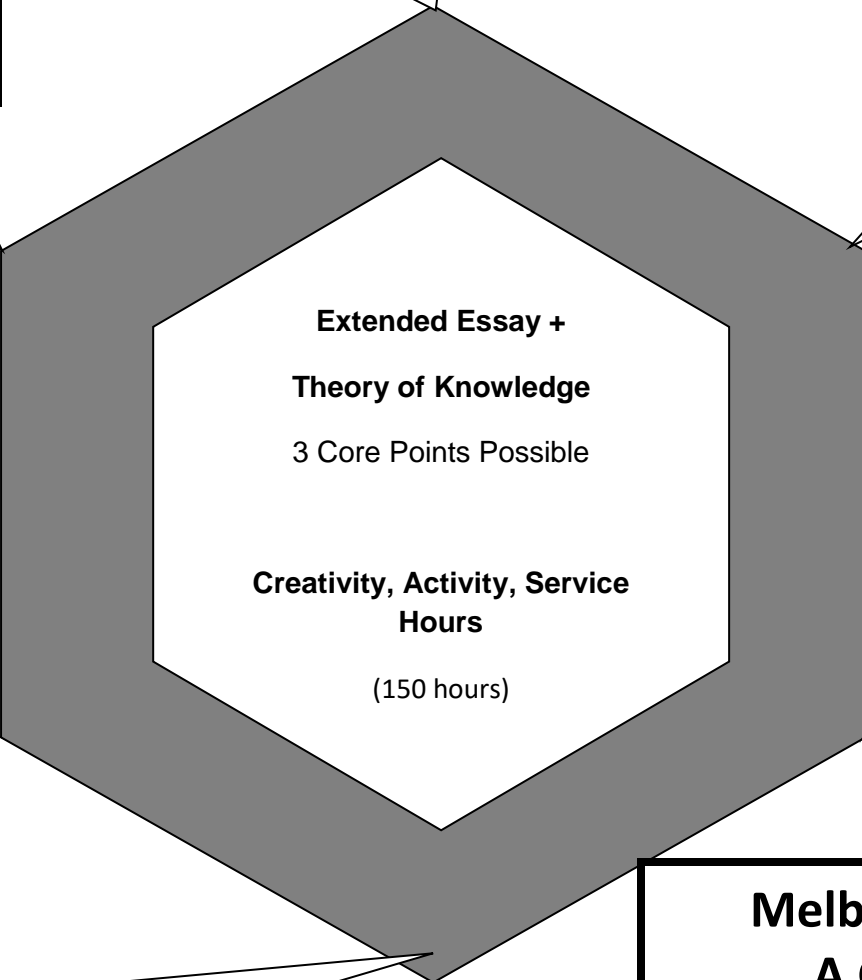
Language A1 (Group 1)		HL
English		
Paper 1 (Commentary)		20%
Paper 2 (Essay)		25%
Written Assignment		25%
IA Oral Commentary		15%
IA Oral Presentation		15%

Language B (Group 2)		SL
Spanish/French		
Paper 1		25%
Paper 2		25%
Written Assignment		20%
IA Oral		20%
IA Oral Activity		10%

Individuals & Societies (Group 3)		
History of the Americas		
	SL	HL
Paper 1	30%	20%
Paper 2	45%	25%
Paper 3		35%
IA Essay	25%	20%
Psychology		
	SL	HL
Paper 1	50%	30%
Paper 2	25%	30%
Paper 3		20%
IA Experimental Study	25%	20%

Experimental Sciences (Group 4)		
Biology /Chemistry/Physics/Computer Science		
	SL	HL
Paper 1	20%	20%
Paper 2	40%	36%
Paper 3	20%	24%
IA Labs and Group 4 Project	20%	20%

Mathematics (Group 5)	
Mathematics Analysis HL	
Paper 1 (no calculator)	30%
Paper 2	30%
Paper 3 (HL Options)	20%
Portfolio	20%
Mathematics Analysis SL	
Paper 1 (no calculator)	40%
Paper 2	40%
Portfolio	20%
Math Applications SL	
Paper 1	40%
Paper 2	40%
Project	20%



Arts & Electives (Group 6)				
Music				
Paper 1(Listening)	HL	SL		
Musical Investigation	30%	30%		
Composition	20%	20%		
IA Solo Performance	25%			
IA Composition, Solo or Group	50%			
Film				
			SL	
Production Portfolio			50%	
Presentation			25%	
Independent Study			25%	
Theater				
			HL	
Director's Notebook			20%	
Solo Theater Piece			35%	
Research Presentation			20%	
Collaborative Project			25%	

Melbourne High School

A GLANCE AT THE

IB DIPLOMA PROGRAMME

ASSESSMENTS

ENTRY REQUIREMENTS

1) Qualifications

The IB Diploma Program is best for highly motivated students of average to above average ability. As such the *minimum* entry requirements for the Diploma course are grades C or above in Mathematics, English (first language), Science and History. Students not attaining these grades will not normally be allowed to enter the Diploma Program.

In order for students to be admitted into the Melbourne High School Pre IB and/or IB Diploma Program, they must:

- a. Submit an application for acceptance
- b. Have a minimum cumulative un-weighted grade point average in all courses of 2.75
- c. Be in good standing with school in regards to attendance and behavior

Any student withdrawing after admission to the IB Diploma Program will not be readmitted.

IB TRANSFERS

Melbourne High School will accept transfers into the grades 11 and 12 IB Diploma Program under the following circumstances:

- a. The student is transferring from an authorized IB Diploma Program
- b. The course of study of the transferring student matches closely the Melbourne High DP course of study and all prerequisites have been met
- c. IA and CAS materials from the transfer student are presented to the DP coordinator
- d. The student is in good standing with the current program

Expectations for Continued Enrollment in the IB Program at Melbourne High School

The IB is a demanding program that requires a high level of commitment and discipline from the student. The student will receive assistance and guidance from the IB coordinator and staff, and all IB students should meet with the IB coordinator on a regular basis during the course of the program.

IB students of Melbourne High School should:

- Demonstrate self-discipline and responsibility.
- Enjoy the challenge of a demanding academic program.
- Have the desire and motivation required to obtain maximum benefit from the courses selected.
- Seek assistance when necessary and not hesitate to give assistance when possible.
- Share with and contribute to the school community.

Once accepted into the IB program, students are required to:

- Maintain a minimum 2.0 grade point average and not receive an “F” in any course.
- Meet all deadlines relating to the submission of internally assessed work, the Extended Essay, TOK and CAS activities. Note that late work may not be accepted or may be penalized. IB internally assessed work must be submitted on the required day. Note: absent students are not excused from a due date.
- Maintain the highest possible standards of academic integrity. Plagiarism or collusion of any form may result in no grade or immediate dismissal from the program.
- According to IB and the handbook of procedures for the Diploma Programme, a candidate must submit work for ALL components of the assessment in the subject. When a candidate fails to attend an examination, OR submit work for any other component in a subject, no grade is awarded which will result in NO IB Diploma due to unsatisfactorily completing the program. Student’s who receive a “no grade awarded” score do not fulfill high school graduation requirements and will forfeit a high school diploma.
- Adhere to the attendance policy as published by Brevard County Schools. Excessive lateness to school or to class is not acceptable for retention in the program. Excessive absences not excused by a medical condition is not acceptable for retention in the program. Students who file for a waiver of failure due to absences may be removed from the program without recourse regardless of waiver acceptance.
- Maintain good standing with regard to behavior as published by the Brevard County Schools and respectful rapport with teachers.
- Make appropriate fee payments according to the established deadlines.

Students should have access to:

- Study time, about 3 hours a night.
- A computer with a printer and preferably with Internet access. IB assessed work should be word-processed.
- Reliable transportation to school.

The expectation is for students organize themselves for each class with the required equipment as suggested by the teacher; furthermore, each student should have a planner in which he/she can record homework, tests, club meetings, and other activities or requirements.

Failure to do any of the foregoing may affect the student's ability to complete either the preparatory program or the Diploma Program.

Melbourne High School reserves the right to determine whether a student will continue in either program.

Automatic dismissal from the program are consequences of in-school suspension, out-of-school suspension, detentions in excess of tardy accruals, other infractions of the MHS student handbook deemed a negative reflection of the IB program goals.

Glossary of IB Terms

HL	Higher level for examinations. HL exams are taken at the end of the senior year after at least 240 hours of instruction in the subject during the Diploma Program in 11th and 12th grades.
CP	Career Program specifically developed for students who wish to engage in career-related learning while gaining transferable and lifelong skills in applied knowledge, critical thinking, communication, and cross-cultural engagement.
CAS	Creativity Activity Service - CAS enables students to enhance their personal and interpersonal development by learning through experience. It provides opportunities for self-determination and collaboration with others. At the same time, CAS is an important counterbalance to the academic pressures of the DP.
IBNA	IB North America (New York City is the regional office for all of North America and the Caribbean with a branch office in Vancouver, B.C.)
IBO	International Baccalaureate Organization. The PYP, MYP, DP, and CP are all programs of the IBO.
IA	Internal Assessment: the assessment of a student's work that is carried out by the student's teacher. This varies by subject; see assessment section in the handbook.
Invigilator	A test proctor for IB exams.
Issue of results	The issue of records of achievement and certificates by the IBO, following the moderation of the school's internal assessment. The documents are sent directly to schools following their submission of internal assessment results.
Judgment	The consideration of a student's work against an individual assessment criterion.
Malpractice	Cheating or any form of plagiarism according to the IB standards (see academic honesty section of the handbook).
Marksheets	These forms are completed by schools on IBNET. They provide criterion level totals for IB subjects, and an estimated final grade on a 1-7 scale.
MYP	Middle Years Program: the IBO's program designed for students between the ages of 11 and 16 years. It is organized according to the fundamental concepts of holistic learning, intercultural awareness and communication.

Papers	As in paper 1, paper 2; these are individual sections of the IB exams. Each paper (or exam segment) has a specific format, expectation, and time allowed for administration. Students do not take more than 2 papers per day during exam time in May.
Samples of work	Samples of students' work are submitted by schools for moderation or monitoring of assessment, on the instructions of IBCA. They are then reviewed by IBO-appointed moderators/assessors.
SL	Standard level for examinations. SL exams are taken at the end of one or two years of instruction (at least 150 hours) in the subject during the Diploma Program in 11th and 12th grades.
TOK	Theory of Knowledge. This required IB course explores "ways of knowing" and the philosophy of learning.

IB Website: www.ibo.org

School website:

<https://www.brevardschools.org/MelbourneHS>

School IB website:

<https://www.brevardschools.org/Page/11390>

For additional local information contact:

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