

North Atlanta International Baccalaureate Career-related Program Guide (8/22/2023)

IB mission statement

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

What is the IB Career-related Programme?

The International Baccalaureate® (IB) Career-related Programme (CP) is an assessed programme for students in their junior and senior years. It is respected by leading universities across the globe. Students enter the IB Programme in their junior year at North Atlanta. Although coursework begins junior year, students will be asked to complete some summer assignment work previous to the start of junior year. The CP is designed for students interested in pursuing a career-related education in the final two years of secondary school. It provides them with an excellent foundation to support their further studies as well as ensure their preparedness for success in the workforce.

It provides the opportunity for students to learn about theories and concepts through application and practice while developing broad-based skills in authentic and meaningful contexts. Students who complete the programme receive the International Baccalaureate Career-related Programme Certificate, the certification awarded by the career-related study provider in their chosen field of study, and their secondary school degree.

The CP enables students to:

- follow their chosen education and career pathways in life
- combine academic subjects with their personal and professional interests and skills
- engage in learning that makes a positive difference to their community
- think critically and creatively
- communicate clearly and effectively in a variety of situations
- work independently and in collaboration with others
- consider new perspectives and other points of view
- develop greater self-confidence and self-awareness
- demonstrate high levels of resilience and flexibility
- be internationally-minded and globally aware
- apply their knowledge to real-world scenarios and situations.

Why enter the CP?

- Students may receive college credit for every IB exam/subject with a qualifying score of at least 4 out of 7. (This is dependent upon which college the student attend).
- Students have the flexibility to choose between a variety of IBDP, AP, CTAE, and Dual Enrollment courses while in the IBCP.
- Students can participate in IB and complete their CTAE, ROTC, or a Fine Arts career pathway.
- IB requirements are viewed favorably by competitive colleges, thus increasing student chances of acceptance and retention.
- The career-related study is designed to prepare students for higher education, an internship or apprenticeship, or a position in a designated field of interest.

Entrance Requirements:

- Students must hold a combined GPA of at least 87% in all 9th and 10th grade core courses plus their career-related pathway courses prior to eleventh grade.
- Students should have a minimum PSAT score in Evidence-Based Reading & Writing of 500.
- Students that have attended NAHS in ninth and tenth grade must complete the MYP Personal Project and receive a score of 5 or more out of 7 possible points.
- 2 teacher recommendations (forms provided to teachers) from one Core and one Pathway teacher
- Though not required, it is recommended that students take AP Human Geography in ninth grade and/or AP World History in tenth grade. Sophomores that know they want to start the IBDP as juniors may also take AP English Language in tenth grade.

Expectations and Removal from the IBCP:

Once the schedule is created for an IBCP student, it is sometimes very difficult to make changes. Therefore, we strongly recommend that students commit to the IBCP at the start of their junior year. However, once a student is enrolled, there are only a few ways to exit the IBCP:

- Failure in one IBDP or IBCP course can result in a probationary period with the possibility of removal.
- Excessive tardies and unexcused absences will result in a probationary period with the possibility of removal.
- Failure in two or more IBDP or IB CP courses will result in the student's removal from the IB Career-related Program.
- Two or more IB teachers expressing concern over student performance can initiate discussions that may lead to removal from the IBCP.
- Students may also be removed from the IBCP upon parent and counselor request.
- Severe infractions of Academic Dishonesty may also result in removal from the IBCP
- Scheduling issues that may impede student graduation is also cause to be removed from the IBCP.
- Students will be removed from the IBCP if the student did not complete the first submission of the IB Reflective Project by the end of their junior year.

Inclusion Policy:

North Atlanta High School follows all federal and state guidelines in teaching students with special needs. The Atlanta Public Schools provides comprehensive services. Professionals are on staff to provide psychological services, health services, social services, education for the homeless, ELL instruction, gifted instruction, student support and services for students with special needs. Counselors are employed at both schools to meet routine and emergency needs. Paraprofessionals are employed throughout both schools helping physically and intellectually challenged students. A nurse is available to monitor specific medical needs. Student success is supported at every level. All students are part of the MYP in both schools. The DP and CP include students who are designated as gifted, homeless, ELL, SWD and 504.

Teachers follow a specific procedure when they observe students with learning differences. They have a variety of classroom diagnostic tools. If they suspect deeper issues than they normally address, they observe, gather R.T.I. data, and proceed to a series of meetings of the Student Support Team. Parents are involved in all parts of the process. Federal guidelines direct all efforts as resolving learning problems. Students are allowed to receive instruction in the least restrictive environments. Teachers are trained to accommodate learners by differentiating instruction and assessment. Teachers also imbed inquiry and problem-solving activities in their units to encourage student engagement for all learners. Where appropriate, teachers use technology and collaboration in order to reach all students' learning needs in the classroom. Teachers also engage in the gradual release model of teaching to encourage students to develop independence in their own education. All teachers have been trained in the Approaches to Learning skills and imbed these skills in their unit plans.

If needed, special education teachers assist through support and through co-teaching in the regular classroom to keep learning on target for special needs students and others. Special education paraprofessionals attend class with assigned students to provide additional support. This homogenized approach allows students to thrive in an inclusive environment. Where self-contained classes are designated to be best for student outcomes, highly qualified teachers and specially designed classrooms are provided. Parents and qualified coordinators monitor school activities and student progress.

All teachers have access to the MYP/DP/CP special needs material. Appropriate curriculum and assessment strategies are reviewed annually for all students with disabilities. Classroom teachers, special education teachers, parents, administrators and coordinators participate in these conferences. IEPs are written and followed. Students with significant cognitive or physical disabilities receive special consideration for grade promotion. Each student's accommodations are received by teachers and coordinators and they are signed off on to ensure understanding of the accommodations.

IB Coordinators work in collaboration with the Special Education and Student Support Coordinators regularly to ensure all students who require accommodations receive them in their IB classes as well as on IB exams. The IB Coordinator is responsible in facilitating the requests for IB student needs and makes the appropriate requests with the IB upon exam registration. It is at the discretion of the IB to

allow for the accommodations which include, but are not limited to extended testing time, larger font on paper exams, and the use of a scribe during exams.

Our school intentionally reviews the IB Special Needs Policy regularly during admissions in the programs and again during pre-planning week. Once the school receives the IB MYP Personal Project results and the DP exam results the IB MYP/DP/CP teachers along with the Special Education teachers and IB coordinators review the IB Special Needs Policy to discuss any necessary changes or additions to the school's IB Special Needs Policy to ensure all student's needs are being addressed.

Assessment Policy and Fees:

In order to complete the IBCP, parents and students must sign an agreement prior to November of the student's senior year stating that he or she will commit to completing all the required exams for the IBCP in addition to the other program requirements. Each IB Subject Examination costs \$116 (x2+), plus a one-time registration fee of \$168. APS currently pays 90% of this cost for NAHS IBCP students who qualify for Free-Reduced Lunch and 75% for NAHS IBCP students who do not qualify for Free-Reduced Lunch.

How do SL and HL classes translate directly into college credit?

This varies tremendously by university. Many Universities do not offer class credit for SL classes – only for HL. Others offer for both. Some states specify that they offer a set amount of credit for completing the IB Career-Related Program without referencing which score/class to give what credit for, thus leaving it up to the universities as individuals to decide.

Linking the CP to other IB programmes

The CP is preceded by the IB's Primary Years Programme (PYP) and Middle Years Programme (MYP). The three programmes are philosophically aligned, each centred on developing attributes of the [IB learner profile](#). The programmes are consistent in their pedagogical approach. All schools in the North Atlanta Cluster of schools are PYP (elementary) and MYP (middle) schools. Students who have taken the PYP and MYP will therefore be well prepared for the challenges of the CP at North Atlanta High School.

IB Career-Related Programme Studies (Pathways) offered at NAHS for 2020-2021 school year:

Completion of a Career-related Pathway: Students must complete a recognized, externally validated and assessed career pathway. Since the Georgia Department of Education has created pathways that are industry certified and externally assessed, students must complete one of these pathways currently offered at North Atlanta. We recently added pathways in all of the Fine Arts. These pathways have a portfolio requirement that will be externally assessed by a state school in Georgia. Fine Arts pathway students also must submit work for the State's Fine Arts Diploma Seal.

NAHS CP Pathways*

*Pathways and course sequences are subject to change and are based upon district and state requirements.

Audio-Video Technology and Film

| | |
|----------------------------------|--|
| 9 th grade | Audio-Video Technology and Film (AVTF) I |
| 10 th grade | Audio-Video Technology and Film II or AVTF I |
| 11 th grade/CP year 1 | Audio-Video Technology and Film III or AVTF II |
| 12 th grade/CP year 2 | Work Based Learning or AVTF III |

JROTC-Army

| | |
|----------------------------------|--|
| 9 th grade | JROTC Army Leadership Education 1 |
| 10 th grade | JROTC Army Leadership Education 2 |
| 11 th grade/CP year 1 | JROTC Army Leadership Education 3 OR JROTC Army Leadership Education 1 |
| 12 th grade/CP year 2 | JROTC Army Leadership Education 4 OR JROTC Army Leadership Education 2 |

Graphic Design

| | |
|----------------------------------|---|
| 9 th grade | Introduction to Graphic Design |
| 10 th grade | Graphic Design and Production OR Introduction to Graphic Design |
| 11 th grade/CP year 1 | Advanced Graphic Design OR Graphic Design and Production |
| 12 th grade/CP year 2 | Work-based Learning AND/OR Advanced Graphic Design |

Business and Technology

| | |
|----------------------------------|--|
| 9 th grade | Introduction to Business Technology |
| 10 th grade | Business and Technology OR Introduction to Business Technology |
| 11 th grade/CP year 1 | Business Communications OR Business and Technology |
| 12 th grade/CP year 2 | Work-based Learning AND/OR Business Communications |

Information Technology-Web and Digital Design

| | |
|----------------------------------|--|
| 9 th grade | Introduction to Digital Technology |
| 10 th grade | Digital Design OR Introduction to Digital Technology |
| 11 th grade/CP year 1 | Web Design OR Digital Design |
| 12 th grade/CP year 2 | Work-based Learning AND/OR Web Design |

Journalism (pathway requires teacher approval and acceptance into either Yearbook or Newspaper)

| | |
|----------------------------------|-----------------------|
| 9 th grade | Journalism I |
| 10 th grade | Journalism I or II |
| 11 th grade/CP year 1 | Newspaper or Yearbook |
| 12 th grade/CP year 2 | Newspaper or Yearbook |

Fine Arts Pathways – to be in a Fine Arts Pathway in CP, the student MUST have at least a minimum of 4 fine arts courses on their transcript between 9-12 grade (3 of which must be in the same arts pathway).

Visual Arts

| | |
|----------------------------------|--|
| 9 th grade | Visual arts/comprehension I |
| 10 th grade | Drawing/painting I or Ceramics I or Applied Design I |
| 11 th grade/CP year 1 | Drawing/painting II or Ceramics II or Applied Design II |
| 12 th grade/CP year 2 | AP Art/Draw or IB art SL or Sculpture I or ceramics/pottery III or AP Art/Draw or IB Art SL or Sculpture I or Applied Design III |

Dance

| | |
|----------------------------------|---|
| 9 th grade | Ballet I |
| 10 th grade | Ballet 2, Ballet ¾ or Dance Composition |
| 11 th grade/CP year 1 | Dance Composition or IB Dance |
| 12 th grade/CP year 2 | Dance Composition or IB Dance |

Music

| | |
|----------------------------------|---|
| 9 th grade | Beginning or Intermediate Orchestra, Band, Guitar, Chorus |
| 10 th grade | Intermediate or Advanced Orchestra, Band, Guitar, Chorus |
| 11 th grade/CP year 1 | Advanced or Mastery Orchestra, Band, Guitar, Chorus |
| 12 th grade/CP year 2 | Mastery Orchestra, Band, Guitar, Chorus or AP Music Theory or IB Music SL |

Theatre

| | |
|----------------------------------|--|
| 9 th grade | Fundamentals of Theatre |
| 10 th grade | Acting I or Theatre Arts/Technical I |
| 11 th grade/CP year 1 | Acting II or Theatre Arts/Technical II or IB theatre SL/HL |
| 12 th grade/CP year 2 | Acting III or Theatre Arts/Technical III or IB Theatre SL/HL |

Film*** ***To be in the IB Film pathway students must either meet one of the two following requirements:***

- 1. Must have at least 1 AVTF course in 9th or 10th grade***
- 2. Must have 2 theatre arts classes on transcript between 9-12th grade***

| | |
|----------------------------------|---|
| 9 th grade | AVTF I and Fundamentals of Theatre |
| 10 th grade | AVTF I or AVTF II and Acting 1 or Theatre Arts/Technical 1 |
| 11 th grade/CP year 1 | IB Film SL/HL + Acting II or Theatre Arts/Technical II or IB Theatre SL/HL Y1 |
| 12 th grade/CP year 2 | IB Film SL/HL + Acting III or Theatre Arts/Technical III or IB Theatre SL/HL Y2 |

End of Pathway Assessments

All IB CP pathways must end with an END OF PATHWAY ASSESSMENT (EOP). The EOCs are different depending on the pathway. Sometimes, the EOC is a test and sometimes it is a portfolio of work. See below what is expected for each pathway.

| PATHWAY | EOPA |
|------------------------|--|
| AVTF | Adobe Premiere Pro Certification NOCTI Television Production: Job Ready Assessment |
| Graphic Design | Adobe Photoshop NOCTI Visual Communications & Interactive Media Design |
| Business Technology | Microsoft Office Specialist (MOS) - PowerPoint |
| Web and Digital Design | W3Schools HTML5 Certification |
| JROTC | JROTC Capstone Project |
| All Arts Pathways | Portfolio of work completed during Junior and Senior year and apply for the Fine Arts Diploma Seal |
| Journalism | Portfolio of work completed during junior and senior year |

How teaching and learning is organized in the CP

The CP organizes teaching and learning through the student’s chosen career-related study pathway courses, at least two DP subject groups, underpinned by the CP core. Students choose at least two DP courses from within the six subject groups (at least one of those classes must be a two year DP class). For most DP courses, students take written examinations at the end of the CP (in May of their senior year). In many programme areas, students complete externally assessed coursework. Components of the CP core require students to produce coursework, for example.

The IB Career-related Programme curriculum sets out the requirements for study of the CP.



The curriculum is made up of the career-related study pathway, at least 2 DP subject courses, and the CP Core. Made up of the four required components, the CP core aims to broaden students’ educational experience and challenge them to apply their knowledge and skills.

The four core elements are:

Personal and professional skills course

Service Learning

Reflective Project

Language Development

Personal and professional skills Course

The personal and professional skills course (PPS) is a compulsory component of the Career-related Programme (CP) core. Personal & professional skills is designed for students to develop attitudes, skills and strategies to be applied to personal and professional situations and contexts now and in the future. In this course the emphasis is on skills development for the workplace, as these are transferable and can be applied in a range of situations.

Other qualities the course should encourage include:

- responsibility • perseverance • resilience • self-esteem • academic honesty

Based on the aims & learning outcomes of the IBCP, NAHS has designed & developed its own unique personal & professional skills course that enables its particular students to make links to their career-related studies.

The overall **aims** of personal and professional skills are for the students to:

- develop as reflective and lifelong learners who can adapt to diverse situations
- recognize personal strengths and identify ways to overcome challenges
- be aware of and respond effectively to ethical dilemmas
- value diversity of cultures and perspectives
- demonstrate the ten attributes of the IB learner profile

How is the PPS course structured?

The course lasts 2 years and is taught in a computer lab. Access to computers is important considering the aims of the course as well as for the research required for this class. Students complete some of the Reflective Project during the class time with the Reflective Project Supervisor (also the PPS teacher).

Service learning

Service learning is the development and application of knowledge and skills towards meeting an identified and authentic community need. In this research-based approach, students often undertake service initiatives related to topics studied previously in their academic disciplines, utilizing skills, understandings and values developed in these studies.

Service learning provides opportunities for students to understand their capacity to make a meaningful contribution to their community and society. Through service learning, students develop and apply academic knowledge, personal skills and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility and accountability for their actions. The purpose is for students to contribute to society by improving the lives of people or assisting the environment or animals.

Service learning benefits all involved—students as they continue developing skills and knowledge applied to real-life situations, and the community through reciprocal collaboration. Service learning fosters development of abilities, attitudes and values in accordance with the IB mission statement and the IB learner profile. The process of service learning is best when understood and organized as an ongoing experience occurring with regularity throughout the duration of the students' CP.

Aims -- The aims of service learning are for students to:

- develop and apply knowledge and skills towards meeting an authentic community need
- develop as leaders who take initiative, solve problems and work collaboratively with others
- enjoy the experiences of both learning and service
- develop a sense of caring about, and a responsibility for, others
- gain a deeper understanding of themselves, their community and society through meaningful reflection
- enhance and strengthen their experience with the existing school curriculum.

Time required -- A minimum of 50 hours is expected to be devoted to service learning. The school and students must give service learning as much importance as any other element of the CP and ensure sufficient time is allocated for engagement in service learning

How is Service Learning structured?

Students have two Service Learning Supervisors who are also 2 of their 3 advisement teachers. Students meet with their supervisors during advisement time, which is held twice a month. Students are taught the details of the Service Learning component and meet with their supervisors during one-one meetings to discuss ideas and accomplishments for their Service Learning project. The final Service Learning Project is a portfolio of the student's individual findings as well as their reflections about the experience.

Reflective Project

The reflective project is an in-depth body of work produced over an extended period of time and submitted towards the end of the CP. Through a reflective project students identify, analyse, critically discuss and evaluate an ethical issue arising from their career-related studies.

The reflective project is intended to promote high-level research, writing and extended communication skills, intellectual discovery and creativity. This project is one of the four compulsory components of the IB Career-related Programme (CP) core. The reflective project focuses on an ethical dilemma of an issue directly linked to the student's career-related study. In addition to a written essay, students keep a record of their reflections on the process of undertaking.

Aims -- The reflective project aims to give students the opportunity to:

- produce an extended piece of work
- engage in personal inquiry, action and reflection on a specific ethical dilemma
- present a structured and coherent argument
- engage with local and/or global communities
- develop research and communication skills
- develop the skills of critical and creative thinking.

Time required -- Students are expected to devote a minimum of 50 hours to the reflective project

How is the Reflective Project structured?

IB CP students learn about the Reflective Project in their PPS class. Their PPS teacher is their Reflective Project Supervisor as well. The teacher creates benchmark assignments that are due throughout the year-long process and ultimately the students turn in the Reflective Project to the teacher. Some class time is dedicated to working on the Reflective Project but most of the work to complete the project is during student's own time.

IB CP students have a choice on how to submit their reflective project.

- A written essay (maximum 3,000 words).
- A written essay (1,500–2,000 words) accompanied by an additional format (film, oral presentation, interview, play or display).

Language Development

Language development is one of the four compulsory components of the IB Career-related Programme (CP) core. Language development ensures that all students have access to and are exposed to a language programme that will assist and further their understanding of the wider world. The ability to communicate in more than one language is essential to the IB's concept of an international education. Language development encourages students to improve their proficiency in a language other than their best language.

Aims -- The aims of language development are to:

- enable students to understand and use the language they have studied in context
- encourage an awareness and appreciation of the different perspectives of people from other cultures
- provide students with a basis for further study, work and leisure through the use of an additional language
- provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language.

These aims are applicable to all students, regardless of the level of linguistic proficiency they have when they begin the CP. Language development is designed to accommodate all students and ensure they are exposed to language other than their best language that will assist and further their understanding of the wider world.

Time required -- Students are expected to devote a minimum of 50 hours to language development.

How is the Language Development component structured?

IB CP students have a Language Development Supervisor, who is also one of their three advisement teachers. IB CP students learn about the details of the Language Development component in advisement and are given benchmarks to complete throughout the 2 year process. They meet periodically with their Language Development supervisor in advisement to discuss progress in compiling their Language Development Portfolio.

IB DP course options for IB CP students

IB CP students must take at least TWO IB DP courses and one of those two must span the two-year period. Students can take any two they wish but should consider their career-related study when choosing. For instance, if a student's career-related study is Business and Technology, students might consider IB Math and IB Economics as the best options for them. Below is a list of all IB DP courses offered at NAHS to choose from.

The 6 subject groups & the courses in each group offered at NAHS are: Year I and Year II USUALLY mean junior and senior year. Please note that some SL courses are only offered during senior year & some can be either.

| | | Junior Year | Senior Year | Special notes |
|---------|--|--|--|---|
| GROUP 1 | Studies in language and literature | IB Literature HL Year I | IB Literature Year II | <i>HL only</i> |
| GROUP 2 | Language acquisition | IB Spanish SL/HL Year I IB French SL/ HL Year I IB Chinese SL Year I IB Arabic SL Year I | IB Spanish SL/HL Year II IB French SL/HL Year II IB Chinese SL Year II IB Arabic SL Year II | <i>IB Spanish & French offered at HL depending on # of years in the language. Less than or equal to 2 years student must take at most SL.</i> |
| GROUP 3 | Individuals & societies | IB History HL Year I IB Business/Mgmt SL - <i>can be 11th or 12th grade</i> IB Business/Mgmt HL Y1 | IB History HL Year II IB Business HL Year II | <i>History HL only, Bus SL or HL</i> |
| GROUP 4 | Sciences | IB Physics SL Year I IB Biology SL/HL Year I IB Sports, Exercise SL/HL Yr I | IB Physics SL Year II IB Biology SL/HL Year II IB Sports, Exercise SL/HL Yr II | <i>Biology, Sports/Exercise can be taken in HL depending on student Language or interest. (IB Physics – must have already taken Algebra II</i> |
| GROUP 5 | Mathematics | IB Mathematics: Analysis and Approaches SL Yr I | IB Mathematics: Analysis and Approaches SL Yr II IB Math: Applications and Interpretations SL – <i>offered senior year only</i> | <i>SL only</i> |
| GROUP 6 | The arts | IB Film Year I IB Dance Year I IB Visual Arts Year I IB Music Year I IB Theatre Year I | IB Film Year II IB Dance Year II IB Visual Arts Year II IB Music Year II IB Theatre Year II | <i>All arts courses may be taken as either SL or HL, except for Theatre.</i> |

Three Examples IB CP student schedules below:

*This is an example for CP students interested in **visual arts**. This student is taking 2 DP subject courses.*

| Junior Year: | Senior Year: |
|----------------------------|-----------------------------|
| IB DP Literature HL Year I | IB DP Literature HL Year II |
| French 3 | French 4 |
| IB DP History HL Year I | IB DP History HL Year II |
| Pre-Calculus | AP Calculus |
| Physics | Environment Science |
| Applied Design II | Applied Design III |

| | |
|--|--|
| IB Personal and Professional Skills Year I elective | IB Personal and Professional Skills Year II Economics |
|--|--|

*This is an example for students interested in **Web and Digital Design**. (Student chose 3 DP classes)*

| Junior Year: | Senior Year: |
|--|---|
| IB DP Literature HL Year I | IB DP Literature HL Year II |
| IB Spanish HL Year I | IB Spanish HL Year II |
| US History | Economics/Latin American Studies |
| Physics | Environmental Science |
| IB Mathematics SL Year I | IB Mathematics SL Year II |
| Digital Design | Advanced Web Design |
| IB Personal and Professional Skills Year I | IB Personal and Professional Skills Year II |
| Elective | Elective |

*This is an example for a **Business and Technology** student. Student began their pathway in the 9th grade and thus can participate in Work-Based Learning their senior year.*

| Junior Year: | Senior Year: |
|--|---|
| IB DP Literature HL Year I | IB DP Literature HL Year II |
| US History | Economics/Current Issues |
| IB Physics SL Year I | IB Physics SL Year II |
| Pre-Calculus | AP Statistics |
| Business Communications | elective |
| IB Personal and Professional Skills Year I | IB Personal and Professional Skills Year II |
| Work Based Learning | Work Based Learning |
| Work Based Learning | Work Based Learning |

Managing IB related assessments and work over the course of the two-year IB CP:

North Atlanta High School subscribes to a program called Managebac which was developed for IB schools. This program is where students get their class calendars and upload all of their IB Internal Assessments such as History IAs and TOK presentations. They also upload all CAS requirements on Managebac as well. Teachers use Managebac to develop IB Unit Plans to ensure our IB DP classes are taught in the IB DP teaching Philosophy.

Assessment and Exams

The International Baccalaureate® (IB) assesses student work as direct evidence of achievement against the stated goals of the Diploma Programme (DP) courses. DP assessment procedures measure the extent to which students have mastered advanced academic skills in fulfilling these goals, for example:

- analysing and presenting information;
- evaluating and constructing arguments
- solving problems creatively

Basic skills are also assessed, including:

- retaining knowledge, understanding key concepts, applying standard methods

In addition to academic skills, DP assessment encourages an international outlook and intercultural skills, wherever appropriate. Student results are determined by performance against set standards, not by each student's position in the overall rank order.

The IB uses both external (graded by the IB) and internal assessment (graded by teacher) in the DP.

Depending on a student's IB Schedule, students typically take paper exams (External Assessments) in all 6 subjects plus have to complete an internal assessment during the course of their senior year.

External assessment – tested in May of Senior Year

Examinations form the basis of the assessment for most courses. This is because of their high levels of objectivity and reliability. They include:

- essays, structured problems, short-response questions, data-response questions, text-response questions, case-study questions, and multiple-choice questions (though these are rarely used).

Internal assessment – assessed by March of senior year

Teacher assessment is also used for most courses. This includes:

- oral work in languages, laboratory work in the sciences, investigations in mathematics and history, artistic performances