



Colegio Internacional de Caracas

IBDP Handbook

Mission and Vision

Vision

Colegio Internacional de Caracas is a learning community that develops to the highest degree the personal and academic attributes described in the International Baccalaureate Learner Profile. Personally, the CIC student is balanced, open-minded, caring, reflective, principled and knowledgeable. Academically, the CIC student is a communicator, a risk-taker, an inquirer, and a thinker.

Mission

Colegio Internacional de Caracas is an English medium, Pre-Nursery-to-Grade 12 school dedicated to the intellectual and personal development of each student in a caring and supportive environment. CIC offers a challenging program to prepare an international student body to excel in a variety of the world's finest schools and universities.

Expected School-Wide Learning Results

ESLRs are a set of expectations that articulates what each student should know, understand and be able to do upon leaving CIC.

Effective Communicators Who:

- listen, speak, read, write, view, and present effectively and correctly in English
- reflect and critically evaluate oral, written, and visual information
- understand, follow, and give directions
- communicate clearly and appropriately for various outcomes, across cultures and points of view
- collaborate and communicate with honesty and integrity

Life-long Reflective Learners Who:

- think about their own thinking
- recognize and develop strengths and talents
- assess and improve weaknesses and limitations
- take an active role in their own learning process
- work independently and are self-directed

Socially Responsible Global Citizens Who:

- demonstrate knowledge and awareness of social problems and their implications in both their own and global communities
- participate actively and contribute responsibly in projects that improve the community
- respect cultural diversity via collaboration and self and community advocacy; identify and address environmental concerns that affect communities around the world; are globally responsible citizens through self-awareness, empathy, and understanding

Critical Thinkers and Problem Solvers Who:

- demonstrate intellectual curiosity and independent as well as collaborative learning
- demonstrate the ability to use reasoning skills ~~to~~ combined with ethical and/or moral values to solve complex problems
- utilize technology appropriately to gain information and solve problems
- apply knowledge and skills to new situations
- make sense of problems and persevere in solving them

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1.0 Welcome to the IBDP at CIC

Colegio Internacional de Caracas offers the International Baccalaureate Diploma Programme (IBDP) to students in Grades 11 and 12 in addition to a standard USA-accredited diploma. The IBDP is a world-renowned educational high school diploma program that is open to students at CIC regardless of previous experience and is an extension of CIC's Mission and ESLR's to provide an ambitious global education. Students may elect to participate in the IBDP in one of three ways: as an IBDP diploma candidate; as an IBDP course candidate; or as a non-examination student. Specific to CIC, students in the IBDP will experience approaches to learning that flow from the school's Middle Years Programme (Grades 6-10).

1.1 International Baccalaureate Organization (IBO) Policy Statement.

The IBO provides one of the world's most desired diploma programme for students and CIC has partnered with IBO to provide this course of study to Venezuelan-based students. The IBO supports high quality programmes of education which support development of knowledgeable and inquiring students, professional development that supports effective educators and collaborative professional learning communities, and manages a worldwide network of highly respected and collaborating international schools. Within the IB Diploma Programme, the IBO stresses that students students:

- Think independently and drive one's own learning,
- Earn acceptance to the highest ranking universities around the world,

- Become more culturally aware, and develop a second language, and
- Engage with people in an increasingly globalized, rapidly changing world (www.ibo.org).

1.2 Learner Profile

The International Baccalaureate Organization believes that students in their programs should exhibit specific characteristics as a student, learner, and citizens. These characteristics are commonly described as the IB Learner Profile and consist of the following:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-Minded
- Caring
- Risk-Takers
- Balanced
- Reflective

2.0 Admissions Overview

All students enrolled at CIC and who are in good standing are eligible to participate in the IBDP. It is recommended that most students participate in the full IBDP, but the decision for which path to take is made through consultation with the student, his or her parents, teachers, the school counselor, the IBDP Coordinator, and the school administration. Once enrolled in the IBDP, students must consistently produce monthly predicted grades that will assure graduation success, *as well as exhibit a strong degree of educational motivation.*

Students take a range of course options that include Standard-Level (SL) and Higher-Level (HL) classes where HL courses generally reflect the student's area of special interest. SL courses complement HL courses but do not usually require the same degree of specialized knowledge and understanding. Three additional mandatory program elements are Theory of Knowledge, the Extended Essay, and participation in the CAS Program. All students (IBDP and CIC) participate in these three program elements.

3.0 Transfer Students

CIC encourages students from other high schools to enroll in the CIC IB Diploma Programme. Upon application, a team of CIC educators will meet to discuss the student's credentials and the principal and counselor will meet with the student and family to discuss a plan of action. Transfer students begin coursework after a final plan has been agreed by all parties. Enrollment is dependent upon a range of factors that include motivation, historical academic success and enrollment date. Given that all students transferring into CIC have different circumstances, all transfer enrollments are reviewed on a case-by-case basis. Grade 12 transfers may be accommodated, though they face distinct requirements.

4.0 College Credit

Due to the academic strength and reputation the IBDP possesses, it is possible that a student graduating from CIC's IB Diploma Programme may earn college credits while in high school. This outcome depends on each college's policies regarding the student's performance on examinations related to the diploma programme, as well as the specific courses in which the student enrolls along with earned grades. The CIC College Counselors can guide

families who are seeking more information about this topic. Note that successful completion of the IBDP includes procurement of the CIC USA-accredited high school diploma.

5.0 CIC Course Options

The IB Diploma Programme includes a range of obligations in order to receive the approved IBDP high school diploma or certificate(s). At CIC, IB course options are segmented into six (6) distinct subject groups or categories and within these distinctions, course are offered that can meet a student's college or professional interests.

- Group 1: Studies in Language and Literature.
- Group 2: Language Acquisition.
- Group 3: Individuals and Societies.
- Group 4: Experimental Sciences.
- Group 5: Mathematics.
- Group 6: The Arts.

Each year, CIC confirms courses that best meet the needs and desires of our students as a college-preparatory institution. It is typical that the following course are approved each year:

Group 1: SL/HL Language and Literature English, and Language and Literature Spanish

Group 2: SL/HL French and Spanish Ab Initio

Group 3: SL/HL History of the Americas and SL/HL Economics

Group 4: SL/HL Chemistry and SL/HL Biology

Group 5: SL/HL Mathematics and Math Studies

Group 6: SL/HL Visual Arts.

6.0 Core Policies

The IBDP operates within the general school experience at CIC. Students follow established guidelines and meet responsibilities that transcend any specific program, including the IBDP. IBDP students are expected to adhere to these and other core school policies during their enrollment at CIC.

6.1 Language Policy

Detailed information can be located in our Language Policy Handbook found [here](#).

6.2 Academic Honesty

Detailed information can be located in our Academic Honesty Policy Handbook found [here](#).

6.3 Academic Inclusion

Detailed information can be located in our Academy Inclusion Policy Handbook found [here](#).

6.4 Assessments

Students are assessed regularly during their experience at CIC, and these assessments are integrated into the IB learning experience. In addition to class-specific tests, projects, and other assessments, each IB class has very specific examinations and projects that must be completed to very specific standards and timelines. Commitment to these additional assessments reflect the IB student's drive and academic excellence. IBDP students experience assessments that are bound by both IB guidelines as well as the expectations stated in the CIC Assessment Policy Handbook.

6.5 Payments

CIC licenses with the IBO to provide students with the full IBDP experience. As such, all expenses related to the IB Diploma and IB certificates are paid directly by the student to the IBO through the CIC Business Office. There are a number of costs in participating in the IBDP that include things like test registrations, postage, and remarking costs. Parents bear the full cost of these expenses and must abide by the IBO and CIC regarding reimbursements.

7.0 Core Requirements: Theory of Knowledge, Extended Essay, and CAS

In addition to coursework in the six subject groups all students participate in three supplemental activities in order to receive IB credit. These three activities exist throughout and each have very specific requirements, and are considered fundamental and non-negotiable to the obtainment of the IBDP at CIC.

7.1 Theory of Knowledge

Theory of Knowledge, or TOK, is a class that explores how we understand and what we know. The course seeks to integrate learning in all subjects to encourage a deeper self-reflection about what is being learned and why. Successful completion of this course includes a final research paper and public presentation. This course spans both years in the IBDP and all CIC students including those not enrolled in the IBDP must pass this course.

7.2 Extended Essay

The Extended Essay is a 4000 word research paper that spans both years in the IBDP and seeks to refine the student's research skills and provide an avenue for in-depth study of a topic of personal interest. Students work with an advisor to develop all phases of a comprehensive research paper. Like TOK, all CIC students including those not enrolled in the IBDP must complete this responsibility (non-IBDP student are held to a different standard).

7.3 Community, Activity, and Service

Community, Activity, and Service or CAS, is a required program that assures all CIC students participate actively in the school and local communities as a student and a citizen. Students work with the CAS coordinator to log hours in meaningful community service projects and activities. Full diploma students are required to log 150 hours over the course of two years while non-diploma students are required to log 75 hours.

8.0 Predicted Grades

During participation in the IBDP at CIC, instructors deliver a monthly report to the principal and coordinator in the form of a predicted grade. This monthly grade represents what the instructor feels would be the student's final grade given the effort level and output for that specific month. Each month beginning September of students' senior year, teachers report their predicted grade to assure each student is on track to receiving the marks required by the IBO to earn the diploma or the discipline certificate. Students who earn concerning grades may be required to attend a meeting with or without parents to assess progress moving forward.

8.1 Mock Exams

One specific assessment all IBDP students undertake is the Mock Final Exam. In each class, early in March of the senior year, each student will experience a testing situation that mimics that of IB Final examinations. Seniors will spend up to a week experiencing examinations in all of his or her classes and from there, all tests are assessed against what knowledge is needed for final exams. The time spent in classes between Mock Exams and Finals utilize these tests to help students prepare for their final examinations. Mock exams serve as 100% of Semester II final grades for IBDP students.

8.2 Final Examinations & Results

Final examinations take place for all IB classes for which the student is enrolled and fees are paid. Each exam follows very specific IBDP protocol and each outcome represents a significant percentage of the student's final grade in that subject, and the same exam protocol exists for both certificate and diploma students. Final examinations for the IBDP are not negotiable, must be taken in their entirety, and the details of the exams cannot be altered in any way. Early each spring, the exam schedule is shared with all IBDP students. After exams (usually early in July) results are shared with families. Results protocol are shared with families before the end of the student's senior year.

9.0 University Acceptance

CIC is a college preparatory high school and expects 100% of each graduating class to attend college or university either in Venezuela or internationally. CIC maintains a college counselling department and counselors to assist students apply to and obtain acceptance into high-quality institutions. CIC believes that participation in the IBDP improves each student's chances at obtaining acceptance into the best-possible post-secondary institutions.

9.1 College Counselor Support

The College Counselor and the Counselling Department provide a range of services that impact the IBDP as well as college admissions. It is expected that all IBDP students actively engage in regular meetings with the college counselor as a means to maintain appropriate effort and outcomes, and to plan effectively for life beyond the IBDP.

10.0 Student Participation Statement

As CIC is a college-preparatory institution and expects all students to attend ambitious colleges and universities, it is expected that all IBDP students exhibit strong educational and moral standing. All students are expected to participate fully in all aspects of school and the IB diploma, as well as remain motivated as a student. It is essential that each student deliver his or her best work as a means for personal growth and societal contribution. CIC reserves the right to not enroll a student into the IBDP who has exhibited historical academic results that indicate he or she may be unsuccessful.