

Diploma Programme of the International Baccalaureate



The American International School – Riyadh 2022-2023



NEASC
CIS
IB
NESA

ACCREDITED BY THE NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES
ACCREDITED BY THE COUNCIL OF INTERNATIONAL SCHOOLS
INTERNATIONAL BACCALAUREATE WORLD SCHOOL
MEMBER OF THE NEAR EAST SOUTH ASIA COUNCIL OF OVERSEAS SCHOOLS

Our 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.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



International Baccalaureate®
Baccalaurat International
Bachillerato Internacional



The IB Diploma Programme

Preparing students for success in higher education
and to be active participants in a global society



Table of Contents

[Letter from the DP Coordinator](#)

[The Diploma Programme Of The International Baccalaureate At AIS-R](#)

[Good Standing](#)

[The Core Of The Diploma Programme Model](#)

[International-Mindedness](#)

[Choosing The Right Course Of Study](#)

[Important Information For Transfer Students](#)

[AIS-R's Diploma Programme Curriculum](#)

[Choosing the right combination](#)

[Core Requirements Of The Diploma Programme Of The International Baccalaureate](#)

[DP Course Assessments](#)

[Approaches To Teaching And Learning \(ATL\)](#)

[What is ATL?](#)

[Rationale behind ATL](#)

[ATL Categories for the Diploma Programme](#)

[ATL Learning Environment](#)

[Award Of a Diploma](#)

[Post-Results Procedure](#)

[Fees](#)

[Legalization Of Diploma Results](#)

[University Recognition](#)

[How to make your DP Credentials Stand Out to Universities](#)

[Using the IB Student Registry to Get Noticed by Universities](#)

[Basic Questions](#)

[University Matriculation Of AIS-R Students 2004-2015](#)

[AIS-R'S EAGLE Honor Code](#)

[School Contact Information](#)

[DP Artwork](#)

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.

Letter from the DP Coordinator



American International School – Riyadh
المدرسة الأمريكية العالمية - الرياض
Excellence... Since 1963

P.O. Box 990, Riyadh 11421, Saudi Arabia
TEL: 00966-11-459-7500, www.aisr.org
Dr. Brian Matthews, Superintendent

ص.ب. ٩٩٠ الرياض ١١٤٢١، المملكة العربية السعودية
هاتف: ٩٦٦-١١-٤٥٩-٧٥٠٠، ترخيص: ج ١٧
د. براين ماثيوز، المدير العام المشرف

Dear Parents,

It is my pleasure to introduce the Diploma Programme of the International Baccalaureate to you and your daughter/son. This is the nineteenth year of our offering this prestigious, rigorous and highly acclaimed programme here at AIS-R. 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 some 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 offered anywhere in the world and that all our students have much to gain from their enrollment. 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,

A handwritten signature in black ink, appearing to read "Liam Trimm".

Liam Trimm
DP Coordinator



NEASC
CIS
IB
NESA

ACCREDITED BY THE NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES
ACCREDITED BY THE COUNCIL OF INTERNATIONAL SCHOOLS
INTERNATIONAL BACCALAUREATE WORLD SCHOOL
MEMBER OF THE NEAR EAST SOUTH ASIA COUNCIL OF OVERSEAS SCHOOLS

10 Reasons



Diploma Programme

why the IB Diploma Programme (DP) is ideal preparation for university

1



It increases academic opportunity

Research* shows that DP graduates are much more likely to be enrolled at top higher education institutions than entrants holding other qualifications.

2



IB students care about more than just results

Through creativity, action, service (CAS) you learn outside the classroom and develop emotionally and ethically as well as intellectually.

3



It encourages you to become a confident and independent learner

For example, the extended essay requires independent research through an in-depth study.

6



The IB encourages critical thinking

Learn how to analyse and evaluate issues, generate ideas and consider new perspectives.

5



Graduates are globally minded

Language classes encourage an international mindset, key for increasingly globalized societies.

4



It's an international qualification

The DP is recognized globally by universities and employers.

7



DP students have proven time management skills

Take good study habits and strong time management to further education and the working world.

9



Subjects are not taught in isolation

Theory of knowledge (TOK) classes encourage you to make connections between subjects.

10



It encourages breadth and depth of learning

You are able to choose courses from six subject groups and study subjects at different levels.

8



It assesses more than examination techniques

Learn to understand, not just memorize facts or topics and prepare for exams.



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

*Based on IB research - www.ibo.org/research

© International Baccalaureate Organization 2014

International Baccalaureate® | Baccalauréat International® | Bachillerato Internacional®



Facts & Figures: The Diploma Programme Around the World



1.3 million*
DP graduates
140+ countries

*as of May 2015



In a recent DP study at the University of Oregon's Honors College,



sample size: 18 students



Alumni of the Diploma Programme attend top-ranking universities, studies find.¹

DP students not only do well academically while in high school, but also go on to perform well at the university level.²

79% of DP graduates in China attended universities in the US, UK, Hong Kong, Singapore and Canada.⁵



DP students in the US who enrolled in post-secondary education immediately after high school **enrolled in and graduated from four-year institutions at much higher rates than the national average.**

95% of DP cohort
60% national cohort

enrollment at four-year institutions (public and private)



79% of DP cohort
39% national cohort

average graduation rate at four-year institutions (public and private)



A+ University admissions officials say the **DP is the best qualification** for developing students' non-academic skills and preparing them for further education and careers.⁵

Encouraging independent inquiry



Developing workplace skills



Nurturing an open mind



Developing self-management skills



Developing global awareness and connectivity



DP alumni report the IB has profound, long-lasting effects on students' lives. It helps them **develop critical thinking, analytical and writing skills and a broader world view**. In addition, they point out that they earned advanced credits for university.⁶



International-mindedness means having the opportunity to have doors opened in other countries and widely renowned universities.⁷

(DP student, p.38).



A recent study among DP schools in Australia, China and India found that international-mindedness can be categorized as a tool for individual gain, an orientation towards shared understanding and a way to push boundaries for change.

- <http://ibo.org/globalassets/publications/lb-research/dp/chinasummaryinenglishweb.pdf>
http://ibo.org/contentassets/d74675437b4f4ab38312702599a432f1/mexicodpresearchsummary_e.pdf
<http://ibo.org/contentassets/d74675437b4f4ab38312702599a432f1/lbstudentsstudyingatukhighereducationinstitutionshowdotheyfare2011.pdf>
- <http://ibo.org/globalassets/publications/lb-research/dp/dp-student-enrollment-outcomes-us-brief-en.pdf>
- <http://www.ibo.org/globalassets/publications/lb-research/dp/collegereadinesssummaryeng.pdf>
- <http://ibo.org/globalassets/publications/lb-research/dp/chinasummaryinenglishweb.pdf>
- <http://www.wacs-schools.com/University-Admissions-Officers-Report-2015>
- <http://ibo.org/globalassets/publications/lb-research/continuum/longer-term-outcomes-summary-en.pdf>
- <http://www.ibo.org/globalassets/publications/lb-research/dp/international-mindedness-summary-en.pdf>



Learn more about the IB at ibo.org



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

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.



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

© International Baccalaureate Organization 2013

International Baccalaureate® | Baccalauréat International® | Bachillerato Internacional®

The Diploma Programme Of The International Baccalaureate At AIS-R

The American International School - Riyadh is proud to offer the Diploma Programme of the International Baccalaureate in addition to the standard AIS-R high school diploma. This curriculum is designed to provide students with a broad liberal arts education and opportunities for personal and intellectual growth. Students may participate in the Diploma Programme of the International Baccalaureate in one of two ways: 1. as a Diploma Programme candidate; 2. as a Diploma Course candidate. The first option, being a Diploma Programme candidate, is the most challenging course of study we offer and brings additional requirements along with the student's course load.

Eligibility: To be eligible as a Diploma Programme candidate, 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 or conditional acceptance may be enrolled as a Diploma Programme candidate. No student who arrives later than the end of the first two weeks of the First Semester may be enrolled as a Diploma Programme candidate.

In order to continue into Year 2 as a Diploma Programme candidate, 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 non-DP courses where they are likely to experience greater success. This is in addition to the other handbook guidelines determining eligibility of being a Diploma Programme candidate.

In order to continue eligibility as a Diploma Programme candidate, students in Year 2 of the programme must maintain a C+ average in HL 2 courses, up to and including the mock examinations in February and beyond. We reserve the right to revoke the eligibility of any Diploma Programme candidate who is unlikely to pass up to the final date permitted by the IB.

Ideally, a Diploma Programme candidate should be able to answer **yes** to the majority of the following or agree with the statement:

- ☐ Do I have an academic goal or career ambition that the Diploma Programme can help me achieve?
- ☐ Am I willing to commit to a class for TWO YEARS?
- ☐ Do I have at least a 3.0 GPA in my core classes (English, Math, Science, Social Studies, World Languages)?
- ☐ Do I miss fewer than five classes each semester?
- ☐ Do I successfully handle many responsibilities, deadlines, and commitments at one time?
- ☐ Do I work on my school assignments without having to be asked?
- ☐ Do I schedule my time so that my big projects are done in small steps along the way?
- ☐ Am I willing to read books, complete assignments, and solve problems that are assigned over the summer?
- ☐ Is writing a 4,000 word essay with support from a supervisor something I will be able to do?
- ☐ Have I already completed at least 25 of my AIS-R service hours?
- ☐ Am I willing to complete the requirements of Creativity, Activity and Service (CAS) including a CAS Project during my 11th and 12th grade years?
- ☐ Am I willing to attend ASL HL sessions to complete labs, attend tutorials, or complete Internal Assessments?
- ☐ Am I able to receive feedback constructively from both peers and teachers?
- ☐ Do I feel comfortable advocating for myself - asking questions, asking for clarification from my teachers/Counselor/DP Coordinator?
- ☐ Do I willingly give up a weekend night to study?
- ☐ Do I know how to solve my own problems?
- ☐ Am I able to adapt to a variety of teaching styles?
- ☐ Am I able to handle uncertainty, ambiguity, and frustration without panicking?
- ☐ Can I calmly manage multiple tasks and balance my personal and academic responsibilities?

- ☐ Am I organized, proactive and hardworking?
- ☐ Do I have a growth mindset?
- ☐ Do I believe in my ability to overcome most challenges? (Self-efficacy)
- ☐ Do I see failure as a way to learn more about myself as well as academic concepts and subject matter?
- ☐ Do I believe that I am responsible for my own success? (Agency)
- ☐ Am I attempting the DP because I want to take on the challenge or to please someone else?
- ☐ What matters the most to me: my learning or my grades?

If you can honestly answer 'Yes' to the majority of these questions, then you are ready to take on the demands of the Diploma Programme!

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 – DP English A Language and Literature. Also, all of our Social Studies offerings for Grades 11 and 12 are DP courses.

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 exams. DP Course Results are also available for CAS, Extended Essay, and TOK, and these are elective options for our *DP course students*.

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 Programme 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 High School 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 DP 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 student's 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 assignments in the DP Core Class and all stages of the Extended Essay as outlined on Managebac, and the DP Core Class moodle page.
4. Use ManageBac to manage and complete all CAS and EE requirements in grade 11 and grade 12.
5. Meet AIS-R's deadlines for all DP 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.
8. Uphold the EAGLE Honor Code and exemplify the IB Learner Profile Qualities.

DP Candidates who are not in good standing by the end of the first quarter of 11th grade will be removed from the programme and will become DP Course candidates.

Students who do not - in the opinion of the High School Leadership Team and counselors and supported by evidence from the record of behavior compiled by the Diploma Programme Coordinator (DPC) - demonstrate sufficient character required of a Diploma Programme candidate, will be placed on probation. If they do not meet the terms of their probation after one semester they will no longer be considered Diploma Programme candidates and will become Diploma Course candidates.

The Core Of The Diploma Programme Model

An overview of The Diploma Programme Core

- **The extended essay** asks students to engage in independent research through an in-depth study of a question relating to one of the DP subjects they are studying. It closely reflects the type of academic research and writing that students will complete at the university level.

- **Theory of knowledge** develops 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. The primary question of Theory of Knowledge is “how do we know?”
- **Creativity, activity, service (CAS)** involves students in a range of activities alongside their academic studies throughout the Diploma Programme. Creativity encourages students to engage in the arts and creative thinking. Activity seeks to develop a healthy lifestyle through physical activity. Service with the community offers a vehicle for new learning with academic value. The three strands of CAS enhance students’ personal and interpersonal development through experiential learning and enable journeys of personal discovery.

All Diploma Programme candidates participate in the three 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 her or his own perspectives and how they might differ from others.

Creativity, Activity, and 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. 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 (EE) offers the opportunity for DP 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 an interdisciplinary EE, from two of the subjects chosen, preferably from their higher level courses. 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 humankind, 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 provides 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 Diploma Programme of the IB 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 lifelong learners. At

the heart of the Diploma Programme and the Mission is the understanding that “other people, with their differences, can also be right.”

These values are in line with AIS-R’s vision of fostering Global Citizenship in all our students. We believe that “an AIS-R global citizen possesses the understandings, skills, values, and mindset to take meaningful action in creating a more inclusive, sustainable, and peaceful world.” Thus, the DP philosophy and AIS-R’s vision are aligned.

Choosing The Right Course Of Study

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

- Which topics have I enjoyed in the past?
- Where do my passions lie?
- 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?

In seeking answers to these questions, students should consult themselves, their parents and teachers. The DP Coordinator and Guidance Counselors are also valuable sources of information and advice.

- Diploma Programme candidates are required to take six DP 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 her/his 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 DP 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 take a second science course if they are taking the Nature of Science.
- No student may select the same language both as language A and language B.
- Students may study two Languages A by taking English A Language and Literature and their mother tongue as a self-taught school supported option-SL only. For example: Korean A Literature SL. This option is open to DP candidates ONLY.
- In addition to Diploma Programme requirements students must also satisfy AIS-R graduation requirements. e.g. one credit of Wellness, Health and Fitness (WHF)
- In addition to registering for the 6 subjects, each diploma candidate must:
 - Successfully complete an Extended Essay
 - Successfully complete the Theory of Knowledge (TOK) course
 - Successfully participate in the CAS programme

Important Information For Transfer Students

Transfer students who enroll after the AIS-R course selection process from the previous school year has been completed, must choose courses based on availability. This is a function of the master schedule, 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 DP courses available, the American International School –Riyadh is fortunate to be able to offer a wide range of subjects to its students.



Group 1: STUDIES IN LANGUAGE & LITERATURE:

Group 2: LANGUAGE ACQUISITION:

- *Higher Level English A: Language and Literature*
- *Standard Level English A: Language and Literature*
- *Standard Level Language A: Literature self-taught / school supported (taken with English A Language and Literature – creates a Bilingual Diploma)*

- *Higher Level Arabic B*
- *Standard Level Arabic B*
- *Standard Level Arabic Ab Initio*
- *Higher Level French B*
- *Standard Level French B*
- *Standard Level French Ab Initio (online)*
- *Standard Level Spanish B Ab Initio*
- *Standard Level Language A Literature self-taught / school supported (taken with English A Language & Literature –creates a Bilingual Diploma)*

Group 3: INDIVIDUALS & SOCIETIES:

- *Higher Level Business Management*
- *Higher Level Economics*
- *Standard Level Economics*
- *Higher Level Global Politics*
- *Standard Level Global Politics*
- *Standard Level Information Technology in a Global Society (online)*
- *Higher Level Psychology (online)*
- *Standard Level Psychology (online)*

Group 4: SCIENCES:

- *Higher Level Biology*
 - *Standard Level Biology*
 - *Higher Level Chemistry*
 - *Standard Level Chemistry*
 - *Higher Level Physics*
 - *Standard Level Physics*
 - *Standard Level Nature of Science**
- *May not be taken in combination with any other science course*

Group 5: MATHEMATICS*:

- *Higher Level Mathematics: Applications and Interpretations*
- *Standard Level Mathematics: Applications and Interpretations*
- *Higher Level Mathematics: Analysis and Approaches*
- *Standard Level Mathematics Analysis and Approaches*

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 ***

****** 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 DP Course candidate. Please see the DP Coordinator if this is of interest to you and select the correct courses when you register your course selections. 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.

Ab initio courses are available to students with no previous experience of high school learning in the chosen language and who do not speak the chosen language. Though this is a course for beginners, it is not a “beginners level” course. It is rigorous and challenging.

Please see the [High School Course Catalog 2019-20](#) for more detailed course descriptions.

Choosing the right combination

DP Candidates 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.

DP 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.

DP 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 referenced.

Letter Grade	Percentage	GPA	DP Score	DP Score Designation	On track for successful completion of the Diploma Programme
A+	97 and above	4.3	7	Excellent	
A	93-96	4	6	Very Good	
A-	90-92	3.7	6		
B+	87-89	3.3	5	Good	
B	83-86	3	5		
B-	80-82	2.7	4	Satisfactory	
C+	77-79	2.3	4		
C	73-76	2	4		
C-	70-72	1.7	3	Mediocre	Diploma Programme candidacy at risk
D+	67-69	1.3	3		
D	63-66	1.0	2	Poor	
D-	60-62	0.7	2		
F	59 and below	0	1	Failing	

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 the Theory of Knowledge (TOK) essay is graded by external DP 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 coursework in Global Politics, project work in mathematical subjects, 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 DP have an internal assessment component; however, the major part of evaluation is carried out by external assessment.

Examinations are taken by Diploma Programme students 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 the applied sciences, 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. Many 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.

Completion of all assessment components is a requirement for graduation from AIS-R. Any senior in a year two DP course must complete ALL assessment components or they will not be allowed to graduate. Students will cover the cost for these assessments as they are not a part of

AIS-R tuition. This rule applies to all students - both DP Candidates and DP Course Candidates.

Approaches To Teaching And 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
- 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.

What is ATL?

ATL focuses on how learners learn and the kind of teaching that promotes student learning. 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. ATL 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.

Rationale behind ATL

- 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, and 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.



Approaches to Teaching and Learning

Approaches to teaching and learning in the International Baccalaureate (IB) Diploma Programme

What are the approaches to learning (ATL)?

- ATL are deliberate strategies, skills and attitudes that permeate the IB teaching and learning environment.
- ATL supports the IB belief that a large influence on a student's education is not only what you learn but also how you learn.
- Teaching students how to learn has always been a part of IB teaching, but now the IB is providing more explicit support for teaching these skills, aligning the Diploma Programme (DP) with the Primary Years Programme (PYP), the Middle Years Programme (MYP) and the IB Career-related Programme (CP).
- Focus on ATL will improve the quality of teaching and learning across the programmes and may result in more engaged teachers and students.

.....

ATL has always been part of IB teaching

"What is of paramount importance in the pre-university stage is not what is learned but learning how to learn ... What matters is not the absorption and regurgitation either of fact or pre-digested interpretations of facts, but the development of powers of the mind or ways of thinking which can be applied to new situations and new presentations of facts as they arise."

—Alec Peterson

Peterson, A. 1972. *The International Baccalaureate: An experiment in International Education*. London, George Harrap.

What are the IB approaches to learning skills?

1. *Thinking skills*
2. *Communications skills*
3. *Social skills*
4. *Self-management skills*
5. *Research skills*

The IB approaches to teaching skills are...

1. *based on inquiry*
2. *focused on conceptual understanding*
3. *developed in local and global contexts*
4. *focused on effective teamwork and collaboration*
5. *differentiated to meet the needs of all learners*
6. *informed by formative and summative assessment.*



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

ATL Categories for the Diploma Programme

The main ATL categories of an IB education are embedded with the traits of the IB Learner Profile (LP). These 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

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

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

ATL was launched worldwide in January 2015. AIS-R was selected as a pilot school for the implementation of ATL. Of the 11 Exemplary Case Studies published to support the launch of ATL, 6 are from AIS-R. All the exemplar DP Planners which are used in training for ATL are from AIS-R.

Award of a Diploma

Each subject is graded on a scale from one point (the lowest) to seven points (the highest). In addition, there is a maximum of three bonus points available for combined performance in the Extended Essay (EE) and Theory of Knowledge (TOK). Bonus points are awarded according to various combinations of the standards shown in the following table. The maximum total diploma programme points score is 45.

Bonus Points Matrix

TOK/EE	A	B	C	D	E
A	3	3	2	2	Failing Condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing Condition				

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.

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.

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 complete all DP assessment components. **If a student fails to complete any required DP course assessment components, he/she will receive an F in their AIS-R course and this will be reflected on the transcript. Additionally, the student will not be allowed to graduate from AIS-R.**

This policy is in line with the requirements of the IB. According to the DP Handbook of Procedures,

"A candidate is normally eligible for a grade only if work has been submitted for all components of the assessment in the subject. When a candidate fails to attend an examination, or submit

work for any other component in a subject, no grade is normally awarded. An “N” will be issued for the subject and level.

Unacceptable reasons for work being incomplete include circumstances reasonably within the control of the candidate, such as:

- *misreading or misunderstanding the examination timetable*
- *oversleeping and therefore being late for an examination*
- *holidays/vacations*
- *family moving house*
- *social and sporting commitments*
- *attendance at interviews*
- *participation in events such as competitions, concerts and graduation ceremonies*
- *the candidate not providing work by the internal school deadline(s)*
- *the candidate not completing work owing to a lack of diligence or personal organization*
- *school identifies academic misconduct (for example, work is plagiarized) and does not submit the candidate's work.”*

Post-Results Procedure

The results should be posted on the IB website, <http://candidates.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, Twitter feed, and Newsflash when these arrive, together with information about times when they can be collected. Diplomas sent for legalization usually take at least 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 88 EUR per candidate per subject per level) and typically, less than 10% result in a change of grade. 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 September 15. 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:

Diploma Programme Candidates (May 2020):	
Each Subject	EUR 85
TOK, CAS, and the EE	(Included in these fees)
Courier Fee:	10%
VAT (for non-Saudi nationals):	15%
Total:	638 EUR (for non-Saudi nationals) 561 EUR (for Saudi nationals)
Diploma Course Candidates (May 2020):	
Each Subject	EUR 85
EE	EUR 65
TOK	EUR 33
CAS	EUR 7
Courier Fee	10%
VAT (for non-Saudi nationals):	15%
Total:	Varies on number of courses taken

You will be charged these additional IB 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 2020 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 legalized in Geneva, Switzerland, by the relevant embassy or consulate. For more information on the legalization of DP Results, please click [HERE](#).

How to make your DP Credentials Stand Out to Universities

PARENT PACK

How to make your IB credentials stand out in the university application process

As an International Baccalaureate (IB) student, you are distinctive and will bring a unique set of attributes to whatever university or college that you ultimately attend. The challenge is to how to bring those qualities, in addition to grades and standardized test scores, to the attention of admissions officers. Have you considered how best to describe your high school achievements in your university application?

IB Diploma (DP) and Career-related Programme (CP) students:

- know how to do independent research
- have a demonstrated foreign language skill
- contribute a global perspective to current events
- have given back to their communities through volunteerism and community service
- study the language, history and arts of diverse cultures, and approach problems from multiple perspectives
- have above-average time management skills and are exceedingly well-prepared for the rigour of college-level coursework.

Additionally, DP students take a year-long course to develop critical thinking, analysis, and explore ways of knowing (theory of knowledge (TOK)), while CP students bring work-related experience and a career-specific set of skills to their university application or resume.

Five more ways to emphasize your IB strengths:

1. **Highlight your advanced writing skills:** Completing multiple essays comes easily to IB students given the emphasis the programme places on self-reflection and written expression. IB students can capitalize further on this by using the interdisciplinary model of learning to respond to admissions questions from multiple perspectives.

2. **Consider universities that accept individual portfolios:**

Some universities allow students to submit individual portfolios of work. The DP and CP programmes place emphasis on the development of a student's abilities over time. IB students will have amassed a significant body of work in their personal portfolios and in the MYP personal project. Portfolio-based applications allow admission officers to understand how an IB student is reflective and critical in their work.

3. **Nail the interview:** DP students give multiple presentations over their two-year course work. The confidence and experience they develop in these public speaking opportunities will translate into a big advantage when interviewing for university admission, internships and work. Don't forget to mention your creativity, activity, service (CAS) project in addition to your academic credentials.

4. **Recommendation letters that pack a punch:** The recommendation letter remains a pivotal component of the application package. When soliciting recommendation letters that stand out, consider providing your teachers with an easy-to-reference profile of your high school history beyond academics. Include your extended essay topic, your personal project topic, your CAS project, foreign language abilities, participation in any international programmes of study, extra-curricular activities and course workload.

5. **Show your global perspective:** IB students have a strong sense of their cultural identity, and respect the values and differences of other cultures. Trained to think globally and act locally, IB students are required to participate in civic engagement through a community service project that ties into some aspect of their coursework.



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

©International Baccalaureate Organization 2015
International Baccalaureate® | Baccalauréat International® | Bachillerato Internacional®



ibo.org

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 a 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 Language & Literature at HL or SL AND your mother tongue as a self-taught school supported Language A Literature 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 Full 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 Liam Trimm DP Coordinator at ltrimm@aisr.org or +966-011-459-7500 Extension 701

Frequently asked questions about the Diploma Programme

What is the Diploma Programme?

The Diploma Programme (DP) is a curriculum framework designed by the International Baccalaureate (IB) for students in the last two years of high school.

IB students graduating with the IB diploma are able to study at universities all around the world, often with advanced credit. Students report that their involvement with the IB has given them the tools needed to succeed at college. In particular, students comment on their sense of preparedness, self-confidence, research skills and their ability to manage their time. Even more important, they have developed a sense of the world around them and their responsibility to it.

Diploma Programme students study six subjects (three at standard level and three at higher level) over two years and complete three additional requirements: the theory of knowledge (TOK), the extended essay and at least 150 hours of CAS—creativity, activity and service tasks outside of the classroom. In addition to these requirements, students must earn a minimum of 24 points out of a possible 45 points on the final assessments which are externally marked and moderated by the IB, in order to receive an IB diploma.

Theory of knowledge (TOK)

TOK is an interdisciplinary course designed to help students question and understand how they know what they know. Students study how individuals from various disciplines view the world in order to develop their own ways of thinking. By stimulating analysis of knowledge across disciplines, TOK seeks to help students make sense of school and the world.

Creativity, activity, service (CAS)

CAS is an experiential learning component of the DP. Students complete a wide variety of extracurricular, community service and athletic options to fulfill this requirement.

Extended essay

The extended essay introduces students to the demands and rewards of independent work. Emphasis is placed on doing personal research and communicating ideas effectively in order to write a 4,000-word essay in an area of personal interest.

How do colleges and universities view the Diploma Programme?

The DP is internationally recognized as representing one of the highest standards in university preparatory education. More than 1,000 colleges and universities in North America have recognition policies on how they weigh it in admissions, advanced standing, college credit and scholarships.

A list of colleges and universities that grant credit, scholarships and/or advanced standing for DP diplomas and certificates is available at www.ibo.org.



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

ibo.org

What kind of student is a good candidate for the DP?

The DP is a rigorous course of study for motivated students. That said, prior academic success is less an indicator of ability to earn the diploma than are a student's determination to do his or her best, willingness to be organized in order to complete the work while leading a full, balanced life, and a strong commitment to learning in and beyond the classroom.

Do DP students have time for anything beyond academics?

Absolutely. Most successful Diploma Programme students lead very full lives. They are often members of athletic teams and involved in a wide range of activities. Time management and organization are key skills the IB develops in students.

Are IB programmes considered “gifted” programmes?

The IB does not control how schools designate their Diploma Programme. In some instances, schools choose to designate the programme as selective enrolment via application or as a magnet programme. In other cases, the programme is open to any student.

Do DP teachers receive special training?

All DP teachers receive professional development in the IB's approaches to teaching and approaches to learning from certified IB workshop leaders. This is a requirement for IB World Schools implementing the DP.

Does implementing an IB programme mean my child's school will not teach local or national standards such as the Common Core?

The IB is committed to making sure that students in IB programmes meet and exceed local or national standards.

With the implementation of any IB programme, schools are required to examine their curriculum carefully to ensure that there is alignment with local, state or national standards. More information on the IB and the Common Core is available at

www.ibo.org.



©International Baccalaureate Organization 2015
International Baccalaureate® | Baccalauréat International® | Bachillerato Internacional®

What's the difference between the diploma and certificates?

Not all students choose to take the full course load leading to a diploma. Instead, some take a few DP courses in areas where they have a particular interest or strength, similar to honours and Advanced Placement classes. Certificates are awarded on a course-by-course basis to students who choose not to do the full programme. Students who satisfactorily complete a DP course earn a certificate and may be eligible for university credit.

How does the IB DP differ from other university-preparatory programs such as Advanced Placement and Cambridge?

The IB DP is a two-year comprehensive curriculum with a culminating set of externally graded final exams. IB, Advanced Placement (AP) and other college-preparatory curriculums like Cambridge are all university preparatory, academically rigorous programmes. There are important differences, however, in the content and exams. The DP is a cohesive and comprehensive programme, not a collection of individual courses as is the case with Advanced Placement. The most important distinguishing factor is the core of the Diploma Programme (CAS, TOK and extended essay).

Can you give a specific example of how the DP prepared students for college?

A 2012 study by the Consortium for Chicago School Research found that Diploma Programme students who graduated from 12 Chicago public schools were more likely to attend college, attend a selective college and persist in college for 2 years than a matched comparison group. Additional studies on programme impact are available at www.ibo.org/research

How can I learn more about the IB and DP?

- Visit the IB website at www.ibo.org
- Attend school meetings and events
- Speak with your school's DP coordinator
- Speak with your child's DP classroom teachers.

AIS-R AT A GLANCE

Synopsis

Governed by a Strategic Board of Trustees, the American International School - Riyadh is an independent, non-profit, co-educational school offering an enriched American curriculum with an international perspective for students from pre-Kindergarten to Grade 12. Founded in 1963, AIS-R is currently in its 57th year of excellence in education on a newly purpose-built campus in North Riyadh. AIS-R offers the International Baccalaureate Diploma and is accredited by the New England Association of Schools and Colleges and the Council of International Schools.

Enrollment	Elementary School:	Middle School:	High School:	Total
Students:	756	371	512	1637
Faculty and Staff*:	85	36	48	169
Student Teacher Ratio:	9 to 1	10 to 1	11 to 1	10 to 1

*Note: faculty/staff includes teachers, learning assistants, learning coaches, counselors, and principals from each school division.

Nationalities	American	Saudi	Canadian	Other
Students	37%	12%	10%	41%
Faculty	52%	1%	23%	24%

DP Results	AIS-R 2019	World Average 2019
Diploma Candidates	56	80,199
Percentage of Candidates Gaining the Diploma	100%	78.4%
Average Points per Diploma Candidate	34	29.87
Highest Score	45	45
Percentage of Candidates Gaining 30 Points or more	86%	68%

UNIVERSITY MATRICULATION OF AIS-R STUDENTS 2004-2017

Universities in the United States:	New York University, NY*	University of Oregon, OR	Hull York Medical School, UK
Academy of Art, CA	Northeastern University, MA	University of Pennsylvania, PA	Hult International School of Business, UK*
Allegheny College, PA	Northwestern University, IL	University of Pittsburgh, PA*	King's College, UK
American University of Washington, DC	Oberlin College, OH	University of Redlands, CA	Kingston University, UK
Amherst College, MA	Occidental College, CA	University of Rochester, NY	Lancaster University, UK
Arizona State University, AZ*	Ohio University, OH*	University of San Francisco, CA*	London College of Fashion, UK
Barnard College, NY	Parsons School of Design, NY	University of South Florida, FL*	London Metropolitan University, UK
Baylor University, TX*	Pennsylvania State University, PA	University of Southern California, CA	London School of Economics, UK
Bentley University, MA*	Pepperdine University, CA*	University of Tampa, FL*	Loughborough University, UK
Boston College, MA	Pomona College, CA*	University of Texas at Austin, TX	Middlesex University, UK
Boston University, MA*	Pratt Institute of Art, NY	University of Toledo, OH*	Newcastle University, UK
Bowdoin College, ME	Princeton University, NJ	University of Vermont, VT	Oxford Brookes University, UK
Brandeis University, MA	Purdue University, IN*	University of Virginia, VA	Queen Mary University of London, UK
Brown University, RI	Quinnipiac University, CT	University of Washington, WA	Queen's University Belfast, UK
Bryn Mawr College, PA	Rhode Island School of Design, RI	Utica College, NY	Richmond American International, UK
Butler University, IN*	Rice University, TX	Vanderbilt University, TN	Royal Holloway University, UK
Carnegie Mellon University, PA	Roanoke College, VA	Villanova University, PA	Swansea University, UK
Case Western Reserve University, OH*	Rochester Institute of Technology, NY	Virginia Polytechnic Institute, VA	University College London, UK
Central Michigan University, MI*	Rutgers University, NJ	Washington and Lee University, VA	University for the Creative Arts, UK
Chapman University, CA*	Saint Louis University, MO	Washington University St. Louis, MO	University of Aberdeen, UK
Claremont McKenna College, CA	Savannah College of Art and Design, GA	Wellesley College, MA*	University of Bath, UK
Clark University, MA*	School of the Art Institute of Chicago, IL	Wentworth Institute of Technology, MA	University of Bristol, UK
Coe College, IA	School of Visual Arts, NY	Wheaton College, IL	University of Dundee, UK
Colgate University, NY	Seton Hall University, NJ	Williams College, MA	University of Edinburgh, UK
College of DuPage, IL	Simmons College, MA	Wittenberg University, OH	University of Exeter, UK
College of William and Mary, VA	Smith College, MA	Yale University, CT	University of Kent, UK
College of Wooster, OH	Stanford University, CA*	Youngstown University, OH	University of Leeds, UK
Columbia College, IL	Stony Brook University, NY	Universities in Canada:	University of Liverpool, UK
Columbia University, NY	Suffolk University, MA*	Acadia University, NS	University of London, UK
Concordia University, OR	Syracuse University, NY*	Alberta College of Art & Design, AB	University of Manchester, UK
Cornell University, NY	Temple University, PA	Brock University, ON*	University of Nottingham, UK
Denver University, CO	Texas A&M University, TX	Carleton University, ON*	University of Sheffield, UK
DePaul University, IL	Trinity University, TX	Concordia University, QC	University of Southampton, UK
Drew University, NJ	Tufts University, MA	Dalhousie University, NS	University of Surrey, UK
Drexel University, PA	Tulane University, LA	Guelph University, ON	University of the Arts London, UK
Duke University, NC	UMASS Boston, MA	McGill University, QC	University of the West of England, UK
Emory University, GA	University of Akron, OH*	McMaster University, ON	University of Ulster, UK
Fordham University, NY	University of Albany, NY	Memorial University, NL	University of Westminster, UK
George Mason University, VA*	University of Arizona, AZ	Mt. Allison University, NB	University of York, UK
George Washington University, DC	University of Buffalo, NY	Mt. Saint Vincent University, NS	Warwick University, UK
Georgetown University, DC	University of California at Berkeley	Ontario College of Art & Design, ON	Westminster University, UK
Georgia State University, GA*	University of California, Davis*	Ottawa University, ON*	Other:
Gonzaga University, WA*	University of California, Irvine	Queen's University, ON*	American University of Beirut, Lebanon
Grinnell College, IA	University of California, Los Angeles	Ryerson University, ON	American University of Cairo, Egypt
Hanover College, IN	University of California, Merced	Saint Francis Xavier University, NS	American University of Paris, France
Harvard University, MA	University of California, Riverside	Saint Mary's University, NS	American University of Sharjah, UAE
Hawaii Pacific University, HI	University of California, San Diego	Simon Fraser University, BC*	Bocconi University, Italy
Illinois Inst. of Technology	University of California, Santa Barbara	University of Alberta, AB	Carnegie Mellon University, Qatar
Indiana University, IN	University of California, Santa Cruz*	University of British Columbia, BC*	Franklin College, Switzerland
James Madison University, VA	University of Chicago, IL	University of Calgary, AB	Georgetown University, Qatar
John Carroll University, OH	University of Connecticut, CT	University of Ottawa, ON*	Jacobs University, Germany
Johns Hopkins University, MD	University of Illinois at Urbana-Champaign	University of Saskatchewan, SK	Korea Advanced Institute of Science & Tech
Juniata College, PA*	University of Minnesota Twin Cities	University of Toronto, ON	Lausanne Hotel School, Switzerland
Lehigh University, PA	University of North Carolina at Asheville	University of Victoria, BC	Lebanese American University, Lebanon
Loyola University, MD*	University of North Carolina at Chapel Hill	University of Waterloo, ON	Melbourne IT, Australia
Lynn University, FL	University of Delaware, DE	University of Western Ontario, ON*	Monash University, Australia
Maryland Institute College of Art, MD	University of Hawaii at Manoa, HI	Vancouver Island University, BC	Northwestern University, Qatar
Massachusetts College of Art & Design	University of Illinois at Chicago, IL	Wilfred Laurier University, ON*	RCSI, Bahrain
Massachusetts Inst. of Technology, MA	University of Kentucky, KY	York University, ON*	Rochester Institute of Technology, UAE
Menlo College, CA*	University of LaVerne, CA	Universities in the United Kingdom:	Sophia University, Japan
Michigan State University, OH*	University of Mary Washington, VA	Aston University at Birmingham, UK	Swinburne University, Australia
Middlebury College, VT	University of Maryland, MD	Birmingham City University, UK	Texas A&M University, Qatar
Montana State University, MT*	University of Miami, FL	Bristol University, UK	Trinity College Dublin, Ireland
Muhlenberg College, PA	University of Michigan, MI	City University London, UK	Waseda University, Japan
New York Institute of Technology, NY	University of Notre Dame, IN	Durham University, UK	Weill Cornell Medical College in Qatar

*Indicates a scholarship awarded in the Graduating Class of 2017



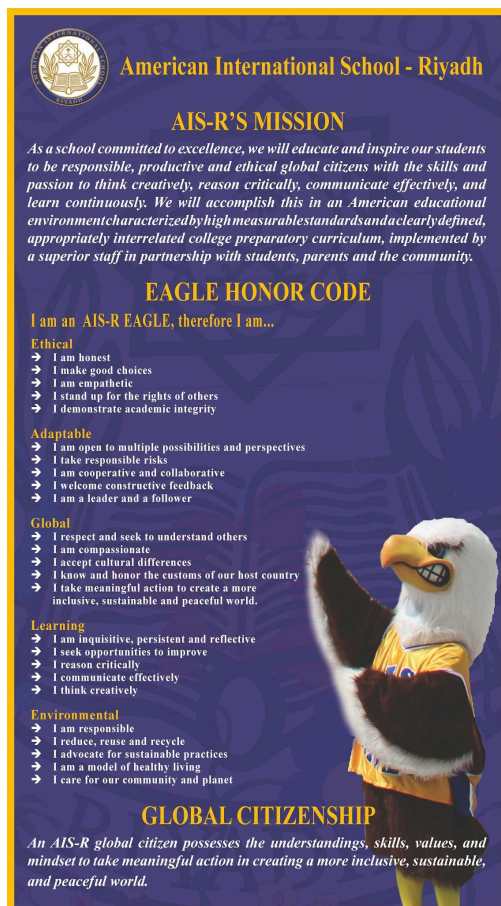
AIS-R'S EAGLE Honor Code


AIS-R is a school that honors and promotes respect for others, inclusiveness, individual differences, and appropriate behavior. We believe that ethics and values are essential in a principled community, and expect behavior that upholds the dignity and self-worth of all community members.

In order to reinforce these beliefs, AIS-R has defined what it means to be an AIS-R Eagle: Ethical, Adaptable, Global, Learning, and Environmental. AIS-R students are expected to live these dispositions, and avoid behaviors that are inconsistent with their spirit and meaning.

Together, these five overarching characteristics comprise AIS-R's Honor Code, and students are reminded of this code in many different ways throughout the year. The goal of the AIS-R Honor Code is to "educate and inspire our students to be responsible, productive, and ethical world citizens," perhaps one of the most important components of AIS-R's Mission.

Parents and students are encouraged to discuss the AIS-R Honor Code on their own, and to always strive to be an AIS-R Eagle no matter where life takes you.

A vertical poster with a dark blue background and a yellow border. At the top left is the AIS-R logo. To its right, the text "American International School - Riyadh" is written in yellow. Below this, "AIS-R'S MISSION" is written in yellow, followed by a paragraph of white text. Then, "EAGLE HONOR CODE" is written in yellow, followed by the phrase "I am an AIS-R EAGLE, therefore I am..." in white. Below this are five categories of traits, each with a list of bullet points: Ethical, Adaptable, Global, Learning, and Environmental. At the bottom, "GLOBAL CITIZENSHIP" is written in yellow, followed by a paragraph of white text. On the right side of the poster is a cartoon illustration of an eagle wearing a yellow and blue jersey.

 **American International School - Riyadh**

AIS-R'S MISSION

As a school committed to excellence, we will educate and inspire our students to be responsible, productive and ethical global 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.

EAGLE HONOR CODE

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 open to multiple possibilities and perspectives
- I take responsible risks
- I am cooperative and collaborative
- I welcome constructive feedback
- I am a leader and a follower

Global

- I respect and seek to understand others
- I am compassionate
- I accept cultural differences
- I know and honor the customs of our host country
- I take meaningful action to create a more inclusive, sustainable and peaceful world.

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 reduce, reuse and recycle
- I advocate for sustainable practices
- I am a model of healthy living
- I care for our community and planet

GLOBAL CITIZENSHIP

An AIS-R global citizen possesses the understandings, skills, values, and mindset to take meaningful action in creating a more inclusive, sustainable, and peaceful world.



School Contact Information

P.O. Box 990
Riyadh 11421
Saudi Arabia

Tel: +966-11-459-7500

Website: www.aisr.org

Email: ltrimm@ais.org

DP Artwork

