



Pan American
School
of Bahia

**INTERNATIONAL
BACCALAUREATE (IB)
DIPLOMA PROGRAMME &
UNIVERSITY COUNSELING
HANDBOOK**

TABLE OF CONTENTS

TABLE OF CONTENTS	2
INTRODUCTION	4
SCHOOL HISTORY	4
MISSION STATEMENT	4
VISION STATEMENT	4
OUR BELIEFS	4
PASB CORE VALUES	5
ACCREDITATION/ASSOCIATION	5
IB DIPLOMA PROGRAMME	6
THE IB LEARNER PROFILE	6
INTERNATIONAL MINDEDNESS	7
A PORTRAIT OF A PANTHER	8
THE RESPONSIBILITIES OF AN IB DP STUDENT	8
THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME	9
IB CURRICULUM AT PASB	10
SELECTING COURSES	11
CHOOSING LEVELS	11
CHANGING SUBJECTS AND LEVELS	12
THE IB DIPLOMA PROGRAMME CORE	12
THEORY OF KNOWLEDGE	12
THE EXTENDED ESSAY	13
CREATIVITY, ACTIVITY, SERVICE	13
P.E. REQUIREMENTS	14
AFTERSCHOOL SPORTS	14
ASSESSMENT	14
ASSESSMENT CALENDAR	15
CLASS OF 2024 IBDP ASSESSMENT CALENDAR	15
CLASS OF 2025 IBDP ASSESSMENT CALENDAR	17
REQUEST FOR ACCOMMODATIONS ON THE IB EXAMS	19
REQUIREMENTS FOR OBTAINING THE IB DIPLOMA	20
ACADEMIC INTEGRITY	21
PASB ACADEMIC HONESTY POLICY	22
PHILOSOPHY OF ACADEMIC INTEGRITY	22
RECUPERAÇÃO	23
UNIVERSITY COUNSELING PROGRAM	23
YEAR 11	24
YEAR 12	24

UNIVERSITY ENTRANCE	25
ADMISSION OPTIONS IN HIGHER EDUCATION	25
SELECTING COURSES FOR SPECIFIC UNIVERSITY PROGRAMS	26
UNITED STATES	26
UNITED KINGDOM	32
CANADA	36
OTHER COUNTRIES	40
BRAZIL	40
UNIVERSITIES IN BRAZIL THAT ACCEPT THE IB DIPLOMA	43
STANDARDIZED TESTS	44
COLLEGE COUNSELING RESOURCES	44
SUMMER PROGRAM RESOURCES	48
EXCHANGE PROGRAM	51
WHO TO CONTACT	52
REFERENCES	53
APPENDICES	54
IB DP EXAM SCHEDULE 2024	54
IMPORTANT INFORMATION ON THE USE OF CALCULATORS	54
ENQUIRY UPON IBDP RESULTS (EUR)	54
CONSENT FORM FOR ACCOMMODATIONS REQUEST	55

INTRODUCTION

SCHOOL HISTORY

The Pan American School of Bahia (PASB) was established by American families, residents of Salvador, who wished to provide their children with an education similar to that available in the United States. The School's objective was to offer an American and Brazilian curriculum to American, Brazilian, and international children.

The school was inaugurated on Monday, August 6, 1960, at 10:00 a.m. in the presence of the then Governor of the State of Bahia, General Juracy Magalhães, who presided over the ceremony, and Mr. James Flanagan, American Consul in Salvador. The school occupied the Pimenta da Cunha mansion located at 12 Campo Grande, which no longer exists. The first student body was composed of sixty pupils, ninety percent of whom were Americans. The first graduating class included one student! Throughout its 50+ years of existence, PASB has aimed to offer a quality educational opportunity for Salvador's Brazilian, American, and international communities. The school community reflects an ever-expanding profile with families of differing cultural, ethnic, and socio-economic backgrounds. As the only international school in the city of Salvador, the school plays an important part in the lives of our community members. As such, PASB enjoys a positive relationship with the local community, as well as other educational organizations in the city of Salvador and the state of Bahia.

MISSION STATEMENT

The Pan American School of Bahia prepares students to face challenges as confident, principled global citizens. Our outstanding American and Brazilian programs, offered in a safe and nurturing environment, empower students to reach their fullest potential.

VISION STATEMENT

Upon realizing our Mission, PASB students will truly love learning and be driven to fulfill their individual potential. They will embody the School's Core Values and excel academically, athletically, and artistically as they grow toward fulfilling their goals. They will be admitted to higher education institutions of their choice, recognizing their responsibility as global citizens. The School will be recognized as one of the premier educational institutions in Brazil. The PASB community will constantly evaluate its performance, focusing on continuous development toward an ever-evolving conception of excellence.

OUR BELIEFS

As an International School Community:

- We believe that each student is a valued individual with unique intellectual, social, creative, emotional, and physical qualities.
- We believe that students learn best in a nurturing multicultural community where achievements are recognized.

- We believe that students become life-long learners when they take charge of their own education and communicate effectively.
- We believe that highly qualified teachers and administrators who continuously develop and demonstrate their expertise are the foundation on
- which quality educational programs are built.
- We believe that a curriculum should challenge and inspire, creating authentic learning experiences that require students to synthesize new
- constructs and realities.
- We believe that an actively involved school community positively impacts learning.
- We believe that everyone has the right to a physically and emotionally safe environment.
- We believe that learning environments should empower students to be principled risk-takers.

PASB CORE VALUES

The spirit of community is greatly strengthened by shared values and common goals. Joining our school community means accepting and supporting the following ethical principles:

- **Kindness:** Acting in a compassionate and caring manner and practicing courtesy and forgiveness while valuing diversity.
- **Integrity:** Being consistently honest, principled, and trustworthy.
- **Respect:** Valuing diversity and the rights and opinions of others while treating them and one's environment with dignity.
- **Leadership:** Embracing challenges with flexibility and creativity, persevering to positively influence change.
- **Responsible Stewardship:** Being accountable to self, community, and the environment, managing resources effectively to build a sustainable future.
- **Collaboration:** Working together constructively to achieve a common mission, objective, or goal.

ACCREDITATION/ASSOCIATION



IB DIPLOMA PROGRAMME

With the purpose of delivering a challenging and international curriculum of excellence, PASB offers the International Baccalaureate Diploma Programme. In 1968, the IB Diploma Programme (DP) was established to provide a challenging and comprehensive education that would enable students to understand and manage the complexities of our world and provide them with skills and attitudes for taking responsible action for the future. Such an education was rooted in the belief that people who are equipped to make a more just and peaceful world need an education that crosses disciplinary, cultural, national, and geographical boundaries. An IB education is unique because of its rigorous academic and personal standards. IB programmes challenge students to excel not only in their studies but also in their personal growth. The IB aims to inspire a lifelong quest for learning hallmarked by enthusiasm and empathy. To that end, the IB gathers a worldwide community of supporters who celebrate our common humanity and who share a belief that education can help to build a better world. Education is an act of hope in the face of an always-uncertain future. An IB education calls forth the very best in students and educators alike. The IB believes that together we can help to prepare students for living and working in a complex, highly interconnected world.



THE 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:** They nurture their curiosity, developing skills for inquiry and research. They know how to learn independently and with others. They learn with enthusiasm and sustain their love of learning throughout life.
- **Knowledgeable:** They develop and use conceptual understanding, exploring knowledge across a range of disciplines. They engage with issues and ideas that have local and global significance.
- **Thinkers:** They use critical and creative thinking skills to analyze and take responsible action on complex problems. They exercise initiative in making reasoned, ethical decisions.
- **Communicators:** They express themselves confidently and creatively in more than one language and in many ways. They collaborate effectively, listening carefully to the perspectives of other individuals and groups.
- **Principled:** They act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. They take responsibility for their actions and their consequences.

- **Open-Minded:** They critically appreciate their own cultures and personal histories, as well as the values and traditions of others. They seek and evaluate a range of points of view, and they are willing to grow from the experience.
- **Caring:** They show empathy, compassion, and respect. They have a commitment to service, and they act to make a positive difference in the lives of others and in the world around them.
- **Risk-Takers:** They approach uncertainty with forethought and determination; they work independently and cooperatively to explore new ideas and innovative strategies. They are resourceful and resilient in the face of challenges and change.
- **Balanced:** They understand the importance of balancing different aspects of their lives – intellectual, physical, and emotional – to achieve well-being for themselves and others. They recognize their interdependence with other people and with the world in which they live.
- **Reflective:** They thoughtfully consider the world and their own ideas and experience. They work to understand their strengths and weaknesses in order to support their learning and personal development.

Source: [IB Learner Profile](#)

INTERNATIONAL MINDEDNESS

“By definition, international mindedness is a concept defining people’s abilities to understand the world and how it works, therefore granting their universal communication. From my lengthy experiences in the Pan American School of Bahia, my understanding of the world skyrocketed. By being engaged in numerous activities and just by being aware of what is happening around campus, PASB opens doors to the world by introducing American concepts and endorsing extracurriculars normally introduced in American and international schools. Just by these factors of the school’s accreditation, I already have a set perspective on my future goals and engaged in a summer course as a result of that.”

Class of 2022 student

International Mindedness is much more than just knowing different cultures, speaking many languages, and having knowledge of the world. Even though all of this is part of the concept of “International Mindedness,” it’s not what it is completely. International Mindedness is the ability to use your knowledge to interact with people of different cultures around the globe and, at the same time, respect their differences and similarities. The Pan American School of Bahia, with its IB Diploma Programme, helps students achieve International Mindedness. PASB also encourages students to go abroad for summer camps and exchange programs, which is a way to connect with other students around the globe.

Class of 2022 student

[illegible]

At PASB, we are committed to the success of all of our learners. We consider it a necessary feature of success that includes traditional achievements such as optimal college placement. However, we are committed to going far beyond these basic expectations. Our commitment is to develop all our Panthers as Expert Learners, equipped with a set of competencies that will stay with them for life. We want our young Panthers to leave PASB with a set of “transportable gifts,” skill sets that they will need and use in order to be successful in the complex, changing context of today’s interconnected world. As with all life-worthy skills, true mastery takes many years of practice, so we begin in our Early Childhood Center. We then work on these special skill sets every year, in every school division, at the appropriate developmental level. We gradually build competency so that our eventual Portrait of a Panther, at graduation, describes a young person equipped for success not only in college but in all the exciting and challenging years beyond. We’re building success, and Panthers, for life.

THE RESPONSIBILITIES OF AN IB DP STUDENT

- Demonstrate the IB Learner Profile attributes at all times

- Demonstrate a proactive, responsible, positive attitude, taking ownership of own learning
- Read the school informational documents about the IB Diploma Programme and comply with the norms
- Organize and manage time (schedule), work diligently on tasks, and participate actively in class
- Develop autonomy and resilience throughout the program
- Meet the deadlines established by subject teachers
- Communicate, as early as possible, with subject teachers, school counselor, IB coordinator, and the Secondary Office at PASB in case of unforeseen/medical events
- Be aware of and abide by the IB academic honesty principles and refer to the document “Effective citing and referencing” to ensure proper work

THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

The International Baccalaureate Diploma Programme (IB DP) was established in Geneva in 1968 to provide an international, and internationally recognized, university-entrance qualification for students. It prepares them for future university studies and allows them to access leading Brazilian and overseas universities. The IB's goal is to provide students with the values and opportunities that will enable them to develop sound judgments, make wise choices, and respect others in the global community. The IB curriculum is divided into six areas and three core components - TOK (Theory of Knowledge), EE (Extended Essay), and CAS (Creativity, Activity, Service).



IB CURRICULUM AT PASB

CLASS OF 2024 AND 2025 COURSE OFFERINGS					
GROUP 1 Studies in Language and Literature	GROUP 2 Language Acquisition	GROUP 3 Individuals and Societies	GROUP 4 Sciences	GROUP 5 Mathematics	GROUP 6 The Arts
Portuguese Lang. & Lit. (SL/HL)	Spanish B (SL/HL)	History (SL/HL)	Biology (SL/HL)	Applications and Interpretation (SL)	Visual Arts (SL/HL)
		BSS (SL)	Chemistry (SL/HL)	Analysis and Approaches (SL)	
English Lang. & Lit. (SL/HL)	Portuguese B (SL/HL)	Business Management (SL/HL)	Physics (SL/HL) Computer Science (SL/HL)	Analysis and Approaches (HL)	

The three core elements are:

- **TOK (Theory of Knowledge)**, in which students reflect on the nature of knowledge and on how we know what we claim to know.
- **EE (Extended Essay)**, which is an independent, self-directed piece of research, finishing with a 4,000-word paper.
- **CAS (Creativity, Activity, Service)**, in which students complete a project related to those three concepts.

Students must study 3 subjects at a Higher Level (HL) and 3 subjects at a Standard Level (SL). They may opt for 4 subjects at a Higher Level, and then they will have to take 2 subjects at a Standard Level. The SL and HL course selections are fostered by IB to allow breadth and depth of knowledge in the curriculum. In addition, all students study TOK (Theory of Knowledge) and must fulfill the requirements of PE (Physical Education), EE (Extended Essay), and CAS (Creativity, Activity, Service).

PASB is accredited by the Brazilian Ministry of Education (MEC), the New England Association of Schools (NEASC), the Council of International Schools (CIS), and the International Baccalaureate (IB). At the end of High School, students may obtain up to three diplomas - the Brazilian, the American, and the IB diplomas.

SELECTING COURSES

Choosing the Diploma options begins with Advisory meetings for students in Years 9 and 10 about the Diploma Programme. PASB also invites Secondary School parents for a meeting so they can follow up and support their child. Students are also able to talk to the IB Diploma Coordinator and University Counselor about what they think is the best option for them, taking into account the strengths of each candidate and the characteristics of each subject. Students who are new to the school meet with the Principal, the Secondary School Counselor, and the IB Diploma Coordinator and University Counselor to help them make their choices.

The objective is to build the best Diploma programme for each student.

Students' interests, strengths, and weaknesses are taken into account when selecting the options for the Diploma. We also take into consideration the student's career/university plans.

At PASB, all students must study English, from group 1 (studies of language and literature) to comply with the legal requirements to graduate with an American Diploma, and Brazilian nationals must also study Portuguese, from group 1, in order to comply with the legal requirements of the Brazilian Ministry of Education (MEC).

Throughout the two years of the Diploma Programme, all students and their families have at least two meetings with the IB Diploma Coordinator and University Counselor in order to discuss the student's career options and universities of their choice for the university application process. We aim to offer the best support for our students' success as they apply to universities in Brazil and abroad.

[Click here](#) to access the IB DP Subject Briefs for more information about individual courses.

CHOOSING LEVELS

There are many factors that must be considered when choosing the level at which the students will study their subjects. The IB requires that students study three higher-level (HL) courses and three standard-level (SL) courses. This will allow them to reach a desired balance between depth and breadth. Students can study four subjects at higher-level (HL) and then take the remaining two subjects at standard-level (SL). Students will choose levels according to their academic interests and aptitudes as well as the IB DP Coordinator's and teachers' recommendations. Levels will be agreed upon by the IB DP Coordinator. Typically, the students' higher levels will be in those areas where the student's strengths and interests lie.

It is also important to consider future university requirements, which is advice PASB is constantly reinforcing to students and parents during the informational meetings, so they have plenty of time to research and make decisions.

CHANGING SUBJECTS AND LEVELS

Sometimes, students might request a change in subject or level. However, changes are not automatic, as the schedule needs to be verified in order to accommodate the request. PASB reserves the right to deny a request if it is considered not to be in the best interest of the student. Subject changes, after approval, must take place within the first two weeks of the school year; typically, the longer it has been from the beginning of the course, the more difficult it will be for the change to be approved. However, some subjects allow for more flexibility than others. In order to change a level, the following have to be met:

- Student must have a good reason for changing a subject and its level
- Student must obtain written agreement from the:
 - High School Principal
 - IB DP Coordinator
 - Parents

THE IB DIPLOMA PROGRAMME CORE

Besides choosing courses from the six subject groups, all students must complete the requirements of the three core components, which aim to broaden students' educational experience and challenge them to apply their knowledge and skills.

- Theory of Knowledge
- Extended Essay
- Creativity, Activity, Service

As a means to guide and support students in regard to the completion of the Extended Essay and CAS, all students in Years 11 and 12 take the IB DP Core class once a week. It is a guidance course that does not show in the school transcript.

THEORY OF KNOWLEDGE

"TOK is a course about critical thinking and inquiring into the process of knowing rather than about learning a specific body of knowledge. It is a core element that all Diploma Programme students undertake and to which all schools are required to devote at least 100 hours of class time. TOK and the Diploma Programme subjects should support each other in the sense that they reference each other and share some common goals. The TOK course examines how we know what we claim to know. It does this by encouraging students to analyze knowledge claims and explore knowledge questions." (Theory of Knowledge Guide, 2015)

The TOK course will require students, by the end of Year 1, to present an exhibition designed around three objects picked to investigate knowledge and based on a student-chosen prompt from the TOK guide. In Year 2, students are required to write an essay of a maximum of 1,600 words from a list of titles prescribed by IBO.

THE EXTENDED ESSAY

“The Extended Essay is an in-depth study of a focused topic chosen from the list of approved Diploma Programme subjects - normally one of the student’s six chosen subjects for the IB diploma. It is intended to promote high-level research and writing skills, intellectual discovery, and creativity. It provides students with an opportunity to engage in personal research on a topic of their own choice under the guidance of a supervisor (a teacher in the school). This leads to a major piece of formally presented, structured writing in which ideas and findings are communicated in a reasoned and coherent manner appropriate to the subject chosen. It is recommended that completion of the written essay is followed by a short, concluding interview, or viva voce, with the supervisor.” (Extended Essay Guide, 2013)

It is important to highlight that the Extended Essay Supervisor is meant to provide the student with support, but the student is solely responsible for preparing, working, and handing in their work. The DP expects the student to work for 40 hours to complete the EE.

In addition to the supervisors, students will have opportunities in school to work on their Extended Essays. The Extended Essay Marathon is a half day of school or some class periods devoted to developing their EE on campus and meeting with the supervisors.

CREATIVITY, ACTIVITY, SERVICE

CAS is at the heart of the Diploma Programme. With its holistic approach, CAS is designed to strengthen and extend students’ personal and interpersonal learning. CAS enables students to demonstrate attributes of the IB learner profile in real and practical ways, to grow as unique individuals, and to recognize their role in relation to others by completing a project related to the concepts of Creativity, Activity, and Service. CAS requires students to participate in a range of experiences and at least one project. These should involve:

- Real, purposeful activities with significant outcomes
- Personal challenge
- Thoughtful consideration, such as planning, reviewing progress, and reporting
- Reflection on outcomes and personal learning

PASB will not prescribe specific projects or activities to students. All students should be involved in activities they’ve initiated, and PASB will suggest particular projects.

CAS starts at the beginning of the Diploma Programme (Year 1) and continues regularly, ideally on a weekly basis, for at least 18 months (usually from September Year 1 until April Year 2). All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS.

For more information, see the [PASB CAS Handbook](#).

P.E. REQUIREMENTS

In order to meet Brazilian national requirements for Physical Education, all students in Years 11 and 12 must attend P.E. once a week following the designated time in their schedule. In this course, students will receive a grade each semester and, therefore, they must ensure that they complete the assigned tasks in the course to obtain a passing grade at the end of the school year. A failing grade in P.E. will require students to do *recuperação*, and failure to meet the requirements might result in failing the year. Besides the required P.E. period in the schedule, PASB offers a good variety of sports to all students after school hours. You can check out the High School sports and times for each one in the table below.

AFTERSCHOOL SPORTS
HS BOYS SOCCER Tue/Thu - 4:30 - 6 pm
HS GIRLS SOCCER Mon/Wed - 4:30 - 6 pm
HS BOYS FUTSAL Mon/Wed - 4:30 - 6 pm
HS GIRLS BASKETBALL Mon/Wed - 4:30 - 6 pm
HS SWIMMING Mon/Wed/Fri (Choice) - 4:30 - 5:20 pm
HS GIRLS VOLLEYBALL Tue - 4:30 - 6 pm
HS BOYS VOLLEYBALL Thu - 4:30 - 6 pm

ASSESSMENT

Throughout Years 11 and 12, students in the Diploma Programme will be regularly assessed against the grading criteria used for the final IB assessments in each

component. Teachers ensure that throughout each reporting semester, they are assessing the students in the different areas of their subject. Students are exposed to different kinds of assessment and given adequate feedback. These areas of the IB assessment include all internal assessment and all external assessment components.

All Diploma subject grades will be derived from a combination of internal and external assessment. Internal assessment components are graded by the teachers and samples are sent to be moderated by IB examiners. External assessment components are sent to IB examiners for marking. The IB establishes a clear set of deadlines for a school to send internal and external pieces of assessment. The school, in turn, sets a deadline calendar to ensure that IB deadlines are fulfilled. The deadline calendar for Years 11 and 12 is shared with students and parents at the beginning of each school year.

Assessment grades are reported to parents twice per school year during Years 11 and 12. These grades are part of students' academic records and count towards PASB's internal grade for the Brazilian and American Diplomas/Transcripts, which are sent to universities during applications.

ASSESSMENT CALENDAR

With the purpose of helping students get better organized, years 11 and 12 teachers jointly agreed on a deadline calendar which includes deadlines for full drafts, and final pieces of work for all internal assessment work, written assignments, TOK, CAS and Extended Essay requirements and oral examinations for languages. Students and parents receive this set of published deadlines at the beginning of the year. These deadlines are non-negotiable as they are designed to help the students be organized and responsible for their work. Diploma students must be very aware of these deadlines and take them seriously; otherwise, they put their diplomas at risk.

Students who anticipate having difficulty meeting a deadline must see the teacher well before the due date to discuss strategies that will allow them to meet their commitments. Students with an excused absence for the day that an assignment was due must hand in the assignment by email when possible, or upon their return. They are also responsible for finding out what new assignments there may be and when they are due.

CLASS OF 2024 IB DP ASSESSMENT CALENDAR

Coursework Assignment	Deadline	Comments
Language A (Eng and Port) Learner Portfolio	Throughout the year	Students must continuously work on their Language A Learner Portfolio.
Language A (Eng and Port) Individual Oral Commentary	☒ English: May 2023 ☒ Portuguese: August 2023	

Language A HL Essay	☒ English: December 2023 Portuguese: ☒ September 2023 (rough draft) December 2023 (final work)	
Language B (Spanish) Internal Oral Assessments	☒ October, 2023	
History and BSS Internal Assessment	☒ History IA Final: June 2023 ☒ BSS IA Final: June 2023	
Business Management	☒ BM IA Final: December 2023	
Science IA	Biology: ☒ Rough draft: November 2023 Final IA: February 2024 Chemistry: ☒ Rough draft: October 2023 ☒ Final IA: January 2024 Physics: ☒ Outline: October 2023 ☒ Rough draft: November 2023 Final IA: January 2023	
Group 4 (Sciences) Project	☒ June 2023	
Math IA	Rough draft: end of January 2024 Final IA: end of February 2024	
Visual Arts Exhibition (VACAF form) (Art Curatorial Rationale)	March 2024 February 2024 February 2024	
Visual Arts Comparative Study (investigative comparison)	☒ February 2023	
Visual Arts	☒ December 2023	

Process Portfolio		
TOK Exhibition	☒ May 2023	
TOK Essay Submission	End of February 2024	
Extended Essay Elevator Pitch	☒ December 2022	
EE First Draft (1,500 words)	☒ February 2023	
EE/RPPF First Reflection Session	☒ February 2023	
EE Second Draft (2,000 words)	☒ May 2023	
EE/RPPF Interim Reflection Session	☒ May 2023	
EE Final Draft (4,000 words)	☒ August 2023	
EE/RPPF Final Reflection - Viva Voce	☒ August 2023	
EE Final + Completed EE/RPPF	☒ September 2023	
CAS Portfolio Submission	April 2024	
IB Mock Exams	March 2024	
IB Exams	April-May 2024	
Senior Graduation Ceremony	June 2024	

CLASS OF 2025 IB DP ASSESSMENT CALENDAR

Coursework Assignment	Deadline	Comments
Language A (Eng and Port) Learner Portfolio	Throughout the year	Students must continuously work on their Language A Learner Portfolio.
Language A (Eng and Port)	English: May 2024	

Individual Oral Commentary	Portuguese: August 2024	
Language A HL Essay	English: December 2024 Portuguese: September 2024 (rough draft) December 2024 (final work)	
Language B (Spanish) Internal Oral Assessments	October, 2024	
History and BSS Internal Assessment	History IA Final: June 2024 BSS IA Final: June 2024	
Business Management	BM IA Final: December 2024	
Science IA	Biology: Rough draft: November 2024 Final IA: February 2025 Chemistry: Rough draft: October 2024 Final IA: January 2025 Physics: Rough draft: November 2024 Final IA: January 2025 Computer Science: Rough draft: September 2024 Final IA: December 2024	
Group 4 (Sciences) Project	June 2024	
Math IA	Rough draft: end of January 2025 Final IA: end of February 2025	
Visual Arts Exhibition (VACAF form) (Art Curatorial Rationale)	March 2025 February 2025 February 2025	
Visual Arts Comparative	February 2024	

Study (investigative comparison)		
Visual Arts Process Portfolio	December 2024	
TOK Exhibition	May 2024	
TOK Essay Submission	End of February 2025	
Extended Essay Elevator Pitch	First week of November 2023	
EE First Draft (1,500 words)	February 2024	
EE/RPPF First Reflection Session	February 2024	
EE Second Draft (2,000 words)	May 2024	
EE/RPPF Interim Reflection Session	May 2024	
EE Final Draft (4,000 words)	August 2024	
EE/RPPF Final Reflection - Viva Voce	August 2024	
EE Final + Completed EE/RPPF	September 2024	
CAS Portfolio Submission	April 2025	
IB Mock Exams	March 2025	
IB Exams	April-May 2025	
Senior Graduation Ceremony	June 2025	

REQUEST FOR ACCOMMODATIONS ON THE IB EXAMS

For students who need special accommodations, the following is important information and the documents that we need in order to request the accommodations from IB and College Board for the exams:

- The IBDP Coordinator, the School Counselors, and the Learning Specialist at PASB meet with the family in order to learn more about the needs of the student and advise about the documents and deadlines within the IB Program.
- IB and College Board require updated reports from specialists (Psychologist, Psychiatrist, Phonoaudiologist, Occupational Therapist, and/or Psychopedagogue) - These must be within the 2 years before the IB Exams date.
- It is essential that the report from the specialist provides information about the needs of the students, the recommendations for accommodations, information about the tests administered, and the results of the test in detail.
- The report must, then, be taken by the family to a certified translator for a version in English.
- The family needs to bring to school the report in Portuguese and the translated version, so the school can provide all accommodations to the student at the beginning of the IB Diploma Programme in Year 11. The Learning specialists at PASB will work on the student's ILP (Individual Learning Plan) or SLP (Specific Learning Plan) which is the educational program shared with all teachers to ensure that the student will receive accommodations in all classes.
- Families must sign a consent form at school indicating that they are aware of all accommodations, and agree that their child receives the support needed when taking exams.
- The educational evidence, along with the psychological/medical report, and the consent form by parents are then sent to the College Board and IB to request accommodations for the external examinations.

***Please find in the appendix section of this handbook the IBDP Consent Form for Accommodations Request.**

REQUIREMENTS FOR OBTAINING THE IB DIPLOMA

The International Baccalaureate Organization awards the Diploma to students who meet certain criteria. IB subjects are graded on a 1 (minimum) to 7 (maximum) scale. The maximum number of points is 45 points (42 points from the subjects and 3 points obtainable through the Extended Essay and Theory of Knowledge). Please see the matrix below.

- 13.1 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 [...]
- 13.2 The IB Diploma will be awarded to a candidate provided all the following requirements have been met:
 - CAS requirements have been met.
 - The candidate's total points are 24 or more
 - There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject
 - There is no grade E awarded for theory of knowledge and/or the extended essay.

- There is no grade 1 awarded in a subject/level
- There are no more than two grade 2s awarded (HL or SL)
- There are no more than three grade 3s or below awarded (HL or SL).
- The candidate has gained 12 points or more on HL subjects
- The candidate has gained 9 points or more on SL subjects.
- The candidate has not received a penalty for academic misconduct from the Final Award Committee.

The maximum number of points available in the IB Diploma programme is 45. Based on:

- A maximum of 42 points for the examined subjects
- 3 points are available based on the student's combined performance in TOK and the Extended Essay according to the following Matrix²:

		THEORY OF KNOWLEDGE					
		Excellent A	Good B	Satisfactory C	Mediocre D	Elementary E	Not submitted
Extended Essay	Excellent A	3	3	2	2	1 + Failing condition*	N
	Good B	3	2	1	1	Failing condition*	N
	Satisfactory C	2	1	1	0	Failing condition*	N
	Mediocre D	2	1	0	0	Failing condition*	N
	Elementary E	1 + Failing condition*	Failing condition*	Failing condition*	Failing condition*	Failing condition*	N
	Not submitted	N	N	N	N	N	N

N: Examination Condition not met.

ACADEMIC INTEGRITY

IB diploma students will be expected to do a considerable amount of independent work, coursework, and homework. They are ultimately responsible for their studies. Students are expected to work beyond the classroom. For example, reading around subject topics is a normal expectation. Students cannot expect to be “spoon fed.” Moreover, all work from our students must be in line with the school’s Academic Integrity policy.

Academic honesty must be observed at all times. Academic Honesty means:

- Respecting the authenticity and intellectual property of others.

- Observing proper conduct in written exams.

Students and parents are expected to be aware of the content of this policy and will receive a copy and sign their acceptance of the policy every year. For further information, please refer to the Academic Honesty policy (see below).

PASB ACADEMIC INTEGRITY POLICY

Academic Integrity is the cornerstone of a learning community. Faculty, parents, and administrators subscribe to the ideal of academic integrity, and students are held responsible for their work. Academic Malpractice is unacceptable. It devalues the educational experience and its legitimacy not only for the student but for the entire learning community.

As an International Baccalaureate World School, our Academic Integrity Regulations must reflect the mission, vision, and philosophy of the Pan American School, as well as the International Baccalaureate Organization. The purpose of this document is to provide all members of the school community with a clear understanding of the philosophy and uses of this regulation.

PHILOSOPHY OF ACADEMIC INTEGRITY

We encourage students to be:

- **Inquirers** – who acquire the skills necessary to conduct inquiry and research
- **Knowledgeable** – who explore concepts, ideas, and issues and develop understanding across a broad and balanced range of disciplines
- **Principled** – who act with integrity and honesty and take responsibility for their own actions
- **Open-minded** – who are able to seek and evaluate an eclectic range of points of view
- **Risk-takers** – who have the independence of spirit to explore new roles, ideas and strategies
- **Communicators** – who understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication

PASB defines Academic Integrity as a set of values and skills that promotes personal development and ethical practice in teaching, learning, and assessment. Any student product submitted for evaluation must be an “authentic piece of work”, which is defined as work based on a student’s own original ideas. Academic Malpractice is defined as behavior not respecting the precepts of Academic Honesty. Academic Malpractice includes but is not limited to:

- **Plagiarism** - the representation of the ideas or work of another person as the student’s own. When students use or refer to material other than their own thoughts or creations, whether in the form of direct quotes or through paraphrasing, those sources must be fully acknowledged with the appropriate notation and format.

- **Collusion** - when students allow their work to be copied or when a student submits inauthentic pieces of work.
- **Duplication of work** - the presentation of the same work for different assessment components without express permission by teachers.
- Any behavior that gives a student an unfair advantage or that affects the results of another student, for example, cheating or disruptive behavior during a test. This category also includes:
 - Lying, forging signatures, and possessing or using unauthorized electronic devices when instructed not to use them. For Academic Malpractice on International Baccalaureate assessments, the incident will most likely be reported to the International Baccalaureate, which can cause students to fail the IB Diploma.

***Please refer to [PASB's Academic Integrity Policy](#) for more information regarding Academic Honesty.**

To know more about how to reference the ideas, words, and work of other people when producing a piece of work, it's crucial to refer to the IB document ["Effective citing and referencing"](#) (August 2014).

RECUPERAÇÃO

In order to comply with MEC (Brazilian Ministry of Education) and to meet Brazilian national requirements (pass/fail system), grades 60 and above are considered passing grades. Students who do not achieve a passing grade in any subject will have to do *recuperação*. The purpose of *recuperação* is to offer students the opportunity to bridge gaps in their knowledge and improve their grades to a passing standard. There are two types of *recuperação*:

- **Semester** - takes place after the mid-year grading period (December). Students will be given the opportunity to do assignments and to take an exam about the contents that were covered during the first semester of the school year for the course(s) in which they achieved less than 60. The new grade is substituted by the student's grade in *recuperação*.
- **Final** - takes place at the end of the academic year. A student receives *recuperação final* if their final grade is below 60. The final grade is substituted by the *recuperação* grade. *Recuperação* has no effect on the IB official processes for assessment.

UNIVERSITY COUNSELING PROGRAM

The school has a university counselor to help students with the processes for universities abroad and in Brazil. We provide a number of talks and workshops for the students, but in general, most of the work is done on a one-to-one basis, as the needs and procedures are different for every student. The university counselor is here to help, but the onus of the process is with the student, who must remain proactive in the process.

Throughout High School, students will have opportunities to meet with university representatives and take part in university fairs and other vocational guidance opportunities. The school is an invigilation center for the SAT, ACT, and TOEFL examinations and offers this opportunity to students in High School. PASB also provides students with the opportunity to practice for the Brazilian National High School Exam (ENEM) with Mock Tests for all students in Years 10, 11, and 12. The school uses the BridgeU platform to support students with the college search and the application process (for those applying to the US, BridgeU is linked directly with the Common App). Students are registered to BridgeU at the beginning of Year 9, from their school gmail, which allows the school to submit school documents and properly follow up and monitor the process. Students are also instructed to use the school gmail to register to any standardized tests (like the PSAT, SAT, ACT, TOEFL, among others). The service that we offer is personal, and every case is different. Therefore, it is essential that students first verify the information and procedures with the school. However, the following are general guidelines that students must take into consideration when applying to universities. We recommend the following steps for students to prepare for university and the application process:

YEAR 11

- Keep up the best possible academic results as these inform the transcript.
- Take the PSAT examination in October.
- Take full advantage of the CAS program and other opportunities that will help the student add value to their CV.
- Prepare for any standardized test(s) that might be needed to complete the application process (SAT, ACT, BMAT, UCAT, etc).
- Register and take the standardized test(s) needed.
- Take full advantage of university school visits, attend university fairs, and start a “long list” of possible institutions.
- Talk to teachers, counselors, and parents about their career plans.
- The student selects and requests teachers for recommendation letters (formal request via BridgeU), knowing that those are confidential and will be uploaded by the teacher or school counselor directly to the school platform (BridgeU).
- Start narrowing down the list of possible universities. Students' list should consider their academic records and performance in the IBDP/Standardized Tests. Universities that align with students' academic performance should be selected.
- Students work on writing university essays. Students begin the process of selecting an essay prompt and writing.

YEAR 12

- Students and the university counselor finalize the process of mapping out the procedures needed for each university.
- Students begin the application process(es) - BridgeU, Common App, UCAS, Studielink.

- If the SAT/ACT grades can be improved, students should re-do these exams.
- Students finish the application process via BridgeU/UCAS with the help of the university counselor.
- Any administrative process remaining in the application process must be finished according to the deadlines established by the school.
- The university counselor will submit the semester 1 grades (update on transcript) via BridgeU.
- For the universities that request it, the IB Coordinator will collect and submit the IB predicted grades.
- Normally, students will receive offers/rejections between February and May.

UNIVERSITY ENTRANCE

The IB is recognized and respected by the world's top higher education institutions. Completion of the IB DP may result in advanced placement or course credits, scholarships, and other benefits at many universities. Universities like the fact that as a result of studying the IB DP, you will have developed:

- Time management skills and a strong sense of self-motivation
- A keen interest in civic engagement
- Notable academic ability
- Strong research and writing skills
- Critical thinking abilities
- An international outlook

Research suggests, for example, that IB students are more likely than their peers to complete their undergraduate degrees and pursue graduate work; and that they are more likely to be engaged in various aspects of university life.

According to the research, IB students are strong on:

- Student Leadership Activities
- Working With University Faculty On Research Projects
- Finding Opportunities To Study In Other Countries
- Tutoring Other Students
- Taking Part In Voluntary And Community Service
- Completing Internships.

Source: IBO website, 'Benefits for universities'

Many universities throughout the world recognize and value the IB Diploma and establish specific IB criteria for admissions. The IB maintains a [full list of universities that recognize the IB DP](#) on its website.

ADMISSION OPTIONS IN HIGHER EDUCATION				
NON-RESTRICTIVE APPLICATION PLANS			RESTRICTIVE APPLICATION PLANS	
REGULAR DECISION	ROLLING ADMISSION	EARLY ACTION (EA)	EARLY DECISION (ED)	RESTRICTIVE EARLY ACTION (REA)
Students submit an application by a specific date and receive a decision in a clearly stated period of time.	Institutions review applications as they are submitted and render admission decisions throughout the admissions cycle.	Students apply early and receive a decision well in advance of the institution's regular response date.	Students make a commitment to a first-choice institution where, if admitted, they definitely will enroll. The application deadline and decision deadline occur early.	Students apply to an institution of preference and receive a decision early. They may be restricted from applying ED or EA or REA to other institutions. If offered enrollment, they have until May 1 to confirm.
Commitment: Non-binding	Commitment: Non-binding	Commitment: Non-binding	Commitment: Binding	Commitment: Non-binding
Students are not restricted from applying to other institutions and have until May 1 to consider their options and confirm enrollment.			Students are responsible for determining and following restrictions.	

Source: NACAC (National Association for College Admission Counseling) - www.nacacnet.org

SELECTING COURSES FOR SPECIFIC UNIVERSITY PROGRAMS

In Year 10, students need to make informed choices about their future IB subjects as this can have a direct effect on the choice of university/college degree program. This is even more important if students are choosing to go to university in the UK or Canada. It is strongly advised, therefore, to research several universities to check their general entrance requirements for specific subjects.

Students can check with the University Counselor for degree course descriptions and entrance requirements, and students can also check <http://www.ucas.com> for exact requirements at specific universities in the UK and visit the Canadian universities' website.

To know more about the College Search Do's and Don'ts, check out [this article](#) at College Express.

UNITED STATES



The process for application to a US university may vary from one institution to the next. As a rule of thumb, however, most universities expect applications to be submitted by the 1st of January of the year the student will be graduating. Universities in the United States will also have different entrance requirements and procedures.

Over the last few years, many universities have become Common Application Universities. As a matter of policy, whenever the application process can be done electronically, this will be the mechanism that the school will expect students to use since it will be linked to the school platform - BridgeU.

Universities will differ in entrance requirements. The vast majority will not have entrance examinations, but will base their decision on the following:

- The student's grade transcript. Most universities will want to see results from the last 4 years of the candidate's school life (Years 9-12)
- The students' IB predicted grades (This will particularly be true of those universities that specifically recognize the IB Diploma. This is a growing number of institutions)
- The students' essays and recommendation letters.
- Standardized and proficiency tests (SAT, ACT, TOEFL, IELTS...)

Information about university admission in the US

UNIVERSITY	GENERAL ADMISSIONS INFORMATION	REQUIREMENTS
Boston University	When reviewing your high school/secondary school transcript, Boston University looks at a variety of factors, including overall level of achievement; enrollment in honours, AP or IB-level courses; and your individual academic strengths.	Average DP score: 34 <u>Credit and Advanced Standing:</u> Higher level (HL) courses passed with a grade of 5 or higher may receive 8 credits. Credit for additional DP exams subject to approval.

New York University	To be eligible for admission, applicants are expected to submit results from one of the following testing options: • The SAT Reasoning Test • The ACT with Writing Test • Three SAT Subject Test scores • Three AP exam scores • The IB diploma • Three IB HL exam scores (if you are not an IB diploma candidate)	Average DP score: 36 <u>Credit and Advanced Standing:</u> HL examinations passed with grades of 6 or 7 may be considered for credit and/or placement depending on the area of study and/or programme requirements. Typically, eight semester hours of credit (equivalent to two terms or one academic year of a specific subject) will be awarded for each HL examination meeting the requirements of New York University. SAT/ACT exams are optional.
Northeastern University	For students applying from schools outside of the US, the SAT and ACT are not required. However, for applicants interested in presenting the most competitive application, Northeastern strongly encourages applicants to submit one of the following: AP exam results, a full IB diploma, three HL IB exam scores, or the results from nationally or regionally accredited exams that signify completion of secondary education.	Average DP score: 32 <u>Credit and Advanced Standing:</u> Northeastern accepts scores of 5, 6, or 7 on most HL exams for credit.
Pennsylvania State University - University Park	In reviewing an application, we look for students who have successfully completed courses or examinations in the core subjects of mathematics, physical science, social science and language in all years of high school. Penn State requires first-year international students to submit an official score from the SAT or ACT examination.	Average DP score: 32 <u>Credit and Advanced Standing:</u> Penn State will award transfer credit for exams taken at HL in which students have received a 5 or above. International students whose native language is not English must submit proof of English

		language proficiency. A score of 5 or higher on the English A: Language and literature (SL/HL) exam fulfills this requirement.
Purdue University - West Lafayette	Those who pursue the strongest-possible college preparatory programme and take advantage of any available HL International Baccalaureate (IB) or honours courses generally are more competitive candidates for admission and more qualified to succeed in college.	Average DP score: 34 <u>Credit and Advanced Standing:</u> Credit will normally be awarded for scores of 5–7 in HL subjects only, but there are a few exceptions. Students with lower grades might be able to test out of those subjects. Students interested in applying for technical programmes (engineering, science, health-related majors, technology and agriculture, etc) should take as much advanced coursework as possible in math and science (IB calculus, IB biology, IB chemistry and IB physics).
University of California - Berkeley	Admission to UC Berkeley is a two-step process: satisfying college and major requirements and selection. All achievement—both academic and non-academic/personal—is considered in the context of your educational circumstances, with an emphasis on the opportunities or challenges presented to you and your response to them. No single attribute or characteristic guarantees the admission of any applicant to Berkeley.	Average DP score: 38 <u>Credit and Advanced Standing:</u> Students who complete the IB diploma with a score of 30 or above will receive 30 quarter (20 semester) units toward their UC degree. Students who receive IB certificates with scores of 5, 6 or 7 on HL exams will receive 8 quarter (5.3 semester) units.

University of California - Los Angeles	UCLA receives the most applications of any university in the US. All applications are read twice. All academic and non-academic/personal achievement is considered in the context of your educational circumstances, with an emphasis on the opportunities or challenges presented to you and your response to them. No single attribute or characteristic guarantees the admission of any applicant. Students enrolled in IB World Schools are expected to earn scores of 5 or higher on HL exams, and most admitted students typically score 38+ points on the IB diploma.	Average DP score: 38 <u>Credit and Advanced Standing:</u> UCLA awards college credit for most HL exams with scores of 5 or higher. (We do not award college credit for standard level exams.) The specific credit you receive depends on the college/school your major belongs to.
University of California - San Diego	International students must have completed secondary school with a superior average in academic subjects and have earned a certificate of completion that enables the student to be admitted to a university in the home country. If you are completing your IB diploma or taking some IB courses, make sure to report your IB status in your application.	Average DP score: 35 <u>Credit and Advanced Standing:</u> UCSD grants exemptions or credit for scores of 5–7 in many HL courses. Only HL exams are accepted for credit. Scores of 6 or 7 on standard level English exam meets UC Entry Level Writing requirement but no unit credit is granted. IB students can earn a maximum of 30 credits for their scores.

University of Pennsylvania	Applicants are asked to choose one of the four undergraduate schools to serve as a home base throughout their academic journey. All students gain a strong foundation in the liberal arts and sciences and have the ability to take classes in all four schools. Therefore, we encourage applicants to consistently take classes in the core academic disciplines (English, social studies, mathematics, science and foreign language). We review the school report along with any provided school profile to best understand your high school context, types of courses available, the school's grading scale, and extracurricular or post-secondary opportunities. Students are only expected to challenge themselves academically within the offerings available to them.	Average DP score: 38 <u>Credit and Advanced Standing:</u> The University of Pennsylvania may award credit or advanced course standing to students who have taken IB examinations. Scores warranting credit vary by department. Scores of 6 or 7 in many HL courses will earn credits.
University of Southern California	The most fundamental expectation entering students at USC is that they will have completed a rigorous high school curriculum in English, mathematics, science, social studies, foreign language and the arts. USC expects that prospective students will take advantage of the highest level of classes offered to them in their secondary school. USC believes that students who undertake an IB curriculum are well-prepared for the rigours of university academic life. IB courses are factored into the admission evaluation process because USC recognizes the extreme rigour of such a curriculum.	Average DP score: 35 <u>Credit and Advanced Standing:</u> Six (6) elective units apiece are earned for scores of five (5) or above on HL exams; or twenty (20) elective units if students earn the IB diploma with a score of 30 or higher. General education credit is available for some history and science exams.

Kendall College		Average DP score: 30 20% tuition reduction for IB Diploma students with 30 points overall score.
------------------------	--	---

Source: Guide for IB students applying to US institutions. International Baccalaureate Organization 2016.

UNITED KINGDOM



Students can (and are encouraged to) explore different options and can apply to a number of countries. British universities operate under the umbrella of a centralized organization for the administration of the application service called the Universities and College Admissions Services (UCAS). This simplifies the process making it very transparent. Students who apply to the United Kingdom can apply to no more than 5 institutions or programs; and no more than 4 institutions if the course is Medicine. Each university does not receive information on what other institutions have been chosen. British Universities will recognize the IB predicted grades and will ask for a certain number of points in the diploma. Some of them might ask for a certain grade in a certain subject. For example, you must have 32 points with a grade of 6 in Biology.

Universities in the UK have a Foundation Year as a pathway for students who need to fill the gap between their current level of qualification and knowledge and the level needed to be admitted to a Bachelor's or a Master's degree. Because of the 5 universities' ceiling, it is very important to apply to universities that match your academic performance.

During the IB DP Core class at school, students are guided by the university counselor through the steps of filling out their UCAS application and they must link it to the school (they are informed of a buzzword for each year).

The UCAS application must be sent between September 1st and January 25th (except for Oxbridge Medicine, Dentistry, Music, and Veterinary Science where the deadline is October 15th).

Information about university admission in the UK

UNIVERSITY	GENERAL ADMISSIONS INFORMATION	REQUIREMENTS
------------	--------------------------------	--------------

King's College London	King's welcomes students from the UK and across the globe studying the IB diploma. Offers will usually specify certain marks in three subjects at HL (usually in the ranges of 766–665), in addition to an overall point score of 35 for the whole diploma. The point score includes points for theory of knowledge and the extended essay. Admissions requirements vary for each programme.	Average DP score: 37 <u>Example Course Requirements:</u> Business Management BSc: 35 points overall; three HL subjects at 766; at least one humanities or social science subject; plus mathematics and English language at GCSE grade B (or equivalent).
Queen Mary, University of London	The IB diploma satisfies the entrance requirements for all degree programmes. Specific grades, subjects and levels are listed under the entry requirements for each course.	Average DP score: 34 <u>Example Course Requirements:</u> Business Management BSc: 34 points overall; at least 6 in standard level (SL) English or 5 in HL English, and at least 4 in (any level of) mathematics
University College London	The standard minimum requirement for IB diploma students is 34 points overall, with a combined score of 16 achieved in three HL subjects with no grade lower than 5. However, many programmes have higher entry requirements than this.	Average DP score: 38 <u>Example Course Requirements:</u> Economics BSc: 39 points overall; a score of 19 points in three HL subjects including grade 7 in mathematics and grade 6 in economics if taken, with no score lower than 5
University of Bath	The IB diploma is welcomed at Bath for all of our courses. Typical offers require an overall point score of 36 (including bonus points) alongside specified grades in three subjects at HL, ranging from 766 to 655 depending on course. Many courses require specific subjects to be studied at HL, although some of our courses will accept a required subject at SL as an alternative.	Average DP score: 36 <u>Example Course Requirements:</u> Business Administration BSc (Hons): 36 points overall with 666 or 765 in three HL subjects. An IB diploma including English at SL or HL fulfils English language proficiency requirements.

University of Edinburgh	Admissions requirements vary for each programme. IB diploma candidates are required to obtain the award of the diploma at a specific overall grade and to have achieved specific grades in three HL subjects.	Average DP score: 36 <u>Example Course Requirements:</u> Business and Economics MA: Award of diploma with 34 points overall and grades 655 in HL subjects including mathematics; SL: mathematics at 6 (if not taken at HL) and English at 4. Unless a HL is specified in the stated entry requirements, a score of at least 4 is required in IB English SL.
University of Exeter	The university recognizes the IB and its programme listings give full details of the grades and subjects required. Offers are usually based on the overall IB diploma grade but could also include achieving specific grades in specific subjects. IB diploma students must receive their diploma, as well as at least two HL subjects with a score of 4 or higher.	Average DP score: 35 <u>Example Course Requirements:</u> Economics BSc: 34–38 points overall. SL grade 5 or HL grade 4 or above fulfills English language proficiency requirements.
University of Kent	The university welcomes applications from students offering the full IB diploma. Offers are made solely on the basis of the IB marking scheme and not the UCAS tariff. There is a standard IB diploma offer of 34 points across all programmes including any specific subjects at HL or SL required by the particular degree programme. As an alternative to achieving 34 points, for most programmes, the university will also make IB students the offer of passing the IB diploma with specific achievement in HL/SL subjects.	Average DP score: 32 <u>Example Course Requirements:</u> Business Administration BBA (Hons): 34 points overall, or 16 at HL including mathematics 4 at HL or SL. Students offering a combination of IB certificates and other qualifications, such as the IB Career-related Programme, will also be considered on their individual merits and should contact the Recruitment and Admissions Office for additional guidance.

University of Manchester	If students have completed a full IB diploma, they can be considered for direct entry to undergraduate courses. The university's minimum entry criteria for the IB range from 32 to 37 points depending on individual course requirements, with a normal expectation of grade 6 or 7 in relevant HL subjects. Some schools stipulate specific grades and subjects at HL, as well as a minimum number of overall points.	Average DP score: 35 <u>Example Course Requirements:</u> Accounting BSc: 37 points overall; 666 in HL subjects, plus no less than 5 for SL English and 6 for mathematics (mathematical studies not accepted). SL 5 of the IB diploma satisfies the university's minimum English language requirement.
University of St Andrews	IB candidates are expected to obtain scores ranging from 35 to 38 points. Individual courses have their own entry requirements.	Average DP score: 36 <u>Example Course Requirements:</u> Economics BSc (Hons): 38 points overall. Medicine: 40 slots for international students. 38 points overall. (Chemistry HL - 7; 2nd Science can be either Bio/Physics/Math). IB scores are considered as satisfying English language requirements. English A: Literature or language and literature— SL 4/5 or HL 5/6 depending on course; English B—SL 6/7 or HL 4/5 depending on course; history—SL 4/5 or HL 4/5 depending on course.
University of Warwick	The university is committed to giving full and fair consideration to all entry qualification information presented by individual applicants. We welcome applications from candidates offering many different qualifications, including the International Baccalaureate. Typical offers are listed under each course entry, and you should check the listed entry requirements for the course you are interested in.	Average DP score: 37 <u>Example Course Requirements:</u> International Management BSc. (Hons): 38 points overall.

University of Southampton	The University of Southampton welcomes students from more than 135 countries. They have over 400 links with 233 partners in 54 countries around the world. IB candidates are expected to obtain scores ranging from 30 to 38 points. Individual courses have their own entry requirements.	Average DP score: 34 <u>Example Course Requirements:</u> Accounting and Finance BSc: 34 points overall. Business BSc: 34 points overall. Law: 36 points overall. Civil Engineering: 38 points overall; 6 in mathematics and 6 in an acceptable science. Medicine: 36 points overall; 6 in chemistry HL and 6 in biology HL (18 slots for international students). The application deadline for Medicine is 15 October Politics and International Relations: 32 points overall.
Source: Guide for IB students applying to UK institutions. International Baccalaureate Organization 2016.		

CANADA



The application process to Canadian universities is very simple. Students must apply directly to the university. Canadian institutions normally only require an application form and request that the university counselor sends transcript grades.

Information about university admission in Canada

UNIVERSITY	GENERAL ADMISSIONS INFORMATION	REQUIREMENTS
Carleton University	Students pursuing the full IB diploma, three standard level (SL) and three higher level (HL) subjects, are required to have a minimum of 28 points (please note that some programmes are more competitive, so will require higher scores). One subject may have	Average DP score: 31 <u>Credit and Advanced Standing:</u> Students may be awarded advanced standing (transfer) credit for HL subjects with a grade of 5 or better, subject to the discretion of the

	a grade of 3, provided it is offset by a grade of 5 or better in another subject. Prerequisite subjects must have a grade of 4 or better. Specific programmes might have additional course requirements.	appropriate faculty to a maximum of 3.0 credits. For programmes requiring HL or SL English A, HL English B will also be accepted with a minimum grade of 5.
Concordia University	Candidates who complete the full IB diploma with a minimum total of 27 points may be considered for admission to the three-year (90 credits) programmes of study (four years of study in the BEng, BA (Early Childhood and Elementary Education), BEd (TESL), BSc in Athletic Therapy, and BFA (Specialization in Art Education)). Minimum scores in prerequisite subjects as well as a higher overall average may be required for competitive programmes.	Average DP score: 31 <u>Credit and Advanced Standing:</u> Students who have not completed the full IB Diploma Programme but have IB certificates in individual HL subjects may be eligible for credit. The Group 1 English courses (Language A: Literature, Language A: Language and literature, or Literature and performance) (HL or SL) meet English proficiency requirements.
McGill University	DP students must present predicted results of 5 or better in each HL and SL subject as well as school grades during the IB programme that support the predictions. Most programmes will have higher minimum requirements. In addition, students may be required to submit: · proof of proficiency in English · placement tests in mathematics and basic sciences · supporting documentation (that is, official transcripts, external test results, letters of reference or evaluation, extenuating circumstances).	Average DP score: 36 <u>Credit and Advanced Standing:</u> A maximum of 30 credits of advanced standing may be granted for the IB diploma based on HL results of 5 or better. Math studies SL is not acceptable for programmes where math is a prerequisite.
Queen's University	IB diploma candidates must: · complete the full IB diploma with passes in six subjects with three at HL and a minimum grade total of 28 (excluding bonus points) · satisfy all admission criteria, including prerequisite courses, for the	Average DP score: 33 <u>Credit and Advanced Standing:</u> Students in all faculties and schools may be granted a maximum of 18.0 credit units for HL IB courses completed with a final grade of 5 or

	desired programme · present a competitive score for the desired programme · complete and submit a personal statement of experience and supplementary essay.	higher (6 or higher for some engineering courses).
Simon Fraser University	Simon Fraser University welcomes IB students from around the world! Our IB students are studying in almost every area at the university, and participating in cooperative education placements all across Canada and in other countries around the world. IB diploma holders with total predicted IB points in the high 20s, including bonus points, will qualify for early conditional admission to most programmes. To be considered for admission, you must meet the English language admission requirement and the quantitative and analytical skills requirement.	Average DP score: 31 <u>Credit and Advanced Standing:</u> Transfer credit is awarded for all SL and HL subjects passed with a grade of 4 or higher. Completion of DP English A1/A2 or English literature and performance (HL or SL) with a minimum grade of 3 satisfies English language requirements.
University of British Columbia (UBC)	For standard English language admissions, successful completion of the IB diploma with a minimum score of 24 points, including at least three HL courses, as well as additional points for the core, is required. Additional programme-specific requirements.	Average DP score: 33 <u>Credit and Advanced Standing:</u> All HL and some SL IB courses will be considered for first-year credit. Where English is the primary language of instruction, English A (SL or HL) is required with a minimum score of 3. Applied Science (Engineering) - IB Mathematics (Standard or Higher Level; IB Math Studies does not meet the requirement), IB Chemistry (Standard or Higher Level), IB Physics (Standard or Higher Level), Academically strong candidates missing either IB Chemistry or IB Physics may be evaluated on a

		case-by-base basis. Dental Hygiene - IB Biology (Standard or Higher Level), IB Chemistry (Standard or Higher Level), Interview process. International Economics - IB Mathematics (Standard or Higher Level; IB Math Studies does not meet the requirement).
University of Toronto	The IB diploma including English HL or SL is accepted for admissions. Prerequisite courses can be presented at either SL or HL. Different areas of study require different predicted scores (more competitive programmes require a higher predicted score).	Average DP score: 34 <u>Credit and Advanced Standing:</u> Credit is granted for HL subjects with a minimum grade of 5. To demonstrate English language proficiency: The minimum requirement is a score of at least 4 (predicted or final) in HL or SL English A: Literature or English A: Language and literature. English B HL is not acceptable.
University of Waterloo	The University of Waterloo recognizes IB courses as excellent academic preparation for success at the university level. Subjects that are prerequisites for admission to specific programmes should be at HL whenever possible. Where there are more than 3 prerequisite subjects, SL courses will be accepted. For programmes listing HL or SL English A, HL English B with a minimum grade of 5 will be acceptable. For programmes listing HL or SL mathematics, mathematical studies will not be accepted.	Average DP score: 33 <u>Credit and Advanced Standing:</u> The University of Waterloo will consider awarding transfer credits for individual HL IB courses in which normally a minimum final grade of 5 is attained. The maximum number of transfer credits considered varies depending on the programme you're admitted to. Transfer credits will normally be weighted as 1.0 units each (equivalent to 2 courses). Transfer credit will be considered for the completion of the theory of knowledge and the extended essay with a minimum grade of B (Good) in both. Waterloo equivalent transfer credit is

		PHIL 1XX (1.0 units).
University of Western Ontario - Western University	The minimal requirements for admission of IB candidates are as follows: 1. successful completion of the International Baccalaureate 2. pass in a minimum of six subjects of which at least three must be at HL 3. a grade total of 28 including additional points for the successful completion of the extended essay and theory of knowledge 4. no mark can be less than four.	Average DP score: 33 <u>Credit and Advanced Standing:</u> IB applicants who meet Western's admission criteria are eligible for transfer credit consideration for each HL subject with a score of 5 or higher.
York University	IB diploma with passes in six subjects: three SL courses and three HL courses, OR two SL courses and four HL courses. Minimum IB diploma point scores of 30 or higher recommended (scores of 28 will be considered). Specific programmes might have additional course requirements.	Average DP score: 31 <u>Credit and Advanced Standing:</u> Transfer credit granted for IB courses with HL final grades of 5 or better, depending on the programme (maximum of 30 credits).

Source: Guide for IB students applying to Canadian institutions. International Baccalaureate Organization 2016.

OTHER COUNTRIES

The school is more than happy to help and advise the students in the application process for other countries. Students seeking support from other countries must keep the university counselor informed of their plans. Students must request any documentation with at least three weeks' notice. In other countries, including France, Germany, and Italy, the universities tend to be autonomous and parents/students need to check specific IB requirements by contacting the universities directly.

BRAZIL

There are some important details regarding the preparation for the *vestibulares* that students should take into account. The first step for such preparation involves deciding on which career to follow. For some careers, such



as Medicine and Law, selection for admission is quite challenging due to the enormous amount of candidates applying.

Each University entrance process has its specificities and individual characteristics.

In order to get prepared for the Brazilian examinations, students need to get the list of Brazilian literature books that should be read, pay attention to the dates of the test and the registration deadline for those, practice by doing Mock exams that are usually available online, practice for the essay (redação) since it plays a big role in the assessment criteria.

Amongst the services we offer the students, we:

- Provide them with the necessary information and guidance in order to make informed and sensible choices in regard to applications for admission into Brazilian public and private universities.
- Make students aware of issues and requirements regarding career paths having in mind the Brazilian further education context.
- Ensure that candidates willing to study in Brazilian Universities have the necessary conditions to prepare for the related admission tests, which are called *vestibulares*.
- Advise students on the registration process (registration to both “ENEM” and “Vestibular”).
- Offer to students in years 10-12 MOCK ENEM Tests and provide them the results for follow-up on their progress.

Information about university admission in Brazil

UNIVERSITY PROGRAM COURSE MAJOR	SPECIFIC REQUIREMENTS IN BRASIL
IBMEC - SP, RJ, BSB, BH	30 points overall
Fundação Getúlio Vargas (FCV) - SP	Business: 34 points overall Economics: 37 points overall. 6 in Math (preferably A&A) and 4 in Portuguese SL
Fundação Armando Álvares Penteado (FAAP) - SP	28 points overall
Fundação Instituto de Administração (FIA) - SP	30 points overall
Escola Superior de Propaganda e Marketing (ESPM) - SP	Business with Marketing: 32 points overall 4 in Math SL and 5 in Portuguese SL

Faculdade Santa Marcelina (FASM) - SP	32 points overall 5 in Biology SL or 4 in Biology HL 5 in Portuguese SL or 4 in Portuguese HL 4 in Chemistry SL or 3 in Chemistry HL
INSPER - SP	33 points overall
Faculdade Israelita Albert Einstein - SP	40 points overall 5 points in Portuguese
Faculdade de Belas Artes - SP	30 points overall
Universidade Presbiteriana Mackenzie - SP	30 points overall
Centro Universitário FEI - SP	25 points overall
Faculdade São Leopoldo Mandic - SP	29 points overall 5 points in Portuguese A or 6 points in Portuguese B HL
PUC-SP	26-36 points overall (depending on the course)
PUC - RJ	30 points overall
Universidade Positivo - PR	34 points overall
WYDEN - Ruy Barbosa & Área 1 - SSA	30 points overall
Faculdade Baiana de Direito - SSA	30 points overall. 5 in Portuguese (SL/HL)
UNIJORGE - SSA	30 points overall

UNIVERSITIES IN BRAZIL THAT ACCEPT THE IB DIPLOMA



São Paulo



São Paulo



Rio de Janeiro
São Paulo



São Paulo



São Paulo
Rio de Janeiro
Rio Grande do Sul



São Paulo



Bahia



Ruy Barbosa e Área 1 (BA),
UNIFAVIP (PE), UNIFBV (PE),
UNIFANOR (CE),
UNIFACID (PI),
Faculdade Martha Falcão (AM),
FACIMP (MA),
UniMetrocamp (SP),
Faculdade Faci (PA)



São Paulo
Rio de Janeiro
Distrito Federal



São Paulo
Rio de Janeiro



Paraná



São Paulo - Capital
São Bernardo do
Campo



São Paulo



São Paulo



São Paulo



São Paulo



Bahia



Pernambuco



São Paulo



São Paulo



São Paulo



Bahia



São Paulo

STANDARDIZED TESTS

Test	2023.2	2024.1
SAT (Scholastic Assessment Test)	August 26th	March 9th
	October 7th	May 4th
	November 4th	
	December 2nd	June 1st
ACT (American College Testing)	September 9th	February 24th
	October 28th	April 13th
	December 2nd	June 8th
TOEFL (Test of English as a Foreign Language)	August	January
	September	February
	October	March
	November	April
	December	May
UCAT (University Clinical Aptitude Test) *not offered at PASB	Registration between June 20th - September 21st, 2023 Exam must be taken between July 10th and September 28th, 2023	
BMAT (Biomedical Admissions Test) *not offered at PASB	Registration deadline: September 29th, 2023 Exam date: October 18th, 2023	

COLLEGE COUNSELING RESOURCES

AUSTRALIA

- [Study Australia](#)

The complete guide to studying in Australia.

- [Voice of Australian Universities](#)

Contains key facts data, university profiles, rankings, etc.

BRAZIL

- [Best universities in Brazil, according to the Times Higher Education \(THE\)](#)

THE published a list of the best universities in Brazil.

- [Learn more about ENEM](#)

ENEM: High School National Exam.

CANADA

- [EduCanada](#)

Contains information on studying in Canada and all the steps one would have to take. Also provides information on working after graduation.

- [OUAC](#)

Ontario Universities Application Center.

- [Government of Canada site](#)

Provides information on obtaining a student visa.

- [Canadian Colleges and Universities](#)

Web directory and search engine with links to University web pages.

EUROPE

- [European Universities](#)

Web directory and search engine with links to University web pages.

- [Belgium](#)

Information on universities in Belgium.

- [Germany](#)

Information on studying in Germany.

- [Holland](#)

Information about studying in Holland.

- [Italy](#)

Information about studying in Italy.

- [Ireland](#)

Information about studying in Ireland.

- [Studielink](#)

Netherlands application center.

- [Bachelors Portal](#)

Search engine for Universities in Europe.

UNITED STATES

- [Big Future](#)

University search engine through College Board also has information on financial aid, tools to help create a plan for going to college, and test preparation.

- [Princeton Review](#)

Test preparation and college search engine.

- [Colleges that Change Lives](#)

An organization of 44 liberal arts colleges that have a small teacher-student ratio, holistic admissions policies, and environments that foster community and personal growth.

- [Unigo](#)

A free online college resource guide and student platform for colleges and universities in the US.

- [Niche](#)

College reviews, written by students (formally known as college prowler).

- [College Board](#)

Contains college planning and preparation tools and where one signs up for the SAT

- [Cappex](#)

Search engine for colleges that provides information on admission and scholarships as well as student reviews.

- [Peterson's](#)

Search engine for colleges, online programs, and community colleges.

- [Common Application](#)

An organization that provides one application that students can fill out and submit to over 500 different universities and colleges.

UNITED KINGDOM

- [UCAS](#)

Application center for UK universities, as well as a course search engine.

- [University Compare](#)

Compare and search for universities in the UK.

- [Study London](#)

Information on courses, universities, and advice on visas, financial aid, and scholarships for studying in London.

- [Russell Group](#)

Group of 24 UK universities committed to public research, outstanding teaching, and strong learning experiences.

- [UKCISA](#)

Provides information for international students studying in the UK.

SUMMER PROGRAM RESOURCES

It's important to note that PASB does not have agreements with any agencies, schools, or universities in other countries nor recommends where the student should go. This is a family decision that will not have interference from the school. The resources below are simply some suggestions to support students and families in getting started with their research.

- [Pre-IB Summer School](#)
- [IBWise: IB Revision Camps](#)
- [IB Summer Courses](#)
- [Education First Academy - Summer Programs](#)
- [St. Clare's Oxford IB Introduction Summer Courses](#)
- [LALA - Latin American Leadership Academy](#)

The US

- [Cornell University Summer Sessions](#)
- [Brown Pre-College Programs](#)
- [Columbia University Summer Programs](#)
- [Harvard University Pre-College Summer School Program for High School Students](#)
- [University of Pennsylvania Pre-College High School Programs](#)
- [Boston University High-School Pre-College Summer Programs](#)
- [Duke University Summer Session](#)
- [University of Notre Dame Pre-College Programs](#)
- [UCLA Pre-College Summer Institutes](#)
- [Syracuse University Pre-College Programs](#)
- [Savannah College of Arts and Design \(SCAD\) Pre-College Summer Programs](#)

- [The New School Parson's School of Design Youth and Pre-College Programs](#)
- [EXPLO Pre-College Programs](#)
- [SuperCamp](#)

The UK

- [University of Warwick Pre-University Summer School](#)
- [St. Andrews Summer School - Scotland](#)
- [King's College London Pre-University Summer School](#)
- [Imperial College London Summer Schools for High School Students](#)
- [University of Southampton International Summer School](#)
- [University of Kent International Programmes](#)
- [University of Exeter Pre-University Summer School](#)
- [Summer Boarding Courses - UK](#)
- [ISSFT - International Summer School for Teens](#)

Canada

- [University of British Columbia \(UBC\) Future Global Leaders](#)
- [University of Toronto Pre-University Programs](#)
- [McGill University Programs for High School Students](#)
- [Upper Canada College - Summer Programs](#)

Spain

- [IE University Summer Program](#)
- [ESADE - International Business Experience](#)

- [EU Business School Summer School](#)

Italy

- [Bocconi Summer School for High School Students](#)

France

- [HEC Paris Summer School](#)

Germany

- [Constructor University \(Germany\) Summer Camp](#)
- [Technische Universität Berlin Summer School On-Campus](#)
- [Carl Benz School \(Germany\) Summer School](#)

Portugal

- [NOVA University Lisbon Summer School](#)
- [Católica Lisbon Summer Academy](#)

EXCHANGE PROGRAM

For students considering Exchange Programs, PASB believes that overseas exchange programs can be a valuable educational and cultural experience. Students and their parents considering Exchange Programs should research these programs carefully and meet with the Academic Orientation team at PASB way ahead of time to ensure they receive proper guidance and appropriate courses are taken while on exchange.

[Letter to parents about Exchange Program.](#)

WHO TO CONTACT

- **Mr. Mike Martell - Superintendent**
r.giannotti@pasb.com.br - 3368-8401
- **Mr. Jeff Shirk - Secondary School Principal**
v.beck@pasb.com.br - 3368-8404
- **Mr. Jacob Baldassa - Secondary School Deputy Principal**
v.beck@pasb.com.br - 3368-8404
- **Ms. Leticia Daza - Director of Teaching and Learning**
l.daza@pasb.com.br - 3368-8400
- **Ms. Denise Rocha - Brazilian Program Director**
m.duarte@pasb.com.br - 3368-8443
- **Ms. Valquíria Voltarelli - Admissions and Development Director**
v.voltarelli@pasb.com.br - 3368-8412
- **Ms. Graziela Arakawa - Marketing and Communications Director**
g.arakawa@pasb.com.br - 3368-8417
- **Ms. Roberta Rodrigues - IB DP Coordinator and University Counselor**
r.rodrigues@pasb.com.br - 3368-8400
- **Mr. Diego Toloy - Secondary Counselor and Counseling Coordinator**
d.toloy@pasb.com.br - 3368-8400
- **Ms. Andréia Luz - Activities Coordinator**
a.luz@pasb.com.br - 3368-8449
- **Ms. Luana Leal - Athletic Coordinator**
l.leal@pasb.com.br - 3368-8477

REFERENCES

- International Baccalaureate Organization, 2018 - <https://ibo.org/>
- Creativity, Activity, Service guide - for students graduating in 2017 and after
- Theory of Knowledge guide - first assessment 2015
- Extended essay guide - first exams 2013
- Diploma Programme Assessment procedures - update: 02/03/2018
- International School of Paris. IB Diploma Programme. IB Diploma Handbook. Class of 2017
- ST. Francis College. International Baccalaureate Diploma Programme Handbook 2015-2016.
- British School of Bahrain. IB Diploma Handbook. Class of 2018
- International Baccalaureate (IB) Diploma Programme Handbook 2016-2017.
- SAT College Board - <https://www.collegeboard.org/>
- ACT - <http://www.act.org/>
- TOEFL - <https://www.ets.org/toefl>
- <https://enem.inep.gov.br>
- <https://www.collegexpress.com/acu/>
- <https://www.admissionstesting.org/for-test-takers/bmat/>
- <https://www.ucat.ac.uk/>

APPENDICES

➤ IB DP EXAM SCHEDULE 2024

Click [here](#) to view the May 2024 IB Exam Schedule.

➤ IMPORTANT INFORMATION ON THE USE OF CALCULATORS

Click [here](#) to learn more about the subjects and papers that students are allowed to use calculators, as well as the approved models.

➤ ENQUIRY UPON IBDP RESULTS (EUR)

After IB releases the results in July, students who are not satisfied with their grades may request a re-mark to IB. Since we are a May session school, the appeal can be pursued between July 6 and September 15 every year. The process goes to IB via the school's coordinator, based on the following steps and terms.

1. Students contact the IBDP Coordinator at PASB via email indicating their interest in appealing the results;
2. The IBDP Coordinator schedules a meeting (virtual or on campus) with the student (parents can participate as well);
3. In the meeting, the results are discussed based on the detailed reports issued by IB in order to verify the chances the student has to have their grade increased;
4. A follow-up email is sent after the meeting to the student and their parents formalizing the interest in the EUR category 1 process and the terms involved;
 - a. The EUR category 1 is a re-mark of externally assessed material for an individual candidate.
 - b. A re-mark cannot be requested for individual components.
 - c. The re-mark request could result in either raising or lowering your current grade - the school can't intervene in this process.
 - d. There is a cost of USD123* per candidate/subject/level (*subject to change - the fees are informed and updated by IB), but if the grade is raised after the remark, the charge is canceled by IB. Please note that the school will charge the cost either via a school bill or via transfer/deposit to the school bank account.
 - e. The EUR category 1 process might take up to 18 days to be completed.

5. One of the parents must reply to the email indicating that they are aware of and agree to the terms and conditions of the EUR process, including the payment of the fee(s);
 6. The EUR is placed in the IB system by the school's coordinator who will follow up with the process and schedule a meeting with the student once IB responds to the re-mark request.
- ❖ An EUR Category 2b process may also be requested by the student. It is the return of all **externally** assessed components for a single subject/level for an individual candidate. Material will be returned electronically (via a file server) directly to the school's IBDP Coordinator email address. There is a cost of USD18* per candidate/subject/level (*subject to change - the fees are informed and updated by IB).
 - ❖ There is no request for a return of internal assessment components.

➤ **CONSENT FORM FOR ACCOMMODATIONS REQUEST**

Student Information

Student Name: _____

Student Date of Birth: _____

I wish to apply for testing accommodation(s) on the International Baccalaureate exams due to my disability. I authorize my school: to release to the International Baccalaureate copies of my records that document the existence of my disability and need for testing accommodations; to release any other information in the school's custody that the IB requests for the purpose of determining my eligibility for testing accommodations on IB exams; and to discuss my disability and accommodation needs with the IB. I also grant the IB permission to receive and review my records, and to discuss my disability and needs with school personnel and other professionals. The school will submit this request with the supporting documents to the IB solely for the purpose of evaluation of the assessment arrangement request, and IB will treat all information about a candidate as confidential.

I agree to the conditions outlined on the reverse of this sheet.

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Request for Inclusive Arrangements

In order to receive authorization for a student to use accommodations during International Baccalaureate assessments, the IB Coordinator must submit a “request for inclusive assessment arrangements” to IBO. The request requires submission of the following:

- medical/psychological/psycho-educational documentation (translated to English by a Certified Translator - under the responsibility of the family)
- at least one piece of educational evidence.

The purpose of the educational evidence is to show that the access requested has been the candidate’s usual way of participating in classroom activities and tests. Examples of educational evidence include:

- anecdotal observations from the school such as records or correspondence from a class teacher, a learning support/inclusion coordinator, or school counselor
- an individualized learning plan (ILP)
- samples of the candidate’s work
- evidence of correspondence or records from a previous school where the candidate was enrolled and whether the assessment arrangement was used.

The school will submit this request with the supporting documents to the IB solely for the purpose of evaluation of the assessment arrangement request.

The IB treats all information about a candidate as confidential. If required, information will only be shared with appropriate IB personnel and members of the final award committee, who will be instructed to treat such information as confidential.

The IB does not flag or annotate in any way the results of a candidate for whom inclusive assessment arrangements have been authorized. If the candidate transfers to another school, this application with the supporting documents, including authorization (if applicable) will be visible to the coordinator of the new school, and if you wish to withdraw this request before a transfer you must inform the school of this at the time of transfer. The IB coordinator will then immediately inform the IB Assessment Centre of this request in writing.

***Important Note:** This is the protocol followed by the school to request accommodations for the IB. The IB board looks at what is submitted and makes the final decision. Pan American school does not have control over the decisions and must abide by the decision of the IB Board.