

Overview of the IB

Overview of the IB



- A personalized learning experience that equips learners with the skills, empathy and confidence they need to thrive and build a better world
- Four high quality, challenging educational programmes for students aged 3 to 19
- Our programmes help students:
 - ask challenging questions
 - think critically
 - learn across disciplines
 - develop research and problem-solving skills

Overview of the IB



➤ An IB education:

- empowers students with confidence and ability
- enables students to obtain a well-recognized certification to gain admission to the university or career of their choice
- allows students to thrive in an unpredictable world where opportunities continually evolve
- encourages students to become active, compassionate, lifelong learners who understand that other people, with their differences, can also be right

Why IB?

Why IB?



The IB's mission

- Develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect
- Develop challenging programmes of international education and rigorous assessment

Why IB?



The value of an IB education

- **Empowers** learners to thrive and make a difference
- **Enables** students to take responsibility for their learning
- **Inspires** young people to pursue their interests and passions
- **Offers** a personalized learning experience
- **Develops** resilient, well-rounded students
- **Builds** future-ready skills
- **Gives** learners an international reputation for excellence and quality
- **Celebrates** cultural diversity and thrives in a multicultural context
- **Empowers** students to actively engage in the community through the DP core

About the DP

Why the DP?

The Diploma Programme (DP) is:

- a pre-university course for students aged 16-19
- an academically demanding and balanced programme
- a curriculum made up of the DP core and six subject groups which is studied over 2 years
- widely recognized by colleges and universities around the world as superior preparation for students to succeed at post-secondary institutions*



About the DP

What are **your** options?

The IB's three pre-university qualifications are: the DP, the Career-related Programme (CP) and Diploma Programme Courses (DPC)

➤ The full Diploma – see previous slide

➤ **DPC:**

- Students can study courses based on interests and are assessed in these subjects but don't take the entire IB Diploma
- Students can combine with other qualifications such as: A Levels, the Advanced Placement or BTEC

➤ **CP**

- Blends together a professional or vocational qualification with at least two DP subject courses to offer students practical, real-world approaches to learning alongside valuable academic study



About the DP

Why the DP?

A world-class preparation for university and life beyond

- Comprehensive inquiry-based education
- Puts learners in control of their study
- Students develop superior academic ability, confidence, critical-thinking and language skills

Learners will:

- Produce work that distinguishes them from their peers
- Gain a highly sought after international qualification recognized by universities



About the DP

Why the DP?

Learners will:

- Master the skills they need for success at university
 - DP alumni reported higher capacities for a variety of 21st-century skills compared to their non-DP counterparts. ([source](#))
 - A study by the University of Melbourne investigated longer-term outcomes of participation in IB programmes on the lives of former IB students. University admission and the gaining of advanced credits were frequently mentioned, as was the benefit of IB studies for university preparedness. ([source](#))



About the DP

Why the DP?

Learners will:

- Build an open and inquiring mind through the theory of knowledge, so they can respectfully debate others with differing viewpoints, and apply learnings to the real world
- Have choice to pursue subjects they are passionate about in a multilingual environment to emerge as thinkers who can comfortably live, work and make a difference the world over
- Develop skills like confidence, leadership, time management and an entrepreneurial spirit – all essential life skills highly valued by university admissions teams
- Develop in depth understanding of local, national and global issues with the skills to make a positive change



About the DP

Why the DP?

What are the requirements for entering the DP?

- The DP is **inclusive** and caters to diverse needs of **learners**
- Open to students aged 16-19 at schools that have been authorized to implement the programme
- Some selective schools may have their own admission requirements



About the DP

Why the DP?

Is the IB too challenging for some students?

- To achieve a full Diploma, students select three subjects to study at higher level (HL) which align with their interests or passions, alongside three subjects at standard level (SL). Students can also study individual subjects as DP courses
- Students are given support to learn coping skills, and, throughout their education, will adjust to the requirements of the programme to become better learners
- Students finish school more academically adjusted to the rigour and expectations of university



About the DP

Who is the DP for?

IB is for **everyone!**

EXPERIENCES **Skills**

COMMUNITY

SUPPORT

GROWTH

&

EMPOWERMENT

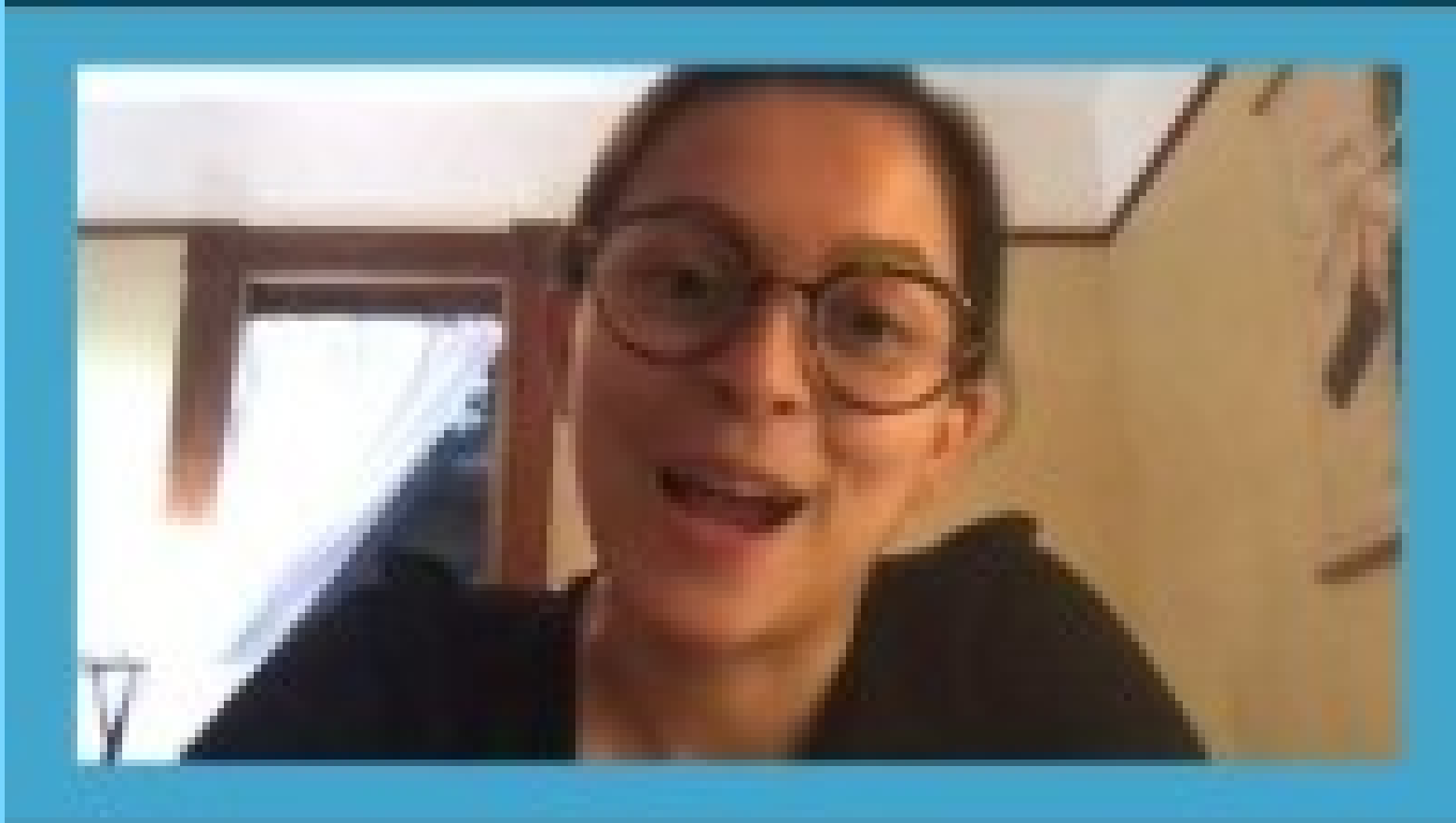
BELONGING

CHOICES

interests

FRIENDS

Who is the DP for?



About the DP

Featured Alumni

Meet Karoosh

Before he started his final two years of high school, Karoosh chose subjects that challenged him as he wanted to improve his skills and go to university.

Look at Karoosh's grades before entering the DP. With a **D** in Chemistry, some school counsellors would suggest that the IB wasn't right for Karoosh...



About the DP

Featured Alumni

Now meet Dr. Mansourzadeh!

Karoosh is now a dentist and owns not one, but two practices.

Karoosh went to an IB high school that did not set any limits for students who wanted to set high expectations for themselves.



Featured Alumni

Meet Joseph Obaigwu, Resident Assistant at University of South Florida

Joseph completed all of the requirements for the DP at Paxon School for Advanced Studies in Florida, U.S.

Even though he was just short a few points for earning the full diploma, Joseph was able to obtain acceptance into the University of South Florida, where he is currently studying biomedical sciences and public health.

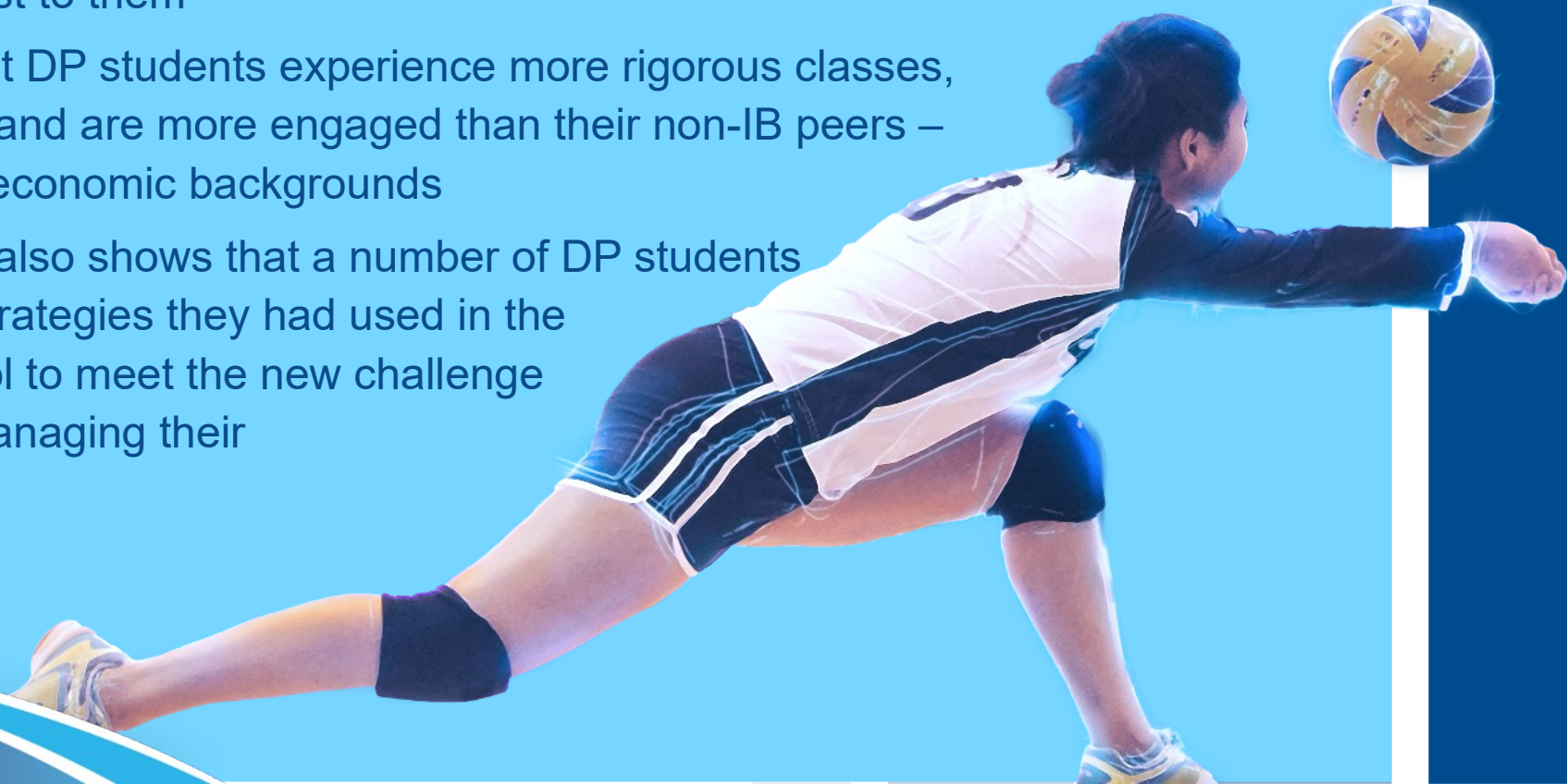
“Not only will the IB give you the opportunity to challenge yourself in the ways you want to, but it will also challenge you in ways you haven’t thought of.” (source)



About the DP

Why is the IB different?

- The community the IB provides in school and with other students around the world is a support for students not available in other contexts
- The DP doesn't only make students better learners but also helps them develop as a person - self-management, student agency and the freedom to choose within a subject area that is of interest to them
- Research shows that DP students experience more rigorous classes, are more motivated and are more engaged than their non-IB peers – from a mix of socio-economic backgrounds
- The same research also shows that a number of DP students describe adapting strategies they had used in the IB during high school to meet the new challenge of organising and managing their university workloads



About the DP

Why is the IB different?



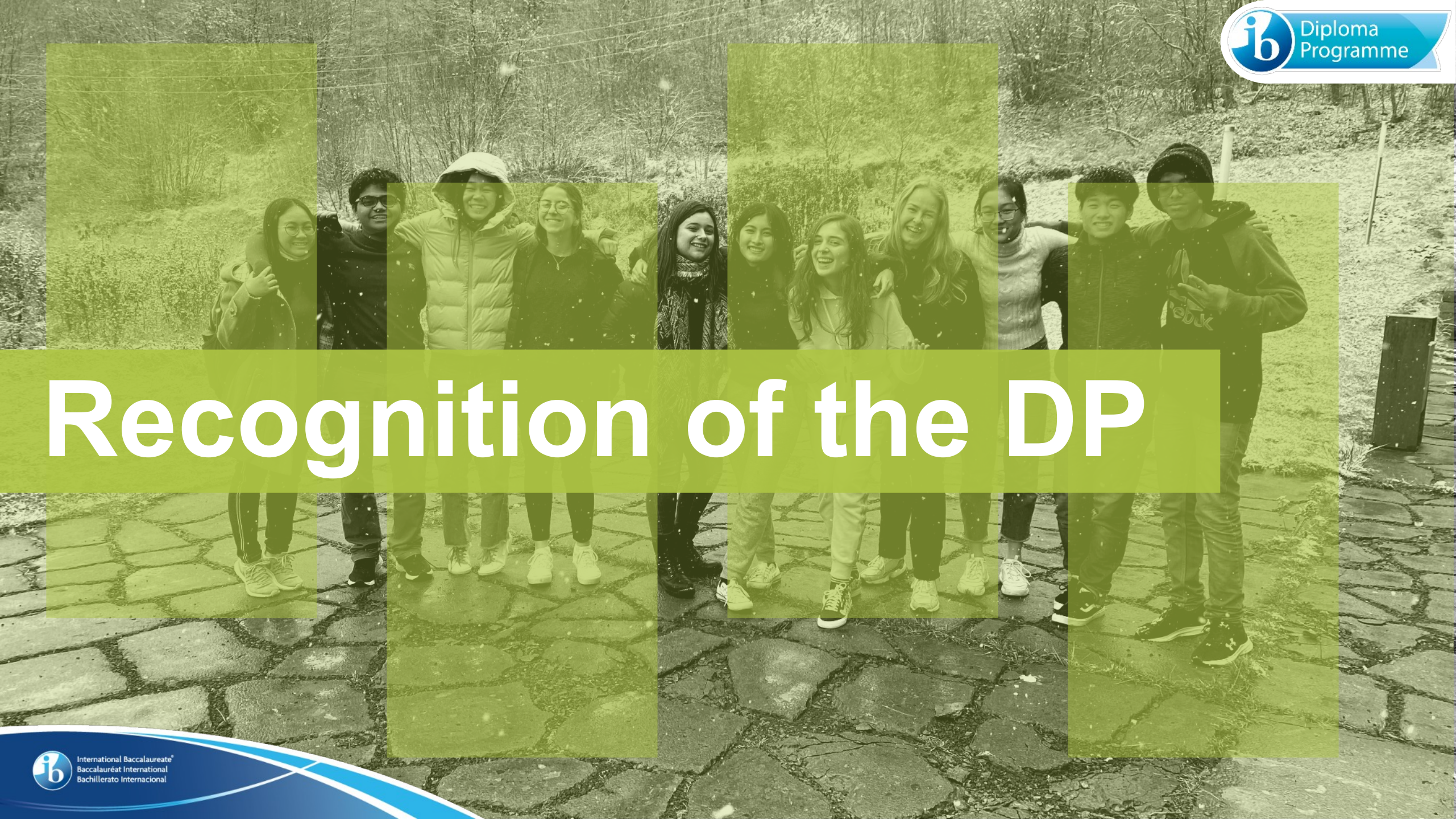
About the DP

Why is the IB different?

- Although there is no pre-requisite to study the DP, the IB's Middle Years Programme (MYP) does align closely with the DP, ensuring a smooth transition for students
- MYP's focus on approaches to learning provides ideal preparation for rigorous study that opens doors to higher education
- MYP prepares students for the DP by reflecting the depth, breadth and balance that is characteristic of all IB programmes
- Students benefit from consistent and shared approaches to teaching of the MYP and DP

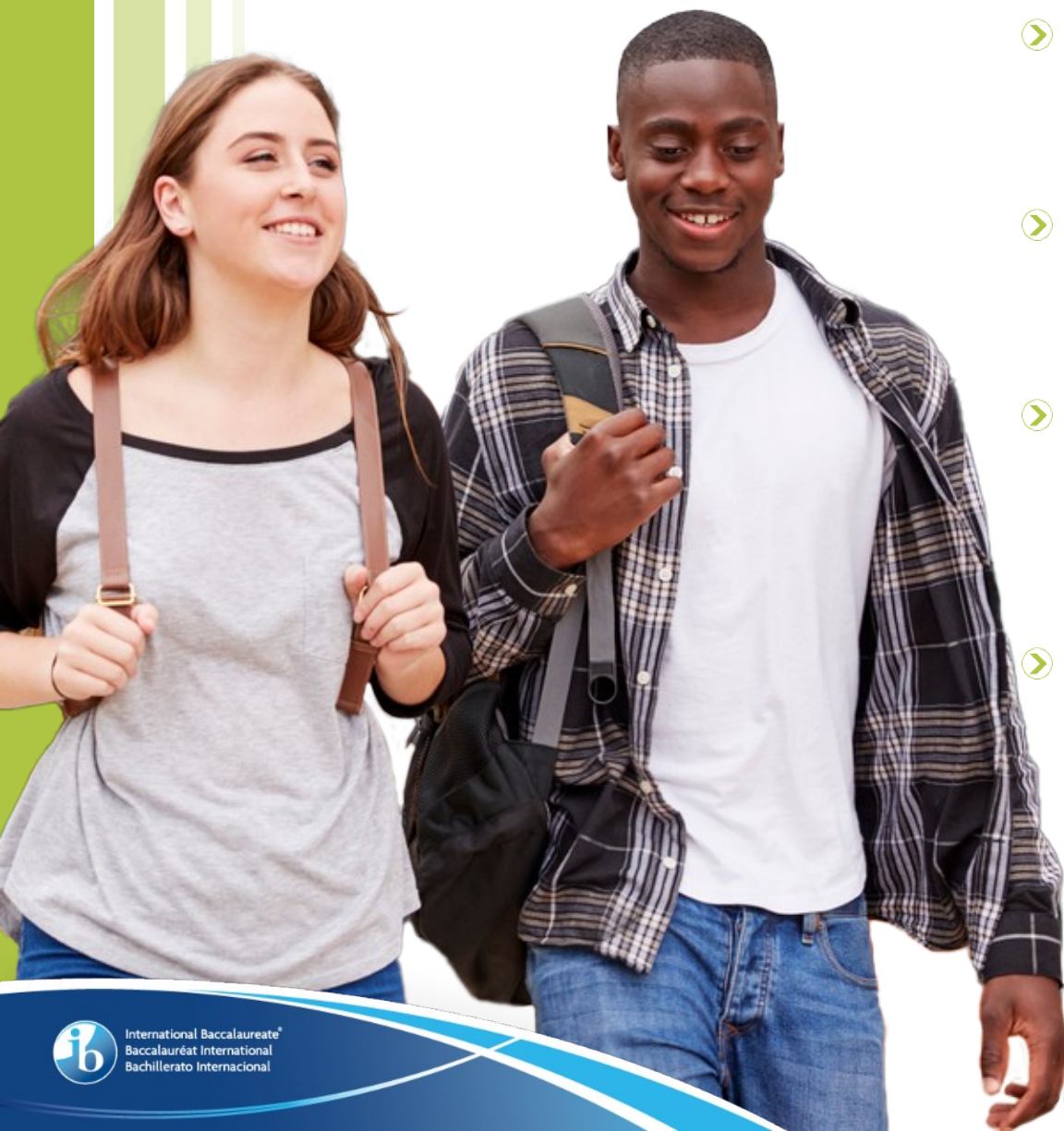


About the DP



Recognition of the DP

Pathways to university



- The DP is recognized worldwide and accepted by all major universities internationally
- Evidence suggests that more DP students go on to university and higher education than non-IB students (source)
- Many universities in America and Canada offer credit points (for HL subjects) for the first year of their university courses to high DP achievers
- DP students have a distinct advantage in their applications moving beyond grades. University admissions officers believe that the DP encourages independent inquiry as well as develops self-management skills within its students; both of which are noted as key success factors to thrive at university (source)

International Baccalaureate Organization 2022

Pathways to university

The value of an IB education with Stanford University's Debra Von Bargen



Recognition of the IB

Pathways to university

DP learners are highly prepared for further study



Recognition of the IB

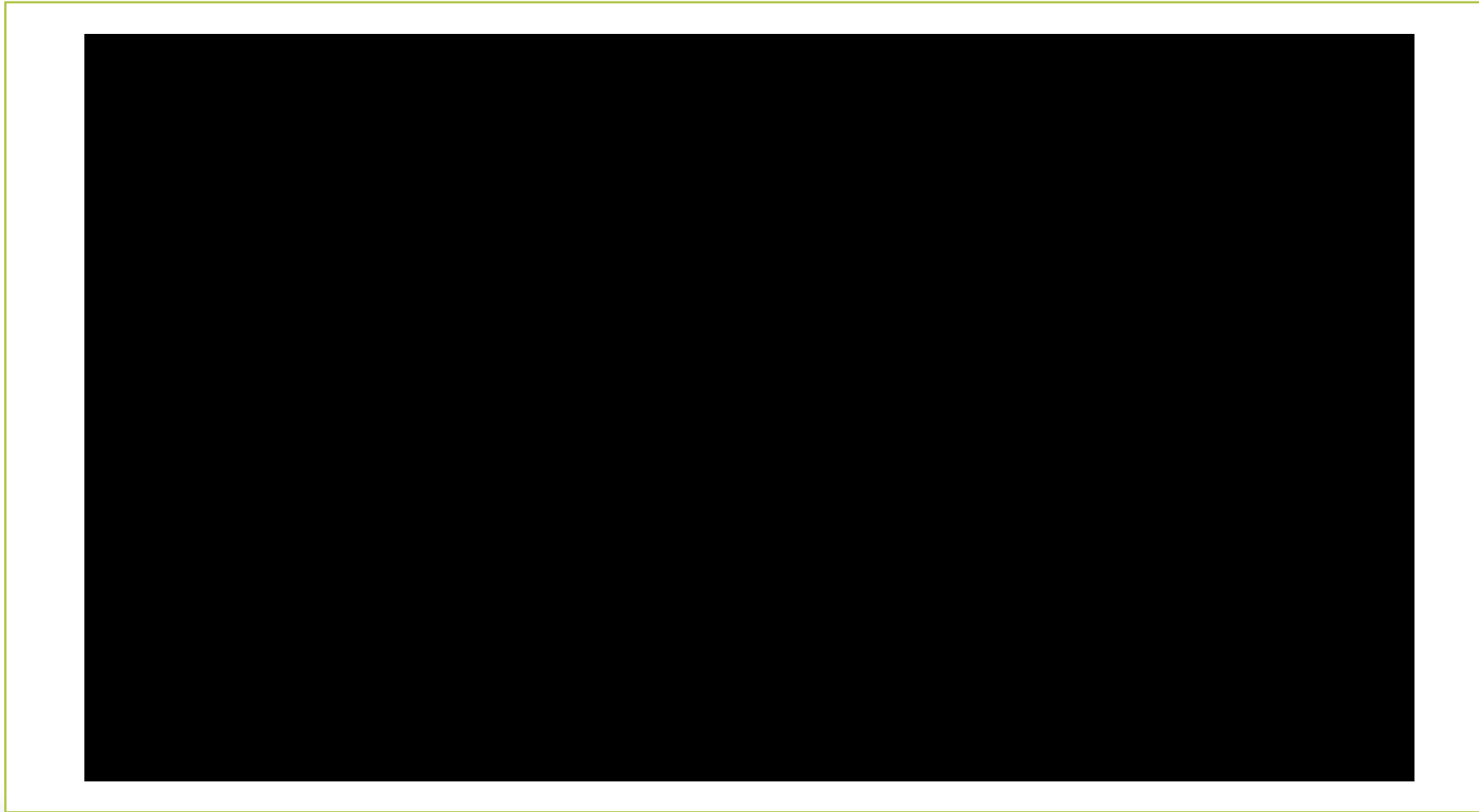
Pathways to university

- DP students apply to more than 5,000 higher education institutions each year, more than 100 countries
- The most popular of these institutions are ranked among the top universities in the world



Universities' testimonials

Asia-Pacific



Universities' testimonials

Africa, Europe and Middle East



Recognition of the IB

Universities' testimonials

Americas



Key benefits

Learner profile

The IB learner profile is the IB mission statement translated into a set of learning outcomes for the 21st century.

As IB learners we strive to be:

- inquirers
- knowledgeable
- thinkers
- communicators
- principled
- open-minded
- caring
- risk-takers
- balanced
- reflective



Key benefits

Approaches to learning skills

Approaches to learning (ATL) supports the IB belief that a large influence on a student's education is not only what they learn but also how they learn



Key benefits

Student testimonials

Asia-Pacific



Key benefits

Student testimonials

Asia-Pacific



Key benefits

Student testimonials

Asia-Pacific



Key benefits

Student testimonials

Africa, Europe and Middle East



Key benefits

Student testimonials

Africa, Europe and Middle East



Key benefits

Student testimonials

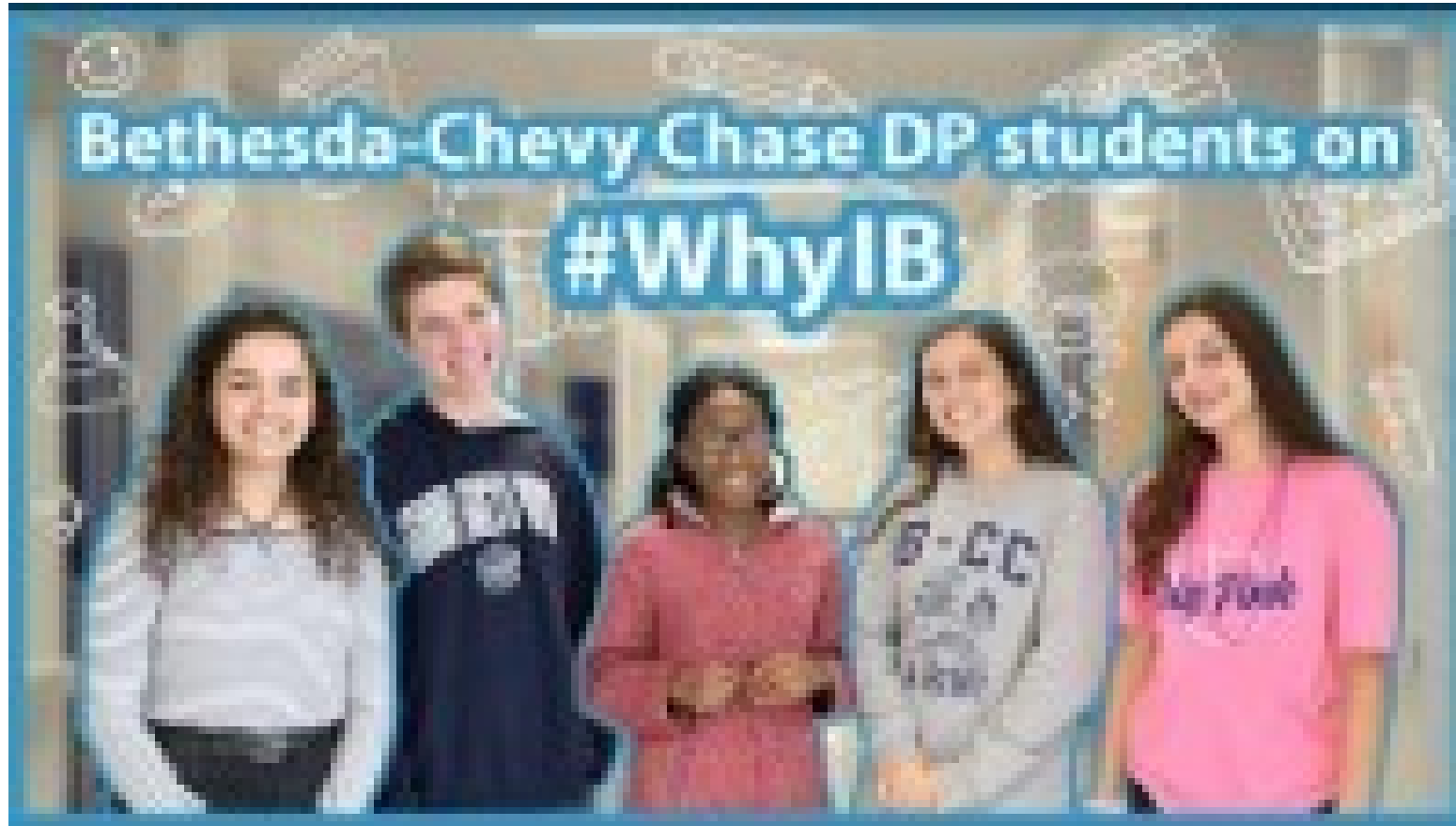
Africa, Europe and Middle East



Key benefits

Student testimonials

Americas



Key benefits

Student testimonials

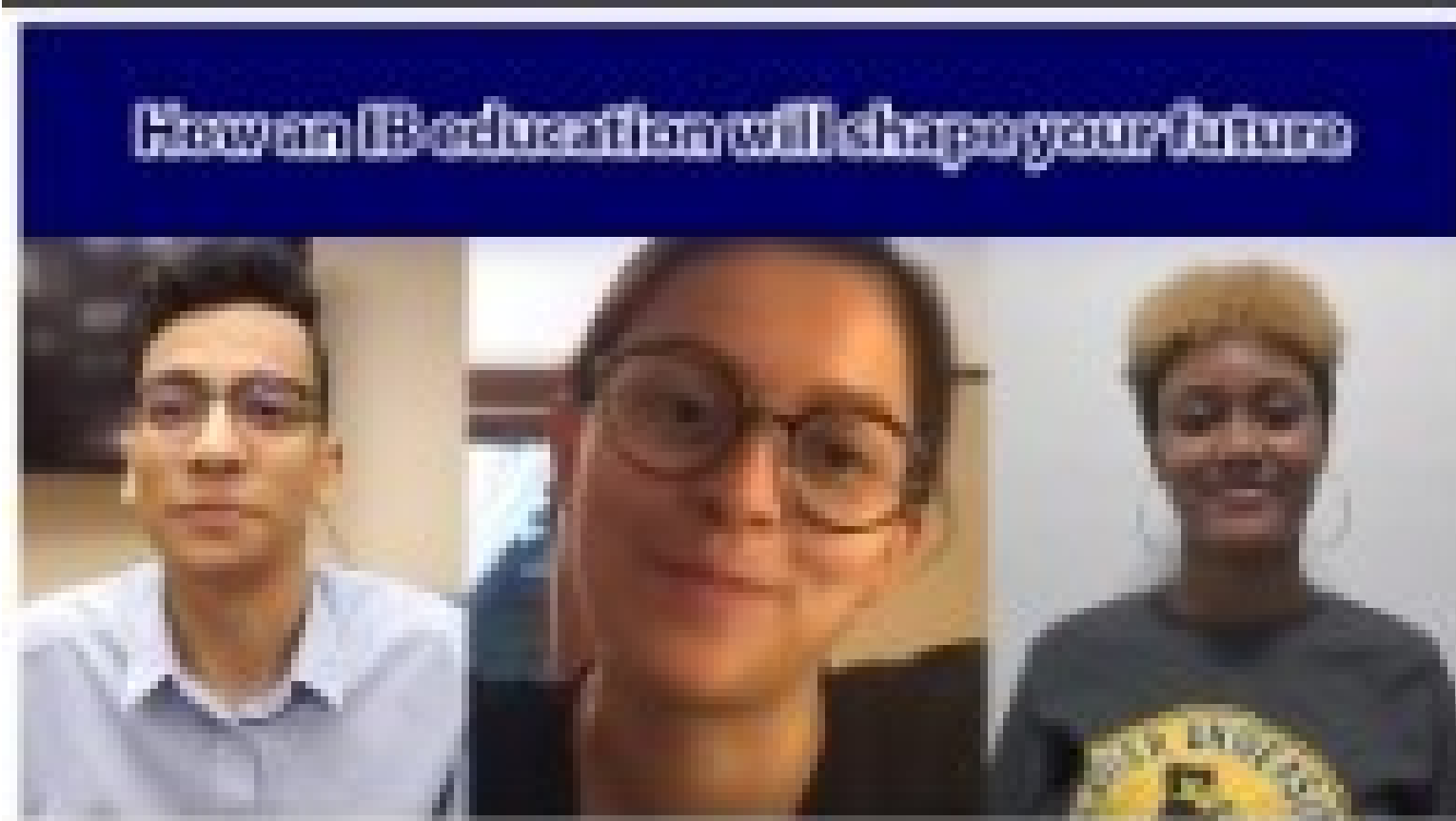
Americas



Key benefits

Student testimonials

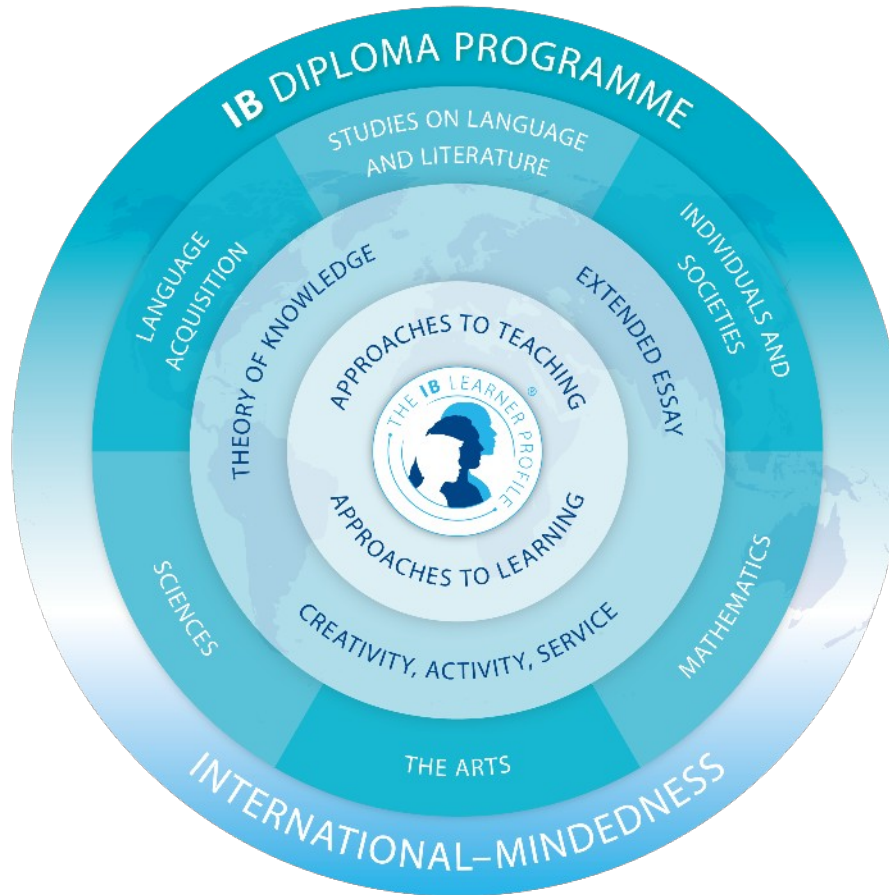
Americas



Key benefits

Students complete course projects and activities as part of the DP core

Theory of knowledge
guides students to think critically and develop presentation skills



The extended essay

develops time management and research skills, prepares well for university-level independent study

Creativity, activity, service

contributes to the 'rounded person'; encourages development of resilience; soft skills valued by employers; encourages students to work in teams

Key benefits

DP Core



Key benefits



Key benefits



Key benefits

DP subjects (Group 1-6)

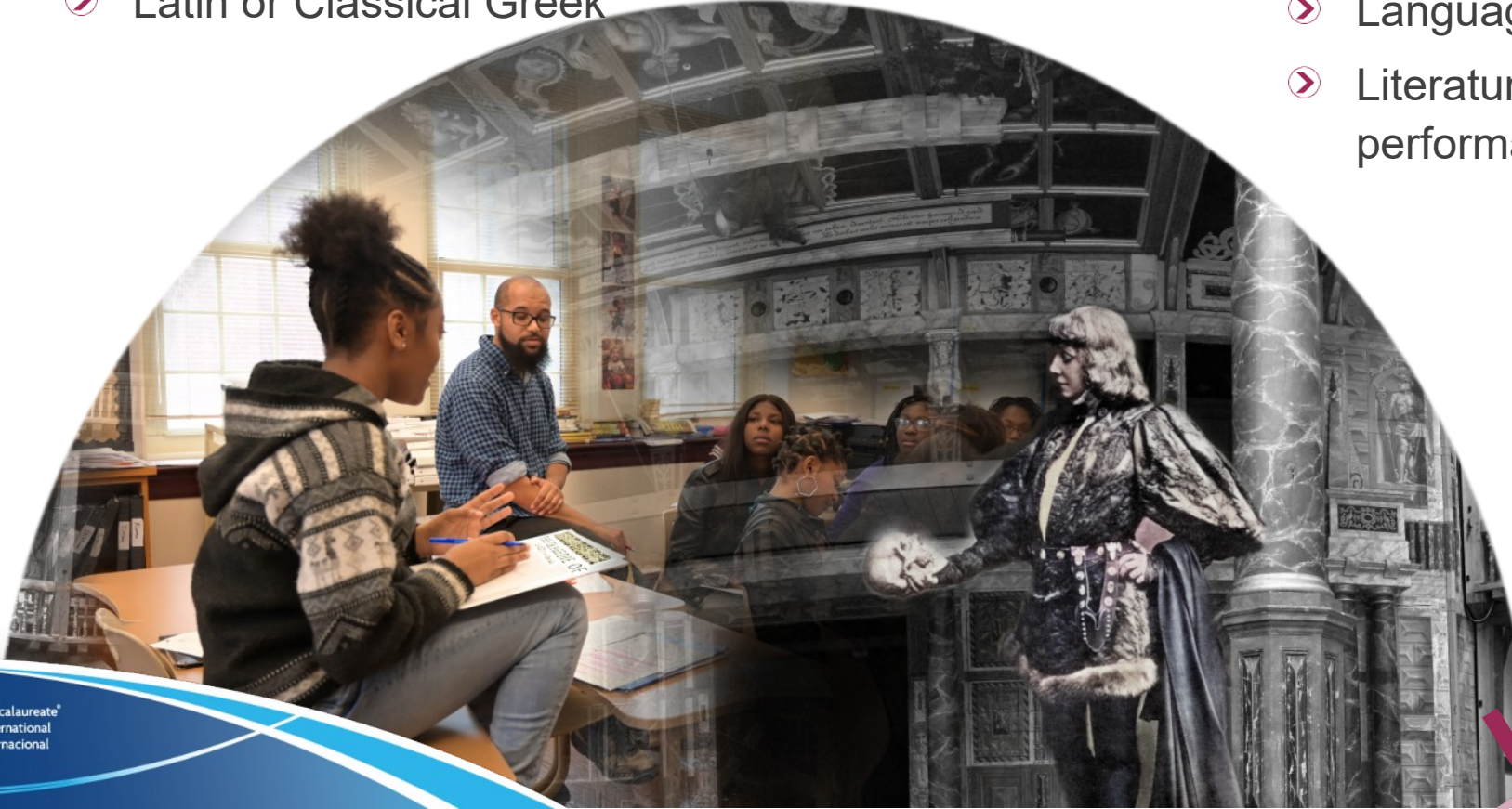
Students choose courses from the following subject groups:

Language acquisition

- Modern languages - language ab initio or language B
- Latin or Classical Greek

Studies in language and literature

- Language A: literature
- Language A: language and literature
- Literature and performance



Key benefits

DP subjects (Group 1-6)

Individuals and societies

- Business management
- Economics
- Geography
- Global politics
- History
- Digital society
- Philosophy
- Psychology
- Social and cultural anthropology
- World religions (SL only)



Key benefits

DP subjects (Group 1-6)

Sciences

- Biology
- Computer science
- Chemistry
- Design technology
- Environmental systems and societies
- Physics
- Sports, exercise and health science



Key benefits

- Mathematics: analysis and approaches SL
- Mathematics: analysis and approaches HL
- Mathematics: applications and interpretation SL
- Mathematics: applications and interpretation HL



DP subjects (Group 1-6)

The arts

- Dance
- Music
- Film
- Theatre
- Visual arts



Key benefits

DP subjects (Group 1-6)

Students:

- can study an additional course from the sciences, individuals and societies, or languages subject groups, instead of a course in the arts
 - take at least three (but no more than four) subjects at HL and the remaining at SL
 - are expected to demonstrate a greater body of knowledge, understanding and skills at HL
- SL subjects take up 150 teaching hours. HL comprises 240 teaching hours

	Time	Time	Time	Time
Course	✓			
Course		✓	✓	
Course				
Course				✓

Key benefits

Programme passions and interest

Example schedule for all-rounded students:

DP Year 1	DP Year 2
English A: language and literature SL	
Spanish B SL	
History HL	
Biology HL	
Mathematics: analysis and approaches SL OR Mathematics: applications and interpretation SL	
Visual Arts HL	
Theory of knowledge	
Creativity, activity and service, and extended essay	

Key benefits

Programme passions and interest

Example schedule for those who excel in humanities:

DP Year 1	DP Year 2
English A: literature HL	
Arabic B SL	
History HL	
Psychology HL	
Environmental systems and societies SL	
Mathematics: analysis and approaches SL OR Mathematics: applications and interpretation SL	
Theory of knowledge	
Creativity, activity and service, and extended essay	

Key benefits

Programme passions and interest

Example schedule for those with an interest in sciences:

DP Year 1	DP Year 2
English language and literature HL	
Arabic SL	
Environmental systems and societies SL	
Biology HL	
Chemistry HL	
Mathematics: analysis and approaches SL OR Mathematics: applications and interpretation SL	
Theory of knowledge	
Creativity, activity and service, and extended essay	

Key benefits

Programme passions and interest

Example schedule for those with an interest in languages:

DP Year 1	DP Year 2
English A: language and literature HL	
Spanish A: language and literature HL	
Chinese ab initio SL	
Geography HL	
Biology SL	
Mathematics: analysis and approaches SL OR Mathematics: applications and interpretation SL	
Theory of knowledge	
Creativity, activity and service, and extended essay	

Key benefits

Programme passions and interest

Example schedule for those with an interest in the arts:

DP Year 1	DP Year 2
English A: literature HL	
French SL	
Environmental systems and societies SL	
Mathematics: analysis and approaches SL OR Mathematics: applications and interpretation SL	
Theatre HL	
Film HL	
Theory of knowledge	
Creativity, activity and service, and extended essay	

Key benefits

Assessment in the DP

- The IB's assessments are designed to go beyond rote memorization to allow students to demonstrate their ability to think critically and creatively focus on understanding how to study in the subject area
- They also develop the ability to transfer learning across multiple cultures and contexts, as well as beyond school and university education
- The variety of ways IB students are assessed makes it easier to develop skills and understand the ways they can improve their skills
- It's not always about the grades when it comes to success. Students who are high achieving should be prepared to think about a wide range of ways to be successful rather than just focus on perfect scores



Key benefits

Assessment in the DP

What will students be assessed in?

- Analysing and presenting information
- Evaluating and constructing arguments
- Solving problems creatively
- Retaining knowledge
- Understanding key concepts
- Applying standard methods



Key benefits

Assessment in the DP

All DP subject courses maintain a balance between examinations and internal assessments to enhance the learning experience

Examinations might include:

- essays
- structured problems
- short-response questions
- data-response questions
- text-response questions
- case-study questions
- multiple-choice questions – though these are rarely used

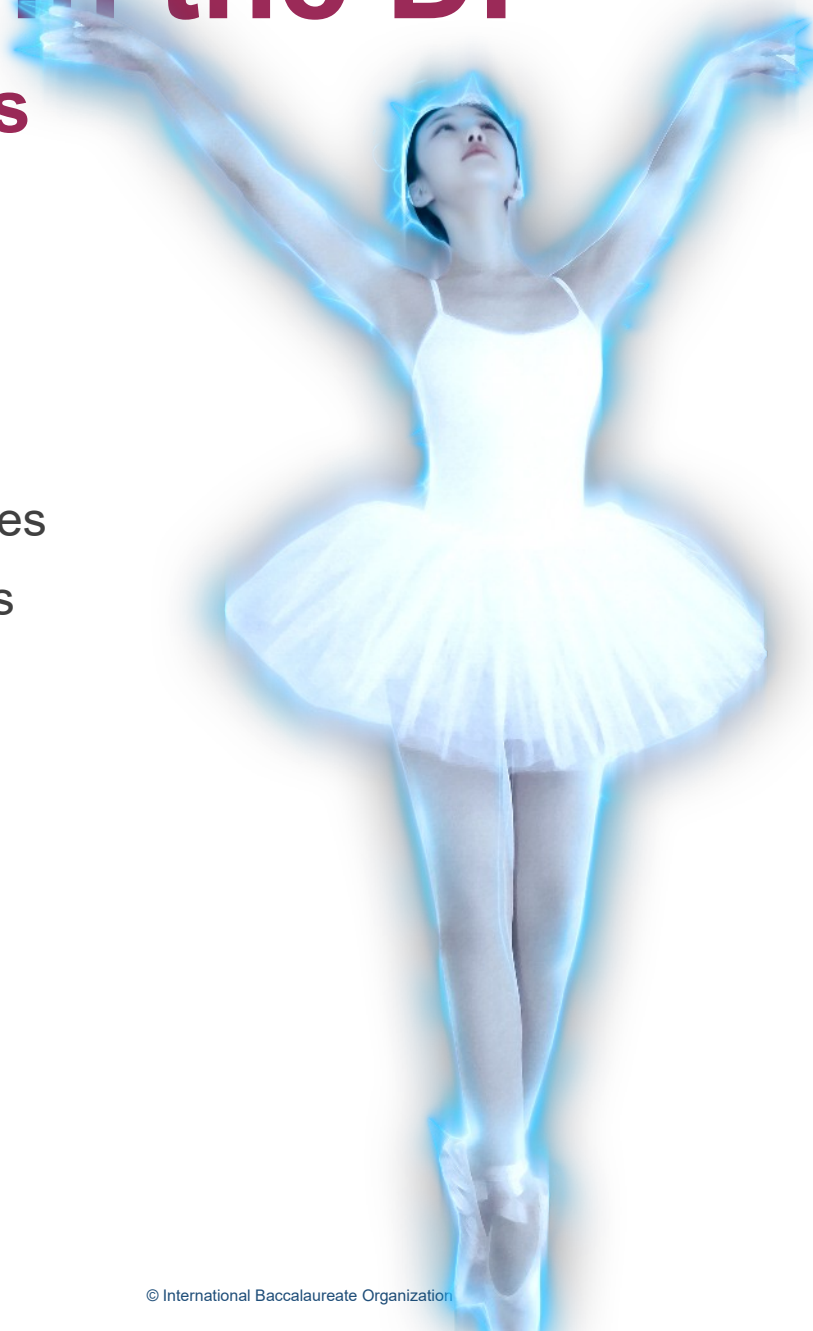


Key benefits

Assessment in the DP

Teacher assessment is also used for most courses, including:

- oral work in languages
- fieldwork in geography
- laboratory work in the sciences
- investigations in mathematics
- artistic performances



Key benefits

Generating profiles for Industry 4.0

The importance of learning to learn

- In the absence of knowing what the future holds, there is no assurance of what will be relevant, tomorrow. In 2020, the World Economic Forum's Future of Jobs Survey featured this list of most desirable skills
- “Active learning and learning strategies” is listed second top desirable skill for the workforce today through 2025

Top 15 skills for 2025

1. Analytical thinking and innovation	9. Resilience, stress tolerance and flexibility
2. Active learning and learning strategies	10. Reasoning, problem-solving and ideation
3. Complex problem-solving	11. Emotional intelligence
4. Critical thinking and analysis	12. Troubleshooting and user experience
5. Creativity, originality and initiative	13. Service orientation
6. Leadership and social influence	14. Systems analysis and evaluation
7. Technology use, monitoring and control	15. Persuasion and negotiation
8. Technology design and programming	

Key benefits

Generating profiles for Industry 4.0

The importance of learning to learn

- All IB programmes work to develop learning skills that apply in any setting
- The focus on skills required for learning – communications, social, self-management, research, thinking – is a different focus from traditional education and aims to think beyond the disciplines or areas of study
- How do students transfer skills and knowledge across disciplines and subject groups?
They:
 - Use effective learning strategies in subject groups and disciplines
 - Apply skills and knowledge in unfamiliar situations
 - Inquire in different contexts and gain a different perspective
 - Compare contextual understanding across multiple subject groups and disciplines
 - Combine knowledge, understanding, and skills to create products and solutions
 - Transfer current knowledge to learning of new technologies
 - Change the context of an inquiry to gain different perspectives

Key benefits

Generating profiles for Industry 4.0

The importance of learning to learn

- Heather McGowan says in her video on the Future of Work that in the past “we used to learn in order to work, but now we are entering an era where we work in order to learn”



Key benefits

Generating profiles for Industry 4.0

The importance of learning to learn

- OECD's Future of Education and Skills, Education 2030 report, states:

“

“Schools can prepare them (students) for jobs that have not yet been created, for technologies that have not yet been invented, to solve problems that have not yet been anticipated. It will be a shared responsibility to seize opportunities and find solutions.”

”

- The Fourth Industrial Revolution
 - We are facing a new industrial revolution of technology and AI, the IB's focus is on preparing the future workforce to be agile learners and critical thinkers is more relevant and necessary than ever

Key benefits

Generating profiles for Industry 4.0

The importance of learning to learn

➤ IB learners:

think critically and
solve complex
problems

drive their
own learning

are more culturally
aware, through the
development of a
second language

emerge from the
programmes as
multilingual thinkers

are able to engage with
people in an
increasingly globalized,
rapidly changing world

Key benefits

Generating profiles for Industry 4.0

The importance of learning to learn

- DP students develop life skills that are highly valued by university admissions teams:

cultural understanding
and an international
outlook

independent learning

curiosity

effective time
management and
presentation techniques

Key benefits

Generating profiles for Industry 4.0

How is the IB different from other curricula?

➤ The IB develops a set of skills of learning for life by:

teaching moral values

encouraging students of all ages to think critically and challenge assumptions

encouraging students to consider both local and global contexts

developing multilingual students

growing a skill within the course using the content of the subject

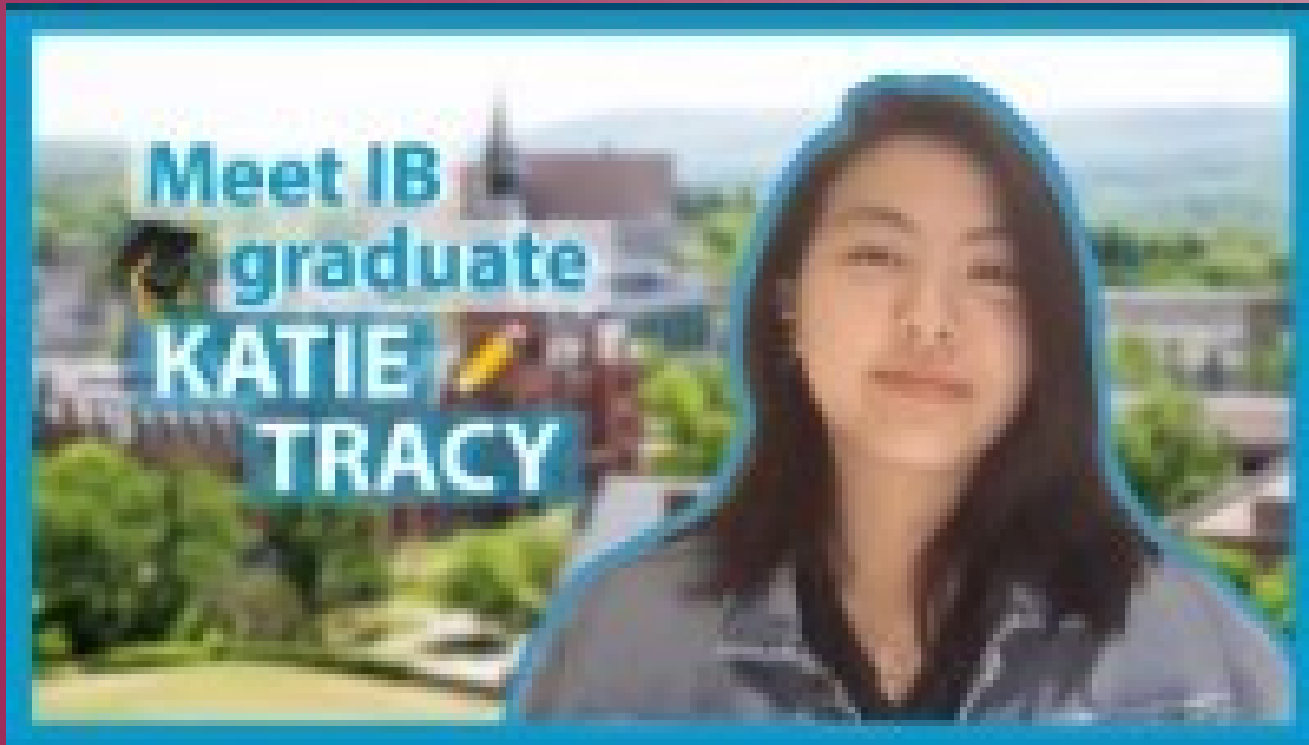
Key benefits

Generating profiles for Industry 4.0

Alumni@Work - Asia-Pacific

Social enterprise and entrepreneurship:

Meet Katie, Co-founder and Executive Director at IBlieve



Key benefits

Generating profiles for Industry 4.0

Alumni@Work - Asia-Pacific

Academic:

Meet Saloni, Second year medical student at the University of Edinburgh

"I will admit, I really enjoyed the first year of DP. I loved that there was so much to learn. There were clear learning objectives, which directed how much I needed to study, a plethora of memes I could now relate to and a sense of camaraderie among my peers that hadn't been apparent before. I learned to question my beliefs and began to see that everything was a knowledge construct."



Key benefits

Generating profiles for Industry 4.0

Alumni@Work - Asia-Pacific

Arts and science:

Meet Aaron, Junior Doctor, MOH Holdings, Singapore

“As a young and impressionable pre-IB student at 16 years old, it was commonplace to see my friends apply labels to themselves: “oh, I’m more science-inclined ...” and yet another, “I’m more of a humanities student”. In my years through IB and early university, it became apparent that fabricating these artificial barriers would only hinder me from realizing the intimate relationships between contrasting disciplines of sciences and the arts.”



Key benefits

Generating profiles for Industry 4.0

Alumni@Work - Africa, Europe and Middle East

Medicine:

Meet Marina, Postdoctoral Research Fellow
at Harvard Medical School

“When I graduated from the Diploma Programme (DP) in 2009, I was convinced it was going to positively affect my undergraduate studies, and it did. But through my academic career, I’ve realized it had a deeper impact on how my brain is wired to process information from the world.”



Key benefits

Generating profiles for Industry 4.0

Alumni@Work - Africa, Europe and Middle East

Sustainability and entrepreneurship:

Meet Nina, Co-founder and CEO & James, Co-founder and Head of Engineering at RETURE

“RETURE is the world’s first fashion upcycling platform that connects clients to world-class established and emerging fashion designers who upcycle their underused garments into unique treasures.”

“My IB experience taught me many valuable skills which I use every day at RETURE. These range from analyzing problems and doing extensive research on how to solve them (both business and technology related) all the way to efficiently iterating over solutions to those problems.”



Key benefits

Generating profiles for Industry 4.0

Alumni@Work - Americas

Science and STEM:

Meet Erin, Writer and Science Consultant for the Star Trek Franchise, ViacomCBS

"It's so crazy thinking about how IB influenced my writing ability and how that transitioned up until even this year. I don't think I would have considered myself a writer professionally, but now that's becoming clearer that is the path that I'm going down. But even before, I would say the writing skills that the IB programme gave me was invaluable to my success as a scientist."



Key benefits

Generating profiles for Industry 4.0

Alumni@Work - Americas

Art:

Meet Vincent, Freelance Production Designer,
UCLA School of Theatre and Design

“Even if you know deep down in your heart that you were meant to be a marine biologist or work in the medical field, there’s never any harm in taking advantage of the IB’s options to explore the arts.”



Key benefits

Appendix 1

The diploma points matrix

	Theory of knowledge (TOK)					
Extended essay	Grade awarded	A	B	C	D	E or N
	A	3	3	2	2	Failing condition
	B	3	2	2	1	Failing condition
	C	2	2	1	0	
	D	2	1	0	0	
	E or N	Failing condition				

Figure 9: Award of points for TOK and the EE

Changes from The diploma points matrix (May 2010, November 2014):

- B + C combination now results in 2 additional points (previously 1 point).
- A + E combination now results in zero points and a failing condition (previously 1 point).

Appendix 2

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

1. CAS requirements have been met.
2. The candidate's total points are 24 or more.
3. There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject.
4. There is no grade E awarded for theory of knowledge and/or the extended essay.
5. There is no grade 1 awarded in a subject/level.

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

6. There are no more than two grade 2s awarded (HL or SL).
7. There are no more than three grade 3s or below awarded (HL or SL).
8. The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
9. The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
10. The candidate has not received a penalty for academic misconduct from the Final Award Committee

