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

IBO public website

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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) and the Handbook of Procedures. Hence, some words are spelled with the British spelling.

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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

Mission Statements and Philosophies

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

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.

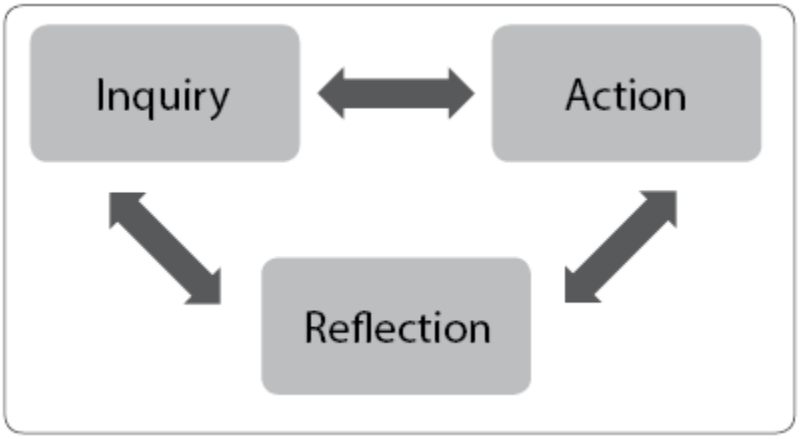
Promoting open communication based on understanding and respect, the IB encourages students to become active, compassionate lifelong learners. An IB education is holistic in nature—it is concerned with the whole person. Along with cognitive development, IB programs and qualifications address students' 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

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.



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.

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.

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.

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. These may count for college credit. American colleges will not revoke your admittance if you do not receive the full IB Diploma, but colleges/universities outside the United States may make admission conditional upon receiving the 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 and 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?

SL courses meet for a minimum of 150 teaching hours and HL courses meet for a minimum of 240 teaching hours. In addition, some HL classes cover additional topics whereas other HL classes spend more time exploring the same topics as SL courses. Students can talk with their advisors, teachers or the IB Coordinator 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 Program 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.

Are the IB exams required at the end of a student's coursework?

Yes. Every student in junior and senior years enrolls in SGS's IB courses, thus making a commitment to the entirety of IB course. It is the expectation that if a student takes an IB course as a ***Courses*** *candidate or a* ***Full IB Diploma*** *candidate, the student will fulfill the commitment to the course and take all the designed components of the course, including the IB exams in May. When a student applies to colleges and universities, you indicate that you are a* ***Courses*** *candidate or* ***Full IB Diploma*** *candidate. Your enrollment in the IB program at SGS, combined with your academic achievements and extracurricular involvements, are part of the factors colleges and universities consider when reviewing your application. SGS may be required to notify a school if all parts of an IB course are not completed.* ***Exceptions may apply on a case-by-case basis.***

When will the May 2027 exams be held?

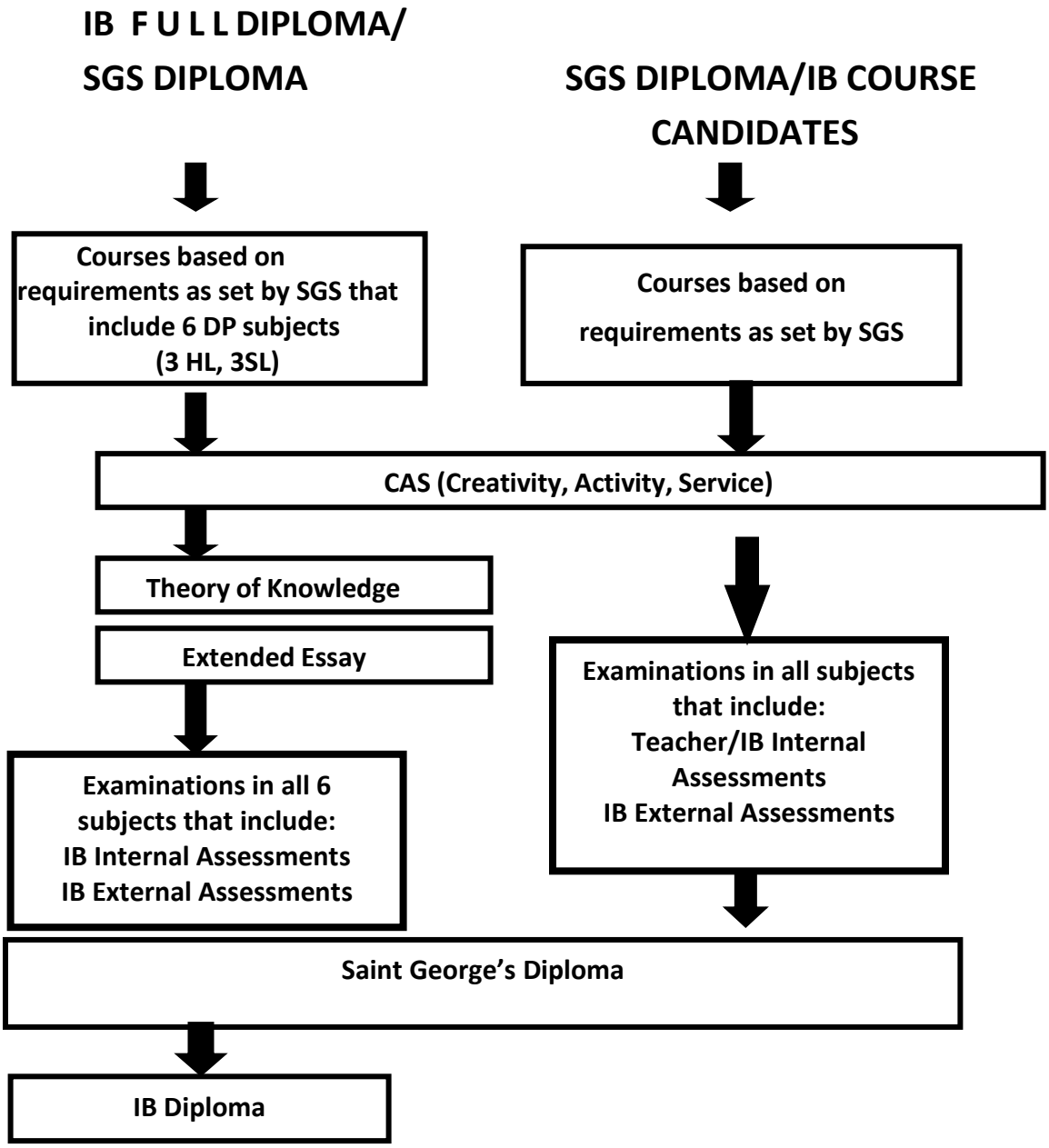
The May 2026 IB exams will be held ***Monday, April 26, 2027, to Friday, May 21, 2027****.*

The exact May 2028 exam dates are yet to be determined but will run three weeks in May.

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:

February-March –you and your parent(s) meet with your advisor/IB Coordinator/Head of the Upper School about your classes and begin thinking about your academic interests and strengths. Here we will formulate a plan for your 3 HL and 3 SL classes and discuss whether you want to be a **Full IB Diploma candidate** or a **Courses candidate**. Note*:* The IB Diploma Program 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 work and EE work in the CORE class

August/September (Semester 1)—begin classes in your 6 subjects and the CORE class. Review the SGS Academic Honesty Policy and the IB Academic Honesty Policy.

- If you are taking a Self Taught Language A course, you will meet with the IB Coordinator to devise a timeline and present your works you plan to study

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 (Semester 2)– TOK 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:

Year-long –CAS work in the CORE class

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 with the IB Coordinator so the coordinator can register you for exams.

October-teacher will pre-predict IB grades. These will not be shared with students unless they ask as this is a VERY EARLY prediction. It is meant to show and red flag areas.

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

January (End of Semester 1)—EE and TOK essays and presentations need to be complete

March 15 -- Submission deadline for Extended Essays, Theory of Knowledge, CAS portfolio, and the Visual Arts Comparative Studies.

March 15- June 1 --IB Coordinator reports to the IB about completion of CAS requirements

April 20—

-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

-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).

April 30--Visual Arts Process Portfolio is uploaded.

May --IB exams (external assessments)

July 6—scores are released. Students will have a login to check their scores. The IB Coordinator can answer any questions you have.

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 the CORE: 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.

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 science, individuals and societies course, or a language course, instead of a course in the arts.

The CORE

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.
    - Students are supported by a supervision process recommended to be 3–5 hours, which includes three mandatory reflection sessions.
- 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.
- Further information can be obtained from the EE coordinators or on IBO's EE website.

Theory of knowledge

- Helps students develop a coherent approach to learning that unifies the academic disciplines.
- In this course on critical thinking, students inquire into the nature of knowing and deepen their understanding of knowledge as a human construction.
- Students are assessed through a combination of essay and formal classroom presentations.
- Further information on the IBO's TOK website.

Creativity, activity, service (CAS)

- The three strands of CAS enhance students' personal and interpersonal development through experiential learning and journeys of self-discovery.
    - Creativity encourages students to engage in the arts and creative thinking.
    - Activity seeks to develop a healthy lifestyle through physical activity.
    - Service within the community offers a vehicle for a new learning with academic value.
- 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 stages (investigation, preparation, action, reflection and demonstration) offer a helpful and supportive framework and continuum of process for CAS students.
    - 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.

- Students undertake a **CAS project** of at least one month's duration that is fully student led. The CAS project addresses the learning outcome of demonstrating how to initiate and plan a CAS experience while the students may incorporate any of the other strands.
- 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 beginning of their senior year, and the third interview is at the end of the CAS program.
- 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.

- Further information can be obtained from melanie.mildrew@sgs.org or on the IBO's CAS website

Note: All full IB Diploma candidates are enrolled in the" CORE Class". The IB DP Core class is designed to help students to complete the Core projects: the Extended Essay, the TOK Essay, the TOK exhibition, and the Creativity, Activity, and Service (CAS) Portfolio.

The IB DP Core class supports the development of critical thinking, reflection, research, and self-management skills. Attendance at the IB Core class is required. Students who have five or more unexcused absences may be withdrawn from the Full IB Diploma.

In addition, if certain benchmarks are not met, according to class timelines, students will be withdrawn from the core and thus their full IB Diploma candidate status. Here are some examples:

- Completing the TOK exhibition during Semester 2 of grade 11.
- Completing the TOK essay during Semester 1 of grade 12.
- Completing the Extended Essay across Quarter 2 of grade 11 and through Semester 1 of grade 12.
- Completing/planning for the CAS project during Semester 1 of grade 12 at the latest.

DP Grading and 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.

For more information on assessment in the DP, follow this link

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 A Language and Literature	SL/HL
Group 2: Language acquisition	Spanish B	SL/HL
	Spanish ab initio	SL
	Chinese ab initio	SL
	Chinese B	SL/HL
Group 3: Individuals and societies	History	SL/HL
	Economics	SL/HL
	Global Politics*	SL/HL
Group 4: Sciences	Physics	SL/HL
	Chemistry*	SL/HL
	Biology	SL/HL
Group 5: Mathematics	Mathematics: Analysis and Approaches	HL
	Mathematics: Applications and Interpretations	HL/SL
Group 6: Arts	Visual Arts	HL/SL

Notes:

- 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.
- "*"denotes the courses that are available as a Group 6 substitute. This affects scheduling of courses.

The IB Diploma Program 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** 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 $$1320 for the junior year and $1390 for the senior year per course (prices subject to change). Financial aid from SGS is not available for these online courses.

The IB Coordinator will register the student with the approval of the Head of the Upper School. Courses start in September of your junior year and are two year courses.

Online courses offered through Pamoja (as of July 2023)

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
	Digital Society	SL/HL
	Philosophy	SL
	Psychology	SL/HL
Group 5: Mathematics	Mathematics Analysis and Approaches	SL/HL
	Mathematics Applications and Interpretations	SL/HL
Group 6: Arts	Film	SL
CORE	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 group

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 College and Universities' individual websites.
- You can also check this website for information on the strengths of an IB education, countries and universities that recognize the IB, and general IB information.
- To view IB acceptance rates at the top 25 schools, follow this link.

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 programs, but that the most highly selective universities have worked with IB Diploma graduates since the inception of the program in 1968 and very familiar with the way it prepares students for university.*

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 program 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 program correlates well with success at Harvard.*

We are pleased to see the credential of the IB Diploma Program on the transcript.

Macalester College, Lorne Robinson, Dean of Admission and Financial Aid–*We respect the IB program for its academic rigor 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 program, 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 program, 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.*

University of California (Berkeley, Davis, Los Angeles, San Francisco, San Diego, Irvine, Santa Cruz, etc.) – https://admission.universityofcalifornia.edu/admission-requirements/ap-exam-credits/ib-credits.html

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*

University of Washington-- *The UW recognizes the IB curriculum as a challenging academic program that provides excellent preparation for university study. In most cases, credits are awarded for **subjects** in which the student has earned a grade of 4 or higher. Read more here.*

Please read more on the IB Community Blog about the IB student and universities.

Check out "DP learners: are critical, creative thinkers" from International Baccalaureate on Vimeo.