

## Frequently asked questions about the Diploma Programme

### What is the Diploma Programme?

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

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

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

### Theory of knowledge (TOK)

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

### Creativity, activity, service (CAS)

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

### Extended essay

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

### How do colleges and universities view the Diploma Programme?

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

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





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

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

## Do DP students have time for anything beyond academics?

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

## Are IB programmes considered “gifted” programmes?

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

## Do DP teachers receive special training?

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

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

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

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

[www.ibo.org](http://www.ibo.org).

## What's the difference between the diploma and certificates?

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

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

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

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

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

## How can I learn more about the IB and DP?

- Visit the IB website at [www.ibo.org](http://www.ibo.org)
- Attend school meetings and events
- Speak with your school's DP coordinator
- Speak with your child's DP classroom teachers.



### IB's mission and philosophy

At the centre of an International Baccalaureate (IB) education are students aged 3 to 19 with unique learning styles, strengths and challenges. The IB focuses on each student as a whole person. Thus, IB programmes address not only cognitive development but social, emotional and physical well-being. The aim is to develop inquiring, knowledgeable and caring young people with adaptable skills to tackle society's complex challenges and who will help to make it a better, more peaceful world.

Validating the efficacy of the IB's four programmes are *research* and more than 45 years of practical experience. IB programmes emphasize learning how to learn and teaching students to value learning as an essential, integral part of their everyday lives. The IB promotes the development of schools that:

- inspire students to ask questions, pursue personal aspirations, set challenging goals and develop the persistence to achieve those goals
- develop knowledgeable students who make reasoned ethical judgments and acquire the flexibility, perseverance and confidence they need in order to bring about meaningful change
- encourage healthy relationships, individual and shared responsibility and effective teamwork.

### Measuring Outcomes

To measure what students have learned and to monitor their progress, IB teachers use a range of assessment strategies including formative assessments that provide ongoing feedback that can be used by instructors to develop their teaching and by students to identify their strengths and weaknesses, and target areas that need improvement. Teachers use summative assessments which are internationally benchmarked for older students, and are criterion-referenced. This means students are measured against a set of agreed upon learning outcomes rather than graded on a "bell curve" as in norm-referenced assessments.

### The IB's four programmes



In the *Primary Years Programme (PYP)*, the IB's youngest students learn about and use knowledge, concepts and skills from a variety of subjects to explore six transdisciplinary themes and begin to develop the attributes of the *learner profile*.



The *Middle Years Programme (MYP)* is a challenging framework that encourages students to make practical connections between their studies and the real world and culminates in a personal project. Students who complete the MYP are well-prepared to undertake the IB Diploma Programme.



In the final two years of high school, students can choose to enter either:

- the *Diploma Programme (DP)*, a curriculum which emphasizes both breadth and depth of knowledge. The DP is made up of six subject groups and a core, comprising theory of knowledge (TOK), creativity, activity, service (CAS) and a research paper of up to 4,000 words, the extended essay (EE);
- or, the *Career-related Programme (CP)*. The CP combines two IB diploma courses with school-based, career-related study. It equips students to pursue further education or to enter their chosen career path immediately.



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

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

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

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

### Five more ways to emphasize your IB strengths:

- 1. Highlight your advanced writing skills:** Completing multiple essays comes easily to IB students given the emphasis the programme places on self-reflection and written expression. IB students can capitalize further on this by using the interdisciplinary model of learning to respond to admissions questions from multiple perspectives.
- 2. Consider universities that accept individual portfolios:** Some universities allow students to submit individual portfolios of work. The DP and CP place emphasis on the development of a student's abilities over time. IB students will have amassed a significant body of work in their personal portfolios and in the MYP personal project. Portfolio-based applications allow admissions officers to understand how an IB student is reflective and critical in their work.
- 3. Nail the interview:** DP students give multiple presentations over their two-year course work. The confidence and experience they develop in these public speaking opportunities will translate into a big advantage when interviewing for university admission, internships and work. Don't forget to mention your creativity, activity, service (CAS) project in addition to your academic credentials.
- 4. Recommendation letters that pack a punch:** The recommendation letter remains a pivotal component of the application package. When soliciting recommendation letters that stand out, consider providing your teachers with an easy-to-reference profile of your high school history beyond academics. Include your extended essay topic, your personal project topic, your CAS project, foreign language abilities, participation in any international programmes of study, extra-curricular activities and course workload.
- 5. Show your global perspective:** IB students have a strong sense of their cultural identity, and respect the values and differences of other cultures. Trained to think globally and act locally, IB students are required to participate in civic engagement through a community service project that ties into some aspect of their coursework.



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