



Saint George's School International Baccalaureate Diploma Programme (IBDP): Student and Parent Guide

IBO public website
www.ibo.org

Jamie Tender, Head of School
jamie.tender@sgs.org

Russell Werkman, Assistant Head of School for
Secondary Education
Russell.werkman@sgs.org

Elizabeth Tender, IB Diploma Coordinator (IBDC)
elizabeth.tender@sgs.org
509-464-8815

Portions of information in this booklet were obtained from various International Baccalaureate Organization (IBO) sources including, but not limited to, the IBO website (www.ibo.org) and the Handbook of Procedures. Hence, some words are spelled with the British spelling.

Copyrighted information is reprinted here with permission from the IBO.

Information contained here is subject to change. Please refer to the IBO website or contact the SGS IBDC for the latest information.

Table of Contents

Questions and Answers.....	
The International Baccalaureate: An Introduction.....	
The IB Diploma Curriculum.....	
CORE.....	
DP Grading and Assessment:	
DP Subject Offerings at Saint George’s School.....	
Saint George’s School Graduation.....	
College and University Recognition of the IB Diploma.....	
Appendix.....	

Terminology

IBO	International Baccalaureate Organization
IB	International Baccalaureate
IBDP	International Baccalaureate Diploma Programme
DP	Diploma Programme
SGS	Saint George’s School
HL	Higher Level
SL	Standard Level
CAS	Creativity, Activity, Service
TOK	Theory of Knowledge
EE	Extended Essay

Questions and Answers

Is the IB Diploma necessary for graduation from SGS? *No. The Saint George's Diploma and the IB Diploma are separate credentials; you can earn one without the other. However, at Saint George's, we encourage all students to consider going for the IB Diploma.*

When are Diploma Programme courses offered at Saint George's?

The courses are offered during Junior and Senior years.

Are there online Diploma Programme courses?

Yes, an online option is available through Pamoja for an additional expense.

Why should I attempt the IB Diploma?

- *Colleges love the IB programme. One of the curriculum questions on the Common Application for college counselors is, "Is the applicant an IB Diploma candidate?"*
- *The average acceptance rate of IB students into a university or college is 22% higher than the average acceptance rate of the total population.**
- *The 2011 study of IB students' experiences after high school found that **IB students graduated from college at higher rates**, with 81% of IB students graduating within six years of enrolling fulltime at a four-year institution, compared to the national average of 57%.*
- *Some colleges and universities give credit for the diploma.*
- *Check out "[DP learners: are critical, creative thinkers](https://vimeo.com/150160168)" from International Baccalaureate on Vimeo. (Link: <https://vimeo.com/150160168>)*

What are the benefits of the IB Programme?

The Programme:

- *Creates independent learners who feel prepared.*
- *Is an international qualification.*
- *Encourages critical thinking.*
- *Assesses more than examination techniques.*
- *Teaches subjects in conjunction with related courses; subjects aren't taught in isolation.*

Will colleges accept me based on me being an IB candidate without knowing if I have received the IB Diploma?

Yes.

When do I find out if I receive the IB Diploma?

Notification is sent out in July after Senior year.

What happens if I do not receive the IB Diploma but have been accepted to college?

You will receive certificates for all exams on which you scored a 4 or higher. These may count

for college credit. American colleges will not revoke your admittance if you do not receive the IB Diploma.

How do I earn the IB Diploma?

- *A student must have a minimum of 3 HL courses and 3 SL courses. A student may take more than 6 IB exams; however, the additional exams will be considered “extra”.*
- *IB courses are scored on a scale of 1 – 7.*
- *Students are required to earn a minimum score of 24 points in their 6 classes to receive the IB Diploma. (please read in more detail pages 14-18 for the criteria that need to be met)*
- *A student must complete the CORE (CAS, EE, and TOK). They may earn a maximum of 3 bonus points for EE and TOK.*
- *The highest number of points a student can earn is 45 (42 exam points + 3 bonus).*

How do the expectations for Standard Level (SL) courses differ from Higher Level (HL) courses?

It varies. Students can talk with their advisors or teachers to get the specific details on the differences between the requirements for SL and HL within each course.

Are there extra costs associated with taking IB exams at SGS?

The school covers the registration fee for IB exams and the exam fees for each external IB exam in the spring of the student’s Senior year. The IB exam is considered their final exam. Skipping an IB exam in May may result in charging the student for the registration cost for the exam that the school covered. Also note, if a student skips the IB exam, which is considered their final exam in a class, then the teacher may implement certain academic penalties at their discretion. This will be conveyed to the IB students at the start of their Junior year.

If a student voluntarily withdraws from the IB Diploma or changes their exams after the November 15 registration deadline, the change fee will be charged to the student’s account. This fee usually ranges from \$150-\$200.

*Source: IBDP Graduate Destinations Survey 2011/2012 conducted by i-graduate International Insight

The International Baccalaureate: An Introduction

Background

The IB was launched in 1962 at the International School of Geneva. Among the founders was Kurt Hahn who also initiated the Duke of Edinburgh Award Scheme. From the outset, the IB Diploma was designed as a comprehensive two-year programme which strives to maintain a balance between the breadth and depth found in other educational systems. In order to prevent the students being split between the two cultures of science versus the arts and humanities, the IB diploma does not allow the students to opt out from either at the age of 16. This philosophy is underpinned by the broad-based curriculum through which the students take six examination subjects. A student's programme must include their native language, at least one foreign language, mathematics at a suitable level, at least one science, one social science and the option to take either a creative subject or an extra academic subject.

The philosophy of the Diploma Programme is embodied by three other compulsory non-examination components: the Creativity, Activity, and Service programme, where students participate in extra-curricular activities that enrich both their own lives and the community around them, the Theory of Knowledge course in which students are encouraged to question the basis of their own knowledge and perception of the world, and the Extended Essay which gives student an experience of academic research. The programme aims to give the students a multicultural perspective of the world while respecting the student's own culture and background. For this reason, the syllabi and examinations are not biased towards one culture's perspective and all students, irrespective of their background, have an equal opportunity to succeed.

The first three universities to recognise the IB diploma were Oxford, Harvard and the Sorbonne. Since then its recognition has grown and its successful graduates have studied at the most prestigious universities in the world. In the UK IB diploma candidates are highly prized by university admissions tutors and any universities in North America value IB graduates to the extent of offering very lucrative scholarships to successful candidates.

IB Mission Statement (<http://www.ibo.org/mission/index.cfm>)

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.

10 reasons why the IB DP Programme is ideal for preparation for University *(www.ibo.org/ibworld/may2012/documents/10reasons.pdf)*

It offers academic breadth and depth—We know graduates do well. In 2011, figures from the UK’s Higher Education Statistics Agency found that IB graduates were “much more likely to be enrolled at one of the top 20 higher education institutions than entrants holding other qualifications.” Studying six subjects means students aren’t forced to narrow their choices while still at school, and can keep university options open. That doesn’t come at the expense of academic rigour, though. IB Diploma Programme students follow three subjects at Higher Level, where they receive 240 teaching hours in each. Learning a second language has been linked in studies to a higher level of achievement at both school and university.”

Graduates care about more than just results—The creativity, activity, service (CAS) requirement in the Diploma Programme encourages experiential learning – acquiring knowledge through direct experience. That could mean anything from building new homes in Africa to creating a newspaper for your local community. It gives students a perspective on the world, and the drive to plan their own activities – all skills that help distinguish IB alumni in the university admissions process. As IB graduate Gregoire-Francois Legault, now studying at McGill University in Canada, puts it: “While some see [CAS] at first as a pain, most do way more than the 150 required hours.”

It creates independent learners who feel prepared—Every Diploma Programme graduate will have written an Extended Essay – an immersive research paper of up to 4,000 words that requires independent research and excellent organizational skills. A 2011 survey of university admissions staff undertaken by Cardiff University, UK found they valued the Extended Essay’s role in developing cognitive, research, writing and communication skills. Dr David Conley, Professor of Educational Policy and Leadership in the College of Education at the University of Oregon and founder of the Educational Policy Improvement Center, says the IB “exceeds standards in critical thinking and research skills” required for college-readiness in the USA. Many Extended Essays are presented at admissions interviews, to demonstrate students’ analytical skills. Perhaps all that college-readiness is why research by SRI International found the graduation rate for IB alumni after four and six years studying in US universities was higher than the national average.

It’s a genuinely international qualification—Major global challenges require global solutions—and the Diploma Programme aims to balance local and national identity with an international mindset as part of its commitment to building a better future. Students learn to see the world from different cultural perspectives, while learning another language that will help them communicate with peers from different backgrounds. “Like all IB programmes, the Diploma Programme aims to encourage students to become internationally minded people who recognize their common humanity and shared guardianship of the planet,” explains Robert Harrison, Curriculum Manager for Continuum Development. “IB World Schools help students

engage in inquiry, action and reflection on locally and globally significant issues across the curriculum.” And fittingly, the qualification is internationally benchmarked, allowing graduates to continue their studies anywhere in the world.

Universities recognize it-and give credit for it–The number of higher education institutions recognizing the Diploma Programme grew 21 percent in 2011, backed by a proactive campaign of engagement, including a range of professional materials made available on the official IB website (www.ibo.org/recognition). IB students are at an advantage with elite institutions; in the United States, IB graduates are 21.4 percent more likely to be admitted into 10 of the country’s most prestigious universities, including Harvard, Princeton, Yale and Stanford.

The IB encourages critical thinking–Students learn to look beyond the facts: to analyze sources, link one subject to another and question the consensus. Inquisitiveness and interpretation are among the key cognitive properties of an IB education: a 2012 study of Diploma Programme students in Chicago found strong academic skills, especially related to analytical writing. Leading thinkers such as Professor Howard Gardner have identified the ability to reflect and critique as vital to effective 21st century learners.

You’ll never need to learn time management–All that rigorous, independent study leads to vital organizational techniques that only become more important when students reach university. Developing good study habits early create learners who hit the ground running in higher education. The 2012 Chicago study of Diploma Programme students found that they were able to set aside time for homework and resist going out with their friends when they needed to study.

It assesses more than examination techniques–Diploma Programme assessments are summative , largely taking place over the two years of the programme, focusing on what students have learned and their abilities, rather than what they haven’t learned or can’t do. Testing is rigorous, backed by high level evidence and is based on performance against set standards. As well as helping give a true picture of student performance, it also assists universities in the admissions process; with no grade inflation for more than 30 years, the Diploma Programme is a reliable and internationally consistent measure of academic excellence.

Subjects aren’t taught in isolation–One of the main differences between the Diploma Programme and other curricula is Theory of Knowledge (TOK) – classes that encourage students to make connections between subjects and gain the skills they need to become critical thinkers and more effective learners, rather than simply repositories of knowledge. But TOK is only part of the picture: teachers in IB World Schools are encouraged to plan interdisciplinary classes. Seeing connections between subjects also helps prepare students for higher education studies, where learning is becoming less compartmentalized.

IB Learner Profile (<http://www.ibo.org/programmes/profile/>)

The aim of all IB programmes 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—They 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—They 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—They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators—They 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—They 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 accompanying consequences.

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

Reflective—They 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 IB Diploma Curriculum

The International Baccalaureate Organization's educational aims are embodied in the structure and content of the programme itself. The requirements of the IB diploma is represented by a circle divided into six segments—one for each academic area—surrounding the core. Subjects are studied concurrently and students are exposed to the two great traditions of learning: the humanities and the sciences.



Students take six subjects, comprising of one subject from each subject group above, of which **three** are taken at **Higher Level (HL)** and **three** at **Standard Level (SL)**. Additionally, four HL and two SL subjects can be taken. HL courses cover a few more topics and go deeper.

By arranging work in this fashion, students are able to explore some subjects in depth and some more broadly over the two-year period. This is a deliberate compromise between the early specialization preferred in some national systems and the breadth found in others. This method ensures that the science-oriented student is challenged to learn a foreign language and that the natural linguist becomes familiar with science. While overall balance is maintained, flexibility in choosing higher level specializations allows the student to pursue areas of personal interest and to meet special requirements for university entrance.

All diploma candidates must also participate in Creativity, Activity and Service (CAS), Theory of Knowledge and undertake an Extended Essay.

Group 1: language A1

Group 1 consists of literature courses in a student's first language. The courses introduce students to literature from a variety of periods, genres and styles. Students refine their skills in writing, speaking and analysis, and learn techniques of literary criticism. The courses help students maintain strong ties to their own culture while giving them an international perspective through the study of literature from around the world.

Group 2: second language (language ab initio, language B, language A2, classical languages)

The acquisition of a second language carries great importance in the DP. Students learn to understand and use the language, and gain insights into the cultures of the countries where the language is spoken. This subject group includes courses for beginners (language ab initio, classical languages), second-language learners with previous experience with the language (language B), and bilingual students with a high level of fluency (language A2).

Group 3: individuals and societies

This group includes nine subjects: economics, geography, history, philosophy, psychology, social and cultural anthropology, business and management, Islamic history, and information technology in a global society. By studying human experience and behaviour, as well as economic and social environments and institutions, students gain an appreciation of diverse perspectives and values. They learn to analyse concepts and theories, and to use quantitative and qualitative methods of data collection and analysis.

Group 4: experimental sciences

The sciences offered in this group are biology, chemistry, physics, environmental systems and design technology. Students become familiar with the body of knowledge, methods and techniques that characterize science and technology, and learn practical laboratory skills.

Group 5: mathematics and computer science

This group includes courses designed for a range of abilities and interests. Some are aimed at students who wish to study mathematics in depth, while others are for those who need mathematics to enhance their understanding of other subjects. The courses seek to provide students with mathematical knowledge and principles. They help students develop logical and creative thinking in mathematics and use abstraction and generalization to reach conclusions. All students must follow a course in mathematics, and may also elect to study computer science.

***Group 6: the arts**

The arts group includes visual arts, music and theatre arts. The emphasis is on making art. That is, students gain an understanding of the arts and learn to express themselves artistically by creating, producing or performing works of art. In addition, they explore art forms from different cultures throughout the world.

CORE (TOK, CAS, EE)

Theory of Knowledge (TOK) is a required interdisciplinary course intended to stimulate critical reflection upon the knowledge and experience gained inside and outside the classroom. Through a series of stimulating and hopefully entertaining lessons, involving debate, role play, interactive games and lectures, TOK challenges students to question the bases of knowledge, to be aware of subjective and ideological biases, and to develop a personal mode of thought based on analysis of evidence expressed in rational argument. The key element in the IBO's educational philosophy, Theory of Knowledge seeks to develop a coherent approach to learning which transcends and unifies the academic subjects and encourages appreciation of other cultural perspectives.

The course is covered across the two years and is assessed through an essay and a presentation. In conjunction with the Extended Essay the students can earn up to three bonus diploma points. Failure to complete the TOK assessment would disqualify them from the award of the diploma; however, the main aim of the course is not the points gain but the chance for students to discuss, debate and enjoy some of the great issues in areas such as philosophy, logic, ethics, politics, science, linguistics, mathematics, art and history, thereby providing a stimulating and mind-opening experience.

Creativity, Activity, Service is known by its acronym CAS and is a fundamental part of the diploma curriculum. The CAS requirement takes seriously the importance of life outside the world of scholarship, providing a refreshing counterbalance to the academic self-absorption some may feel within a demanding school programme. Participation in theatre productions, sports, adventure and community service activities encourages young people to share their energies and special talents while developing awareness, concern and the ability to work cooperatively with others. The goal of educating the whole person and fostering a more compassionate citizenry comes alive in an immediate way when students reach beyond themselves and their books.

For student development to occur, CAS should involve:

- Real, purposeful activities, with significant outcomes.
- Personal challenge—tasks must extend the student and be achievable in scope.
- Thoughtful consideration, such as planning, reviewing progress, reporting.
- Reflection on outcomes and personal learning.

All proposed CAS activities need to meet these four criteria. It is also essential that they do not replicate other parts of the student's Diploma Programme work.

Concurrency of learning is important in the Diploma Programme. Therefore, CAS activities should continue on a regular basis for as long as possible throughout the programme, and certainly for at least 18 months. Successful completion of CAS is a requirement for the award of the IB diploma. CAS is not formally assessed but students need to document their

activities and provide evidence that they have achieved eight key learning outcomes.

Extended Essay: Diploma candidates are required to undertake original research and write an extended essay of some 4000 words. This project offers the opportunity to investigate a topic of special interest and acquaints students with the kind of independent research and writing skills expected at university. There are currently 60 subjects, including more than 35 languages, in which the essay may be written. The students are assigned an essay supervisor to guide them although the responsibility for the production of the essay lies very much with the individual student. Depending on the nature of the research area, students will engage in literature searching, empirical surveys or individual laboratory work. The topic is chosen by the student and could be a development of a long standing personal interest or the chance to investigate a topic in the academic field that the student wishes to pursue in the future.

In conjunction with the TOK assessments, the students can earn up to three bonus diploma points from their Extended Essay.

*Group 6 subjects are considered electives, thus an IB Diploma candidate may substitute a variety of courses from other subject groups in lieu of taking a Group 6 course. This would result in a student studying an extra language, taking an extra social science or experimental science course, or taking Further Mathematics HL (provided that student is already taking Mathematics HL). The Group 3 Information in a Global Society (ITGS) course would be taken only as sixth subjects, as they do not satisfy the IB Diploma requirements for their respective subject groups.

DP Grading and Assessment

(<http://www.ibo.org/en/programmes/diploma-programme/assessment-and-exams/understanding-ib-assessment/>)

The IB uses both external and internal assessment in the DP. Conventional external written examinations are complemented by internal assessment of coursework by the teachers responsible for evaluating students over the two-year period.

External assessment

Examinations form the basis of the assessment for most courses. This is 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 – though these are rarely used.

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.

The DP core

The theory of knowledge (TOK) and extended essay (EE) components are awarded individual grades and, collectively, can contribute up to 3 additional points towards the overall Diploma score.

Creativity, Action, Service – the remaining element in the DP core – does not contribute to the points total but authenticated participation is a requirement for the award of the diploma.

Higher level and standard level courses

The IB awards the same number of points for higher level (HL) and standard level (SL) courses, reflecting the IB's belief in the importance of achievement across a broad range of academic disciplines. HL and SL courses differ in scope but are assessed against the same grade descriptors, with HL candidates expected to demonstrate the various elements of the grade descriptors across a greater body of knowledge, understanding and skills.

How DP assessment is scored

One of the features of the IB Diploma Program is its criterion-referenced, externally marked examinations which count for 70 - 80% of the score in an IB course. 20 - 30% of the score is derived from the teacher; these grades are externally moderated by the IBO, meaning they are reviewed for grading accuracy. Typically, a student will take her examinations in two-year courses in May of her senior year. Occasionally, a standard level (SL) examination may be given in May of the junior year-- candidates taking such exams are called anticipated candidates--but a student may take no more than two such examinations. No higher level examination may be taken during the junior year.

A student's final Diploma result score is made up of the combined scores for each subject. Exams are marked on a scale of 1 through 7, with 7 being the highest. A maximum of three points may also be awarded for exceptional performance in the extended essay and the Theory of Knowledge prescribed topic essays. This allows a **maximum of 45 points**. The **minimum score required for receipt of the diploma is 24 points**, provided the following conditions have been met:

- No score of 1 has been received on an HL exam
- A candidate with 24, 25, 26, or 27 points does not have a *failing condition* (see below)
- A candidate with 28 or more points has no more than one failing condition
- The candidate has not been found guilty of *malpractice*, defined as the attempt by the candidate to gain unfair advantage in any assessment component.

The IBO defines a *failing condition* as any of the following:

- A grade of *elementary* on the TOK prescribed essay or the extended essay
- A grade of 2 in any HL subject
- Each grade of 3 in an HL subject not compensated by a grade of 5 in another HL subject
- A grade of 1 in any SL subject
- Two grades of 2 or below on any SL subjects
- Four grades of 3 or below
- Two grades of 3 or below with a grade of 2 or below on any SL exam.

Recap of the key aspects of the grading system:

- Each subject is awarded a grade from 1 (very low achievement) to 7 (excellence).
- A candidate will not qualify for the award of the diploma if certain requirements have not been met:
 1. CAS requirements have not been met.
 2. Candidate's total points on the 6 exams are fewer than 24.
 3. An "N" has been given for theory of knowledge, extended essay or for a contributing subject.
 4. A grade E has been awarded for one or both of theory of knowledge and the extended essay.
 5. There is a grade 1 awarded in a subject/level.
 6. Grade 2 has been awarded three or more times (SL or HL).
 7. Grade 3 or below has been awarded four or more times (SL or HL).
 8. Candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
 9. 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).
- If student fails to pass the diploma, he/she receive individual certificates in subjects where he/she achieved a **grade 4** or better.
- A Bilingual IB Diploma will be awarded to a successful candidate who fulfills one or both of the following criteria:
 - a. completion of two languages selected from group 1 with the award of a grade 3 or higher in both
 - b. completion of one of the subjects from group 3 or group 4 in a language that is not the same as the candidate's group 1 language. The candidate must attain a grade 3 or higher in both the group 1 language and the subject from group 3 or 4.

5.6.3 Aggregation

When the grade boundaries have been established for all components, provisional overall subject grade boundaries are calculated and a provisional subject grade distribution inspected. In order to aggregate the marks (and boundaries) from the different components to form a percentage total mark, they may first need to be scaled. Scaling is carried out to preserve the desired weighting for each component in terms of its contribution to the overall assessment for the course. For example, a higher level course in a subject may be made up of three components and the model requires that component 1 contributes 50% to the final result, component 2, 30% and component 3, 20%. If component 2 is designed to have a total available mark of 90, then these marks, after moderation, would have to be scaled by dividing by three to achieve the required weighting of 30%. The same applies to the grade boundaries set for the component, which also would have to be determined initially out of 90 marks.

A significant factor here is that the concept of weighting refers to possible achievement (represented by available marks) and not distribution or spread of marks awarded. A component weighting of 30% does not mean that this component must contribute 30% to the final spread of candidate marks—such an approach is more typical of norm-referenced systems, which focus on differentiation between candidates as the primary goal of each assessment item and test. In the DP assessment system, candidate differentiation is a secondary consideration to candidate achievement. A component that does not spread candidates out in terms of marks gained, but still records significant educational achievement, makes a valuable contribution to the overall judgment of candidate performance. Different components of the DP assessment model for a subject level may produce different spreads of candidate marks. It is possible for different components to have quite different grade distributions (the percentage of candidates in each grade).

It is also not a requirement that a component with a given weighting should contribute exactly that weighting to candidates' total marks. The significance of the weighting is to indicate the proportion of overall credit available for a given component, not necessarily the overall proportion of achievement.

The approach adopted in the DP assessment system may not reflect the more sophisticated methods of weighting, combining (aggregating) and scaling described by, for example, Wood (1991, Ch 10), but is based on the sound criterion-related principle that no candidate's mark should be modified solely on the basis of how other candidates around him/her have fared. The approach also has the considerable benefit of transparency in comparison to more complex models of weighting and scaling.

After applying any necessary scaling, the marks and boundaries are rounded to the nearest whole number. Marks or boundaries ending in exactly 0.5 are rounded in the candidates' favour—a mark is rounded up, while a boundary is rounded down. Then, the highest mark in each component grade is added together to give the highest mark in the corresponding subject grade. The highest mark in grade is chosen in preference to the lowest mark in grade to counteract the so-called "regression to the mean" effect. In simple terms, the regression to the mean effect states that it is more difficult to achieve a certain grade across a number of components than it is to achieve it in a single component. For example, it would be possible to have an assessment model with three components, in which 10% of the candidates gained a grade 7 in each component, while fewer than 5% gained a grade 7 overall, depending on how consistent candidates' performance was across the three components.

An example of the aggregation is given in Table 2. From the data given in the table, the overall subject 6/7 grade boundary would be 82/83. Thus, a candidate gaining the highest mark for grade 6 in two components, and the lowest mark for grade 7 on the third, would be awarded a grade 7, and so on. It is worth stressing that a candidate's final subject grade is determined from the aggregation of component marks, and not from component grades. Because each component grade represents a range of marks, it is quite possible for two candidates with the same component grades to be awarded different subject grades.

Grade boundary	Component 1 (50%)	Component 2 (30%)	Component 3 (20%)	Overall subject boundary mark
7	43	25	17	
6	42	24	16	82
6	38	21	15	
5	37	20	14	71
5	31	18	12	
4	30	17	11	58
etc	etc	etc	etc	etc

Table 2: An example of the aggregation of scaled boundaries in the IB Diploma Programme.

A principle of compensation across the components is followed within each DP subject. This means that a poor mark gained by a candidate on one component can be offset by a higher mark on another. There are no “hurdles” that have to be met on given components to achieve particular subject grades, apart from a requirement that a candidate must submit work for each component to be awarded a subject grade. Thus, it may be theoretically possible, though highly unlikely, for a candidate to gain zero marks on one component, but still achieve a subject grade 7 if the marks are high enough on the other components. (Note, however, that the same principle of compensation does not apply when subject results are combined to determine whether a candidate should be awarded the diploma. In this case, a system of hurdles relating to minimum grades in each subject, in TOK and in the extended essay, is applied.)

5.6.4 Grade distribution

After the aggregation of component marks and grade boundaries by computer processing, the grade award meeting will review the provisional subject grade distribution before confirming the final grade boundaries. Comparisons must be made with previous years’ results, with the distribution of predicted grades received from schools, and with the general expectation of the senior examining team. A significant shift in subject grade distribution compared to the previous year will need to be explained. Perhaps there has been considerable growth in candidature, which has changed the overall level of achievement. Analysis of the relative performance of new schools may help in this case. A comparison of performance on those components with fixed grade boundaries from year to year, such as internal assessment, can also be a useful indicator. If the grade award meeting feels it necessary, it is possible to go back and review any grade boundary on any of the components for which boundaries have already been determined.

Once the grade award meeting participants, including appropriate IBO staff, are satisfied that the overall grade distribution is a fair reflection of candidate achievement in relation to the grade descriptors and results from previous years, individual school results are calculated and printed. A final check on the appropriateness of the results is then made by comparing awarded grades with predicted grades for a number of highly experienced schools in which it is known that teachers have a good record of familiarity with the required standards. Again, if there are significant discrepancies, further reviews can be conducted.

DP Subject Offerings at Saint George’s School at school and online

Courses available on site at Saint George’s School

Group	Course	Level
Group 1 : Studies in Language and Literature	English A1 Literature	SL/HL
	Chinese A1 Literature	SL/HL
Group 2: Language and Acquisition	Spanish B	SL/HL
	Spanish ab initio	SL
	Chinese B	SL
	English B	SL/HL
	Chinese ab initio	SL
Group 3: Individuals and Societies	History Route 2	SL/HL
	Economics	SL
	Global Politics	SL/HL
Group 4: Sciences	Physics	SL/HL
	Chemistry	SL/HL
	Biology	SL/HL
	Sports, Health and Exercise Science	SL
Group 5: Mathematics	Mathematics	SL/HL
	Math Studies	SL
	Math Furthers	HL
*Group 6: Arts	Visual Arts	HL/SL

The offerings above are conditional; subject availability is dependent on interest, and the school reserves the right to direct candidates towards the subjects and levels most suited to their individual aptitudes. Some courses may have prerequisites.

*Group 6 subjects are considered electives, thus an IB Diploma candidate may substitute a variety of courses from other subject groups in lieu of taking a Group 6 course. This would result in a student studying an extra language, taking an extra social science or experimental science course, or taking Further Mathematics HL (provided that student is already taking Mathematics HL). The Group 3 Information in a Global Society (ITGS) course would be taken only as sixth subjects, as they do not satisfy the IB Diploma requirements for their respective subject group.

Pamoja Online

Working in close cooperation with the [International Baccalaureate®](http://www.pamojaeducation.com/IB-online-courses/), **Pamoja Education** (<http://www.pamojaeducation.com/IB-online-courses/>) continues to expand its range of top quality online IB courses, with new courses added each academic year.

The online courses, available through Pamoja Education, are offered to SGS students for an additional expense. Financial aid is not available for these online courses.

Students must get IBDC and Administrator approval before registering for online courses. The registration deadline for the May exam session is August 31, 2016. Courses start September 7, 2016.

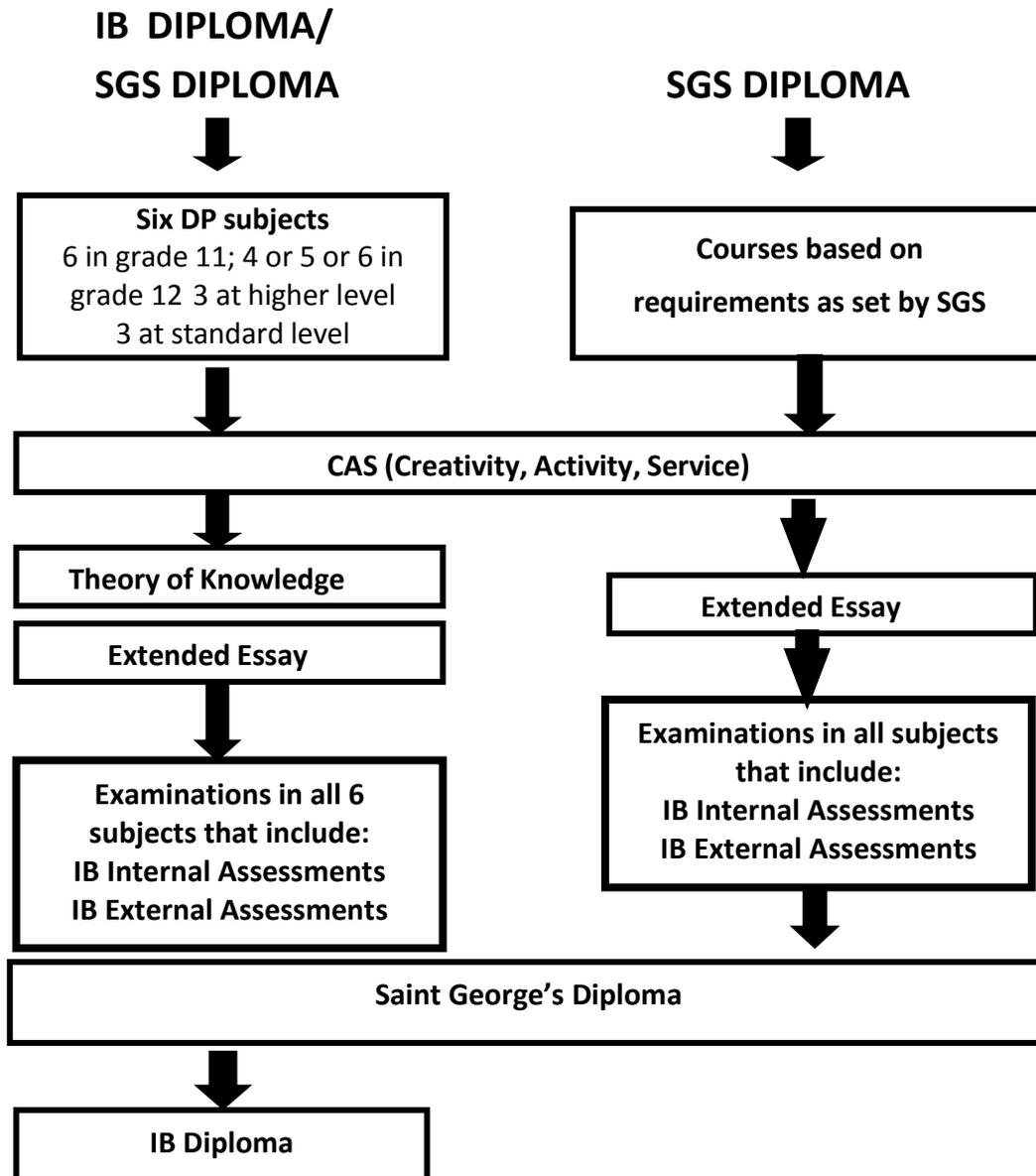
Online courses offered through Pamoja (as of July, 2016)

Group	Course	Level
Group 2: Language and Acquisition	French ab initio	SL
	Mandarin ab initio	SL
	Spanish ab initio	SL
	Spanish B	SL
Group 3: Individuals and Societies	Business Management	SL/HL
	Economics	SL/HL
	ITGS	SL/HL
	Philosophy	SL
	Psychology	SL/HL
Group 5: Mathematics	Mathematics	SL/HL
Group 6: Arts	Film	SL
CORE	Theory of Knowledge	

Saint George's School Graduation

All students, IB Diploma candidates or not, may receive a Saint George's Diploma.

To graduate from SGS, all students must participate in CAS.



Note: If a student fails to pass the diploma, he/she receives individual certificates in subjects where he/she achieved **grade 4** or better.

College and University Recognition of the IB Diploma

Understanding how the IBDP is recognized in North America is a primary concern for students, parents and counselors. Well over half of the students worldwide who graduate with IB credentials each year enter post-secondary institutions in the USA or Canada.

One of the first questions on the Common App is: “Is this applicant an IB Diploma Candidate?”

Many North American colleges and universities have exemplary IB recognition policies. Through their policies, these institutions show that they appreciate the IB student and the IB Diploma Programme. To see which universities around the world offer scholarships for IB diploma holders, please view the Universities’ individual websites. To view the IB diploma policy and contact information of a university, search the IBO databases via these website addresses.

- www.ibo.org/universities/listalluniversities.cfm
- www.ibo.org/country/index.cfm

Some words from college admissions about the IB:

Stanford University’s Debra Von Bargen explains what impact exam results may have on your offer of admission to a US university or college: <http://blogs.ibo.org/think-like-an-admissions-officer/>

Bryn Mawr University—*IB diploma students are superbly prepared for Bryn Mawr. We offer a full year’s credit to students with a score of 30 or above. The IB diploma is something more than the sum of its parts in a way that three or four APs are not. It ensures breadth, coherence, basic writing, research and analytic skills.*

Connecticut College, Martha Merrill, Dean of Admission and Financial Aid—*Connecticut College highly values the IB programme as it prepares students for the liberal arts in ways that few secondary school curriculums can... Students who have graduated from schools with the IB curriculum are extremely well prepared when they arrive on our campus.*

Duke University, Christoph Guttentag, Director of Admissions—*We know the quality of IB courses, and we think the IB curriculum is terrific.*

Harvard University, Marlyn McGrath Lewis, Assistant Dean of Admissions—*IB is well known to us as excellent preparation. Success in an IB programme correlates well with success at Harvard. We are pleased to see the credential of the IB Diploma Programme on the transcript.*

Macalester College, Lorne Robinson, Dean of Admission and Financial Aid—*We respect the IB programme for its academic rigour and the dedication it requires of students to earn the diploma. Over the years, we have found IB students to be exceptionally well-prepared for a challenging college experience.*

Princeton University, Fred Hargadon, Director of Undergraduate Admissions—*The IB is a first-rate programme, one we are familiar with, and it prepares students well for a university like ours.*

Sarah Lawrence College, Thyra L. Briggs, Dean of Enrollment—*In our minds, there is no more challenging curriculum than the IB curriculum. Not only does it prepare students for a demanding college programme, but the IB curriculum also instills in students a love of learning and an understanding of the truly interdisciplinary nature of education. Instead of working on each subject in a vacuum, IB students are shown how each of their classes connects both with the other classes and with the world around them.*

William and Mary College, Allison Jesse, former Associate Dean of Admissions—*The rigour of IB Diploma requirements meets our recommendation for the strongest high school preparation possible. In sum, the IB diploma candidate who has met the challenge successfully receives strong consideration from the William & Mary admission committee.*

University of British Columbia, Canada, *The IBO and UBC share a common vision – that global perspectives are key to education. Of all the universities in the world, UBC is one of the top three choices for IB diploma graduates. At UBC, we are committed to helping IB students find the best way to qualify for admission, scholarships and first- year credit.*

University of California (Berkeley, Davis, Los Angeles, San Francisco, San Diego, Irvine, Santa Cruz, etc.) –*Students completing the IB diploma with a score of 30 or above receive 30 quarter units (20 semester units) toward their UC undergraduate degree.*

Claremont McKenna-- *All deliberations of the committee are confidential, so am I am unable to provide you with any insight as to our thought process in choosing to admit (a student). However, I will say that the CMC Admission Committee thinks extremely highly of the IB curriculum. In fact, we believe that a student pursuing a full IB diploma is choosing one of the most demanding rigor options available for high school students. January, 2016*

Please read more on the [IB Community Blog](http://blogs.ibo.org/blog/category/university-success/) about the IB student and universities. (Website link : <http://blogs.ibo.org/blog/category/university-success/>)

[Four videos](#) featuring the University of Rochester, DePaul University, and the University of British Columbia, tell you how to leverage each aspect of the IB core and individual IB courses in your university application. (Website link: <http://blogs.ibo.org/discussing-the-ib-core/>)

Internal Assessment Timeline (please note this is subject to change)

		Junior Year										Senior Year								
		Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Group 1	English								Presentations					Orals						
	Chinese													Orals			Presentations			
Group 2	Chinese																			
	English B													Written		Orals				
	French																			
Group 3	Spanish																			
	Hist of Am									2000 word Research										
	Econ											750 wd			750 wd		750 wd		750 wd	
	Psychology (ON)									EXAM										
Group 4	Business (ON)																			
	Biology								1st Lab					2nd lab						
	Chemistry								EXAM							HL Chem				
Group 5	Physics									Physics lab										
	Math Studies													Math Paper						
	SL																			
Group 6	HL																			
	Further																			
CORE	Visual Art																		Show	
	Music													Performances						
CORE	TOK								Presentations							Essay				
	EE															Extended Essay				
	CAS																			
		Working on CAS and writing reflections throughout																		

EXAMS (Papers)



