

GAA IB DP Handbook

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1. GAA Mission and Vision

Our Vision

We Inspire. We Challenge. We Innovate. We Care.

Our Mission

GEMS American Academy is a diverse and caring international learning community offering a rigorous, relevant and holistic education.

We develop global citizens who have the confidence and conviction to pursue their dreams and impact the world.

2. IB Mission Statement

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

3. IB Learner Profile

The qualities embodied in the IB Learner Profile represent essential, transferrable, lifelong skills which are valued by universities, employers and society in general, and are equally applicable to all members of our school community, from students to teachers to principals to parents and support staff.

As an IB learning community, 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

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.

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.

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.

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.

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 to support our learning and personal development.

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.

4. List of Acronyms used in IB DP Programmes

Acronym:	Meaning:
ATL	Approaches to Learning
CAS	Creativity, Activity & Science
EE	Extended Essay
IA	Internal Assessment
IB	International Baccalaureate
IBDP	International Baccalaureate Diploma Programme <i>*Note, the “Diploma Programme” is trademarked using the British spelling, while the “International Baccalaureate Organization” is spelt with American spelling.</i>
IBIS	The International Baccalaureate Information System is a web-based school information management system which the school uses to communicate with the IB which student are entered for which programmes, and what their predicted grades and coursework grades are
TOK	Theory of Knowledge

5. The IB Diploma Programme: An Outline



What is the Diploma Programme?

The IB Diploma Programme (DP) is an academically challenging and balanced programme of education with final examinations that prepares students, aged 16 to 19, for success at university and life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students. The program has gained recognition and respect from the world's leading universities.

The Diploma Programme prepares students for effective participation in a rapidly evolving and increasingly global society as they:

- Develop physically, intellectually, emotionally and ethically.
- Acquire breadth and depth of knowledge and understanding, studying courses from 6 subject groups.
- Develop the skills and a positive attitude toward learning that will prepare them for higher education.
- Study at least two languages and increase understanding of cultures, including their own.
- Make connections across traditional academic disciplines and explore the nature of knowledge through the programme's unique theory of knowledge course.
- Undertake in-depth research into an area of interest through the lens of one or more academic disciplines in the extended essay.
- Enhance their personal and interpersonal development through creativity, action and service.

The Diploma Programme core

The Extended Essay (EE)

The EE asks students to engage in independent research through an in-depth study of a question. The EE is a piece of personal research of maximum 4000 words supervised by a GAA teacher in accordance with the guidelines published by the IB. It must be in one of the DP subjects offered at school and must meet the assessment criteria and follow subject-specific details. All extended essays are externally marked on.

In order to help students to complete this challenging task, a timeline is presented to students and parents. Students are expected to find a suitable topic and a supervisor will be allocated to them within a reasonable time window to confirm this choice. At the introductory session, students are required to select their subject of study. The extended essay is monitored by the supervisor, EE Coordinator and IB DP Coordinator until submission of the essay.

Theory of knowledge (TOK)

TOK 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. Theory of Knowledge develops a coherent approach to learning and requires students to draw connections between learning in all their classes and develop critical thinking skills for knowledge outside of school. Theory of Knowledge deals with the nature of knowledge, and its aim is to help students think in a clearer and more structured way. **At the heart of the course is the student as a knower.**

The TOK course has two assessment tasks:

Part 1: Externally assessed essay (1200 – 1600 words) on one of the 6 prescribed titles. All essays are externally assessed by the IB.

Part 2: Internally assessed Exhibition, where students work individually to respond to a provided prompt. Students use the prompt to demonstrate their knowledge of the relationship between three objects of their choice and share that knowledge with an audience at an exhibition. Following the exhibition, students will write a 950-word commentary about their understanding.

Both the essay and the exhibition are assessed using global impression marking. The essay contributes 67% of the final mark and the exhibition contributes 33% of the final mark.

Creativity, activity, and service (CAS)

CAS Involves students in a range of experiences 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 a new learning with academic value. The three strands of CAS enhance students' personal and interpersonal development through experiential learning and enable journeys of self-discovery.

CAS is at the heart of the Diploma Programme. It is one of the three essential elements in every student's Diploma Programme experience. It involves students in a range of experiences alongside their academic studies throughout the Diploma Programme. The three strands of CAS, which are often interwoven with particular experiences, are characterized as follows.

Creativity: Arts, and other experiences that involve creative thinking.

Activity: Physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma Programme.

Service: An unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

CAS enables students to enhance their personal and interpersonal development through experiential learning. At the same time, it provides an important counterbalance to the academic pressures of the rest of the Diploma Programme. A good CAS programme should be both challenging and enjoyable, a personal journey of self-discovery. Each individual student has a different starting point, and therefore different goals and needs, but for many their CAS experiences include those that are profound and life-changing.

As a result of their CAS experience as a whole, we hope to see much evidence of the seven learning outcomes:

1. Identify own strengths and develop areas for growth
2. Demonstrate that challenges have been undertaken, developing new skills in the process
3. Demonstrate how to initiate and plan a CAS experience
4. Show commitment to and perseverance in CAS experiences
5. Demonstrate the skills and recognize the benefits of working collaboratively
6. Demonstrate engagement with issues of global significance
7. Recognize and consider the ethics of choices and actions

Successful completion of CAS is a requirement for the award of the IB diploma.

The IB DP Curriculum

IB Diploma Programme students must choose one subject from each of five groups (1 to 5), ensuring breadth of knowledge and understanding in their best language, additional language(s), the social sciences, the experimental sciences and mathematics. Students may choose either an arts subject from group 6, or a second subject from groups 1 to 5.

Subjects offered at GAA:

Group 1 (Studies in Language and Literature)

- English A Language and Literature SL/HL
- Language and Culture SL
- Self-taught Language A SL (tutor to be provided by parents with timetabled school mentoring)

Group 2 (Language acquisition)

- English B SL/HL
- French B SL/HL
- French Ab Initio SL
- Spanish Ab Initio SL

Group 3 (Individuals and Societies)

- Business and Management SL/HL
- Economics SL/HL
- Psychology SL/HL

Group 4 (Experimental Sciences)

- Biology SL/HL
- Chemistry SL/HL
- Computer Science SL/HL
- Physics SL/HL

Group 5 (Mathematics)

- Math Applications & Interpretation SL/HL

- Math Analysis & Approaches SL/HL

Group 6 (The Arts)

- Visual Arts SL/HL

Assessment

IB DP Award and Grading

The diploma is awarded to students that:

- Gain at least 24 points overall.
- Attain 12 points from the total Higher-Level course score.
- Receive no less than a 3 in any Higher-Level course.
- Receive no less than a 2 in any course.
- Do not achieve a 'failing condition' in EE/TOK.
- Meet all CAS requirements.

The marks awarded for each course range from 1 (lowest) to 7 (highest). The highest total that a Diploma Programme student can be awarded is 45 points. Students can also be awarded up to three additional points for their combined results on Theory of Knowledge and the EE (*as per the matrix below*). This matrix indicates the bonus points available for the combination of EE and TOK assessments. A student who fails to submit an extended essay will be awarded N for the Extended Essay, will score no points, and will not be awarded a diploma.

Diploma Core 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				

IB World Exams

At the end of Grade 12, all students take written examinations at the end of the program (aside from in Visual Art) – which are marked by external IB examiners. Students also complete assessment tasks in the school, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners.

- All students taking a DP Course are required to take the World Exam.
- Students taking IB exams are charged an exam fee which is paid to the school and then submitted to the IB.
 - Students are registered with the IB in the early part of the second year (Grade 12) of the course. **At this time, parents will be asked to pay the relevant IB and subject registration fees as indicated by the scale of fees published by the IB.**
 - **Payment for exam fees will be required at the beginning of Grade 12.**
- Students taking three or more IB DP Courses will be given study leave during examination sessions.

Every subject has an internal assessment (coursework) component, which are pieces of work carried out by the student over the two-year period and marked by the teacher. The work is sent to examiners for moderation to ensure the standards are maintained. The weighting of internal assessment varies between 20% to 40%.

Study Leave

During exam sessions (mock exams and the IB World Exams) students that have completed their permission form will be granted study leave.

- Full IB DP students and IB Courses students with 3 or more examined IB DP courses will be granted study leave for the duration of the examination session
- IB Courses students with less than 3 examined subjects will be given study leave the day before, and the day of, any of their examined subjects

Study leave is contingent on the discretion of the IB DP Coordinator based on the submission of outstanding work across all subjects and a demonstration of the correct ATL skills to utilise the time effectively.

During study leave it is the students responsibility to:

- Arrive at school on time
- Sign into school
- Wear school uniform (apart from the final IB World Exams) when attending school
- Prepare for exams
- Bring materials required for any given exam

Invigilation and supervision

During exam sessions students will be under strict rules as outlined by the IB. Students will be under supervision and guidance by invigilators. Invigilators may be internal staff members or externally hired specifically for this purpose.

Guidance on this procedure is outlined as follows:

Before an exam:

- Students must arrive at school, register their attendance and then make themselves present at the pre-exam waiting space at least 15 minutes before the beginning of any exam.
- Students must listen to the invigilator and follow directions attentively.

During an exam:

- Once students enter the assigned examination room they must be silent.
- Students must sit at their assigned desk (there will be a card on their desk – they should not remove this card)
- Follow the instructions of the invigilator
- All pencil cases should be clear (see-through)
- All bottles should have no label (all bottle must be clear)
- Calculators must be in exam mode and student must show that the RAM is cleared, in exam exam which calculators are permitted
 - It is students responsibility to understand this process and they should learn this before the exam
- No watches are allowed AT ALL.
- All phones and other materials should be left IN THE LIBRARY**

- If students bring a phone or any unauthorised material, they are required to hand it over to the invigilators when prompted at the beginning of the exam
- Students may request to go to the toilet during exams under the condition:
 - Their toilet break will be recorded
 - There is no other student in the toilet
 - They will empty their pockets to the invigilator when leaving
- Students may not leave any exam:
 - Before the end of the first hour
 - Within the last 30 minutes of any exam
- Students should be familiar with all forms of academic misconduct and ensure none of their actions can be interpreted to contravene any of these rules - all cases of academic misconduct will be dealt with in line with the guidance from the IB and GAA policy.

After an exam:

- Students should wait to be dismissed from all exams by an invigilator.
- Minimum supervision rules:
 - All students must be supervised for a minimum of 2 hours.
 - All exams below two hours require students to leave the exam hall and return to the pre-exam waiting space
 - When in the waiting space student will not be allowed access to:
 - Phones
 - Laptops
 - Bags
 - It is suggested that students bring paper copies of books or revision for use in this time.

Adverse Circumstances

Late

It is the students responsibility to know when they should be at school. If a student is going to be late they need to call the school, and email the IB DP Coordinator ASAP.

- Admission to the exam hall late is based on the discretion of the IB DP Coordinator
- NO admission will be given beyond 60 minutes of the official exam start time.

Absence

If a student is going to be absent from an exam they need to call the school, and email the IB DP Coordinator ASAP. A note from a doctor will be required. **Absence from a final IB World exam requires evidence, absence from all exams in one subject will require the subject be retaken in the November session, and the student will not receive a grade for that subject.**

6. Pathway Choices at GAA

At GAA there are two pathways the grade 10 students have to access IB DP Courses in their grade 11 and 12 years; the full IB DP program - outlined in the previous section, and DP Courses.

All students taking IB DP courses (on either pathway) are expected to take the course for the entirety of their G11 and G12 academic years. All students must take the IB world exams and complete all course components. To be eligible for entry to either pathway students must meet the course prerequisites (see below) for ALL courses they would like to take in grade 11 and 12.

Diploma Program

Outlined in the previous section.

DP Courses

For students that do not want to take the full IB DP Diploma, **students can select a minimum of three IB DP courses and complete their schedule with American Diploma classes.**

Prerequisites

IB DP Courses all offer students a way to demonstrate to colleges and universities their willingness and ability to take on extra rigor. Students will be afforded an increase to their GPA because of this. Due to the increased rigor of IB DP courses, grade 10 students must meet prerequisite outcomes at the end of grade 10 to be accepted for entry. Some courses may have additional requirements, for example, Physics requires certain attainment in G10 Physics *and* Mathematics.

See Appendix 1 - IB DP Course Prerequisites for more information regarding specific course requirements.

7. IB DP Assessment, Grading and Reporting at GAA

Managebac Platform

In order to best serve the needs of the IB DP course students GAA uses the platform Managebac for the following:

- Classroom calendar assessments
- Assessment Grades
- Term Grades
- Predicted Grades
- Communication related to the IB

Students and parents will all be given a login to the platform and Managebac reports will be published alongside the Powerschool reports. All deadlines, tasks, grades (1-7) and predicted grades (1-7) will be supported through the Managebac program. Student IB Subjects grades (% and Letter Grade) will also be reported through the PowerSchool reports to ensure all continuity for graduation.

IB DP Reporting at GAA

IB DP Students will receive two reports at the end of each reporting quarter, Managebac and Powerschool. Managebac reports are supplementary to the GAA PowerSchool reports. They are designed to give as much clarity as possible to the progress students are making in their subjects, in a manner most aligned with the way marks are attained in IB assessments. This means of communication enhances the transparency of marking between teachers and students.

ManageBac Report

ManageBac reports will include grades as articulated in accordance with the IB DP curriculum. ManageBac reports will contain two grades:

- Term grade: Indicating the academic attainment of the most recent reporting quarter.
- Predicted grade: Indicating the academic attainment of the course to date.

IB DP subjects all have different assessment structure and weighting. In order to ensure the accuracy of reporting in IB DP subjects the ManageBac gradebook will be articulated to match specific assessment weighting in each IB DP subject guide. **A full breakdown of the relative weighting of assessment tasks and mock exams are published to the ManageBac class for each subject.**

PowerSchool report

PowerSchool reports convert the grades from the IB DP into two grades:

- Percentage grade scale (%)
- Letter Grade (A⁺- F)

Reporting process

During term time

All formative and summative assessments will be posted on MangeBac by teachers. Grades will be posted to ManageBac and parents will be notified by teachers through the ManageBac notification system that will send an email to parents.

At reporting deadlines

Term grades will be generated, based on the assessment weights and outcomes for the previous reporting quarter, by ManageBac. Teachers will input this grade as the *term grade* at each reporting quarter.

Predicted grades will be generated, based on the assessment weights and outcomes for the course so far, generated by ManageBac. Teachers will input this grade as the *predicted grade* at each reporting quarter. This can be seen as a 'cumulative weighted total' grade. **Any change in predicted grade must be approved by the IB DP Coordinator, and is only based on a valid interpretation of assessment data according to the subject specific weighting.**

The Managebac *predicted grade* will be converted to the **grade scale %** and a **letter grade** by the teacher (according to Appendix 2 - Grading at GAA)

IB DP Assessment at GAA

Students will be provided with a major IB Assessment Calendar that outlines the dates that all IB subject IAs will be taking place. This will also include information regarding deadlines for EE, TOK, CAS and the Mock Exam sessions. A specific Mock Exam Calendar will be published to students closer to the time.

School mock examinations are scheduled:

- January Grade 11 (counts as mid year finals)
- May/June Grade 11 (counts as a final/DP1 Mocks)
- January Grade 12 (counts as DP2 mocks)

Exams will be conducted in the same way as in the final exams, including the papers taken, content and style of the questions. These exams will comprise all content they have studied so far in their IB subjects. Mock exams help students develop the skills required to prepare for exams, as well as develop the skills to manage stress.

Mock exams provide more accurate predicted grades and current attainment level, they provide a clear understanding of weakness that can be used to make meaningful improvements on the final IB World Exams. Students are able to familiarise themselves with the exam format and time regulations, and to permit both teachers and students to identify strengths and areas for improvement. This permits students' time to work on the identified areas prior to the IB final examinations.

The final written examinations are scheduled in May of Grade 12. The DP Coordinator conducts a session to explain and discuss the IB examination rules and regulations. Personalised examination schedules are assigned once payment for exams has been confirmed by the finance office.

Late/ Missed Assessment Policy

When assessing students at GAA, teachers need to be able to provide students and parents with a grade reflecting their progress in a course. It is also important for students to meet established timelines for completing their assessments and failing to do so is a behavior issue. In order to achieve these goals, any student that has missed an assessment, or has submitted work late, should follow the Late/missed assessment policy from the GAA Whole School Assessment Policy.

DP Program Reassessment Policy

In IB DP courses at GAA, students are not provided with the opportunity to reassess summative assignments. It is important that students engage with the formative/ summative assessment cycle to make improvements, while also maintaining focus on the upcoming course load. Mock exams, weighted much more than summative assessments, offer the opportunity to make cumulative improvements.

Teacher Commitments

Assessments

All DP teachers are encouraged to use past papers, mark schemes, subject reports, feedback from the IB, teacher support materials and other materials and publications in their teaching. Formative/ summative/ mock exams will be designed to be aligned with the IB DP Course Assessment architecture, this is done in order to support students having clear expectations regarding the IB DP course requirements.

Reporting

Reporting of IB DP student grade performance is done through the ManageBac report card system (as well as the PowerSchool report card). All teachers will ensure that reporting is followed according to **7. IB DP Assessment, Grading and Reporting at GAA**

IB Requirements

All teachers will ensure to facilitate the learning of the entire IB DP curriculum of their subject and ensure the guidance of all relevant coursework to the highest standard.

IB DP Coordinator Commitments

Assessments

The IB DP Coordinator will liaise with DP staff to ensure the 'IB Internal and External Assessments assessment calendar' is suitable at the beginning of the academic year. The IB DP Coordinator will collaborate with all teachers and Heads of Department to ensure that curriculum, planning, teaching and learning, assessments, feedback and grading meet all of the requirements as outlined by the IB.

Reporting

The IB DP Coordinator will ensure all weightings of assessments will be publicly available on ManageBac, and, will review all categories and weightings to ensure they are inline with the GAA Assessment Policy *and* in line with the prescribed weightings of assessments in each subject, as per the IB Subject guides.

IB Requirements

The IB DP Coordinator will ensure all coursework is marked and collected from teachers to upload to the IB, register students for, and administer all exams inline with IB policy requirements.

8. IB DP Awards

Academic Awards

At GAA we want to celebrate the academic achievements of our IB students. Student success is measured in more than just academic success, which is why we also celebrate students class by class. It is also important, however, to celebrate the hard work, dedication and talent of our GAA student body.

CAS Award

The CAS award for the student that has shown incredible engagement with Creativity, Activity and Service during their Diploma Journey. Meaningfully engaging with the reflective process and embodying the IB Learner profile in the process.

IB Learner Profile Award

The Top Student Award is given to one male and one female student in each grade level who best demonstrates all aspects of an exemplary student. This includes overall academics, contributions to the community, extracurricular participation, citizenship, school spirit, and all of the IB Learner Profile T

IB DP Students

IB DP Scholar Award

Awarded to the student with the highest overall predicted score for the IB DP

IB DP Platinum Award

Awarded to students with an overall predicted score above 38 (not including Core points) for the IB DP

IB DP Gold Award

Awarded to students with an overall predicted score above 37 (not including Core points) for the IB DP

IB DP Silver Award

Awarded to students with an overall predicted score above 36 (not including Core points) for the IB DP

IB DP Bronze Award

Awarded to students with an overall predicted score above 35 (not including Core points) for the IB DP

IB Courses Students

IB DP Courses Scholar Award

Awarded to the student, taking 3 or more IB DP Courses, with the highest overall average score for their IB DP Courses

IB DP Courses Platinum Award

Awarded to the students, taking 3 or more IB DP Courses, with an average of above 6 points in their IB DP Courses

IB DP Courses Gold Award

Awarded to the students, taking 3 or more IB DP Courses, with an average of 6 points in their IB DP Courses

IB DP Courses Silver Award

Awarded to the students, taking 3 or more IB DP Courses, with an average of above 5 points in their IB DP Courses

IB DP Courses Bronze Award

Awarded to the students, taking 3 or more IB DP Courses, with an average of 6 points in their IB DP Courses

raits.

9. IB DP Results

Release of final IB grades

All students will be able to access their final IB DP results via the internet when they are released on July 6. Students are issued a unique username and personal identification number (PIN) for this purpose. **PIN numbers will not be issued until students have paid all fees (exam and school fees) for the Grade 12 year.**

Enquiry upon results

A request to re-examine the results may be made after the school receives confirmation and copies of the full results and the component results by around the third week of July. Requests need to be made to the DP Coordinator and payments made accordingly to the Finance office. The DP Coordinator receives an official hard copy of the results by the end of August/mid-September, which is then collected/sent to the student by registered post (at the students' cost).

American Diploma

Apart from satisfying the IB requirements, the IBDP and Courses students also need to satisfy additional requirements for the UAE Ministry of Education in order to obtain the local High School Equivalency. The school will ensure that it directs students according to the prevailing regulations.

In article 7 of decree 199 revised there are two tracks for Full IB DP students to graduate:

The certificates of completion of secondary school from Private Schools that adopt the International Baccalaureate (IB) system will be equalized according to the following general rules:

1. To apply the general conditions provided for in Article 4 of this Ministerial Decision.
2. The school should be accredited by the International Baccalaureate Organization.
3. Successful completion of Grade 12 or its equivalent.
4. The student must choose the subjects from the approved subject lists of the International Baccalaureate Organization.
5. A student must successfully pass one of the tracks in sections 6 and 7 of this article.
 - a. First track: the student should successfully obtain the certificate of the International Baccalaureate Diploma, excluding Islamic Education subject from the requirements.
 - b. Second track: The student successfully pass six (6) subjects of the International Baccalaureate that satisfy the following conditions:
 - i. The Grade of each subject should not be below 3.
 - ii. The total Grade of the student should not be less than 21.
 - iii. The student must pass the following six mandatory subjects for equivalency: English, Mathematics, and a Science subject. These subjects can be taught at SL or HL.
 - iv. Islamic Education is not counted as one of the six mandatory subjects required for the equivalency.

Grades will reflect on the student's transcript in percentages. On ESIS reports, the marks reflect in which school the student is enrolled: American Diploma with IB Courses [1-100%], (9086) or the Full IB Diploma (8086) [1-7].

Parents and students will be informed about the registration of students on 9086 or 8086 in the first weeks of Grade 11. This will be applicable for IB DP students only.

10. Academic Integrity in the DP

What is Academic Integrity?

The IB defines Academic Integrity as, “A set of values that promotes personal integrity and good practice in learning and assessment, and in the DP is part of approaches to learning. The IB recognizes that academic integrity is influenced by factors that include peer pressure, culture, parental expectations, role-modelling and taught skills. Academic honesty can be demonstrated through the dynamic relationship between personal, social and technical skills.”

In the International Baccalaureate, ‘academic integrity’ is also a principle informed by the attributes of the IB Learner Profile. At GAA ensuring academic integrity is the responsibility of **everybody**. This includes teachers, support staff, administrative staff, students and their parents.

This academic integrity policy pertains to student conduct in:

- Formative and summative work in all subjects.
- Internally moderated and standardised assessed work.
- Externally moderated and standardised assessed work.
- Internal and external IB examinations (including oral examinations).

Definitions of key terms in Academic integrity

Academic Misconduct	Academic misconduct is a behaviour (whether deliberate or inadvertent) that results in, or may result in, the student or any other student gaining an unfair advantage (or that disadvantages another student) in one or more assessment components.
Plagiarism	Plagiarism is defined by the IB as the representation, intentionally or unwittingly, of the ideas, words or works of another person without proper, clear, and explicit acknowledgement.
Collusion	Collusion is defined by the IB as supporting malpractice by another student. Most often this occurs when one student allows their work to be copied or submitted for assessment by another. This also includes receiving help from family members.
Intellectual property:	Intellectual property refers to property which exists because of an individual’s creativity. This includes music, literary/artistic works, symbols, logos, discoveries, and inventions. Intellectual property is a legal term which refers to creations of the mind for which exclusive rights are recognized.
Authentic authorship:	Authentic authorship refers to the fact that a student’s work must be based on their own, original ideas with the ideas and work of others fully acknowledged. At GAA, students are encouraged and required to use the work of others to support their ideas and arguments. However, they are also required to ensure that proper credit and acknowledgement is given.
Duplication of work	This is defined as the presentation of the same work by the same student for different assessment components and/or school requirements when it is contrary to the regulations of either the school or the external body assessing the work. <ul style="list-style-type: none"> · Turning in an old task done by you or someone else. · Using the same piece of work for two assessments.

Consequences of academic misconduct

For examples and definitions of academic dishonesty please see the *GAA High school Handbook 2025-2026*. Consequences for in school academic misconduct will follow the procedures outlined in *GAA High school Handbook 2025-2026*.

If an incident of academic misconduct occurs in a final exam the IB DP Coordinator should be contacted immediately. The matter will ultimately be decided by the IB after the submission of evidence.

11. IB DP Coordinator Contact Details

Name: Mr. Elliot	Email address: e.brodie_gaa@gemsedu.com
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Appendix 1 - IB DP Course Prerequisites

Group	Subject	Level	GAA Course prerequisite		Additional Course prerequisite	
			G10 Course	Grade in G10 Course	G10 Course	Grade in G10 Course
Group 1 - Language Studies	English A	HL	English Hons	90%		
		SL	English Hons/ English 10	90%/ 80%		
	Language and Culture	SL	English Hons/ English 10	80%/ 90%		
Group 2 - Language Acquisition	Arabic B	HL	Arabic Native	90%		
		SL	Arabic Native	80%		
	English B	HL	English 10/ ELL 10	80%/ 90%		
		SL	English 10/ ELL 10	70%/ 80%		
	Spanish Ab	SL	Spanish 2/ 3	80%/ 90%		
	Spanish B	HL	Spanish 3	90%		
		SL	Spanish 3	80%		
	French Ab	SL	French 2/ 3	80%/ 90%		
	French B	HL	French 3	90%		
		SL	French 3	80%		
Group 3 - Individuals and societies	Business Management	HL	World Studies	90%		
		SL	World Studies	80%		
	Economics	HL	World Studies	90%	Integrated Math 2/ 3	90%/ 80%
		SL	World Studies	80%	Integrated Math 2/ 3	80%/ 70%
	Psychology	HL	World Studies	90%		
		SL	World Studies	80%		
Group 4 - The Sciences	Biology	HL	Biology	90%		
		SL	Biology	80%		
	Chemistry	HL	Chemistry	90%	Integrated Math 2/ 3	90%/ 80%
		SL	Chemistry	80%	Integrated Math 2/ 3	80%/ 70%
	Physics	HL	Physics	90%	Integrated Math 2/ 3	90%/ 80%
		SL	Physics	80%	Integrated Math 2/ 3	80%/ 70%
	Sports, Exercise & Health Science	HL	Weightlifting & Fitness/ Physiology & Sport Science/ Chemistry/ Biology	90%/ 90%/ 90%/ 90%		
		SL		80%/ 80%/ 80%/ 80%		
	Computer Science	HL	Com Sci	90%	Integrated Math 2/ 3	90%/ 80%
		SL	Com Sci	80%	Integrated Math 2/ 3	80%/ 70%
Group 5 - Mathematics	Maths AI	HL	Integrated Math 3	90%		
		SL	Integrated Math 2/ 3	90%/ 80%		
	Maths AA	HL	Integrated Math 3	90%		
		SL	Integrated Math 3	80%		
Groups 6 - The Arts	Visual Arts	HL	Visual Arts 1/ 2	90%/ 80%		
		SL	Visual Arts 1 / 2	90%/90%		

Appendix 2 - Grading at GAA

Grading at GAA						
%	A-F	IB		AP	GPA	
<i>Aligned to ADEK</i>		1-7		1-5	0- 4.0	
Grade Scales	Letter	SL	HL		GPA Scale	IB SL/HL Addition AP Addition
97-100	A+	7	7	5	4.0	<i>Additional 0.50 HL</i> <i>Additional 0.25 SL</i> <i>Additional 0.25 AP</i> ManageBac 0.15 Honors
93-96	A	7	7	5	4.0	
90-92	A-	6	6	4	3.7	
87-89	B+	6	6	4	3.3	
83-86	B	5	5	4	3.0	
80-82	B-	5	5	3	2.7	
77-79	C+	4	4	3	2.3	
73-76	C	4	4	3	2.0	
70-72	C-	3	3	2	1.7	
67-69	D+	3	3	2	1.3	
60-66	D	2	2	2	1.0	
< 59	F	1	1	1	0	

Updated: August 2025

Appendix 3 – Academic Integrity Agreement

Academic Integrity Agreement

What is academic integrity? “Academic integrity is a set of values that promotes personal integrity and good practice in learning and assessment, and in the MYP is part of approaches to learning.

In the International Baccalaureate, ‘academic integrity’ is also a principle informed by the attributes of the IB Learner Profile. (International Baccalaureate)

At GAA, academic integrity is everyone’s responsibility.

Please use the spaces below to write your own definitions (meanings) for each of the key terms:

Academic misconduct:

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Plagiarism:

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Duplication of work:

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Collusion:

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Intellectual property:

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 Examples of academic misconduct:

Please read the following list of things which GAA and the IB consider to be academically dishonest behaviours:

- Not giving proper credit to the creators (including AI tools) of intellectual property which you may use in your work.
- Allowing a friend or another student to copy your work or assignments.
- Bringing unauthorised items into an assessment or examination (e.g., notes, mobile phones, laptops, tablets, iPods, etc.)
- Not following all instructions given to you by your teachers for referencing and sourcing other people's work in your assignments.
- Copying the work of another student at GAA.
- Copying the work of another student at any other school, not just GAA.
- Covering up the academic misbehaviour of another student.
- Claiming that you made or created something that you actually did not.
- Allow family members or tutors to edit/proofread your work.

Declaration:

I of Grade hereby agree that I have read and fully understood what I must do in order to ensure academic integrity in all aspects of my work at Gems American Academy. I understand that if I engage in any academic dishonesty then I must accept the consequences of my actions.

Student Signature: Date:

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Parent Name:

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Parent Signature: Date:

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Coordinator's Signature: Date:

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Appendix 4 – Deadline Acknowledgement

Deadline Acknowledgment

Student Responsibilities

I am aware of the following information:

- GAA has internal deadlines for completion of IA's, EE, TOK presentations and TOK essay
- Internal deadlines are to support students managing the demands of the Diploma Programme courses, to allow students to reach their maximum potential.
- Internal deadlines allow teachers enough time to mark work and give feedback.
- Internal deadlines are to be adhered to for both first and final submissions.
- Assessed work is independent work conducted by the student

Parental Responsibilities

I am aware that it is the student's responsibility to:

- Make reference to, and utilise assessment criteria when completing assessed work
- Review work before submission
- Adhere to deadlines.
- Ensure that all work submitted is authentic, with all sources properly cited and acknowledge I am also aware that possible consequences of non-adherence to the deadlines and to the Academic Honesty policies of GAA and IBO may include the following but are not limited to:
 - o Requirement to attend mandatory after school support sessions
 - o Suspension
 - o Forfeiture or withdrawal of the IB Diploma or certificate

With our signatures affixed below, we indicate agreement with the policies outlined above and understand the corresponding consequences.

Student Signature: Date:

Parent Name:

.....

Parent Signature: Date:
