Howard S. Billings

International Baccalaureate Programme

MYP Handbook

2023-2024

Table of Contents

Contents

What is an IB Education? 3
The Middle Years Programme 4
IB Learner Profile 5
Concept-Based Curriculum 7
Learning in Context 8
Approaches to Learning/Teaching 9
  Approaches to Learning 9
  Approaches to Teaching 9
Service as Action 10
Academic Honesty 11
Understanding IB Evaluation: Subject Rubrics 12
Understanding IB Evaluation: Report Card Grades 17
The Personal Project 18
IB Diploma 19
  eAssessment 19
ManageBac 20

WHAT IS AN IB EDUCATION?

“Imagine a worldwide community of schools, educators and students with a shared vision and mission to empower young people with the skills, values and knowledge to create a better and more peaceful world. This is the International Baccalaureate (IB).

[The IB Programme] reflects a central desire to provide an education that enables students to make sense of the complexities of the world around them, as well as equipping them with the skills and dispositions needed for taking responsible action for the future. They provide an education that crosses disciplinary, cultural, national and geographical boundaries, and that champions critical engagement, stimulating ideas and effective relationships.

These aspirations are summed up in [the International Baccalaureate’s] ambitious mission:

- 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.

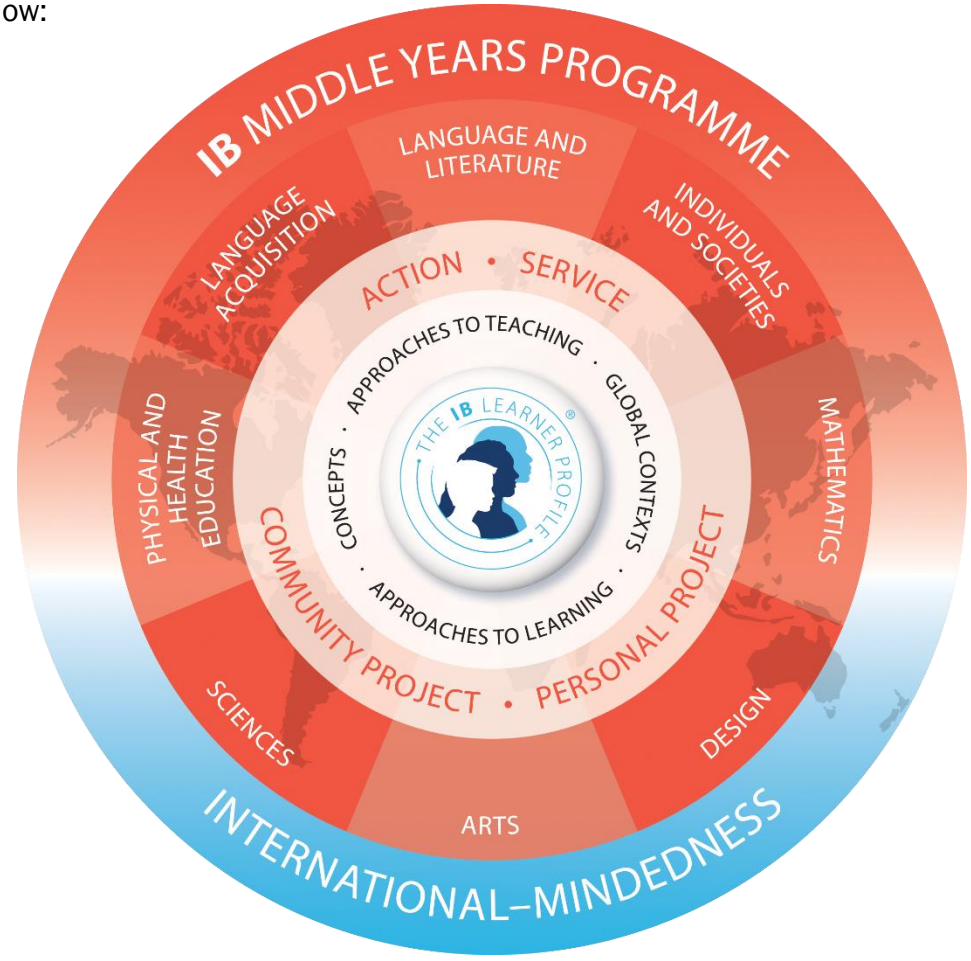
An IB education is designed to develop inquiring, knowledgeable and caring young people who will help to create a better and more peaceful world. Today, as new global challenges emerge under an unprecedented pace of change, an IB education is more relevant and necessary than ever.

One of the most special features of the IB is that it gathers together a worldwide community of educators who share a common belief that education can help to build a better world. Each of our IB Programmes and curricula undergoes regular review to ensure that we are delivering the best possible education for IB students. This curriculum review process involves educators from many different cultures and backgrounds and ensures that practising teachers play a critical role in the development of each programme. It also means that our vision is constantly sharpened by research, both our own and that of other respected academic bodies.”

“What Is an IB Education?” International Baccalaureate Organization, Cardiff, Wales, UK, May 2017.

THE MIDDLE YEARS PROGRAMME

The IB Middle Years Programme (MYP) is the section of the IB continuum that relates to the Québec high school structure. It is a five-year programme that is illustrated by the curriculum model below:



The student is the core of the MYP, and as such, they are at the center of the model.

The first ring contains features that help students to develop their disciplinary, as well as interdisciplinary understanding: Approaches to Learning (ATL), Approaches to Teaching, Concepts, and Global Contexts.

The second ring represents some important outcomes of the programme: Inquiry based learning that may result in Action, Service to the community, and the Personal Project.

The third ring represents the eight subject groups of the broad and balanced MYP curriculum.

Finally, the whole model is framed by International-Mindedness as a primary aim and context for learning.

IB LEARNER PROFILE

"The IB learner profile places the student at the centre of an IB education.

The 10 attributes reflect the holistic nature of an IB education. They highlight the importance of nurturing dispositions such as curiosity and compassion as well as developing knowledge and skills. They also highlight that along with cognitive development, IB Programmes are concerned with students' social, emotional and physical well-being, and with ensuring that students learn to respect themselves, others, and the world around them."

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.

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.

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

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.

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.

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.

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.

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.

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.

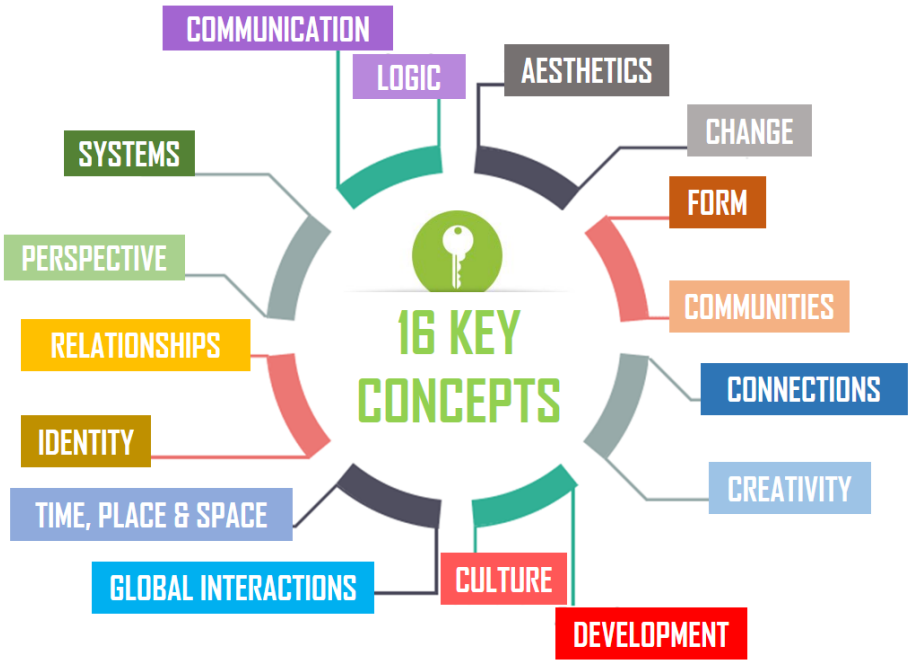
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

CONCEPT-BASED CURRICULUM

The MYP is a concept-based curriculum, and encourages student to:

- process factual knowledge at a deeper level as they relate facts to concepts and essential conceptual understandings; this interplay between factual and conceptual thinking engages the student on two levels and provides greater retention of factual knowledge because synergistic thinking requires deeper mental processing;
- create personal relevance, as students relate new knowledge to prior knowledge, and promote understanding of cultures and environments across global contexts through the transfer of knowledge;
- bring their personal intellect to the study as they use a key concept to personally focus on the unit topic in order to increase motivation for learning;
- increase fluency with language as students use factual information to explain and support their deeper conceptual understanding;
- achieve higher levels of critical, creative and conceptual thinking as students analyse complex global challenges, such as climate change, international conflicts and the global economy, and create greater subject depth through the study of discipline-specific related concepts.

All subjects share 16 key concepts that are explored through the different disciplines:



Each subject group also has its own set of related concepts, specific to that subject.

"MYP: From principles into practice" International Baccalaureate Organization, Cardiff, Wales, UK Sept. 2017.

LEARNING IN CONTEXT

More important than ever, students need to understand *why* they are learning what they are learning. The **global contexts** serve as a lens, providing the reasons why the learning is important. They help students understand what it means to be internationally-minded, by promoting elements like intercultural understanding and global engagement.

Using the global contexts, students develop an understanding of their common humanity.

Identities and Relationships

➢ Who am I? Who are we?

Identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.

Orientation in Space and Time

➢ What is the meaning of "where" and "when"?

Personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations from personal, local and global perspectives.

Personal and Cultural Expression

➢ What is the nature and purpose of creative expression?

The ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

Scientific and Technical Innovation

➢ How do we understand the world in which we live?

The natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.

Fairness and Development

➢ What are the consequences of our common humanity?

Rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.

Globalization and Sustainability

➢ How is everything connected?

The interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment.

APPROACHES TO LEARNING/TEACHING

Approaches to Learning

The Approaches to Learning (ATL) skills are a common thread throughout the entire programme. They are essential skills that students develop over time to help them manage their own learning. They are a foundation for success in further education and the world beyond the classroom.

The ATL skills are a set of discrete skills that fall into five categories:

Approaches to Teaching

Teaching in IB Programmes is:

- inquiry-based—provoking curiosity in order to structure and sustain exploration;
- concept-driven—planning and teaching through concepts that are transferable to new contexts;
- contextualized—reaching beyond the scope of individual subjects to establish relevance;
- collaborative—promoting effective teamwork and purposeful/productive collaboration;
- differentiated—providing access to learning for a diversity of learners;
- informed by assessment—balancing assessment of, and for, learning.

"MYP: From principles into practice" International Baccalaureate Organization, Cardiff, Wales, UK Sept. 2017.

SERVICE AS ACTION

Service as Action is a required component of the IB Programme. At HSB, we firmly believe that developing caring individuals, who make differences in their communities, is essential. As students work on Service as Action activities, not only are they making a difference in the lives of others, but they are also developing key skills:

- becoming more aware of their own strengths and areas for growth;
- undertaking challenges that develop new skills;
- discussing, evaluating and planning student-initiated activities;
- persevering in action;
- working collaboratively with others;
- developing international-mindedness through global engagement, multilingualism and intercultural understanding;
- considering the ethical implications of their actions.

ACADEMIC HONESTY

We are committed to the concept of academic honesty and will support students in their understanding of what it means to show academic honesty in their work. In order to fully understand academic honesty, students must be aware of what is considered academic malpractice.

Definitions of academic malpractice (adapted from "MYP: From principles into practice, 2014)

Academic malpractice consists of any behavior that may result in an unfair advantage for any student. It includes the following:

- plagiarism (to accidentally or knowingly submit the ideas or work of others, without properly sourcing it),
- duplication of work (the submission of the same work for different assessment components, either by the same student, or by more than one student),
- collusion (the lending of work to another student; helping someone to cheat; or allowing one person to do the work of many),
- any other behavior that may result in an unfair advantage for any student.

Examples of academic malpractice
Some examples of academic malpractice include (but are not limited to):

- copying someone else's words without quotations and proper MLA citation;
- using someone else's ideas without proper citation;
- copying sentences from Google Translate or other online translation tools;
- copying answers from another student on a test or assignment;
- using copywrite images in an assignment without proper MLA citation;
- allowing another student to copy answers from you on a test or assignment;
- falsifying data;
- not following the rules of a physical education activity (cutting corners on the 2-km run, for example);
- giving the impression you participated in a Service as Action activity when you did not;
- submitting the same work for two different assignment tasks (with the exception of interdisciplinary units with shared summative tasks).

There are consequences to students who engage in academic malpractice, which are outlined in the Academic Honesty Policy. This policy, as well as other important documents, can be found on ManageBac.

UNDERSTANDING IB EVALUATION: SUBJECT RUBRICS

IB uses holistic grading rubrics to determine a student's performance on an evaluation task. Every MYP subject group has four criteria which are evaluated in an 8-point scale. Not every task will evaluate all criteria.

The objectives evaluated for each MYP subject are listed below.

(all objectives taken from the MYP Subject Guides, International Baccalaureate Organization, Cardiff, Wales, UK)

Language and literature (English)

Criterion A: Analysing

- analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts
- analyse the effects of the creator's choices on an audience
- justify opinions and ideas, using examples, explanations and terminology
- evaluate similarities and differences by connecting features across and within genres and texts

Criterion B: Organizing

- employ organizational structures that serve the context and intention
- organize opinions and ideas in a sustained, coherent and logical manner
- use referencing and formatting tools to create a presentation style suitable to the context and intention

Criterion C: Producing Text

- produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process
- make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
- select relevant details and examples to develop ideas

Criterion D: Using Language

- use appropriate and varied vocabulary, sentence structures and forms of expression
- write and speak in a register and style that serve the context and intention
- use correct grammar, syntax and punctuation
- spell (alphabetic languages), write (character languages) and pronounce with accuracy
- use appropriate non-verbal communication techniques

Acquisition de langue (Français)

Critère A: Compréhension de texte oral et visuel

- d'écouter dans des buts précis et de répondre afin de montrer sa compréhension
- d'interpréter un texte visuel accompagné de texte oral
- d'aborder le texte en étayant des points de vue et une réponse personnelle à l'aide de preuves et d'exemples tirés du texte

Critère B: Compréhension de texte écrit et visuel

- de lire dans des buts précis et de répondre afin de montrer sa compréhension
- d'interpréter un texte visuel accompagné de texte écrit
- d'aborder le texte en étayant des points de vue et sa réponse personnelle à l'aide de preuves et d'exemples tirés du texte

Critère C: Communication en réponse à du texte oral, écrit et/ou visuel

- d'interagir et de communiquer dans diverses situations
- d'exprimer des pensées, des sentiments, des idées, des points de vue et des informations sous forme orale et écrite
- de s'exprimer à l'oral et à l'écrit dans des buts précis

Critère D: Utilisation de la langue sous forme orale et/ou écrite

- d'organiser des pensées, des sentiments, des idées, des points de vue et des informations sous forme orale et écrite
- de s'exprimer d'une manière de plus en plus précise dans la langue cible à l'oral et à l'écrit

Individuals and societies

Criterion A: Knowing and understanding

- use terminology in context
- demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples

Criterion B: Investigating

- formulate a clear and focused research question and justify its relevance
- formulate and follow an action plan to investigate a research question
- use research methods to collect and record relevant information
- evaluate the process and results of the investigation

Criterion C: Communicating

- communicate information and ideas using an appropriate style for the audience and purpose
- structure information and ideas in a way that is appropriate to the specified format
- document sources of information using a recognized convention

Criterion D: Thinking critically

- discuss concepts, issues, models, visual representation and theories
- synthesize information to make valid arguments
- analyse and evaluate a range of sources/data in terms of origin and purpose, examining value and limitations
- interpret different perspectives and their implications

Sciences

Criterion A: Knowing and understanding

- explain scientific knowledge
- apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations
- analyse and evaluate information to make scientifically supported judgments

Criterion B: Inquiring and designing

- explain a problem or question to be tested by a scientific investigation
- formulate a testable hypothesis and explain it using scientific reasoning
- explain how to manipulate the variables, and explain how data will be collected
- design scientific investigations

Criterion C: Processing and evaluating

- present collected and transformed data
- interpret data and explain results using scientific reasoning
- evaluate the validity of a hypothesis based on the outcome of the scientific investigation
- evaluate the validity of the method
- explain improvements or extensions to the method

Criterion D: Reflecting on the impacts of science

- explain the ways in which science is applied and used to address a specific problem or issue
- discuss and evaluate the various implications of the use of science and its application in solving a specific problem or issue
- apply scientific language effectively
- document the work of others and sources of information used

Arts

Criterion A: Knowing and understanding

- demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology
- demonstrate an understanding of the role of the art form in original or displaced contexts
  use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork

Criterion B: Developing skills

- demonstrate the acquisition and development of the skills and techniques of the art form studied
- demonstrate the application of skills and techniques to create, perform and/or present art

Criterion C: Thinking creatively

- develop a feasible, clear, imaginative and coherent artistic intention
- demonstrate a range and depth of creative-thinking behaviours
- demonstrate the exploration of ideas to shape artistic intention through to a point of realization

Criterion D: Responding

- construct meaning and transfer learning to new settings
- create an artistic response that intends to reflect or impact on the world around them
- critique the artwork of self and others

Mathematics

Criterion A: Knowing and understanding

- select appropriate mathematics when solving problems in both familiar and unfamiliar situations
- apply the selected mathematics successfully when solving problems
- solve problems correctly in a variety of contexts

Criterion B: Investigating patterns

- select and apply mathematical problem-solving techniques to discover complex patterns
- describe patterns as general rules consistent with findings
- prove, or verify and justify, general rules

Criterion C: Communicating

- use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations
- use appropriate forms of mathematical representation to present information
- move between different forms of mathematical representation
- communicate complete, coherent and concise mathematical lines of reasoning
- organize information using a logical structure

Criterion D: Applying mathematics in real-life contexts

- identify relevant elements of authentic real-life situations
- select appropriate mathematical strategies when solving authentic real-life situations
- apply the selected mathematical strategies successfully to reach a solution
- justify the degree of accuracy of a solution
- justify whether a solution makes sense in the context of the authentic real-life situation

Éducation physique et à la santé

Critère A: Connaissances at compréhension

- d'expliquer des connaissances factuelles, procédurales et conceptuelles relatives à l'éducation physique et à la santé
- d'appliquer des connaissances relatives à l'éducation physique et à la santé pour analyser des questions et résoudre des problèmes tirés de situations aussi bien familières que nouvelles
- d'appliquer la terminologie spécifique à l'activité physique et à la santé de manière efficace afin de transmettre leur comprehension

Critère B: Planification de la performance

- de développer des buts qui enrichissent la performance
- d'élaborer, d'expliquer et de justifier un plan visant à améliorer les performances physiques et la santé

Critère C: Application et exécution

- de démontrer et d'appliquer un éventail de compétences et de techniques de manière efficace
- de démontrer et d'appliquer un éventail de stratégies et de concepts de mouvements de manière efficace
- d'analyser et d'appliquer des informations pour exécuter leur activité de manière efficace

Critère D: Réflexion et amelioration de la performance

- d'expliquer et de démontrer des stratégies qui enrichissent leurs compétences interpersonnelles
- d'analyser et d'évaluer l'efficacité d'un plan en fonction du résultat
- d'analyser et d'évaluer la performance

Design

Criterion A: Inquiring and analysing

- explain and justify the need for a solution to a problem for a specified client/target audience
- identify and prioritize the primary and secondary research needed to develop a solution to the problem
- analyse a range of existing products that inspire a solution to the problem
- develop a detailed design brief which summarizes the analysis of relevant research

Criterion B: Developing ideas

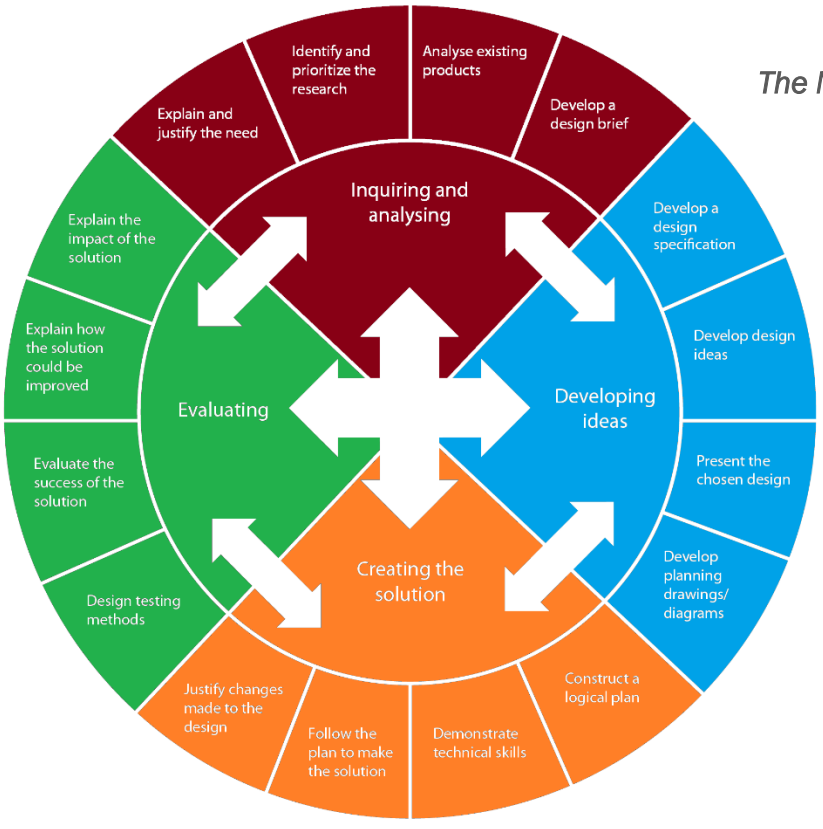
- develop a design specification which clearly states the success criteria for the design of a solution
- develop a range of feasible design ideas which can be correctly interpreted by others
- present the final chosen design and justify its selection
- develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution

Criterion C: Creating the solution

- construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution
- demonstrate excellent technical skills when making the solution
- follow the plan to create the solution, which functions as intended
- fully justify changes made to the chosen design and plan when making the solution

Criterion D: Evaluating

- design detailed and relevant testing methods, which generate data, to measure the success of the solution
- critically evaluate the success of the solution against the design specification
- explain how the solution could be improved
- explain the impact of the solution on the client/target audience



The MYP Design Cycle

UNDERSTANDING IB EVALUATION: REPORT CARD GRADES

On the IB report cards (terms 2 and 3) each criterion will have been evaluated, resulting in a grade on 7, based on the sum of the student's overall performance for each criterion.

A description of each grade from 1 to 7 can be found below.

Grade	Grade boundary (sum of all four criteria)	Descriptor
7	28 – 32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.
6	24 – 27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
5	19 – 23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
4	15 – 18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations but requires support in unfamiliar situations.
3	10 – 14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
2	6 – 9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
1	1 – 5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.

"MYP: From principles into practice" International Baccalaureate Organization, Cardiff, Wales, UK Sept. 2017.

THE PERSONAL PROJECT

The Personal Project is a culminating experience which allows MYP 5 (Grade 11) students the opportunity to complete an extended, self-directed piece of work. It is a unique opportunity for your child to learn more about a topic that really interests them personally or to learn a new skill (or develop an existing one) while also showcasing the knowledge they have gained and the skills that they have developed throughout the programme. If approached with the right mindset, the personal project can be one of the most rewarding experiences of a student's IB studies.

All students in IB must complete a Personal Project in their MYP 5 (Grade 11) year.

The aims of the Personal Project are to have students:

INQUIRE:

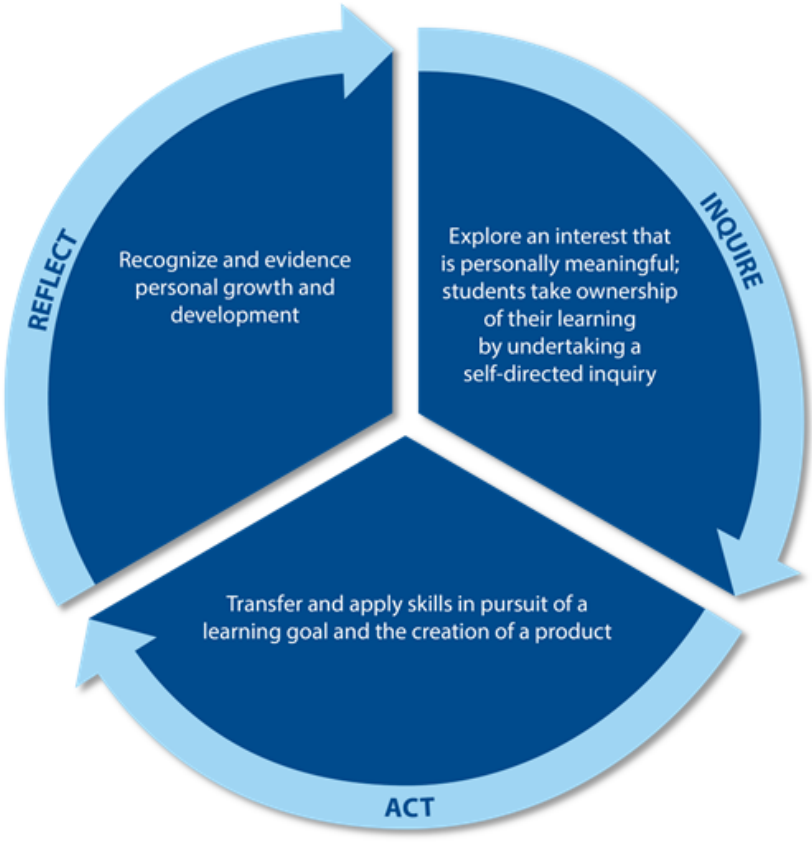
- Explore an interest that is personally meaningful;
- Take ownership of your learning by undertaking self-directed inquiry.

ACT:

- Transfer and apply skills in pursuit of a learning goal and the creation of a product.

REFLECT:

- Recognize and show evidence of personal growth and development.



IB DIPLOMA

Here at Howard S. Billings, we are proud to offer students the opportunity to earn the official International Baccalaureate Middle Years Programme Diploma. This diploma is a certification that recognizes a student's achievement in the MYP and prepares them for higher learning.

In order to earn this diploma, students must participate in a series of eAssessments.

eAssessment

eAssessment consists of a series of on-screen examinations and ePortfolios.

The on-screen exams take place in May of a student's MYP 5 year, in the following subjects:

- language and literature;
- language acquisition;
- individuals and societies;
- sciences;
- mathematics;
- interdisciplinary learning.

ePortfolios consist of coursework done either in-class or at home, which is sent to the International Baccalaureate Organization for validation. The ePortfolios a student must complete are in the following subjects:

- Arts (Visual Arts or Drama)
- Personal Project

To earn an IB Diploma, students must receive a grade of at least 3 on all of the eAssessments above. In addition, students must also have a cumulative total of at least 28 for all 8 eAssessments.

As Service as Action is a core component of the IB Programme, students must also complete all their Service as Action requirements to be eligible for the IB Diploma.

MANAGEBAC

The online tool that guides students and parents through the IB Programme is called ManageBac. Once registered in the IB Programme, students and their parents are given access to this tool. It is used for a variety of functions, including:

- distribution of IB report cards;
- distribution of Service as Action reports;
- distribution of course and programme-wide information;
- tracking of class and programme-wide activities (calendar);
- tracking of Service as Action activities;
- tracking of the Personal Project;
- uploading of assignments to teachers.

It is important that your email address associated with ManageBac is valid and one that you use on a regular basis, so that the flow of information from the IB Programme to you remains fluid.

You should receive an email from ManageBac stating that your account is active and requesting you to make a password.

Should you have any issues accessing this important tool, please contact ibhsb@nfsb.qc.ca

10 Reasons

Middle Years Programme

why the IB Middle Years Programme (MYP) encourages you to become a creative, critical and reflective learner

1

Become a life-long learner

Learn 'how to learn' using communication, research, self-management, collaboration and critical thinking skills.

2

Learn by doing and experiencing

Through the MYP community project you learn to service the community and connect what you learn in the classroom to "real life".

3

The MYP encourages critical thinking

It teaches you to analyse and evaluate issues, generate novel ideas and consider new perspectives.

4

Explore global challenges

The MYP helps you increase your understanding of the world by exploring globally significant ideas and issues.

5

Learn for understanding

Not just to memorize facts or topics and prepare for exams.

6

Train yourself to:

- organize and plan your work
- meet deadlines
- concentrate
- bounce back
- persist
- think positively.

7

Subjects are not taught in isolation

You are encouraged to make connections between subjects.

8

It empowers you to develop your talents

Feel empowered to prove what you know and earn the MYP certificate or MYP course results.

9

It prepares you for future education

Prepare yourself for the IB Diploma Programme or IB Career-related Programme delivered by IB World Schools globally.

10

It encourages international-mindedness

The MYP helps you critically appreciate your own culture and personal history, as well as the values and traditions of others.

International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

Based on IB research - www.ibo.org/research

GD380A