

## Talking Points for FH faculty: consideration of adoption of General Education IB Score Equivalency list

- At the Fall, 2010 Academic Senate Plenary session, ASCCC passed a resolution urging local senates to consider adopting the General Education IB Score Equivalency list (below).

### 7.2 International Baccalaureate (IB)

A score of 5, 6 or 7 on Higher Level exams is required to grant credit for IGETC certification. An acceptable IB score for IGETC equates to either 3 semester or 4 quarter units for certification purposes.

Students who have earned credit from an IB exam should not take a comparable college course because transfer credit will not be granted for both.

International Baccalaureate (IB)	IGETC AREA
IB Biology HL	5B (without lab)
IB Chemistry HL	5A (without lab)
IB Economics HL	4B
IB Geography HL	4E
IB History (any region) HL	3B or 4F*
IB Language A1 (any language, except English) HL	3B and 6A
IB Language A2 (any language, except English ) HL	3B and 6A
IB Language A1 (any language) HL	3B
IB Language A2 (any language) HL	3B
IB Language B (any language) HL	6A
IB Mathematics HL	2A
IB Physics HL	5A (without lab)
IB Psychology HL	4I
IB Theatre HL	3A

\*IB exam may be used in either area regardless of where the certifying CCC's discipline is located.

**Example:** History at a CCC is approved for Area 3B. The History IB may be used in Areas 3B or Area 4.

Actual IB transfer credit awarded for these and other IB exams for admission is determined by the CSU and UC. The UC Policy for IB credit can be found in the publication *Quick Reference for Counselors*, <http://www.universityofcalifornia.edu/educators/counselors/resources/materials/QR.pdf>

10

- FH faculty, particularly those in appropriate disciplines, are asked to familiarize themselves with what IB is, and then carefully consider whether it would be acceptable to allow FH students to use IB certificates to satisfy FH general education requirements.
- IN ADDITION, discipline faculty should also consider whether or not it would be appropriate to award credit for a specific Foothill course.

IB Subject Area	Foothill College General Education Area	Minimum Quarter Units
*Students would have to earn a score of 5, 6 or 7 on a higher level IB exam in order to earn credit for FH general ed:		
Biology HL	Natural Science	4
Chemistry HL	Natural Science	4

Economics HL	Social/Behavioral Sciences	4
Geography HL	Social/Behavioral Sciences	4
History (any region) HL	Social/Behavioral Sciences	4
Language A1 (any language except English) HL	Humanities	4
Language A2 (any language) HL	Humanities	4
Language A1 (any language) HL	Humanities	4
Language B (any language) HL	Humanities	4
Mathematics HL	Communication & Analytical Thinking	4
Physics HL	Natural Science	4
Psychology HL	Social/Behavioral Sciences	4
Theatre HL	Humanities	4

I've tried to prepare some documents that faculty in specific disciplines might find useful. You can use the links below to jump right to your area of interest:

**NATURAL SCIENCES**

**LANGUAGES**

**SOCIAL AND BEHAVIORAL SCIENCES**

**MATHEMATICS**

**THEATRE AND PERFORMING ARTS**

## NATURAL SCIENCES

### Anticipated Questions from Science Faculty:

- Do the subjects proposed for the natural sciences area **have** to include a laboratory component?
  - No, it does not appear so from the IB web page. HOWEVER, in reading the descriptions of the curriculum, it seems that the natural sciences courses DO include labs. We may wish to ask Bernie for some clarification/further information. (<http://www.ibo.org/diploma/curriculum/group4/>).
  - In spite of this, you may find the following info from the IB site to be helpful in your evaluation:
    - “Students explore the concepts, theories, models and techniques that underpin each subject area and through these develop their understanding of the scientific method.”
    - A compulsory project encourages students to appreciate the environmental, social and ethical implications of science. This exercise is collaborative and interdisciplinary and provides an opportunity for students to explore scientific solutions to global questions.”
  - The IB diploma programme assessment web page (<http://www.ibo.org/diploma/assessment/methods/>) contains the following information, which you may find useful:

**Methods:** A variety of different methods are used to measure student achievement against the objectives for each course.

**External assessment:** Examinations form the basis of the assessment for most courses because of their high levels of objectivity and reliability. They include:

- essays
- structured problems
- short-response questions
- data-response questions
- text-response questions
- case-study questions
- multiple-choice questions (limited use of these).
- There are also a small number of other externally assessed pieces of work, for example, [theory of knowledge](#) essays, [extended essays](#) and world literature assignments. These are completed by students over an extended period under teacher supervision instead of examination conditions, and are then marked by external examiners.

**Internal assessment:** Teacher assessment is also used for most courses. This includes:

- oral work in languages
- fieldwork in geography
- **laboratory work in the sciences**

- investigations in mathematics
  - artistic performances.  
Assessments are checked by external examiners and normally contribute between 20% and 30% of the total mark.
- 
- Here is the direct link to a sample higher level chemistry exam:  
[http://www.ibo.org/diploma/curriculum/examples/samplepapers/documents/gp4\\_chemistryhl3.pdf](http://www.ibo.org/diploma/curriculum/examples/samplepapers/documents/gp4_chemistryhl3.pdf)
  - IN ADDITION, the IB has a password-protected site where it is possible to find the following information. If you would like this, please ask Bernie.
    - Course syllabus for each subject, including assessment information
    - Recent examination questions
    - Markschemes
    - Student results (transcripts)
  - Here is a direct link to a sample subject outline in a course called “Environmental Systems and Societies:”  
[http://www.ibo.org/diploma/assessment/subjectoutlines/documents/d\\_4\\_ecosystem-out\\_0801\\_1\\_e.pdf](http://www.ibo.org/diploma/assessment/subjectoutlines/documents/d_4_ecosystem-out_0801_1_e.pdf)

## LANGUAGES

### Anticipated Questions from Language Arts Faculty:

- **What the heck is “Language A1”?**
  - Here’s the explanation from the IB web page: (<http://www.ibo.org/diploma/curriculum/group1/>)
    - Language A1 is the study of literature in a student’s first language, including the study of selections of world literature.
    - Other languages may be studied provided:
      - there is sufficient written literature available
      - a request is received by the IB well in advance of the examination period.
    - In studying their first language, students are able to develop:
      - a personal appreciation of the literature
      - skills in literary criticism
      - strong written and oral skills
      - respect for the literary heritage of their first language
      - an international perspective.
    - The range of texts studied in language A1 courses is broad, and students grow to appreciate a language’s complexity, wealth and subtleties in a variety of contexts. A specific aim is to engender a lifelong interest in literature and a love for the elegance and richness of human expression. In 2011, for first examinations in 2013, two new subjects will be offered in group 1; Language and literature, and Literature and performance. The latter is a subject meeting the group 1 and 6 requirements.
- **What are “Language A2,” and “Language B”?**
  - Here’s the page: (<http://www.ibo.org/diploma/curriculum/group2/>)
    - The aim is to promote an understanding of another culture through the study of a second language. A large range of modern languages are available as well as two classical languages (Latin and Classical Greek).
    - The main emphasis of the modern language courses is on language acquisition and use in a range of contexts and for different purposes. Three options are available to accommodate students with different backgrounds.
      - Language ab initio courses are for beginners (that is, students who have no previous experience of learning the language they have chosen). These courses are only available at standard level.
      - Language B courses are intended for students who have had some previous experience of learning the language. They may be studied at either higher level or standard level.
      - Language A2 courses are designed for students who have a high level of competence in the language they have chosen. They include the study of both language and literature, and are available at higher level and standard level.
- **What sorts of assessments are in place for the language areas?**

**Language A2 courses will be phased out in 2011 with final examinations offered in 2012.**

- The IB diploma programme assessment web page (<http://www.ibo.org/diploma/assessment/methods/>) contains the following information, which you may find useful:

**Methods:** A variety of different methods are used to measure student achievement against the objectives for each course.

**External assessment:** Examinations form the basis of the assessment for most courses because of their high levels of objectivity and reliability. They include:

- essays
- structured problems
- short-response questions
- data-response questions
- text-response questions
- case-study questions
- multiple-choice questions (limited use of these).
- There are also a small number of other externally assessed pieces of work, for example, [theory of knowledge](#) essays, [extended essays](#) and world literature assignments. These are completed by students over an extended period under teacher supervision instead of examination conditions, and are then marked by external examiners.

**Extended essay:**

- The extended essay is an independent, self-directed piece of research, culminating in a 4,000-word paper. As a required component, it provides:
  - practical preparation for the kinds of undergraduate research required at tertiary level
  - an opportunity for students to engage in an in-depth study of a topic of interest within a chosen subject.
- Emphasis is placed on the research process:
  - formulating an appropriate research question
  - engaging in a personal exploration of the topic
  - communicating ideas
  - developing an argument.
- Participation in this process develops the capacity to:
  - analyse
  - synthesize, and
  - evaluate knowledge.

**Internal assessment:** Teacher assessment is also used for most courses. This includes:

- **oral work in languages**  
Assessments are checked by external examiners and normally contribute between 20% and 30% of the total mark.
- Here are links to actual assessments:

- Language A1 examples:
  - English Higher Level  
[http://www.ibo.org/diploma/curriculum/examples/samplepapers/documents/gp1\\_englisha1hl2.pdf](http://www.ibo.org/diploma/curriculum/examples/samplepapers/documents/gp1_englisha1hl2.pdf)
  - Spanish Higher Level  
[http://www.ibo.org/diploma/curriculum/examples/samplepapers/documents/gp1\\_spanisha1hl2.pdf](http://www.ibo.org/diploma/curriculum/examples/samplepapers/documents/gp1_spanisha1hl2.pdf)
- The IB also has a password-protected site where it is possible to find the following information. If you would like this, please ask Bernie.
  - Course syllabus for each subject, including assessment information
  - Recent examination questions
  - Mark schemes
  - Student results (transcripts)

## **SOCIAL AND BEHAVIORAL SCIENCES**

### **Anticipated Questions from Social and Behavioral Sciences Faculty:**

- What subjects are available?
  - business and management
  - economics
  - geography
  - history
  - information technology in a global society
  - philosophy
  - psychology
  - social and cultural anthropology
  - A new course—world religions—will become a mainstream SL only course for first year teaching in September 2011, first examinations in May 2013. Please note that no candidates may be anticipated candidates during this period.
  
  - Here is a link to the sample **subject outline** for **geography**:  
[http://www.ibo.org/diploma/assessment/subjectoutlines/documents/d\\_3\\_geogr\\_gui-out\\_0902\\_1\\_e.pdf](http://www.ibo.org/diploma/assessment/subjectoutlines/documents/d_3_geogr_gui-out_0902_1_e.pdf)
  - Here's a link to the sample **subject outline** for **social and cultural anthropology**:  
[http://www.ibo.org/diploma/assessment/subjectoutlines/documents/d\\_3\\_socan\\_gui-out\\_0802\\_1\\_e.pdf](http://www.ibo.org/diploma/assessment/subjectoutlines/documents/d_3_socan_gui-out_0802_1_e.pdf)
  - Sample **subject outline** for **history**:  
[http://www.ibo.org/diploma/assessment/subjectoutlines/documents/d\\_3\\_histx\\_gui-out\\_0803\\_1\\_e.pdf](http://www.ibo.org/diploma/assessment/subjectoutlines/documents/d_3_histx_gui-out_0803_1_e.pdf)
  - Sample **subject outline** for **psychology**:  
[http://www.ibo.org/diploma/assessment/subjectoutlines/documents/d\\_3\\_psych\\_gui-out\\_0902\\_1\\_e.pdf](http://www.ibo.org/diploma/assessment/subjectoutlines/documents/d_3_psych_gui-out_0902_1_e.pdf)
  
- What's the point?
  - Studying any one of these subjects provides for the development of a critical appreciation of:
    - human experience and behaviour
    - the varieties of physical, economic and social environments that people inhabit
    - the history of social and cultural institutions.
    - In addition, each subject is designed to foster in students the capacity to identify, to analyse critically and to evaluate theories, concepts and arguments relating to the nature and activities of individuals and societies.
  
- What sorts of assessments are used?
  - The IB diploma programme assessment web page (<http://www.ibo.org/diploma/assessment/methods/>) contains the following information, which you may find useful:

**Methods:** A variety of different methods are used to measure student achievement against the objectives for each course.

**External assessment:** Examinations form the basis of the assessment for most courses because of their high levels of objectivity and reliability. They include:

- essays
- structured problems
- short-response questions
- data-response questions
- text-response questions
- case-study questions
- multiple-choice questions (limited use of these).
- There are also a small number of other externally assessed pieces of work, for example, [theory of knowledge](#) essays, [extended essays](#) and world literature assignments. These are completed by students over an extended period under teacher supervision instead of examination conditions, and are then marked by external examiners.

**Internal assessment:** Teacher assessment is also used for most courses. This includes:

- oral work in languages
  - **fieldwork in geography**
  - laboratory work in the sciences
  - investigations in mathematics
  - artistic performances.
- Assessments are checked by external examiners and normally contribute between 20% and 30% of the total mark.

- Here's a link to an **exam in history**:  
[http://www.ibo.org/diploma/curriculum/examples/samplepapers/documents/gp3\\_historyhsl2.pdf](http://www.ibo.org/diploma/curriculum/examples/samplepapers/documents/gp3_historyhsl2.pdf)
- The IB also has a password-protected site where it is possible to find the following information. If you would like this, please ask Bernie.
  - Course syllabus for each subject, including assessment information
  - Recent examination questions
  - Markschemes
  - Student results (transcripts)

## **MATHEMATICS**

### **Anticipated Questions from Math Faculty:**

- What are the assessments like?
  - The IB diploma programme assessment web page (<http://www.ibo.org/diploma/assessment/methods/>) contains the following information, which you may find useful:

**Methods:** A variety of different methods are used to measure student achievement against the objectives for each course.

**External assessment:** Examinations form the basis of the assessment for most courses because of their high levels of objectivity and reliability. They include:

- essays
- structured problems
- short-response questions
- data-response questions
- text-response questions
- case-study questions
- multiple-choice questions (limited use of these).
- There are also a small number of other externally assessed pieces of work, for example, [theory of knowledge](#) essays, [extended essays](#) and world literature assignments. These are completed by students over an extended period under teacher supervision instead of examination conditions, and are then marked by external examiners.

**Internal assessment:** Teacher assessment is also used for most courses. This includes:

- oral work in languages
  - fieldwork in geography
  - laboratory work in the sciences
  - **investigations in mathematics**
  - artistic performances.
  - Assessments are checked by external examiners and normally contribute between 20% and 30% of the total mark.
- 
- Although there isn't a sample higher level math exam or sample outline readily available online, Bernie can get this for you if it would help in your evaluation. However, here is a link to a sample **standard level** math exam: [http://www.ibo.org/diploma/curriculum/examples/samplepapers/documents/gp5\\_mathssl2.pdf](http://www.ibo.org/diploma/curriculum/examples/samplepapers/documents/gp5_mathssl2.pdf)
  - IN ADDITION, the IB has a password-protected site where it is possible to find the following information. If you would like this, please ask Bernie.
    - Course syllabus for each subject, including assessment information

- Recent examination questions
- Markschemes
- Student results (transcripts)

## THEATRE AND PERFORMING ARTS

### Anticipated Questions from Theatre and Performing Arts Faculty:

- What subjects are available? (from <http://www.ibo.org/diploma/curriculum/group6/>)
  - Film
  - Music
  - Theatre
  - Visual arts
  - A new course—dance—will become a mainstream SL/HL course for first year teaching in September 2011, first examinations in May 2013. Please note that no candidates may be anticipated candidates during this period.
  - Here is a link to a sample subject outline for music:  
[http://www.ibo.org/diploma/assessment/subjectoutlines/documents/d\\_6\\_music\\_gui-out\\_0902\\_1\\_e.pdf](http://www.ibo.org/diploma/assessment/subjectoutlines/documents/d_6_music_gui-out_0902_1_e.pdf)
- What's the point?
  - The subjects in group 6 allow a high degree of adaptability to different cultural contexts. The emphasis is on creativity in the context of disciplined, practical research into the relevant genres.
  - In addition, each subject is designed to foster critical, reflective and informed practice, help students understand the dynamic and changing nature of the arts, explore the diversity of arts across time, place and cultures and express themselves with confidence and competence
- What are the assessments like?
  - The IB diploma programme assessment web page (<http://www.ibo.org/diploma/assessment/methods/>) contains the following information, which you may find useful:

**Methods:** A variety of different methods are used to measure student achievement against the objectives for each course.

**External assessment:** Examinations form the basis of the assessment for most courses because of their high levels of objectivity and reliability. They include:

- essays
- structured problems
- short-response questions
- data-response questions
- text-response questions
- case-study questions
- multiple-choice questions (limited use of these).
- There are also a small number of other externally assessed pieces of work, for example, [theory of knowledge](#) essays, [extended essays](#) and world literature assignments. These are completed by students over an extended period under

teacher supervision instead of examination conditions, and are then marked by external examiners.

**Internal assessment:** Teacher assessment is also used for most courses. This includes:

- **artistic performances**
  - Assessments are checked by external examiners and normally contribute between 20% and 30% of the total mark.
- IN ADDITION, the IB has a password-protected site where it is possible to find the following information. If you would like this, please ask Bernie.
- Course syllabus for each subject, including assessment information
  - Recent examination questions
  - Markschemes
  - Student results (transcripts)

