



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

**IBO public website**  
[www.ibo.org](http://www.ibo.org)

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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](http://www.ibo.org)) and the Handbook of Procedures. Hence, some words are spelled with the British spelling.

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## Table of Contents

SGS Mission and Philosophy .....	
Quick Questions and Answers.....	
The International Baccalaureate .....	
The IB Diploma Curriculum .....	
CORE .....	
DP Grading and Assessment:.....	
DP Subject Offerings at Saint George’s School .....	
Saint George’s School Graduation .....	
Student Timeline.....	
College and University Recognition of the IB Diploma.....	
Appendix A, B, C.....	

## Terminology

IBO	International Baccalaureate Organization
IB	International Baccalaureate
IBDP	International Baccalaureate Diploma Program
IBDC	International Baccalaureate Coordinator
DP	Diploma Program
	*Note that in some places “program” will be spelled “programme”. They are one in the same as the official IB Language will spell it “programme”.
SGS	Saint George’s School
HL	Higher Level
SL	Standard Level
CAS	Creativity, Activity, Service
TOK	Theory of Knowledge
EE	Extended Essay

# SGS Mission Statement and Philosophy

**SGS Mission Statement:** Inspiring scholars, athletes and artists to serve and lead others.

## Statement of School Philosophy

Saint George's School, as an independent, non-religious, co-educational, college preparatory school, has striven to build on its founders' vision of creating a unique educational resource for the Inland Northwest since its inception in 1955. In keeping with this tradition and the demands of time and change we, the Saint George's community, are committed to developing the intellectual, artistic, creative, and athletic potential of our students to their utmost. We seek to accomplish these goals while preserving those traditional values of honesty, respect, generosity of spirit, and the pursuit of excellence (best efforts) that have long guided our members through nearly five decades of operation.

To achieve these ends, Saint George's School is committed to the design and maintenance of a coordinated curriculum broad in its breadth, challenging in its demands, yet nurturing and flexible in its approach, responsive to the individual needs of its students, and taught by educators who are selected for their ability to inspire as well as to instruct their students. In adopting these standards, we encourage and challenge our students to develop and refine their analytical and creative skills, to question and defend their ideas, to accept responsibility for their actions, and to develop their self-confidence through participation in class and extracurricular activities. To enhance these ends, we seek to maintain close communication between our families and the school. By such means, together with the use of small classes and rigorous graduation requirements, we seek to graduate young men and women who are well prepared to succeed in our nation's finest institutions of higher learning.

Through these various endeavors, we seek to create a diverse community of leaders equipped with an enduring work ethic that will prepare them for life in a changing and challenging world, and who will become active, informed, and responsible members of the community, stewards of their environment, and devoted to a lifelong love of and appreciation for learning.

## What We Value

As members of the Saint George's community, we subscribe to the values set forth here. We believe that we should strive to live by these values and to defend them. They should characterize all of our dealings with one another here and in the wider world in which we all live and to which we have a moral and social responsibility as good citizens.

**Honesty:** Our school exists in a climate of honesty and trust, which sustains our community and encompasses all of its transactions. We strive to be honest in our work, in our dealings with one another, and with ourselves. Integrity is everyone's responsibility.

**Respect:** We respect one another, our school, our country, our environment, and ourselves. We respect all the differences in others that contribute to the diversity of our community. We demonstrate respect for ourselves through self-examination and a serious commitment to behaving uprightly. We demonstrate our respect for others in many ways: by respecting their physical space, by respecting their feelings and beliefs, by listening

when they speak, by respecting their right to live in a physically and psychologically safe community. We demonstrate respect for our environment by bearing in mind how fragile it is and how irreplaceable, and by acting to preserve and protect the world in which we live.

**Generosity of Spirit:** At all times, we seek to act with the welfare of others as the highest priority. We treat one another with empathy and kindness. We accept responsibility for the impact our words and deeds have on others. We assume the best of intentions in one another. We are optimists. We believe in forgiveness, forbearance, and patience.

**Best Efforts:** We value doing one's best -- in the classroom, on the playing fields, and in all our endeavors. We attempt to be our best selves. We believe in teamwork, competition, and collaboration, and we connect effort with excellence.

## Quick 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. However, at Saint George's, we encourage all students to attempt to achieve the full IB Diploma. Achievement of the full IB aligns with the philosophy and mission of Saint George's.*

### **When are Diploma Program courses offered at Saint George's?**

*The courses are offered during Junior and Senior years. All juniors and seniors take IB classes, whether they are attempting to earn the full IB Diploma or not.*

### **Who is a course candidate and who is a full Diploma candidate?**

*A full Diploma Candidate is a candidate who is trying to earn the full IB Diploma and will complete all requirements to do so.*

*A courses candidate is a student who is enrolled in IB Diploma courses, but not all components of the full IB Diploma. The course candidate takes the IB exams in May of senior year and hopes to gain college credits for specific courses by earning IB certificates. The courses candidate has reduced CAS requirements and does not take TOK or complete the EE.*

### **Are there online Diploma Program courses?**

*Yes, online options are available through Pamoja for an additional expense.*

### **What are the benefits of the IB Diploma Program? The DP:**

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

## **What do colleges think of the IB Diploma Program?**

- *Colleges highly value the IB Diploma program. One of the curriculum questions on the Common Application for college counselors is, "Is the applicant an IB Diploma candidate?"*
- *A study at the University of Oregon's Honors College in the United States explored the academic and social-emotional university preparedness of DP and non-DP graduates. Qualitative data also indicated that DP graduates were better able to adjust to the rigors of university coursework; students specifically highlighted a number of skills gained through participation in the DP, including critical-thinking, time management and research skills **\*\***(Conley, McGaughy, Davis-Molin, Farkas and Fukuda, 2014).*

## **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 full IB Diploma?**

*Notification is sent out in July after senior year.*

## **What happens if I do not receive the full 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 full IB Diploma.*

## **How do I earn the full IB Diploma?**

- *A student must have a minimum of 3 Higher Level (HL) courses and 3 Standard Level (SL) courses.*
- *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 with certain other criteria being met.*
  - *For example, a student must receive 12 points from their HL classes. Please read in more detail pages 17-21 DP assessment procedures.*
- *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?**

*Standard level courses meet for a minimum of 150 teaching hours and higher level courses meet for a minimum of 240 teaching hours. In addition, some higher level classes cover additional topics whereas other higher level classes spend more time exploring the same topics as standard level courses. 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.*

## **Can a student take four Higher Level IB classes?**

*Yes and No. The IB Diploma Programme was designed for students to take three SL and three HL classes. It was also designed to be taught during a schedule that allows for 240 HL hours and 150 SL hours. We want to implement the IB to the fullest degree within the parameters it was designed. However, if an SGS student*

wants to take four classes we will meet with them and their parents, get a teacher recommendation, and counsel them through making the best choice for themselves and their future career endeavors.

### **Can I still take AP Exams?**

*Students can choose to take AP exams in addition to the IB exams, but they will need to register to take them at their own expense at a local public high school. SGS does not offer AP classes, thus a student who chooses to take an AP exam will need to take into account that SGS classes are preparing the students for IB exams and not AP exams.*

### **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 will 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 by the teacher at the start of their junior year.*

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

## **The International Baccalaureate**

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### ***IB Mission Statement***

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

### ***What is an IB education?***

An IB education is the result of a dynamic interaction between IB learners (who), teaching and learning in the IB (how), global contexts for teaching and learning (why) and the pursuit of significant knowledge and understanding (what). The IB's philosophy of education is informed by research and by over 40 years of practical experience in international education. This philosophy remains open to reflection and review; the IB has always promoted critical engagement with challenging ideas, one that both values the past and remains open to innovation.

## ***IB learners and the IB learner profile***

At the center of international education in the IB are students with their own learning styles, strengths and challenges. Students come to school with combinations of unique and shared patterns of values, knowledge and experience of the world and their place in it.

Promoting open communication based on understanding and respect, the IB encourages students to become active, compassionate lifelong learners. An IB education is holistic in nature—it is concerned with the whole person. Along with cognitive development, IB programs and qualifications address students' social, emotional and physical well-being. They value and offer opportunities for students to become active and caring members of local, national and global communities; they focus attention on the processes and the outcomes of internationally minded learning described in the IB learner profile.

The learner profile is the IB's mission in action. It requires IB learners to strive to become:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers (courageous)
- Balanced
- Reflective

These attributes of internationally minded people represent a broad range of human capacities and responsibilities that go beyond a concern for intellectual development and academic content. They imply a commitment to implement standards and practices that help all members of the school community learn to respect themselves, others and the world around them.

## ***The learner and the IB World School***

The IB learner profile brings to life the aspirations of a community of IB World Schools dedicated to student-centered education. IB programs promote the development of schools that:

- create educational opportunities for students that promote healthy relationships, individual and shared responsibility, including interpersonal competencies that support effective teamwork and collaboration
- help students make informed, reasoned, ethical judgments and develop the flexibility, perseverance and confidence they need in order to effect change that matters
- inspire students to frame their own inquiries, pursue personal aspirations, set challenging goals and have the persistence to achieve them
- foster the development of rich personal, academic and cultural identities.

The relationships between teachers and students and the approaches to teaching profoundly shape educational outcomes: teachers are intellectual leaders who can empower students to develop the confidence

and personal responsibility needed to deepen understanding. IB programs emphasize “learning how to learn”, helping students interact effectively with the learning environments they encounter, and encouraging them to value learning as an essential and integral part of their everyday lives.

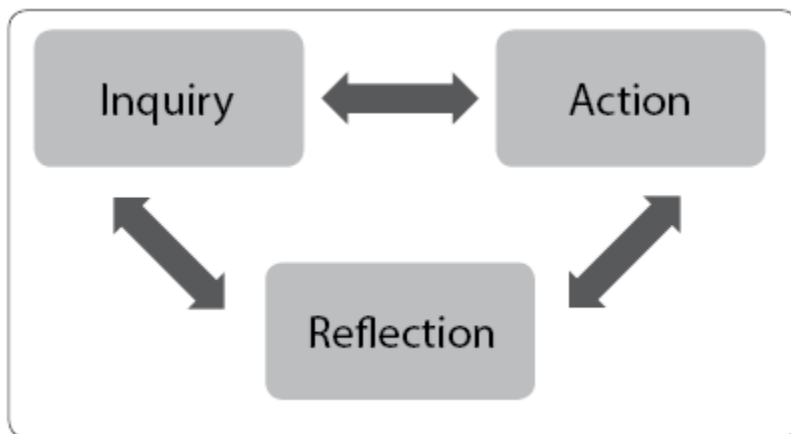
IB programs support inclusion as an ongoing process to increase access and engagement in learning for all students. Learning communities become more inclusive as they identify and remove barriers to learning and participation. Commitment to access and inclusion represents another aspect of the IB learner profile in action.

### **Developing the IB learner profile within a community of learners**

All IB World Schools are learning communities that encourage school leaders, teachers, students, parents and local community members connected to the global community to value learning as an essential and integral part of their everyday lives. For students, IB World Schools support lifelong learning when they emphasize "learning how to learn", helping students interact effectively with the learning environments they encounter in schools and beyond. Communities are bound together by a common sense of purpose and identity. The IB community shares a common purpose: making a better world through education. This goal, expressed in the IB mission statement, creates a series of interrelated aspirations, educational outcomes and shared values in the IB learner profile. The learner profile informs the IB’s educational philosophy and stands as a clear and concise statement of the values that inform a community that encourages the development of international-mindedness. Schools must develop and promote international-mindedness and all attributes of the IB learner profile across the school community.

### ***Teaching and learning in the IB***

Teaching and learning in the IB grows from an understanding of education that celebrates the many ways people work together to construct meaning and make sense of the world. Represented as the interplay between asking (inquiry), doing (action) and thinking (reflection), this constructivist approach leads towards open classrooms where different views and perspectives are valued. An IB education empowers young people for a lifetime of learning, both independently and in collaboration with others. It prepares a community of learners to engage with complex global challenges through a dynamic educational experience framed by inquiry, action and reflection.





## *Inquiry*

Sustained inquiry frames the written, taught and assessed curriculum in IB programs. IB programs feature structured inquiry, drawing from established bodies of knowledge and complex problems. In this approach, prior knowledge and experience establish the basis for new learning, and students' own curiosity, together with careful curriculum design, provide the most effective stimulus for learning that is engaging, relevant, challenging and significant.

## *Action*

Principled action, as both a strategy and an outcome, represents the IB's commitment to teaching and learning through practical, real-world experience. Action involves learning by doing, enhancing learning about self and others. IB World Schools value action that encompasses a concern for integrity and honesty, as well as a strong sense of fairness that respects the dignity of individuals and groups. IB learners act at home, as well as in classrooms, schools, communities and the broader world.

Challenging learning environments help students to develop the imagination and motivation they require in order to meet their own needs and the needs of others. Principled action means making responsible choices, sometimes including decisions not to act. Individuals, organizations and communities can engage in principled action when they explore the ethical dimensions of personal and global challenges. Action in IB programs may involve service learning, advocacy and educating one's self and others.

## *Reflection*

Critical reflection is the process by which curiosity and experience can lead to deeper understanding. Learners must become critically aware of the way they use evidence, methods and conclusions. Reflection also involves being conscious of potential bias and inaccuracy in their own work and in the work of others.

An IB education fosters creativity and imagination. It offers students opportunities for considering the nature of human thought and for developing the skills and commitments necessary not only to recall information but also to analyze one's own thinking and efforts in terms of the products and performances that grow from them.

Driven by inquiry, action and reflection, IB programs aim to develop a range of skills and dispositions that help students effectively manage and evaluate their own learning. Among these essential approaches to learning (ATL) are competencies for research, critical and creative thinking, collaboration, communication, managing information and self-assessment.

## ***Global contexts for education***

In our highly interconnected and rapidly changing world, IB programs aim to develop international-mindedness in a global context. The terms "international" and "global" describe the world from different points of view.

- "International" refers to the perspective of the world's constituent parts, nation states and their relationships with each other.
- "Global" refers to the perspective of the planet as a whole.

Sharp distinctions between the “local”, “national” and “global” are blurring in the face of emerging institutions and technologies that transcend modern nation states. New challenges that are not defined by traditional boundaries call for students to develop the agility and imagination they need for living productively in a complex world.

An IB education creates teaching and learning communities and opportunities that help students increase their understanding of language and culture, and become more globally engaged. Education for international-mindedness relies on the development of learning environments that value the world as the broadest context for learning. IB World Schools share educational standards and practices for philosophy, organization and curriculum that can create and sustain authentic global learning communities. In school or online, students learn about the world from the curriculum and from their interactions with other people. Teaching and learning in global contexts supports the IB’s mission “to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect”. Using global contexts in planning and teaching helps learners by providing relevance and meaning, which may lead to increased student engagement.

### ***Multilingualism and intercultural understanding***

Learning to communicate in a variety of ways in more than one language is fundamental to the development of intercultural understanding in the IB. IB programs, therefore, support complex, rich, dynamic learning across a range of language domains. All IB programs aim for students to learn at least two languages.

Intercultural understanding involves recognizing and reflecting on one’s own perspective, as well as the perspectives of others. To increase intercultural understanding, IB programs foster learning how to appreciate critically many beliefs, values, experiences, forms of expression and ways of knowing. The goal of understanding the world’s rich cultural heritage invites the IB community to explore human commonality, diversity, personal identity and interconnection.

### ***Global engagement***

Global engagement represents a commitment to address humanity’s greatest challenges in the classroom and beyond. It can develop from the use of global contexts in inquiry leading to principled action. IB programs provide for sustained inquiry into a wide range of issues and ideas of significance locally, nationally and globally. IB students and teachers are encouraged to engage the world through developmentally appropriate explorations of local and global concerns, including the environment, development, conflicts, rights, and cooperation and governance. Globally engaged people critically consider power and privilege, and recognize that they hold the Earth and its resources in trust for future generations.

The IB aspires to empower people to be active learners who can empathize and pursue lives of purpose and meaning, and who are committed to service. An IB education aims to develop the consciousness, perspectives and competencies necessary for global engagement, as well as the personal values that can lead to principled action and mutual understanding.

### ***Significant content***

An IB education encompasses disciplinary knowledge and understanding that meets international university standards for rigor in terms of depth and breadth. IB programs offer students opportunities to engage with a curriculum that is broad and balanced, conceptual, connected and assessed.

### *Broad and balanced*

An IB education represents a balanced approach, offering students access to a broad range of content that spans academic subjects. In the Diploma Program (DP) students study courses from six subject areas plus a core curriculum, with students developing skills, knowledge and understanding in multiple academic disciplines.

### *Conceptual*

Conceptual learning focuses on powerful organizing ideas that have relevance within and across subject areas. Concepts reach beyond national and cultural boundaries. They help to integrate learning, add coherence to the curriculum, deepen disciplinary understanding, build the capacity to engage with complex ideas and allow transfer of learning to new contexts.

### *Connected*

IB curriculum frameworks value concurrency of learning. Students encounter many subjects simultaneously, approaching concepts from a variety of perspectives throughout their programs of study; they learn to draw connections and pursue rich understandings about the interrelationship of knowledge and experience across many fields. Course aims and program requirements offer authentic opportunities to learn about the world in ways that can reach beyond the scope of individual subjects through interdisciplinary learning.

Students study a range of disciplines within subject groups and often bring together two or more established areas of expertise to build new interdisciplinary understanding.

### *Assessed*

In IB programs, assessment forms an integral aspect of teaching and learning. To understand what students have learned, and to monitor their progress, teachers use a range of assessment strategies that provide meaningful feedback. IB assessment supports good classroom practice by encouraging authentic demonstrations of understanding that call for critical and creative thinking.

In IB programs, assessment is ongoing, varied and integral to the curriculum. Assessment may be formal or informal, formative or summative, internal or external; students benefit from assessing their own work and the work of others. IB students demonstrate their learning through a variety of assessments and consolidations of learning, including the extended essay in DP.

External assessments for DP students are internationally benchmarked, balancing valid measurement with reliable results.

## The IB Diploma Curriculum

The International Baccalaureate Organization's educational aims are embodied in the structure and content of the program 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)**. HL courses cover additional topics and explore the topics more broadly and 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 full diploma candidates must also participate in Creativity, Activity and Service (CAS), Theory of Knowledge and undertake an Extended Essay.

All students must follow the Academic policy set forth by the school and by the IB, including effective citing and referencing.

# The Six Groups

## **Group 1: Studies in language and literature (Language A)**

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: Language acquisition (Language B)**

Language acquisition 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**

By studying human experience and behavior, as well as economic and social environments and institutions, students gain an appreciation of diverse perspectives and values. They learn to analyze concepts and theories, and to use quantitative and qualitative methods of data collection and analysis.

## **Group 4: Experimental sciences**

Students become familiar with the body of knowledge, methods and techniques that characterize science and technology, and learn practical laboratory skills.

## **Group 5: Mathematics**

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, if offered.

## **Group 6: The arts**

The subjects in the arts 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.

- 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. Students may opt to study an additional sciences, individuals and societies, or languages course, instead of a course in the arts.

## CORE (TOK, CAS, EE)

### **TOK: Knowing about knowing**

TOK is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It is a core element which all Diploma Program students undertake and to which all schools are required to devote at least 100 hours of class time. TOK and the Diploma Program subjects should support each other in the sense that they reference each other and share some common goals. The TOK course examines how we know what we claim to know. It does this by encouraging students to analyze **knowledge claims** and explore **knowledge questions**. A knowledge claim is the assertion that “I/we know X” or “I/we know how to Y”, or a statement about knowledge; a knowledge question is an open question about knowledge. A distinction between **shared knowledge** and **personal knowledge** is made in the TOK guide. This distinction is intended as a device to help teachers construct their TOK course and to help students explore the nature of knowledge.

### *The ways of knowing*

While there are arguably many ways of knowing, the TOK course identifies eight specific ways of knowing (WOKs). They are **language, sense perception, emotion, reason, imagination, faith, intuition, and memory**. Students must explore a range of ways of knowing, and it is suggested that studying four of these eight in depth would be appropriate.

The WOKs have two roles in TOK:

- they underlie the methodology of the areas of knowledge
- they provide a basis for personal knowledge.

Discussion of WOKs will naturally occur in a TOK course when exploring how areas of knowledge operate. Since they rarely function in isolation, the TOK course should explore how WOKs work, and how they work together, both in the context of different areas of knowledge and in relation to the individual knower. This might be reflected in the way the TOK course is constructed. Teachers should consider the possibility of teaching WOKs in combination or as a natural result of considering the methods of areas of knowledge, rather than as separate units.

### *The areas of knowledge*

Areas of knowledge are specific branches of knowledge, each of which can be seen to have a distinct nature and different methods of gaining knowledge. TOK distinguishes between eight areas of knowledge. They are **mathematics, the natural sciences, the human sciences, the arts, history, ethics, religious knowledge systems, and indigenous knowledge systems**. Students must explore a range of areas of knowledge, and it is suggested that studying six of these eight would be appropriate.

The **knowledge framework** is a device for exploring the areas of knowledge. It identifies the key characteristics of each area of knowledge by depicting each area as a complex system of five interacting components. This enables students to effectively compare and contrast different areas of knowledge and allows the possibility of a deeper exploration of the relationship between areas of knowledge and ways of knowing.

## Creativity, Activity, Service (CAS)

CAS is at the heart of the Diploma Program. CAS is organized around the three strands of **creativity, activity** and **service** defined as follows.

- **Creativity**—exploring and extending ideas leading to an original or interpretive product or performance
- **Activity**—physical exertion contributing to a healthy lifestyle
- **Service**—collaborative and reciprocal engagement with the community in response to an authentic need

As a shining beacon of our values, **CAS enables students to demonstrate attributes of the IB learner profile** in real and practical ways, to grow as unique individuals and to recognize their role in relation to others. Students develop skills, attitudes and dispositions through a variety of individual and group experiences that provide students with opportunities to explore their interests and express their passions, personalities and perspectives. CAS complements a challenging academic program in a holistic way, providing opportunities for **self-determination, collaboration, accomplishment and enjoyment**.

CAS enables students to enhance their personal and interpersonal development. A meaningful CAS program is a journey of discovery of self and others. For many, CAS is profound and life-changing. Each individual student has a different starting point and different needs and goals. A CAS program is, therefore, individualized according to student interests, skills, values and background.

The school and students must give CAS as much importance as any other element of the Diploma Program and ensure sufficient time is allocated for engagement in the CAS program. The CAS stages offer a helpful and supportive framework and continuum of process for CAS students.

Successful completion of CAS is a requirement for the award of the IB Diploma. While not formally assessed, students reflect on their CAS experiences and provide evidence in their CAS portfolios of achieving the seven learning outcomes.

The CAS program formally begins at the start of the Diploma Program and continues regularly, ideally on a weekly basis, for at least **18 months** with a reasonable balance between creativity, activity, and service.

All CAS students are expected to maintain and complete a **CAS portfolio** as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and for student reflections; it is not formally assessed.

Completion of CAS is based on student achievement of the seven **CAS learning outcomes**. Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome.

Students engage in **CAS experiences** involving one or more of the three CAS strands. A CAS experience can be a single event or may be an extended series of events.

Further, students undertake a **CAS project** of at least one month's duration that challenges students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making. The CAS project can address any single strand of CAS, or combine two or all three strands.

Students use the **CAS stages** (investigation, preparation, action, reflection and demonstration) as a framework for CAS experiences and the CAS project.

There are three formal documented **interviews** students must have with their CAS coordinator/adviser. The first interview is at the beginning of the CAS program, the second at the end of the first year, and the third interview is at the end of the CAS program.

CAS emphasizes **reflection** which is central to building a deep and rich experience in CAS. Reflection informs students' learning and growth by allowing students to explore ideas, skills, strengths, limitations and areas for further development and consider how they may use prior learning in new contexts.

## **Extended Essay (EE)**

The extended essay is an in-depth study of a focused topic chosen from the list of available Diploma Program subjects for the session in question. Students are encouraged to pursue an extended essay in one of their higher level (HL) subjects. It is intended to promote academic research and writing skills, providing students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (an appropriately qualified member of staff within the school). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen. It is mandatory that all students undertake three reflection sessions with their supervisor, which includes a short, concluding interview, or *viva voce*, with their supervisor following the completion of the extended essay. An assessment of this reflection process is made under [criterion E \(Engagement\)](#) using the [Reflections on planning and progress form](#).

The extended essay is assessed against common criteria, interpreted in ways appropriate to each subject.

### *Key features of the extended essay*

- The extended essay is a piece of independent research on a topic chosen by the student in consultation with a supervisor in the school.
- It is presented as a formal piece of sustained academic writing containing no more than 4,000 words accompanied by a reflection form of no more than 500 words.
- It is the result of approximately 40 hours of work by the student.
- The extended essay is compulsory for all students taking the Diploma Program and is an option for course students.
- A student must achieve a D grade or higher to be awarded the Diploma.
- The extended essay process helps prepare students for success at university and in other pathways beyond the Diploma Program.
- Students are supported by a supervision process recommended to be 3–5 hours, which includes three mandatory reflection sessions.



# 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.

IB Diploma → Highest score=45 points (max 42 for 6 courses + max 3 for EE and TOK) AND completion of CAS

## 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

## Internal assessment

Teacher assessment is also used for all courses. This includes:

- written work in languages
- oral work in languages
- 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.

# The diploma points matrix

May 2015 onwards



		Theory of knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
Extended essay	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

Changes from *The diploma points matrix (May 2010 - November 2014)*:

- B + C combination now results in 2 additional points (previously 1 point).
- A + E combination now results in zero points and a failing condition (previously 1 point).

## 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 similar 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).
- IB Diploma → Highest score=45 points (max 42 for 6 courses + max 3 for EE and TOK) AND completion of CAS
- 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 or is a course candidate only, 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:

1. completion of two languages selected from group 1 with the award of a grade 3 or higher in both
2. 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.

**A Bilingual IB Diploma will be awarded to a successful candidate who fulfills one or both of the following criteria:**

- completion of two languages selected from group 1 with the award of a grade 3 or higher in both
- 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.

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

### Courses available on site at Saint George’s School

Group	Course	Level
<b>Group 1 : Studies in language and literature</b>	English A1 Literature	SL/HL
	Chinese A1 Literature	SL/HL
<b>Group 2: Language acquisition</b>	Spanish B	SL/HL
	Spanish ab initio	SL
	Chinese B	SL
	English B	SL/HL
	Chinese ab initio	SL
<b>Group 3: Individuals and societies</b>	History	SL/HL
	Economics	SL/HL
	Global Politics	SL/HL
<b>Group 4: Sciences</b>	Physics	SL/HL
	Chemistry	SL/HL
	Biology	SL/HL
	Sports, Health and Exercise Science	SL/HL
<b>Group 5: Mathematics</b>	Mathematics: Analysis and Approaches (first exams May 2021)	SL/HL
	Mathematics: Applications and Interpretation (first exams May 2021)	SL
<b>*Group 6: Arts</b>	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 and readiness levels. 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 or taking an extra social science or experimental science course.

\*Note: The IB Diploma Programme was **designed for students to take three SL and three HL classes**. It was also designed to be taught during a schedule that allows for 240 HL hours and 150 SL hours. We want to implement the IB to the fullest degree within the parameters it was designed. However, **if an SGS student wants to take four classes we will meet with them** and their parents, get a teacher recommendation, and counsel them through making the best choice for themselves and their future career endeavors.

## Pamoja Online

Working in close cooperation with the International Baccalaureate®, **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 of \$995 per course, per year (prices subject to change). Financial aid from SGS 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 October 4, 2019. Courses start in September, 2019.

### Online courses offered through Pamoja (as of July 2020)

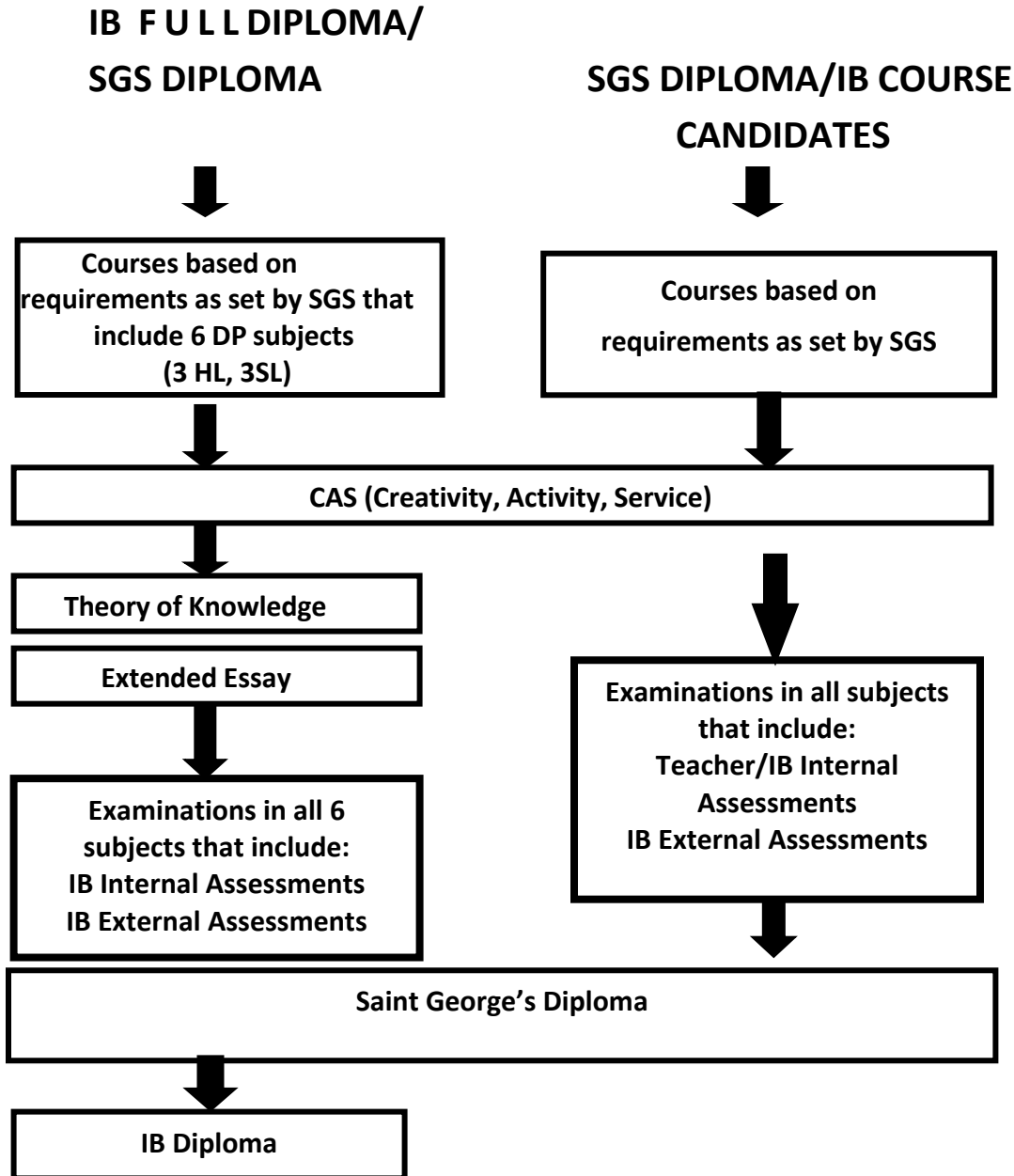
Group	Course	Level
<b>Group 2: Language and Acquisition</b>	French ab initio	SL
	Mandarin ab initio	SL
	Spanish ab initio	SL
	Spanish B	SL
<b>Group 3: Individuals and Societies</b>	Business Management	SL/HL
	Economics	SL/HL
	ITGS	SL/HL
	Philosophy	SL
	Psychology	SL/HL
<b>Group 5: Mathematics</b>	Mathematics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

\* 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.

## Saint George's School Graduation

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

Earning the IB Diploma is an option at Saint George's. Students may strive to be course candidates only and not go for the full IB Diploma. To graduate from SGS, all students must participate in CAS.



**Note:** If a student fails to pass the diploma or is a course candidate only, he/she receives individual certificates in individual subjects.

# IB Timeline for SGS IB Diploma and Course Students

## Sophomore year:

**March-May**—you and your parent(s) meet with to your advisor/IB Coordinator/Head of the Upper School about your classes (start thinking about your academic interests and strengths and begin formulating a plan for your 3 HL and 3 SL classes to gain the IB Diploma). Note: The IB Diploma Programme was **designed for students to take three SL and three HL classes**. It was also designed to be taught during a schedule that allows for 240 HL hours and 150 SL hours. We want to implement the IB to the fullest degree within the parameters it was designed. However, **if an SGS student wants to take four classes we will meet with them** and their parents, get a teacher recommendation, and counsel them through making the best choice for themselves and their future career endeavors.

## Junior year:

**Year long**—CAS and TOK work in the CORE class

**August/September**—begin classes in your 6 subjects and the CORE class. Fill out the SGS Diploma plan sheet (see Appendix C) with your advisor and turn in to the IB Coordinator. Review the SGS Academic Honesty Policy (see Appendix A) and the IB Academic Honesty Policy (Appendix B).

**November (after Quarter 1 is complete)**--continue thinking about which classes you feel will be your 3 HL and 3 SL classes (the internal assessments will be different so talk to your teachers and advisors for advice).

**January**—EE work begins

**May** -- Continue talking to teachers and your advisor. If you are going for the full IB Diploma, review the grading system. You must get a minimum of 24 points to pass, but there are certain criteria you must have if you score below a 28 (for example, if you score a 25, but your 3 HL courses do not total 12 of those 25 points, you will not earn the Diploma).

## Senior year:

**September/October**—Schedule a meeting with the IB Coordinator to discuss and confirm your diploma status and your HL and SL courses. You will sign off on your SGS Diploma Plan (Appendix C) with the IB Coordinator so the coordinator can register you for exams.

**November 15**—The IB Coordinator will register you for your May exams.

**January**—EE and TOK essays and presentations need to be complete

**March 15** -- Submission deadline for extended essays, theory of knowledge, language A: literature written assignment, language B written assignments, language ab initio written assignments. The IB Coordinator submits these to the IB.

**April 10**—IB Coordinator enters marks for internal assessments and predicted grades (a prediction by teachers on how they think you will score on the exam), including predicted grades for extended essays and theory of knowledge

**April 20**--

- sample Internal assessments for each subject are sent to the IB. (On April 10 when the marks for the IAs are entered, the IB requests a sample from the class). The IB coordinator uploads these.
- Visual Arts materials are uploaded. The IB coordinator uploads these.

**May** --IB exams (external assessments)

**June 1** --IB Coordinator reports to the IB whether the student completed his/her CAS requirements



**July 6**—scores are released and the IB Coordinator will let you know how you did.

## 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 Program. To see which universities around the world offer scholarships for IB diploma holders, please view the Universities’ individual websites. You can also check this website for information: <http://www.ibo.org/university-admission/recognition-of-the-ib-diploma-by-countries-and-universities/>

### Some words from college admissions about the IB:

**Stanford University’s Debra Von Bargen**, IB parent and Assistant Dean of Admission at Stanford University, answers your questions. In several videos she tells us how university admissions officers may vary in their knowledge of IB programmes, but that the most highly selective universities have worked with IB Diploma graduates since the inception of the programme in 1968 and very familiar with the way it prepares students for university. <https://www.youtube.com/watch?v=gS4BUi3Exog&list=PLWBNztdOp2pznut3UFMmu-uj9LXsMxi>

**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/>)

Check out “[DP learners: are critical, creative thinkers](https://vimeo.com/150160168)” from International Baccalaureate on Vimeo. (Link: <https://vimeo.com/150160168>).

