Diploma Programme of the International Baccalaureate

The American International School - Riyadh

Principled, Knowledgeable, Reflective, Inquirer, Balanced, Risk-taker, Communicator, Relevant, Caring, Connected, Opinions, Respect, Technology, Rules, Leadership

NEASC  ACCREDITED BY THE NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES
CIS  ACCREDITED BY THE COUNCIL OF INTERNATIONAL SCHOOLS
IB  INTERNATIONAL BACCALAUREATE WORLD SCHOOL
NESA  MEMBER OF THE NEAR EAST SOUTH ASIA COUNCIL OF OVERSEAS SCHOOLS
AIS-R'S MISSION

As a school committed to excellence, we will educate and inspire our students to be responsible, productive and ethical world citizens with the skills and passion to think creatively, reason critically, communicate effectively and learn continuously. We will accomplish this in an American educational environment characterized by high measurable standards and a clearly defined, appropriately interrelated college preparatory curriculum, implemented by a superior staff in partnership with students, parents and the community.
The IB mission

“The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect..."

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

Our programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences can also be right.”
The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

**INQUIRERS**
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

**KNOWLEDGEABLE**
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

**THINKERS**
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

**COMMUNICATORS**
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**PRINCIPLED**
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**OPEN-MINDED**
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

**CARING**
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

**RISK-TAKERS**
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

**BALANCED**
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

**REFLECTIVE**
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.
The information contained in this guide is consolidated from the various course guides and information pamphlets distributed by the IB and adapted to suit The American International School- Riyadh.
Dear Parents,

It is my pleasure to introduce the Diploma Programme of the International Baccalaureate to you and your daughter/son. This is the thirteenth year of our offering this prestigious, rigorous and highly acclaimed programme here at AIS-R. Included in this booklet are changes that the IB is making to the Diploma Programme (DP) as a whole that are reflected in our course offerings and also in some of the terms used to describe the Diploma Programme (DP) and the results your daughter/son will gain at the end of two years of study. As you read through this booklet as a family, bear in mind that the results at the end of the DP Journey-and the doors those results will open- will be more than worth the effort put in over the two years.

The Diploma Programme of the International Baccalaureate is a rigorous two year programme that is designed to challenge students academically. At the same time it is dedicated to developing in students the skills and qualities needed to thrive and succeed in the 21st Century and to creating a well-balanced person who is responsible, compassionate, caring, internationally minded and ready to play their role as a global citizen. As such, the DP is the outstanding curriculum for students aged 16-19 and the aims and mission of the IB contribute to and complement the aims and mission of AIS-R.

The emphasis of the DP is on students developing critical thinking, communication skills and international-mindedness, which is aligned with preparing students to be successful at university and beyond. Students learn to apply their knowledge, to solve problems, to learn independently, work collaboratively, think creatively and communicate effectively in two or more languages.

This handbook has been put together to provide you with as much information as possible so that your daughter or son is able to make informed choices regarding their own Diploma programme courses that they will be studying over the next two years. While all students in Grade 11 and 12 at AIS-R take four DP courses, students have the opportunity to take the Diploma Programme of the International Baccalaureate in its entirety or to create a schedule made up of a variety of DP courses. Students who take and pass these courses gain credit towards the AIS-R High School Diploma.

We believe that the Diploma Programme is the best 16-19 curriculum on offer anywhere in the world and that all our students have much to gain from it. Moreover, AIS-R graduates continue to gain entry to the world’s most prestigious and competitive universities. AIS-R is indeed proud to be an IB World School. If you have any questions, please do not hesitate to contact me.

Yours sincerely,

Nancy Jenkins
HS Assistant Principal
IB Coordinator
**THE BIG NUMBERS**

3,631
Schools the IB currently works with around the world

1,116,000
The number of students with access to the four IB programmes

57,000
Teachers trained by the IB in 2012

1,034,665
The number of student scripts submitted for examination in 2012 – 79 percent were marked electronically

2,000th
IB World School in the Americas was authorized in April 2012

**THE IB IN NUMBERS**

It provides education for more than a million students in 146 countries. How did the IB come so far from humble beginnings? It's all in the numbers…

**IB AROUND THE WORLD**
Top 10 countries by numbers of IB World Schools

330 CANADA

1,438 UNITED STATES OF AMERICA

50 GERMANY

175 UNITED KINGDOM

103 INDIA

150 AUSTRALIA

**DID YOU KNOW?**

3,734
Members of the IB Educator Network (IBEN) in classrooms and schools around the world

600
Total number of students who represented 49 countries at 2012’s World Student Conferences

5,500
Anticipated participants in the IB’s online workshops in 2013

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**THE HISTORY OF THE IB**

1968
The Diploma Programme was created by teachers at the International School of Geneva

1980
Recognition From the early 1980s, the Diploma Programme has been accepted by major universities

1990
283 IB World Schools in 53 countries

1994
The Middle Years Programme (MYP) was created for students aged 11 to 16

1997
The PYP was created for students aged 3 to 12

2000
946 IB World Schools in 100 countries

2008
28 October 2008 marks 40 years since the official founding of the IB in 1968

2012
Authorization of 2,000th school to offer the Diploma Programme

2013
IBCC programme goes mainstream after successful 2011 pilot

One thousandth PYP and MYP schools authorized

**PROGRAMMES IN DEPTH**

**ONE-YEAR GROWTH BY PROGRAMME**

**FIVE-YEAR GROWTH BY PROGRAMME**

**KEY**
- TOTAL DP
- TOTAL MYP
- TOTAL PYP

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THE DIPLOMA PROGRAMME OF IB AT AIS-R

An alternative programme of studies in the high school to the standard AIS-R high school programme is the Diploma of the International Baccalaureate. This curriculum is designed to provide students with a broad liberal arts education and opportunities for personal and intellectual growth.

**Eligibility:** To be eligible for the Full Diploma Programme, a student must be enrolled at AIS-R for the first quarter of their junior year, unless they are transferring from a Diploma Programme at another school.

No student on academic probation may enroll for the full diploma programme.

In order to continue into Year 2 of the full diploma, students must maintain at least a C+ in their HL courses. If a C+ grade is not maintained, students will be required either to take Diploma Programme courses only or to change to other HL courses where they are likely to experience greater success. This is in addition to the other handbook guidelines determining eligibility for the full diploma.

In order to continue to be eligible to take the full diploma, students in Year 2 of the programme must maintain a C+ average in HL2 courses, up to and including the mock examinations in February and beyond. We reserve the right to remove any student from the full diploma who is unlikely to be successful up to 1st May.

Ideally, the type of person for whom the Diploma Programme has been designed is very like the current well-rounded and successful student. The student is:

- self-motivated,
- looking for intellectual stimulation,
- seeking the best possible preparation for further study and a career,
- willing to devote a good part of their time to academic work outside school hours (an average of two to three hours a day),
- aware of the importance of developing strong time-management, study, and exam-writing skills,
- interested in pursuing independent study in a subject of their choice,
- willing to work consistently in order to earn a diploma which can lead to admission, advanced standing, and possible degree credit at leading universities,
- interested in finding out how they compare with very able students of their own age who attend other schools around the world,
- able to balance academic responsibilities with significant participation in extracurricular activities such as athletics, cultural pursuits, and community service,
- able to derive satisfaction from achieving at a high level in a variety of ways.

*Neither the IB nor the school expects that students will possess all of these desirable characteristics at the start of their high school career. The first two years of the AIS-R high school curriculum are designed to assist all of our students in developing their academic and personal strengths to the point at which they are ready to begin their DP studies in Grade 11.*
All AIS-R students in grade 11 and grade 12 are required to take a minimum of ONE DP course – IB English A Literature. If students meet most or all of the criteria and have a strong academic background, they may elect to participate in the Diploma Programme at AIS-R in one of two ways:

**DP Courses:** Recognizing the diverse needs of students for college and university preparation, the high school programme is flexibly designed to provide for optional course selection beyond minimum graduation requirements. The International Baccalaureate helps meet these needs by allowing students to take one or several DP courses at the standard or higher level. Students will receive a DP course result for each subject after successfully completing the course and taking the external exam.

**The Diploma Programme of the International Baccalaureate:**
The Diploma Programme aims to develop in students the knowledge, skills and attitudes they will need to fulfill the aims of the IB, as expressed in the organization’s mission statement and the learner profile. Teaching and learning in the Diploma Programme represent the reality in daily practice of the organization’s educational philosophy.

This is a rigorous, comprehensive pre-university two-year programme, leading to external examinations. It allows its graduates to fulfill requirements of various national systems. Diploma candidates will receive a diploma from the IB after successfully completing all the requirements.

It is important to note that all students who participate in the Diploma Programme in either of the ways described above will be expected to participate in the usual internal and external assignments and examinations in the courses they select.

All students who have fulfilled the school’s requirements will be awarded an AIS-R Diploma, whether they participate in the Diploma Programme or not. The AIS-R high school diploma is a recognized qualification for North American colleges and universities.

**GOOD STANDING**

In order to ensure that our students are successful, all requirements of being in ‘good standing’ within the Diploma Programme must be met. Good standing will be evaluated from the first semester of grade 11 onwards. This means that students must continue to meet all the IB deadlines throughout the programme, maintain a GPA of 2.3 or above with no failing grades in any IB classes, and not receive any referrals for behavior or academic dishonesty. Failure to maintain ‘good standing’ status will jeopardize the students’ placement in the Diploma Programme. The following conditions are required to remain in the Diploma Programme from the end of the first semester of grade 11:

1. Maintain a minimum Grade Point Average of 2.3, with no failing grades in any class.
2. Meet the Extended Essay deadlines throughout the course of their junior and senior year.
3. Complete all the stages of the Extended Essay required in grade 11 in the EE Study Hall as outlined on ManageBac and in the AIS-R EE Handbook.
4. Use ManageBac to manage and complete all CAS and EE requirements in grade 11 & grade 12.
5. Meet AIS-R’s deadlines for all IB assignments.
6. Meet the minimum attendance requirement as outlined in the Student-Parent Handbook.
7. Abide by AIS-R’s Academic Honesty policy as outlined in the Student-Parent Handbook.
THE CORE OF THE DIPLOMA PROGRAMME MODEL

All Diploma Programme students participate in the three course elements that make up the core of the model. Reflection on all these activities is a principle that lies at the heart of the thinking behind the Diploma Programme.

Theory of knowledge (TOK) is a course that is fundamentally about critical thinking and inquiry into the process of knowing rather than about learning a specific body of knowledge. The TOK course examines the nature of knowledge and how we know what we claim to know. It does this by encouraging students to analyze knowledge claims and explore questions about the construction of knowledge. The task of TOK is to emphasize connections between areas of shared knowledge and link them to personal knowledge in such a way that an individual becomes more aware of his or her own perspectives and how they might differ from others.

Creativity, action, service (CAS) is at the heart of the Diploma Programme. The emphasis in CAS is on helping students to develop their own identities, in accordance with the ethical principles embodied in the IB mission statement and the IB learner profile. It involves students in a range of activities alongside their academic studies throughout the Diploma Programme. The three strands of CAS are Creativity (arts, and other experiences that involve creative thinking), Action (physical exertion contributing to a healthy lifestyle) and Service (an unpaid and voluntary exchange that has a learning benefit for the student). Possibly, more than any other component in the Diploma Programme, CAS contributes to the IB’s mission to create a better and more peaceful world through intercultural understanding and respect.

The extended essay, including the world studies extended essay, offers the opportunity for IB students to investigate a topic of special interest, in the form of a 4,000-word piece of independent research. The area of research undertaken is chosen from one of the students’ six Diploma Programme subjects, or in the case of the inter-disciplinary World Studies essay, two subjects, and acquaints them with the independent research and writing skills expected at university. 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 or subjects chosen. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. An authentic learning experience it provides students with an opportunity to engage in personal research on a topic of choice, under the guidance of a supervisor.

INTERNATIONAL-MINDEDNESS

“Teachers open the door, but you must enter by yourself.” - Chinese proverb

Knowledge can be seen as the shared legacy of mankind, a legacy, which has been shaped and influenced by a wide range of cultures. This era of increased global interconnectedness promises unprecedented possibilities for interaction and enhancement of mutual understanding arising from the nurturing of international-mindedness.

International-mindedness represents an openness and curiosity about the world and its people. It begins with students understanding themselves in order to effectively connect and collaborate with others. Study of subjects from the six groups as well as Theory of Knowledge provide a unique opportunity for students to recognize the dynamic cultural influences around them and the significance of diversity in the making and shaping of our world and ways of knowing.
The IB Diploma Programme gives students the opportunity to study material from a body of knowledge shaped within different contexts and cultural backgrounds and to engage with it critically and creatively within a global context. Students become enriched practitioners, communicators, collaborators and creative thinkers, ready to develop into life-long learners. At the heart of the Diploma Programme and the Mission is the understanding that other people, with their differences, can also be right.”

**CHOOSING A DIPLOMA PROGRAMME**

Before making their choices, students should ask themselves the following questions:

- Which subjects have I enjoyed in the past?
- In which subjects have I been most successful?
- Which careers am I considering, and what relationship is there between my academic success and my plans for the future?
- Which country/countries am I considering for university study?
- Are certain subjects required for entry to specific courses of study at the universities I am considering?
- Which subjects should I take to obtain a well-rounded education?
- Will the subjects I have chosen fulfill all of the Diploma Programme requirements?

(IB Workshop, 1999)

In seeking answers to these questions, students should consult their parents and teacher. Useful advice may also be obtained from the IB Coordinator and Guidance Counselors.

- Diploma Programme candidates are required to take six IB courses – three Higher Level and three Standard Level. Students are advised first to select the three Higher Level courses. These choices will depend on interest, abilities, and further education plans. It is important to note that the choices must come from separate groups, though a student who wants a second science, a second Individuals & Societies or a third language can do this by using his/her group six choice. The details of each course should be examined by referring to the individual course description in the course selection handbook.

- If the special conditions of entry into an institution of higher education require candidates to take a choice of subjects or options different from the required selection from each of the 6 groups, they may be allowed, on presentation to IB of appropriate documentary evidence to this effect, to make the substitution. For example, a student wishing to study medicine may be allowed to do three sciences. A student who has special requirements must contact the IB Coordinator as to whether these can be met.

- Next, the selection of three Standard Level subjects should be made. These are usually in the student’s academic areas of lesser interest or ability.

- No student may select the same subjects at both higher and standard level.

- No student may select the same language both as language A and language B.

- Study two Languages A by taking English A Literature and students **MAY** take their mother tongue as a self-taught school supervised option-SL only. For example: Korean A Literature SL.
• In addition to Diploma Programme requirements students must also satisfy AIS-R graduation requirements, i.e., in Health, Physical Education, and Fine & Performing Arts.

• In addition to registering for the 6 subjects, each diploma candidate must:
  • Successfully complete an extended essay
  • Successfully complete the Theory of Knowledge course
  • Successfully participate in the CAS programme

**IMPORTANT INFORMATION FOR TRANSFER STUDENTS**

Transfer students who enroll after the course selection process in the previous school year has been completed must choose courses based on availability. This is a function of the master schedule, the class sizes, and the number of sections offered. It is important to understand that not all course offerings are available at all times and certain course requests may not be possible. Students and parents must be prepared to be flexible.

**AIS-R’s DIPLOMA PROGRAMME CURRICULUM**

From the broad selection of IB courses available, the American International School –Riyadh is fortunate to be able to offer a wide range of subjects to its students.
The Diploma Programme of the International Baccalaureate

**Group 1: STUDIES IN LANGUAGE & LITERATURE:**
- Higher Level English A Literature
- Standard Level English A Literature
- Standard Level Language A Literature

Self-Taught school supervised
(with English A – creates a Bilingual Diploma)

**Group 2: LANGUAGE ACQUISITION:**
- Higher Level Arabic B
- Standard Level Arabic B
- Higher Level French B
- Standard Level French B
- Higher Level Spanish B
- Standard Level Spanish B
- Standard Level Spanish B Ab Initio
- Standard Level Language A Literature

Self-Taught school supervised
(with English A – creates a Bilingual Diploma)

**Group 3: INDIVIDUALS & SOCIETIES:**
- Higher Level Business
- Standard Level Business
- Higher Level Economics
- Standard Level Economics
- Higher Level History
- Standard Level History

*Interdisciplinary Course(also in Group 4)*
*Environmental Systems and Societies SL*

**Group 4: SCIENCES:**
- Higher Level Biology
- Standard Level Biology
- Higher Level Chemistry
- Standard Level Chemistry
- Higher Level Physics
- Standard Level Physics

*Interdisciplinary Course(also in Group 3)*
*Environmental Systems and Societies SL*

**Group 5: MATHEMATICS:**
- Higher Level Mathematics
- Standard Level Mathematics
- Standard Level Math Studies

**Group 6: ARTS OR ELECTIVES:**
- Higher Level Theater
- Standard Level Theater
- Higher Level Visual Art
- Standard Level Visual Art

*Or you may take another course from groups 2-4*
- Theory of Knowledge **
- Extended Essay **
- CAS **

*Environmental Systems and Societies is an interdisciplinary course that combines content, skills, academic inquiry and investigative methods from both Group 3-Individuals and Societies-and Group 4-Sciences.*

Candidates may select Environmental Systems and Societies as a Group 4 option or a Group 3 option or BOTH. If both, this enables a candidate to select two subjects from Group 6, the Arts, or another language.

Please note that this is not a suitable science for candidates considering university courses such as medicine, pharmacy, veterinary science, dentistry or engineering. You may, however consider taking it as your Group 3 subject, thus making it your third science.

If you love the liberal arts, business and literature, you may want to consider taking this as your science because of its interdisciplinary nature and exploration/evaluation of the impact of human beings on environmental systems and societies.
** You must take these three components if you are a Diploma Programme candidate.

You **may** take one, two or all three of these components in addition to your DP courses if you are a candidate for courses only. Please see the IB Coordinator if this is of interest to you. Enrollment will be subject to availability and permission from the High School Principal.

AIS-R maintains the right to withdraw courses if there is not sufficient interest or close enrolment once sections are full.

It is important to remember that each subject is equally important. Some students make the mistake of concentrating all their efforts on their higher level courses and neglect their Standard Level subjects.

Please see the High School Course Selection Handbook for more detailed course descriptions.

**Choosing the right combination**

Students are required to choose one subject from each of the six academic areas, although they can, instead of an arts subject, choose two subjects from another area. Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL.

At both levels, many skills are developed, especially those of critical thinking and analysis. At the end of the course, students' abilities are measured by means of external assessment. Many subjects contain some element of coursework assessed by teachers.

**CORE REQUIREMENTS OF THE DIPLOMA PROGRAMME OF THE INTERNATIONAL BACCALAUREATE**

In addition to the six subjects, students must also successfully complete the Theory of Knowledge (TOK) course, Extended Essay and Creativity, Action and Service (CAS). **TOK** is an interdisciplinary course which seeks to examine, review, and challenge the origins and validity of various types of knowledge. The goal is to assist students in developing skills in critical thinking, detecting and analyzing bias, and presenting rational arguments. Currently, TOK is studied in the second semester of Grade 11 and the first semester of Grade 12.

The Diploma Programme requirement called Extended Essay involves in-depth study of a limited topic of particular interest to the student. The topic must be drawn from within the IB curriculum; the essay is expected to be a maximum of 4,000 words in length. This aspect of the Diploma Programme is intended to provide students with an opportunity to engage in independent research. Evaluation of the Extended Essay places much emphasis upon organizational skills and the ways in which ideas are expressed. The entire experience of choosing an appropriate topic, doing research, organizing material, and writing the essay gives students an invaluable foretaste of the kind of work they will be doing at university.

The **CAS** component of the Diploma Programme was developed as a counterbalance to the world of scholarship, and was designed as an invitation for students to participate in activities destined to develop attitudes and values, which transcend barriers of religion, race, class, gender or politics. The idea behind CAS is to encourage young people to use their energies in cooperation
with others and at the same time give service to the community whether local, national or international.

Creativity, Action, and Service are integrated in the 150 hours required for CAS (3-4 hours per week). These hours must be accumulated during Grades 11 and 12. Students must have completed their 25 service hours for Grades 9 and 10 prior to being accepted into the Diploma Programme. Students are expected to participate in the planning and designing of their own Programme together with initiatives from the school.

Each student must evaluate his or her activities as a preparation for the final self-evaluation at the end of the two-year Programme. Students will record and evaluate their CAS work and receive evaluation from their supervisors using ManageBac.

**IB COURSE ASSESSMENTS**

Assessment of student performance within the Diploma Programme takes a wide variety of forms: the overall assessment structure for each subject ensures that student performance is measured in relation to all the objectives for that subject. Typical subject objectives include some that refer to knowledge and understanding of subject content, and also many that refer to particular types of skills relevant to the subject.

IBDP evaluation does not manipulate grades in order to ensure that a pre-established percentage of candidates fall into each of the seven categories on the evaluation scale (see below). One student’s achievement is therefore not compared to that of another. Instead, each student’s knowledge and skills are assessed according to her/his own achievement with reference to specific performance criteria for each subject. Assessment is therefore criterion and not norm referred.

**Evaluation scale:**

- **7** Excellent
- **6** Very good
- **5** Good
- **4** Satisfactory
- **3** Mediocre
- **2** Poor
- **1** Very poor
- **N** No grade

A variety of forms of assessment are used in order to take into account different teaching and learning styles and to ensure that all students have the opportunity to demonstrate their abilities. In this way, a narrow approach to evaluation by examination is avoided. Assessment in each subject consists of some or all of the following:

**External Assessment:**

- Written examinations - may include essay and short answer topics, document and data-based sections, and multiple-choice questions.
- Oral examination - conducted by a teacher and recorded for external moderation.
- Written assignments such as English A Literature and the Theory of Knowledge essays are graded by external IBDP examiners.
Internal Assessment:

- According to the requirements of the individual DP subjects, Internal Assessment may take the form of major assignments, such as the guided course work in history, project work in Mathematical Studies, or of clearly defined aspects of practical work in science. All aspects of internal assessment involve an external moderation procedure to ensure uniform standards.

All subjects in the IB DP have an internal assessment component; however, the major part of evaluation is carried out by external assessment.

Examinations are taken by diploma programme candidates at the end of the two-year course of study. All examination papers are taken by candidates under the normal strict conditions prescribed by the IB, with a fixed time limit, in the absence of any external resource or communication with other candidates, and with no prior knowledge of the questions. The nature of the examination questions varies considerably from paper to paper and from subject to subject. Objective tests comprising a set of multiple choice questions are used in some subjects, but short answer questions, structured questions, extended response questions, essay questions, data analysis questions, text analysis questions and case study questions are all used where appropriate. This variety of question types allows for a greater number of subject objectives to be assessed, and also reduces bias towards those students from a particular culture who might have greater experience in responding to one particular type of test (for example, tests composed entirely of essay questions, or of multiple choice questions).

Each subject has a Chief Examiner appointed by the IB. The panel of Chief Examiners consists of highly qualified and experienced senior secondary school, college, and university teachers. They are supported by a large number of assistant examiners (approximately 5,500) who are located around the world. Several AIS-R teachers are also examiners for various subjects. The award of a final grade in each subject is the responsibility of the Chief Examiner.

**APPROACHES TO TEACHING (ATT) AND APPROACHES TO LEARNING (ATL)**

Approaches to teaching and learning across the Diploma Programme refers to deliberate strategies, skills and attitudes which permeate the teaching and learning environment. These approaches and tools, intrinsically linked with the learner profile attributes, enhance student learning and assist student preparation for the Diploma Programme assessment and beyond. The aims of approaches to teaching and learning in the Diploma Programme are to:

- empower teachers as teachers of learners as well as teachers of content
- empower teachers to create clearer strategies for facilitating learning experiences in which students are more meaningfully engaged in structured inquiry and greater critical and creative thinking
- promote both the aims of individual subjects (making them more than course aspirations) and linking previously isolated knowledge (concurrency of learning)
- encourage students to develop an explicit variety of skills that will equip them to continue to be actively engaged in learning after they leave school, and to help them not only obtain university admission through better grades but also prepare for success during tertiary education and beyond
- enhance further the coherence and relevance of the students’ Diploma Programme experience
The Diploma Programme of the International Baccalaureate

- allow schools to identify the distinctive nature of an IB Diploma Programme education, with its blend of idealism and practicality.

The five approaches to learning (developing thinking skills, social skills, communication skills, self-management skills and research skills) along with the six approaches to teaching (teaching that is inquiry-based, conceptually focused, contextualized, collaborative, differentiated and informed by assessment) encompass the key values and principles that underpin IB pedagogy.

**APPROACHES TO LEARNING (ATL)**

**What is ATL**

ATL focuses on how learners learn. It focuses on the skills and qualities that learners develop as a result of studying the Diploma Programme, whether as a full DP candidate or a DP course candidate. The ATL project raises significant questions about delivery and assessment of the Diploma Programme and how to create a coherent programme for all learners; one that is rigorous and innovative, yet supportive of all learners. Widening access so that as many learners as possible have the opportunity to study for the Diploma or DP courses is a key objective of the IB.

These tools and approaches, intrinsically linked with the Learner Profile attributes, enhance student learning and assist student preparation for assessment.

**Rationale behind the ATL project**

- To allow students to have increased confidence in approaching rigorous assessment tasks through demonstrating independent learning skills
- To encourage students to develop an explicit variety of skills that will equip them to continue to be actively engaged in learning after they leave school, & to help them not only
obtain university admission through better grades but also prepare for success during tertiary education and beyond

- To help to further promote the IB mission, which affirms connected attributes and attitudes that help to create a more peaceful world through intercultural understanding and respect
- To enhance further the coherence and relevance of the students’ DP experience
- To give value to content by helping it be utilized in meaningful, practical and theoretical applications
- To guide the effective harnessing of technology and its impact in changing the nature of how we learn
- To assist all members of IB World School communities in sharing a common understanding of how students can be supported in their learning.

**ATL Categories for the Diploma Programme**

The main ATL categories of an IB education that underpin this project for the Diploma Programme are:

- **ATL 1:** Research skills
- **ATL 2:** Communication skills
- **ATL 3:** Social Skills
- **ATL 4:** Thinking Skills
- **ATL 5:** Self-Management Skills

**ATL 1: Research skills LP: Inquirers**

- formulating research questions
- referencing sources
- observational skills
- collecting, organizing, interpreting and presenting information

**ATL 2: Communication skills LP: Communicators**

- presenting
- recording information
- reading for meaning
- listening
- viewing
- non-verbal communication
- multi-literacies

**ATL 3: Social skills LP: Principled, Caring, Open-minded**

- collaboration and group work
- respect for other cultures and points of view
- global/intercultural awareness and sensitivity
- affective/emotional skills
- ethical behavior
The Diploma Programme of the International Baccalaureate

ATL 4: Thinking skills LP: Thinkers, Knowledgeable, Reflective
- problem solving
- connecting subjects
- thinking creatively
- critical thinking
- application of knowledge and understanding in familiar and unfamiliar
- reflection

ATL 5: Self-management skills LP: Risk-takers, Balanced, Reflective
- organization of learning materials
- time management
- meeting deadlines
- affective/emotional management
- positive action

Why AIS-R is the perfect pilot school
- Our learning principles are closely aligned, if not identical to the ATT and ATL principles
- Our AIS-R EAGLE Honor Code is closely aligned to the IB Learner Profile qualities

ATL Learning Environment
- Active learning in a supportive school culture
- Teachers are teachers of learning
- The voice of the learner is valued
- Intellectual risk taking, curiosity and open-mindedness are valued
- Learners understand their learning environment and contribute to it
- Learning is in context and there is a culture of curiosity.
- Prior knowledge is considered important
- Learning is in context and the context is relevant
- Students can learn collaboratively
- The learning environment is provocative
- Students receive appropriate feedback to support their learning
- Different learning styles are understood and accommodated
- Learners feel secure and their ideas are valued and respected
- Values and expectations are explicit
- Students understand how judgments about learning are made and how to provide evidence of their learning
- They become aware of and understand how they learn
- Metacognition, structured enquiry and critical thinking are central to teaching
- Learning is engaging, challenging, rigorous, relevant and significant
- They are encouraged in everything they do to become autonomous lifelong learners
AWARD OF A DIPLOMA

Each subject is graded on a scale from one point (the lowest) to seven points (the highest). Each diploma student takes six subjects, three at higher level and three at standard level across at least groups 1 to 5 of the diploma hexagon. In addition, there is a maximum of three bonus points available for combined performance in the Extended Essay and Theory of Knowledge. Bonus points are awarded according to various combinations of the standards shown in the table following. The maximum total diploma programme points score is 45.

Bonus Points Matrix

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<tr>
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<td>B</td>
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All assessment components for each of the six subjects and the additional Diploma requirements must be completed in order to qualify for the award of the IB Diploma, except under the conditions stipulated in articles 18 and 19 of these regulations.

The IB Diploma will be awarded to a candidate provided all the following requirements have been met:

a. CAS requirements have been met.
b. The candidate’s total points are 24 or more.c. There is no “N” awarded for theory of knowledge, the extended essay or for a contributing subject.d. There is no grade E awarded for theory of knowledge and/or the extended essay.e. There is no grade 1 awarded in a subject/level.f. There are no more than two grade 2s awarded (HL or SL).g. There are no more than three grade 3s or below awarded (HL or SL).h. The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).i. The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB Diploma. The examination sessions need not be consecutive.

In the May 2013 Diploma session 154 students gained the maximum award of 45 points. This represents 0.32% of the total number of candidates.

The Diploma Programme of the International Baccalaureate provides a college preparatory foundation that prepares every AIS-R student to succeed at the university level. AIS-R enrollment policy requires all grade 12 students taking DP courses to sit for IB exams in May of their senior year. If a student fails to sit for any required DP course final exam in May, he/she will receive an F in their AIS-R course and this will be reflected on the transcript.

**POST-RESULTS PROCEDURE**

The results should be posted on the IB website, [http://results.ibo.org](http://results.ibo.org) on 6 July at 12:30 GMT. Individual students will be able to access their own results using their personal pin code and their alphanumeric IB personal code (e.g. abc123) which will be given to the students prior to the exam session in May.

The actual Diplomas and course results usually arrive at school towards the end of August or beginning of September. A notice will be placed on the school website and Newsflash when these arrive, together with information about times when they can be collected. Diplomas sent for Legalization usually take another 2 weeks to arrive.

Enquiries upon results (remarks) can be made to the IB through the school’s IB Coordinator, but they are expensive (about $104 USD per candidate per subject per level) and typically, less than 10% result in a change of grade and students should be aware that the IB reserves the right to grade papers lower than they were initially marked. Papers are remarked by a senior examiner. If there is a change of grade, the charge is refunded. This process can raise or lower the grade. It is advisable to compare the actual result with predicted grades and target grades and to consider the impression of the examination before applying – i.e. is there a realistic chance of a change of grade? Enquiries upon results can be made at any time until early September. Payment in advance is required.

**FEES**

Students entered as candidates for either Diploma Programme or Course Results are subject to certain fees. These fees will be charged to each student according to the following breakdown:

<table>
<thead>
<tr>
<th>Diploma Programme or Course Results</th>
<th>Fee</th>
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<tbody>
<tr>
<td>Exam Registration fee</td>
<td>$157 USD</td>
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<tr>
<td>Exam per subject fee</td>
<td>$108 USD</td>
</tr>
<tr>
<td>Courier Fee</td>
<td>10%</td>
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</table>

You will be charged these fees by AIS-R and it is your responsibility to settle all fees prior to the end of November so the money can be forwarded to the IB. Failure to pay the fees by this date will result in an additional late fee. These fees are subject to change at any time by the IB. These figures are accurate for the May 2014 session, but will likely be higher for other sessions. Please note that IB fees are not refundable.
LEGALIZATION OF DIPLOMA RESULTS

In various countries around the world, the Diploma or Course results will not be valid unless it is legalized in Geneva, Switzerland, by the relevant embassy or consulate. The Diploma itself is only legalized in exceptional circumstances when required. It is the responsibility of the students and parents to research and find out the specific requirements of the university that they are planning on attending to determine whether or not the legalization process is required. The IB Coordinator will assist with the legalization process and submit all paperwork on behalf of the student provided that the deadline for legalization is met. It should also be noted that there is an additional fee charged for this service.

For AIS-R students, the most common legalization requirements are for AUB in Beirut and various universities in Cairo, Egypt.

For all universities where legalization is required, IB Cardiff, in the UK, will forward the relevant Diploma or Certificate results to the IB in Geneva, Switzerland. These documents are then sent to AIS-R for the attention of the IB Coordinator, who will retain them until the families come to the school to pick them up, or will forward them to a destination that has been predetermined.

The deadline for completing the legalization process is no later than June 1st for students who are writing the exams during the May session. This deadline cannot be missed in order to ensure the IB processes the request in a timely manner.

Payment
There is one standard fee per student for the legalization of the Diploma Results if the deadline is met of $152 USD. If the request is made after June 1st the fee per student is $252 USD. This fee will be charged for each single Diploma document requiring legalization: the Diploma, the Diploma Results, the Course Results and/or the Extra certificate.

Countries concerned
The following is a list of countries for which legalization has been required in past years. Requirements may be imposed by other countries in the future.

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<tr>
<th>Argentina*</th>
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<td>Armenia*</td>
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<td>Bosnia and Herzegovina*</td>
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<td>Brazil</td>
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<td>Bulgaria*</td>
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<td>Burkina Faso</td>
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<td>Chile</td>
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<td>Macedonia*</td>
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<tr>
<td>Croatia*</td>
<td>Malta*</td>
<td>Sudan</td>
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The Diploma Programme of the
International Baccalaureate

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<th>Country</th>
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<td>Estonia*</td>
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<td>Georgia*</td>
<td>Paraguay</td>
<td>United Arab Emirates</td>
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<td>Greece*</td>
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<td>Guatemala</td>
<td>Philippines</td>
<td>Venezuela*</td>
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<tr>
<td>Indonesia</td>
<td>Poland*</td>
<td>Yemen</td>
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</table>

* The apostilla stamp (The Hague stamp) replaces legalization by the consulate and one apostilla stamp covers each of the countries indicated with an asterisk in the list above.

**Special cases**

**Argentina**: If the registration with the IB Diploma at the Argentinean University is accepted, the legalization of both the Diploma and the Diploma Programme Results documents is required.

**Burkina Faso**: A photocopy of the candidate’s passport is required.

**Iran**: A certified photocopy of the student’s passport is required.

**Italy**: A photocopy of the student’s passport is required. Universities in Italy may require translation of the Diploma Results document into Italian by a registered translator. It is the responsibility of the candidate to comply with this requirement.

**Mexico**: Some universities in Mexico may require the legalization of both the Diploma and the Diploma Programme Results documents.

**Egypt**: Some universities in Egypt may require the legalization of both the Diploma and the Diploma Programme Results documents.

**Palestine**: A photocopy of the candidate’s passport is required.

**Saudi Arabia**: A photocopy of the candidate’s passport is required.

**Singapore**: Not all universities in South Korea require the legalization of the Diploma Programme Results documents.

**South Korea**: Not all universities in South Korea require the legalization of the Diploma Programme Results documents.

**Slovenia**: Legalization is not required for the Diploma Programme Course Results documents. It is required only for certificates.

**The Netherlands**: Not all universities in The Netherlands require the legalization of the Diploma Programme Results documents.
10 REASONS
WHY THE IB DIPLOMA PROGRAMME IS IDEAL PREPARATION FOR UNIVERSITY

1. IT OFFERS ACADEMIC BREADTH & DEPTH
   IB Diploma Programme students are 21% more likely to be admitted into 10 of the most prestigious universities, including Harvard, Princeton, Yale and Stanford.

2. COLLEGES VALUE STUDENTS WITH MEANINGFUL EXPERIENCES BEYOND THE CLASSROOM
   Creativity, action, service (CAS) encourages learning through direct experience.

3. IT’S A QUALIFICATION RECOGNIZED BY UNIVERSITIES
   The IB Diploma Programme is internationally benchmarked, allowing graduates to continue their studies anywhere in the world.

4. IT CREATES INDEPENDENT LEARNERS & STRONG WRITERS
   The extended essay requires independent research through an in-depth study and a 4,000 word essay.

5. IT CULTIVATES AN INTERNATIONAL MINDSET
   An international mindset is a key 21st century learning skill. Second language learning—an IB requirement—has been linked to higher achievement in school and university.

6. IT ASSESSES MORE THAN EXAMINATION TECHNIQUES
   IB never tests to the test—exams are externally assessed with no grade inflation for more than 30 years.

7. IB STUDENTS HAVE PROVEN TIME MANAGEMENT SKILLS
   Research has found that IB students develop strong study habits and critical time management skills, key indicators of college readiness.

8. THE IB ENCOURAGES CRITICAL THINKING
   Inquisitiveness and interpretation are among the key cognitive properties of an IB education.

9. SUBJECTS Aren’t TAUGHT IN ISOLATION
   Theory of knowledge classes encourage students to make connections between subjects and gain the skills they need to be critical thinkers.

AND HERE ARE 10 MORE REASONS...

- The IB learner profile offers 10 qualities underpinning the Diploma Programme—from open-minded to risk-taker to balanced, they form a framework for an international education that meets the needs of a changing world.

For source attribution of any data contained herein, please refer to http://www.ibo.org/research/
UNIVERSITY RECOGNITION

Successful Diploma Programme candidates hold a credential that has been accepted by universities and other institutions of higher education in the following countries usually on the basis of negotiated equivalence agreements with these bodies and Ministries of Education in accordance with national requirements:

Albania  Germany  Luxembourg  Singapore
Argentina  Ghana  Macedonia  Slovakia
Australia  Greece  Malawi  Slovenia
Austria  Guam  Malta  South Africa
Bahrain  Guatemala  Mauritius  Spain
Belgium  Hungary  Mexico  Sri Lanka
Bolivia  Iceland  Morocco  Swaziland
Brazil  India  Netherlands  Sweden
Canada  Indonesia  Antilles  Switzerland
Chile  Iran  New Zealand  Syria
China  Ireland  Nicaragua  Taiwan
Colombia  Israel  Norway  Tanzania
Costa Rica  Italy  Oman  Thailand
Croatia  Ivory Coast  Pakistan  Togo
Croatia  Japan  Panama  Turkey
Cyprus  Jordan  Papua  Uganda
Czech Republic  Kenya  New Guinea  United Arab Emirates
Ecuador  Korea  Paraguay  United Kingdom
El Salvador  Kuwait  Peru  United States of America
Ethiopia  Latvia  Philippines  Uruguay
Fiji  Lebanon  Poland  Venezuela
Finland  Lesotho  Romania  Vietnam
France  Lithuania  Russia Federation  Zambia

General information on IB recognition and acceptance is available at www.ibo.org. A word of caution, IB is not always informed when a university changes its IB policy, so the policies on the web site may not be current. Please consult with the university of your choice for current information.
BASIC QUESTIONS
@ibo.org

What is the International Baccalaureate Organization?

The International Baccalaureate (IB) is an independent nonprofit educational foundation based in Geneva, Switzerland. It offers to schools three Programmes: the Primary Years Programme for students aged 3 to 12, the Middle Years Programme for students aged 11 to 16, and the Diploma Programme in the final two years of secondary school. Founded in the 1960’s, the International Baccalaureate Diploma Programme and the IB grew out of a necessity to create a common curriculum and university entry credential for the children of internationally mobile families. When schools not serving the international community began to recognize the quality of an IB education and the esteem of its diploma, they adopted the Programme.

Today, IB has three Global Centers in Hague, Singapore and Maryland, USA. The Foundation office is in Geneva, Switzerland and the Assessment Center is based in Cardiff, Wales. The organization employs educators around the world to revise curricula, evaluate student achievement, and provide teacher training and other educational services to member schools.

Please visit the IB web site at www.ibo.org for more extensive information about the organization and its Programmes.

How many schools offer IB Programmes?

Currently over a million students in 3,698 schools in 147 countries now offer one or more of the four academic Programmes of the International Baccalaureate Organization (IB) to over one million students aged 3 to 19.

Can I take individual DP courses at AIS-R, or do I have to study the whole Diploma Programme?

Yes, you can take individual DP courses; however, the strength of the Diploma of the International Baccalaureate Programme is in the Diploma itself, and schools are expected to promote the Diploma. Students who enroll in individual courses will receive Diploma Programme Course Results noting the courses they took and the marks they earned. Students who complete an DP course but do not complete the assessment requirements by submitting the internal assessments and taking the examinations, will have the course name revert to a non-DP title on their AIS-R transcripts.
Is a lot of extra homework involved in the Diploma Programme?

DP courses are typically more challenging than college preparatory high school courses, and so students may be asked to do more homework. The challenge, however, is not always in the amount of homework assigned; rather it is in the quality of the assignments and the extent to which students are engaged in those assignments. The added benefit is that students take greater responsibility for their own learning while they learn the valuable skills of time management and organization. Diploma students do not have to forego other important parts of high school life. They may still remain involved in sports, student government, clubs, theater, music, community events, and other extra-curricular activities. Such activities are incorporated into the Diploma Programme through the CAS (Creativity, Action and Service) requirement.

What are the advantages of enrolling in the Diploma of the International Baccalaureate Programme?

Students with Diplomas who now attend universities report that their involvement with the DP has given them the tools needed to succeed at university and to make the most of their post-secondary education. In particular, students comment on their sense of preparedness, their self-confidence, their research skills, their ability to manage their time, and their willingness to be actively engaged in their own learning. Even more importantly, they have developed a sense of the world around them, their responsibility to it, and the skills with which to embrace the complexities of life. The DP often employs a variety of phrases to describe these traits and abilities: “learning how to learn”; “life-long learners”; “critical and compassionate thinkers;” and “informed participants in local and world affairs.”

When do DP students begin taking DP courses?

The Diploma of the International Baccalaureate Programme is for students between 16-19 years old, and encompasses only the final two years of the secondary school sequence. This generally refers to grades 11 and 12, although in some schools it refers to grades 12 and 13. These are the only years in which students are permitted to take DP courses.

How many DP exams are there, and when do students take them?

Each course has a number of externally marked exams. Higher Level courses may have 3 exams while Standard Level courses may have 2 exams, although there are exceptions including Visual Arts, Theater, Language A, and the Sciences. An exam can be from 1-3 hours in length, with most Higher Level courses having a total of 5-6 hours of testing and Standard Level courses having a total of 2-4 hours of testing. The exams are spread over a 3- week period in May.
-can I take an DP exam without taking the DP course in that subject?

No. Part of the student’s final DP grade comes from work done in the classroom, so it is impossible to take a DP exam without having participated in the DP course in that subject.

-how can I gain a bilingual diploma?

At AIS-R, a bilingual diploma is earned by taking English A Literature at HL or SL AND your mother tongue as a self-taught school supervised Language A at SL.

-what do colleges and universities think about the diploma programme?

Colleges and universities throughout North America and Europe view the Diploma Programme as providing outstanding preparation for university work. Additionally, many selective and highly selective institutions have established policies that recognize the work students have done. Some universities also offer scholarships to DP graduates. Please visit the University and Government page of the IB website (http://www.ibo.org) to research the DP recognition policies of post-secondary institutions throughout the world.

-how does my taking difficult courses improve my chances for scholarships and admission to universities?

At a time when increasing numbers of college and university applicants are presenting equally impressive grades, admissions officers must look for other evidence that the student will succeed in the challenges of the new academic environment. Admissions officers look for such factors as the quality of the courses represented on the transcript, the balance of courses across all disciplines, the record of the student’s research abilities, and the details of school and community involvement – all requirements of the Diploma Programme. Research conducted at several North American universities has demonstrated that Diploma holders do enjoy success at their post-secondary studies, often earning higher grades than their colleagues. Increasingly, universities are actively recruiting Diploma Programme students by offering enhanced recognition or scholarships for success in the Diploma Programme.

-does diploma of the international baccalaureate allow students to attend university in any country?

Yes, in many cases. One of the founding ideals of the Diploma Programme was to establish an internationally recognized system of curriculum and assessment that would be accepted by universities and ministries of education around the world. Happily, the Diploma Programme is accepted in some manner by universities in over 110 countries.
Can I start the DP at AIS-R and finish it in another school?

Yes, provided the subject choices available at the school to which the student will transfer are the same as those taken at AIS-R. For this reason, families are encouraged to contact the Diploma Programme Coordinator at the school in the area where they plan to relocate.

Why should I encourage my daughter or son to take DP courses?

The DP courses are the most rigorous courses AIS-R offers and the difficulty of schedule is important to college admissions offices. Besides the depth of learning that students gain in DP courses, the Programme forces students to learn to manage time and they acquire solid research, problem-solving, and critical thinking skills.

Also, students who complete this course learn the value of an education that extends beyond the classroom. The international perspective of DP and the CAS activities enable students to gain a world-view and a sense of commitment to the local community.

Imagine an admissions officer reviewing a university application and asking this question: Why did this student NOT take the most rigorous course offered at AIS-R?

What are the advantages of taking the Diploma Programme?

The Diploma of the International Baccalaureate is possibly the most distinguished academic credential a high school student can earn. Those who complete this Programme enjoy a competitive edge in admission to any college or university in the world. The reasons are clear:

- The DP curriculum is an integrated, comprehensive, and balanced mix of sciences and humanities
- The DP curriculum provides an opportunity to study some subjects in depth while covering others more broadly
- Students are evaluated according to the highest international standards of assessment over a two-year period
- Students receive explicit instruction in critical thinking and learn the interrelationship of academic subjects
- Students develop a respect for cultural diversity and gain a broader world-view.

For more information please contact
Ms. Nancy Jenkins
HS Assistant Principal/IB Coordinator
491-4270 ext. 328
njenkins@aisr.org
Diploma Programme terminology changes

As of September 2011 (and applied to first examinations in 2013), a number of important changes to terminology associated with the IB Diploma Programme will be made.

The table below outlines the current terminology used alongside the changes that will come into effect.

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**At present**

Students who study subjects, but choose not to take the entire diploma, are currently referred to as “certificate students”.

A student who successfully gains the full IB Diploma receives the “IB Diploma” together with a further accompanying document which lists their subjects and grades.

At present, a bilingual diploma can be awarded to a student who:

- studies two group 1 literature A1 courses in two different languages
- takes a group 3 or 4 subject in a different language
- writes their extended essay in a different language.

Group 1 is for students' best language and includes courses presently referred to as “language A1”.

Group 2 is designed for students learning a language up to near native speaker level and includes courses presently called “second language”.

Subjects that cover requirements for more than one group are currently called “transdisciplinary subjects”.

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**From September 2011**

These subjects will be referred to as “Diploma Programme (DP) courses” and the students who study them will be referred to as “Diploma Programme (DP) course students”.

A student who successfully gains the full IB Diploma will be awarded “The Diploma of the International Baccalaureate” and their “Diploma Programme (DP) Results”. Diploma Programme courses students (as mentioned above) will receive “Diploma Programme (DP) Course Results”.

A bilingual diploma will be defined as follows:

- A combination of any two group 1 courses in different languages, of which there are three possible subject options, each passed with a grade of 3 or above
- A group 3 or 4 subject taken in a language other than the candidate’s language A, passed with a grade of 3 or above

The extended essay contribution to a bilingual diploma is no longer applicable.

These group 1 courses will be referred to collectively as “studies in language and literature”.

These courses will be referred to as “language acquisition” and will be seen as the student’s further language(s).

These subjects will be referred to more appropriately as “interdisciplinary subjects”. This term refers to environmental systems and societies in groups 3 and 4 and literature and performance, which covers groups 1 and 6.
The Diploma Programme core as courses

The IB is pleased to announce that the core elements of the Diploma Programme - theory of knowledge (TOK), extended essay (EE), and creativity, action, service (CAS) - will be available as individually recognized stand-alone offerings for first teaching in 2012 (applied to first examination session 2014).

Presently, students are able to take individual courses from the six groups of the Diploma Programme hexagon. Therefore, currently, it is only those students who take the entire diploma who benefit from and experience the unique elements at the core of the programme.

The decision to allow Diploma Programme (DP) course students to experience these core elements of the diploma supports the IB’s continued dedication to its access agenda and is fully supported by the academic committees of the IB.

If you teach or are a coordinator at an IB World School, please talk to future students about their study options as of 2012. Schools who are presently limited to certain options due to national curricula will be able to tailor a wider group of Diploma Programme courses that fit their needs. For the ‘Diploma of the International Baccalaureate’ award, however, the same broad and balanced combination of courses will still apply.

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**The extended essay**

The extended essay is an opportunity for DP course students to engage in independent research through an in-depth study of a question relating to one of the subjects they’re studying. The new world studies extended essay option is also available.

**Theory of knowledge**

The theory of knowledge course is designed to encourage each student to reflect on the nature of knowledge by critically examining different ways of knowing (perception, emotion, language and reason) and different kinds of knowledge (scientific, artistic, mathematical and historical).

**Creativity, action, service**

Creativity, action, service requires that students actively learn from the experience of doing real tasks beyond the classroom. Students can combine all three components or do activities related to each one separately.
**American International School-Riyadh (AIS-R) Statement of Mission:** As a school committed to excellence, we will educate and inspire our students to be responsible, productive and ethical world citizens with the skills and passion to think creatively, reason critically, communicate effectively, and learn continuously. We will accomplish this in an American educational environment characterized by high measurable standards and a clearly defined, appropriately interrelated college preparatory curriculum, implemented by a superior staff in partnership with students, parents and the community.

**School Board of Trustees:**
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Member: Mr. Mazen Hariri  
Member: Mr. Mike Purdy  
Member: Mr. Larry Wright  
Member: Mr. Johann Schmonsees

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Director of H.R. and Communications: Mr. Michael Liard  
Director of Development: Mr. Shannon Haggard  
Director of Technology: Mr. Michael McGlade  
Director of Learning: Ms. Renee Couturier  
Elementary School Principal: Ms. Jennifer Canar  
Middle School Principal: Mr. Tom Leonas  
High School Principal: Mr. Craig Randall

AIS-R is an independent, non-profit, coeducational day school representing 49 student nationalities. We offer an American educational program from Pre-kindergarten through Grade 12, as well as the International Baccalaureate (IB) Diploma Program for Grades 11 and 12. AIS-R was founded in 1963, and has been located on its current campus since 1977. In addition to being licensed by the Saudi Arabian Ministry of Education, AIS-R is accredited by the New England Association of Schools and Colleges (NEASC) and the Council of International Schools (CIS).

**ENROLLMENT**

<table>
<thead>
<tr>
<th>ENROLLMENT</th>
<th>Elementary School:</th>
<th>Middle School:</th>
<th>High School:</th>
<th>Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students:</td>
<td>676</td>
<td>290</td>
<td>441</td>
<td>1407</td>
</tr>
<tr>
<td>Faculty:</td>
<td>56</td>
<td>28</td>
<td>37</td>
<td>121</td>
</tr>
<tr>
<td>Student Teacher Ratio:</td>
<td>12 to 1*</td>
<td>10 to 1</td>
<td>12 to 1</td>
<td>11.5 to 1</td>
</tr>
</tbody>
</table>

*Does not include Teaching Assistants, Classroom Aides or Administration

**NATIONALITIES**

<table>
<thead>
<tr>
<th>NATIONALITIES</th>
<th>American:</th>
<th>Saudi:</th>
<th>Canadian:</th>
<th>Other:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students:</td>
<td>31.8%</td>
<td>14.2%</td>
<td>11.3%</td>
<td>42.7%</td>
</tr>
<tr>
<td>Faculty:</td>
<td>43%</td>
<td>1%</td>
<td>27%</td>
<td>29%</td>
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</table>

**SAT RESULTS:**

<table>
<thead>
<tr>
<th>SAT RESULTS</th>
<th>Class of 2013</th>
<th>Class of 2012</th>
<th>Class of 2011</th>
<th>World Average:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading:</td>
<td>539</td>
<td>541</td>
<td>547</td>
<td>496</td>
</tr>
<tr>
<td>Mathematics:</td>
<td>588</td>
<td>598</td>
<td>602</td>
<td>514</td>
</tr>
<tr>
<td>Writing:</td>
<td>554</td>
<td>570</td>
<td>571</td>
<td>488</td>
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</table>

**IB RESULTS:**

<table>
<thead>
<tr>
<th>IB RESULTS</th>
<th>Class of 2013</th>
<th>Class of 2012</th>
<th>Class of 2011</th>
<th>Class of 2010</th>
<th>World Average:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma Candidates:</td>
<td>66</td>
<td>49</td>
<td>33</td>
<td>28</td>
<td>61.926*</td>
</tr>
<tr>
<td>Received Diploma:</td>
<td>57</td>
<td>33</td>
<td>27</td>
<td>23</td>
<td>48.637</td>
</tr>
<tr>
<td>Passing Percentage:</td>
<td>86.3%</td>
<td>67.3%</td>
<td>81.8%</td>
<td>82.1%</td>
<td>78.54%</td>
</tr>
<tr>
<td>Average Points:</td>
<td>32</td>
<td>31</td>
<td>33</td>
<td>31</td>
<td>29.81</td>
</tr>
<tr>
<td>Highest Score:</td>
<td>42</td>
<td>39</td>
<td>39</td>
<td>41</td>
<td>45</td>
</tr>
</tbody>
</table>

(*Calculated on a 48,637 Received Diploma success at a recorded 78.54% passing rate)
## AIS–R Student Acceptance in Colleges/Universities

<table>
<thead>
<tr>
<th>American Universities</th>
<th>Portland State University, OR</th>
<th>University of Texas at Arlington, TX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academy of Art University, CA</td>
<td>Pratt Institute, NY</td>
<td>University of Texas at Austin, TX</td>
</tr>
<tr>
<td>Albertus Magnus College, CT</td>
<td>Purdue University, IN</td>
<td>University of Texas at El Paso, TX</td>
</tr>
<tr>
<td>American University, DC</td>
<td>Reed College, OH</td>
<td>University of Virginia, VA</td>
</tr>
<tr>
<td>Bentley University, MA</td>
<td>Roanoke College, VA</td>
<td>Ursinus College, PA</td>
</tr>
<tr>
<td>Boston University, MA</td>
<td>Rochester Institute of Technology, NY</td>
<td>Virginia Tech, VA</td>
</tr>
<tr>
<td>Brandeis University, MA</td>
<td>Rochester University, NY</td>
<td>Wellesley College, MA</td>
</tr>
<tr>
<td>Brenau University, GA</td>
<td>Rockhurst College, MO</td>
<td>Wentworth Institute of Technology, MA</td>
</tr>
<tr>
<td>Brigham Young University, UT</td>
<td>Rutgers University, NJ</td>
<td>American Universities</td>
</tr>
<tr>
<td>California State University, Fresno, CA</td>
<td>Saint Louis University, MO</td>
<td>Brock University, ON</td>
</tr>
<tr>
<td>California State University, Fullerton, CA</td>
<td>Saint Xavier University, IL</td>
<td>Carleton University, ON</td>
</tr>
<tr>
<td>Case Western Reserve, OH</td>
<td>San Francisco State University, CA</td>
<td>Concordia University, QC</td>
</tr>
<tr>
<td>Centenary College, NJ</td>
<td>School of the Art Institute of Chicago, IL</td>
<td>McGill University, QC</td>
</tr>
<tr>
<td>Champlain College, VT</td>
<td>School of Visual Arts, NY</td>
<td>McMaster University, ON</td>
</tr>
<tr>
<td>Christopher Newport University, VA</td>
<td>Siena College, NY</td>
<td>Queens University, ON</td>
</tr>
<tr>
<td>Claremont McKenna University, CA</td>
<td>Southern New Hampshire University, NH</td>
<td>Ryerson University, ON</td>
</tr>
<tr>
<td>Clark University, MA</td>
<td>Stevenson University, MD</td>
<td>Trent University, ON</td>
</tr>
<tr>
<td>College of Saint Elizabeth, NJ</td>
<td>Stony Brook University, NY</td>
<td>University of Alberta, AB</td>
</tr>
<tr>
<td>College of William and Mary, VA</td>
<td>Syracuse University, NY</td>
<td>University of British Columbia, BC</td>
</tr>
<tr>
<td>Columbia College Chicago, IL</td>
<td>Temple University, PA</td>
<td>University of Calgary, AB</td>
</tr>
<tr>
<td>Curry College, MA</td>
<td>Texas A &amp; M University, TX</td>
<td>University of North British Columbia, BC</td>
</tr>
<tr>
<td>DePaul University, IL</td>
<td>Tufts University, MA</td>
<td>University of Ontario Institute of Technology, ON</td>
</tr>
<tr>
<td>Drexel University, PA</td>
<td>Tulane University, LA</td>
<td>University of Ottawa, ON</td>
</tr>
<tr>
<td>Eckerd College, FL</td>
<td>University at Buffalo SUNY, NY</td>
<td>University of Waterloo, ON</td>
</tr>
<tr>
<td>Elon University, NC</td>
<td>University of North Carolina at Greensboro, NC</td>
<td>University of Western Ontario, ON</td>
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<tr>
<td>Fairfield University, CT</td>
<td>University of Albany- SUNY</td>
<td>Vancouver Island University, BC</td>
</tr>
<tr>
<td>Florida Institute of Technology</td>
<td>University of Arizona, AZ</td>
<td>Windsor University, ON</td>
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<tr>
<td>Georgia Institute of Technology, GA</td>
<td>University of California Berkeley, CA</td>
<td>York University, ON</td>
</tr>
<tr>
<td>Georgia State University, GA</td>
<td>University of California Davis, CA</td>
<td>UK Universities:</td>
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<tr>
<td>Guilford College, NC</td>
<td>University of California San Diego, CA</td>
<td>Bath University, UK</td>
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<tr>
<td>Hanover College, IN</td>
<td>University of California Santa Cruz, CA</td>
<td>Birmingham University, UK</td>
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<tr>
<td>Hofstra University, NY</td>
<td>University of California, Irvine, CA</td>
<td>City University, UK</td>
</tr>
<tr>
<td>Illinois Institute of Technology, IL</td>
<td>University of California, Merced, CA</td>
<td>Durham University, UK</td>
</tr>
<tr>
<td>Indiana University, IN</td>
<td>University of California, Riverside, CA</td>
<td>Essex University, UK</td>
</tr>
<tr>
<td>Kansas State University, MO</td>
<td>University of California, Santa Barbara, CA</td>
<td>Exeter University, UK</td>
</tr>
<tr>
<td>Kennesaw State University, GA</td>
<td>University of Cincinnati, OH</td>
<td>Heriot-Watt University Edinburgh, UK</td>
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<tr>
<td>Kent State University, OH</td>
<td>University of Connecticut, CT</td>
<td>Kent University, UK</td>
</tr>
<tr>
<td>Lewis and Clark College, OR</td>
<td>University of Evansville, Indiana, IN</td>
<td>King’s College London, UK</td>
</tr>
<tr>
<td>Loyola Marymount University, CA</td>
<td>University of Illinois at Urbana-Champaign, IL</td>
<td>Kingston University, UK</td>
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<tr>
<td>Loyola University Chicago, IL</td>
<td>University of Illinois at Chicago, IL</td>
<td>Lancaster University, UK</td>
</tr>
<tr>
<td>Lynn University, FL</td>
<td>University of Illinois, IL</td>
<td>Loughborough University, UK</td>
</tr>
<tr>
<td>Mary Baldwin College, CT</td>
<td>University of Mary Washington, VA</td>
<td>Manchester University, UK</td>
</tr>
<tr>
<td>Maryland Institute College of Art, MD</td>
<td>University of Massachusetts Amherst, MA</td>
<td>Middlesex University, UK</td>
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<tr>
<td>Michigan State University, MI</td>
<td>University of Massachusetts Boston, MA</td>
<td>Newcastle University, UK</td>
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<td>Mitchell College, Connecticut, CT</td>
<td>University of Massachusetts Lowell, MA</td>
<td>Queen Mary, University of London, UK</td>
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<tr>
<td>New Mexico Military Institute, NM</td>
<td>University of New Mexico, NM</td>
<td>Queen’s University Belfast, UK</td>
</tr>
<tr>
<td>New York University, NY</td>
<td>University of Minnesota, Twin Cities, MN</td>
<td>Sheffield University, UK</td>
</tr>
<tr>
<td>Northeastern Illinois University, IL</td>
<td>University of Missouri Kansas City, MO</td>
<td>Swansea University, UK</td>
</tr>
<tr>
<td>Northeastern University, MA</td>
<td>University of New Hampshire, NH</td>
<td>University College London, UK</td>
</tr>
<tr>
<td>Northern Arizona University, AZ</td>
<td>University of North Carolina Asheville, NC</td>
<td>University for the Creative Arts, UK</td>
</tr>
<tr>
<td>Northwestern University, IL</td>
<td>University of North Carolina Greensboro, NC</td>
<td>University of Edinburgh, UK</td>
</tr>
<tr>
<td>Notre Dame of Maryland University, MD</td>
<td>University of Oregon, OR</td>
<td>University of Hertfordshire, UK</td>
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<tr>
<td>Occidental College, CA</td>
<td>University of Pennsylvania, PA</td>
<td>University of Lincoln, UK</td>
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<tr>
<td>Ohio State University, OH</td>
<td>University of Pittsburgh, PA</td>
<td>University of London, UK</td>
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<tr>
<td>Ohio State University, OH</td>
<td>University of Puget Sound, WA</td>
<td>University of Nottingham, UK</td>
</tr>
<tr>
<td>Otis College of Art and Design, CA</td>
<td>University of Rochester, NY</td>
<td>University of Sheffield, UK</td>
</tr>
<tr>
<td>Pace University, NY</td>
<td>University of San Diego, CA</td>
<td>University of Southampton, UK</td>
</tr>
<tr>
<td>Parsons the New School for Design, NY</td>
<td>University of San Francisco, CA</td>
<td>University of Ulsan, UK</td>
</tr>
<tr>
<td>Penn State University, PA</td>
<td>University of Southern California, CA</td>
<td>University of Westminster, UK</td>
</tr>
<tr>
<td>Pepperdine University, CA</td>
<td>University of Tampa Florida, FL</td>
<td>University of York, UK</td>
</tr>
</tbody>
</table>

### Other Universities

| American University of Beirut, Lebanon | Glen Hotel School, Switzerland | Royal College of Surgeons in Ireland, Bahrain |
| American University of Cairo, Egypt | Istituto Superiori Architettura eDesign, Italy | Sophia University, Japan |
| American University of Paris, France | Korea Advanced Institute of Science and Technology, Korea | Swiss Hotel Management School, Switzerland |
| Carnegie Mellon University, Qatar | Lebanese American University | Texas A & M University, Qatar |
| César Ritz College, Switzerland | Les Roches International of Hotel Management School, Switzerland | University of Debrecen, Hungary |
| Florence Design Academy, Italy | Murdoch University Duba, UAE | University of Stirling, Hungary |
| Florence Institute of Design International, Italy | Northwestern University, Qatar | Waseda University, Japan |
| Georgetown University, Qatar | Rochester Institute of Technology Dubai, UAE | Weill Cornell Medical College, Qatar |

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The Class of 2013 was offered over $1,635,000 in scholarship funding.
I am an AIS-R EAGLE, therefore I am...

**Ethical:**
- I am honest
- I make good choices
- I am empathetic
- I stand up for the rights of others
- I demonstrate academic integrity

**Adaptable:**
- I am flexible and take responsible risks
- I am cooperative and collaborative
- I am open to multiple possibilities
- I welcome constructive feedback
- I am a leader and a follower

**Global:**
- I respect others
- I seek to understand others
- I am compassionate
- I accept cultural differences
- I know and respect the customs of my host country

**Learning:**
- I am inquisitive, persistent and reflective
- I seek opportunities to improve
- I reason critically
- I communicate effectively
- I think creatively

**Environmental:**
- I am responsible
- I take action to minimize my ecological footprint
- I advocate for sustainable practices
- I reduce, reuse and recycle
- I am a model of healthy living
SCHOOL CONTACT INFORMATION

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Riyadh 11421
Saudi Arabia

Tel: 966-11-459-7500
Fax: 966-11-459-7755

Website: www.aisr.org