

GAA IB DP Handbook

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1. GAA Mission and Vision

Our Vision

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

Our Mission

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

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

The IB Diploma Programme at GAA

Within the IB Diploma Programme, the GAA mission is enacted through rigorous academic study, international-mindedness, reflective learning, service, and the development of independent learners prepared for university and life beyond school.

The IB DP supports students in becoming thoughtful, principled and resilient young people who are able to engage with complex ideas, act with integrity, and contribute meaningfully to their communities.

2. IB Mission Statement

IB Mission

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 IB 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.

Connection to GAA

The IB mission aligns closely with the mission of GEMS American Academy. Through the IB Diploma Programme, students are encouraged to develop intellectual curiosity, academic integrity, international-mindedness, and a commitment to thoughtful action.

At GAA, the IB DP is not only a programme of academic study. It is also a framework for helping students become reflective, principled and compassionate learners who are prepared to contribute positively to their communities and the wider world.

3. IB Learner Profile

The IB Learner Profile describes the qualities that the International Baccalaureate aims to develop in students. These attributes support academic growth, personal development, international-mindedness, and responsible participation in local and global communities.

At GAA, the Learner Profile provides a shared language for learning, reflection, academic integrity, service, leadership, and student wellbeing. It applies not only to students, but to all members of the school community.

As an IB learning community, we strive to develop learners who are:

Inquirers: We nurture curiosity and develop the skills needed for inquiry and research. We learn independently and with others, and we sustain a love of learning throughout life.

Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with ideas and issues that have local and global significance.

Thinkers: We use critical and creative thinking skills to analyse complex problems and make reasoned, ethical decisions.

Communicators: We express ourselves confidently and creatively in more than one language and in many ways. We listen carefully to others and collaborate effectively.

Principled: We act with integrity, honesty, fairness and respect. We take responsibility for our actions and their consequences.

Open-minded: We appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate different points of view and are willing to learn from them.

Caring: We show empathy, compassion and respect. We are committed to service and to making a positive difference in the lives of others and in the world around us.

Risk-takers: We approach uncertainty with forethought and determination. We work independently and cooperatively to explore new ideas, and we show resilience in the face of challenge and change.

Balanced: We understand the importance of balancing intellectual, physical and emotional wellbeing. We recognise our interdependence with other people and with the world around us.

Reflective: We thoughtfully consider the world, our learning, and our own experiences. We work to understand our strengths and areas for growth in order to support our personal development.

4. List of Acronyms used in IB DP Programmes

The following acronyms are used throughout the IB Diploma Programme and in school communication related to IB DP courses, assessment, reporting and results.

Acronym	Meaning
Programme and course structure	
IB	International Baccalaureate
DP	Diploma Programme
IBDP	International Baccalaureate Diploma Programme
SL	Standard Level
HL	Higher Level
DP core	
TOK	Theory of Knowledge
EE	Extended Essay
CAS	Creativity, Activity and Service
Assessment and coursework	
IA	Internal Assessment
EA	External Assessment
ATL	Approaches to Learning
Reporting and grades	
AG	Anticipated Grade
PG	Predicted Grade
IB systems and results	
IBIS	International Baccalaureate Information System. This is the online system used by the school to communicate with the IB about student registrations, examination entries, predicted grades, coursework marks and results.
EUR	Enquiry upon Results

5. The IB Diploma Programme: An Outline



What is the Diploma Programme?

The International Baccalaureate Diploma Programme (IB DP) is a challenging and balanced programme of education for students aged 16 to 19. It prepares students for university, further study and life beyond school by developing academic knowledge, independent learning, international-mindedness and personal responsibility.

The DP is designed to support students' intellectual, social, emotional and personal development. Students study a broad range of subjects, engage with different perspectives, complete independent research, reflect on the nature of knowledge, and participate in creativity, activity and service.

Through the Diploma Programme, students are expected to:

- study courses from a broad range of subject groups;
- develop depth of knowledge in Higher Level subjects;
- develop strong approaches to learning, including research, communication, thinking and self-management skills;
- study language and culture;
- make connections between subjects through Theory of Knowledge;
- complete independent research through the Extended Essay;
- develop personally and socially through Creativity, Activity and Service.

The Diploma Programme core

The DP core consists of three required components: Theory of Knowledge, the Extended Essay, and Creativity, Activity and Service. These components sit at the centre of the Diploma Programme and help students make connections between academic study, personal development and the wider world.

Extended Essay

The Extended Essay is an independent research project of up to 4,000 words. Students investigate a focused research question in one of their DP subjects and are supported by a GAA supervisor. The Extended Essay helps students develop research, academic writing, referencing and reflection skills that are valuable for university study.

The Extended Essay is externally assessed by the IB. Students are expected to meet internal school deadlines and follow the guidance provided by their supervisor, the Extended Essay Coordinator and the IB DP Coordinator.

Theory of Knowledge

Theory of Knowledge encourages students to reflect on how knowledge is produced, evaluated and shared. Students explore questions about evidence, certainty, perspective, interpretation and responsibility across different areas of knowledge.

Theory of Knowledge is assessed through two components:

- TOK exhibition;
- TOK essay.

The TOK exhibition is internally assessed and externally moderated by the IB. The TOK essay is externally assessed by the IB.

Creativity, Activity and Service

Creativity, Activity and Service is a required part of the Diploma Programme. CAS encourages students to develop personally and socially through experiences beyond the classroom.

The three strands are:

- **Creativity** — experiences involving creative thinking, design, performance, expression or innovation;
- **Activity** — physical activity that contributes to a healthy and balanced lifestyle;
- **Service** — voluntary action that responds to an authentic community need and has learning value for the student.

Students are expected to maintain a CAS portfolio, reflect on their experiences, and demonstrate the seven CAS learning outcomes. Successful completion of CAS is a requirement for the award of the IB Diploma.

The IB DP curriculum

Full Diploma Programme students study six subjects, normally one from each of Groups 1 to 5, with a sixth subject selected from Group 6 or from another group where

appropriate. Students normally take three subjects at Higher Level and three subjects at Standard Level.

Higher Level and Standard Level subjects are both graded on the IB 1–7 scale. Higher Level subjects involve greater depth, breadth and instructional time.

Subjects offered at GAA

Subject availability is reviewed each year and depends on student demand, staffing, timetable constraints and school approval. Students should also refer to Appendix 1: IB DP Course Prerequisites for subject-specific entry requirements.

Subject group	Courses offered
Group 1: Studies in Language and Literature	English A Language and Literature SL/HL; Language and Culture SL; Self-taught Language A SL
Group 2: Language Acquisition	Arabic B SL/HL; English B SL/HL; French B SL/HL; French Ab Initio SL; Spanish Ab Initio SL
Group 3: Individuals and Societies	Business Management SL/HL; Economics SL/HL; Psychology SL/HL; History SL/HL; Language and Culture SL
Group 4: Sciences	Biology SL/HL; Chemistry SL/HL; Computer Science SL/HL; Sports, Exercise Health Science SL/HL; Physics SL/HL
Group 5: Mathematics	Mathematics: Applications and Interpretation SL/HL; Mathematics: Analysis and Approaches SL/HL
Group 6: The Arts	Visual Arts SL/HL

Assessment in the Diploma Programme

IB DP subjects are assessed using a combination of internal and external assessment. Most subjects include written examinations at the end of Grade 12, as well as coursework or internal assessment completed during the course.

Internal assessment is normally marked by the teacher and moderated by the IB. External assessment is marked by IB examiners. The weighting of each assessment component varies by subject and is published in the relevant IB subject guide.

Further details about school assessment, grading and reporting are outlined in Section 7: IB DP Assessment, Grading and Reporting at GAA.

IB DP award and grading

Each DP subject is awarded a grade from 1 to 7, with 7 being the highest. A full Diploma Programme student can earn up to 42 points from six subjects. Students may also earn up to 3 additional points from the combined results of Theory of Knowledge and the Extended Essay. The maximum possible Diploma Programme score is 45 points.

The IB Diploma is awarded when students meet the current IB award requirements. These include, but are not limited to:

- Completion of CAS requirements;
- At least 24 total points;
- A grade awarded in all subjects, Theory of Knowledge and the Extended Essay;
- No grade lower than 2 in any subject;
- No more than two grade 2s overall;
- No more than three grades of 3 or below overall;
- At least 12 points from Higher Level subjects;
- At least 9 points from Standard Level subjects.

Where a student is registered for four Higher Level subjects, the IB applies its current rules for calculating the Higher Level points requirement.

The school will apply the IB award conditions in force for the relevant examination session.

Diploma core points

Theory of Knowledge and the Extended Essay are graded from A to E. The combination of these grades can contribute up to 3 additional points toward the final Diploma score.

ToK/EE	A	B	C	D	E
A	3	3	2	2	Failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing condition				

IB world examinations

At the end of Grade 12, students sit the final IB written examinations for their registered subjects, except where a subject is assessed differently according to IB requirements. These examinations are externally marked by IB examiners.

All students taking IB DP subjects are expected to complete the required course components and sit the final IB examinations for the subjects in which they are registered.

Students are registered for IB examinations during Grade 12. Examination fees are paid to the school and submitted to the IB according to the school's published process and deadlines.

Study leave

Study leave may be granted during mock examination sessions and the final IB examination session.

Full Diploma Programme students and IB Courses students taking three or more examined IB DP courses will normally be granted study leave for the duration of the examination session.

IB Courses students taking fewer than three examined IB DP courses will normally be granted study leave on the day before, and the day of, each of their examined subjects.

Study leave is granted at the discretion of the IB DP Coordinator. It may depend on the completion of outstanding work, appropriate attendance, and the student's demonstrated ability to use independent study time responsibly.

During study leave, students are responsible for:

- Arriving at school on time for any scheduled examination;
- Signing in according to school procedures;
- Wearing school uniform when required;
- Preparing appropriately for examinations;
- Bringing the correct materials and equipment for each examination.

Examination conduct and supervision

During mock examinations and final IB examinations, students must follow the instructions of the IB DP Coordinator, invigilators and school staff. Examinations are conducted under formal examination conditions.

Before an examination, students must arrive at school in good time, register their attendance, and report to the designated waiting area at least 15 minutes before the start of the examination.

During an examination, students must:

- Enter the examination room silently;
- Sit in their assigned seat;
- Follow all instructions from invigilators;
- Use only authorised materials;
- Ensure pencil cases are transparent;
- Ensure water bottles are clear and have no labels;
- Ensure calculators are permitted and correctly prepared where applicable;
- Hand in any unauthorised items when instructed;
- Avoid any action that could be interpreted as academic misconduct.

Watches are not permitted in the examination room. Phones, laptops, bags and other unauthorised items must be stored in the designated area before the examination begins.

Students may request to use the toilet during an examination only with permission from an invigilator. Toilet breaks may be recorded and supervised according to examination regulations.

Students may not normally leave an examination during the first hour or during the final 30 minutes of the examination.

After an examination, students must remain silent and wait to be dismissed by an invigilator. Where minimum supervision requirements apply, students may be required to remain under school supervision after the examination and may not have access to phones, laptops or bags during that time.

Adverse circumstances: late arrival or absence

Students are responsible for knowing the date, time and location of their examinations.

If a student is going to be late for an examination, the student or parent must contact the school and email the IB DP Coordinator as soon as possible. Admission to the examination room after the start time is at the discretion of the IB DP Coordinator and must follow IB regulations. Students will not normally be admitted more than 60 minutes after the official examination start time.

If a student is absent from an examination, the student or parent must contact the school and email the IB DP Coordinator as soon as possible. Medical or other formal evidence may be required.

Absence from a final IB examination is a serious matter and will be handled according to IB regulations. Depending on the circumstances and the assessments missed, the student may not receive a grade for that subject in the current examination session and may need to retake the subject in a later session.

6. Pathway Choices at GAA

At GAA, students access IB Diploma Programme courses in Grade 11 and Grade 12 through one of two pathways:

- The full IB Diploma Programme;
- The IB DP Courses pathway.

Both pathways offer academic challenge and allow students to demonstrate readiness for rigorous study. The appropriate pathway for each student should be selected carefully, taking into account the student's academic profile, university goals, subject strengths, wellbeing, workload, and long-term plans.

All students taking IB DP courses, on either pathway, are expected to complete the course across both Grade 11 and Grade 12. Students are also expected to complete all required course components and sit the final IB examinations for the subjects in which they are registered.

Full IB Diploma Programme

The full IB Diploma Programme is designed for students who wish to complete the full IB Diploma. Students on this pathway study six IB DP subjects, normally three at Higher Level and three at Standard Level, alongside the DP core: Theory of Knowledge, the Extended Essay, and Creativity, Activity and Service.

This pathway is suited to students who are ready for a broad, academically demanding programme and who are able to manage a sustained workload across all subject groups and the DP core.

Students following the full IB Diploma Programme must meet the full requirements for the award of the IB Diploma, including subject requirements, core requirements, assessment requirements, examination requirements and CAS completion.

IB DP Courses pathway

The IB DP Courses pathway is designed for students who wish to take selected IB DP courses without completing the full IB Diploma.

Students on this pathway select a minimum of three IB DP courses and complete the rest of their schedule with American Diploma classes. This allows students to access additional academic challenges in selected subjects while maintaining a broader graduation pathway through the American Diploma.

This pathway may be suitable for students who have particular subject strengths, specific university or career goals, or who would benefit from a more selective IB course load.

Students taking IB DP Courses are expected to complete all required assessment components and sit the final IB examinations for the IB DP subjects in which they are registered.

Course selection and approval

Course selection is based on student interest, academic readiness, prerequisite outcomes, university guidance, timetable availability, staffing, and school approval.

Students and families should consider course choices carefully. IB DP courses are two-year courses, and changes after the start of Grade 11 may be limited by timetable constraints, missed course content, assessment requirements, and IB registration deadlines.

Requests to change pathway, subject or level must be discussed with the IB DP Coordinator, counsellor, relevant subject teacher and, where appropriate, the Head of Department. Final approval is at the discretion of the school.

Prerequisites

IB DP courses are academically demanding. To be eligible for entry to either pathway, students must meet the prerequisite outcomes for all IB DP courses they wish to take in Grade 11 and Grade 12.

Some subjects may have additional requirements. For example, Physics may require specific attainment in both Grade 10 Physics and Mathematics.

Meeting the prerequisite for a course does not automatically guarantee placement. Course availability may depend on student numbers, staffing, timetable constraints and final school approval.

Students and families should refer to Appendix 1: IB DP Course Prerequisites for subject-specific course requirements.

GPA and reporting

IB DP courses allow students to demonstrate academic rigour to colleges and universities. Where applicable, IB DP courses may receive additional GPA weighting according to the GAA grading scale and school reporting policy.

Further information about grade conversion, GPA weighting and reporting is outlined in Appendix 2: Grading at GAA and Section 7: IB DP Assessment, Grading and Reporting at GAA.

7. IB DP Assessment, Grading and Reporting at GAA

Purpose of IB DP reporting

IB Diploma Programme reporting at GAA is designed to give students and families a clear, accurate and fair picture of academic progress. Because the IB Diploma Programme is cumulative, students are assessed not only on recent work, but also on the body of evidence gathered across the course so far.

For this reason, GAA reports two different kinds of attainment:

1. **Term Grade (Current Reporting Period Grade)**

This grade reflects the student's academic attainment in the most recent reporting period. It is based on the assessments, classwork, coursework and learning evidence completed during that reporting window.

2. **Anticipated Grade / Predicted Grade (Cumulative IB Attainment)**

This grade reflects the student's cumulative IB attainment across the course so far. It is based on all available evidence of student achievement and is weighted according to the relevant IB subject guide. This may include summative assessments, coursework, internal assessment evidence, mock examinations and other valid subject-specific evidence.

The terms **Anticipated Grade** and **Predicted Grade** are both used to describe cumulative IB attainment, but they are used at different stages of the programme.

The **Anticipated Grade** is a school-reported cumulative course grade used before a formal Predicted Grade is issued. It reflects the student's current overall standing in the course to date.

The **Predicted Grade** is normally generated from the end of Grade 11 onward, when sufficient cumulative evidence is available. From then on, it replaces the Anticipated Grade and is used to support university guidance, counselling and applications where required.

The Term Grade shows how the student is currently performing. The Anticipated or Predicted Grade shows the student's overall standing in the course to date. Because they measure different aspects of progress, these grades may not always be the same. This is a normal and intentional feature of IB DP reporting.

A Term Grade that is higher than the Anticipated or Predicted Grade is usually a positive sign that a student is currently performing at a stronger level. If this level of performance is sustained and supported by cumulative evidence, the Anticipated or Predicted Grade

may improve in future reporting cycles. A Term Grade that is lower than the Anticipated or Predicted Grade may indicate a dip in recent performance, but it does not automatically remove the evidence gathered earlier in the course.

Term Grades do not automatically replace Anticipated or Predicted Grades. Anticipated and Predicted Grades are adjusted only when the cumulative evidence supports the change.

Predicted Grades are professional judgements based on the evidence available at the time of reporting. They are not final IB grades and do not guarantee the final outcome awarded by the IB.

ManageBac platform

GAA uses ManageBac to support IB DP assessment, grading, deadlines and communication. Students and parents are provided with ManageBac access so that assessment tasks, deadlines, grades and feedback can be monitored throughout the course.

ManageBac supports the following:

- Classroom calendars and assessment deadlines;
- Formative and summative assessment grades;
- Assessment feedback;
- Term Grades;
- Anticipated Grades;
- Predicted Grades;
- Communication related to IB DP courses and requirements.

ManageBac reports are published alongside PowerSchool reports. ManageBac provides IB-specific information using the IB 1–7 grading scale and is designed to show progress in a way that reflects the structure of IB assessment.

IB DP reporting at GAA

IB DP students receive reporting information through both ManageBac and PowerSchool.

The ManageBac report is designed to give students and families a clear view of progress in relation to IB assessment. It reports grades using the IB 1–7 scale and reflects the way marks are attained in IB courses.

The PowerSchool report provides the school's official percentage and letter-grade reporting format for transcript and graduation purposes. This ensures continuity with GAA's wider reporting system.

ManageBac report

ManageBac reports will normally include the following IB grades:

Term Grade

The Term Grade reflects the student's academic attainment during the most recent reporting period. It is based on the relevant assessment evidence, assessment categories and weightings from that reporting quarter.

Anticipated Grade

The Anticipated Grade reflects the student's cumulative academic attainment across the course so far before a formal Predicted Grade is issued. It is based on all available assessment evidence to date and is calculated according to the relevant IB subject-specific assessment structure and weighting.

Predicted Grade

The Predicted Grade reflects the student's cumulative academic attainment across the course so far once sufficient evidence is available to support a formal prediction. It is normally generated from the end of Grade 11 onward and replaces the Anticipated Grade from that point.

Each IB DP subject has its own assessment structure and weighting. To support accurate reporting, each ManageBac gradebook is set up according to the assessment categories and weightings of the relevant IB subject guide. Subject teachers publish the assessment weighting for their courses on ManageBac.

Grade calculation and review

During the term, formative and summative assessment grades are entered into ManageBac by subject teachers.

At each reporting deadline:

- Term Grade is calculated using the relevant assessment evidence from the most recent reporting period;

- Anticipated or Predicted Grade is calculated using cumulative course evidence to date;
- Subject teacher reviews and confirms the accuracy of the grades;
- Grades must be supported by valid assessment evidence and aligned with the relevant subject-specific IB weighting.

Any change to a Predicted Grade must be approved by the IB DP Coordinator. Changes to Predicted Grades must be based on a valid interpretation of assessment data according to the subject-specific IB weighting and the body of evidence available for the course so far.

This process is designed to ensure that grades are accurate, fair, consistent and aligned with IB subject requirements.

PowerSchool reporting

PowerSchool reports provide the school's official percentage and letter-grade reporting format for transcript and graduation purposes. For PowerSchool reporting, the cumulative Anticipated or Predicted IB grade is converted into the GAA percentage and letter-grade scale according to Appendix 2: Grading at GAA.

The PowerSchool percentage and letter grade should be understood as a school reporting conversion of the IB grade. It is not a separate assessment judgement and does not replace the IB 1–7 grade reported through ManageBac.

Why grades may differ across reports

Students and parents may sometimes notice that a Term Grade, Anticipated Grade, Predicted Grade, percentage grade and letter grade do not appear identical. This does not necessarily indicate an error. These grades report different aspects of progress:

- the Term Grade reflects recent performance;
- the Anticipated Grade reflects cumulative IB attainment before a formal Predicted Grade is issued;
- the Predicted Grade reflects cumulative IB attainment once sufficient evidence is available to support a formal prediction;
- the PowerSchool grade converts the IB grade into the school's percentage and letter-grade scale.

Together, these measures provide a fuller picture of student progress: how the student is performing now, how the student is performing across the course overall, and how the IB grade is represented within the school's wider reporting system.

Reporting process

During term time

All formative and summative assessments will be posted on ManageBac by subject teachers. Assessment grades and feedback will be recorded on ManageBac so that students and parents can monitor progress throughout the course.

Where appropriate, teachers will use the ManageBac notification system to inform students and parents when assessment grades or feedback have been published.

At reporting deadlines

At each reporting deadline, teachers review the ManageBac gradebook, confirm the Term Grade, confirm the cumulative Anticipated or Predicted Grade, and ensure both are supported by valid assessment evidence.

The Term Grade is based on the assessment evidence from the most recent reporting period. The Anticipated or Predicted Grade is based on the cumulative body of evidence across the course so far.

IB DP assessment at GAA

Students will be provided with a major IB Assessment Calendar that outlines the dates of major IB subject assessments and internal assessment deadlines. This will also include information regarding deadlines for the Extended Essay, Theory of Knowledge, CAS and mock examination sessions. A specific mock examination calendar will be published to students closer to the time.

School mock examinations are scheduled as follows:

- January Grade 11: mid-year mock examinations;
- May/June Grade 11: final DP1 mock examinations;
- January Grade 12: DP2 mock examinations.

Mock examinations are designed to reflect the style, structure and expectations of final IB examinations. They may include the papers taken, content covered, question style and time conditions used in final IB assessments, where appropriate for the stage of the course.

Mock examinations are significant cumulative assessments and may contribute substantially to the cumulative Anticipated or Predicted Grade, according to the published assessment weighting for each subject.

Mock examinations help students to develop the skills required to prepare for final examinations, manage time and stress, understand the format of IB examination papers and identify strengths and areas for improvement. They also provide teachers with important evidence to support accurate reporting, intervention and future planning.

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

Late / missed assessment policy

When assessing students at GAA, teachers need to be able to provide students and parents with a grade that accurately reflects progress in a course. It is also important for students to meet established timelines for completing assessments. Failure to meet assessment deadlines is addressed in line with the GAA Whole School Assessment Policy.

Any student who misses an assessment or submits work late should follow the Late / Missed Assessment Policy from the GAA Whole School Assessment Policy.

DP Programme reassessment policy

In IB DP courses at GAA, students are not provided with the opportunity to reassess individual assignments. It is important that students engage fully with the formative and summative assessment cycle, act on feedback and make improvements over time, while also maintaining focus on the upcoming course load.

Students will be provided with feedback to support improvement. Future assessments, including mock examinations, provide students with opportunities to demonstrate cumulative improvement across the course. However, they do not replace the requirement to complete assessments on time and to the required standard.

Teacher commitments

Assessments

All DP teachers are encouraged to use past papers, mark schemes, subject reports, feedback from the IB, teacher support materials and other relevant IB publications in their teaching.

Formative assessments, summative assessments and mock examinations should be designed to align with the assessment structure and expectations of the relevant IB DP

course. This supports students in developing a clear understanding of IB course requirements and assessment standards.

Reporting

Reporting of IB DP student grade performance is completed through the ManageBac report card system and the PowerSchool report card system.

All teachers will ensure that reporting follows the principles and processes outlined in Section 7: IB DP Assessment, Grading and Reporting at GAA.

IB requirements

All teachers will ensure that students are taught the full IB DP curriculum for their subject and that all relevant coursework is guided, supported and assessed to the highest standard in line with IB requirements.

IB DP Coordinator commitments

Assessments

The IB DP Coordinator will liaise with DP staff to ensure that the IB Internal and External Assessment Calendar is suitable at the beginning of the academic year.

The IB DP Coordinator will collaborate with teachers and Heads of Department to ensure that curriculum, planning, teaching and learning, assessment, feedback and grading meet the requirements outlined by the IB.

Reporting

The IB DP Coordinator will ensure that assessment categories and weightings are publicly available on ManageBac.

The IB DP Coordinator will review assessment categories and weightings to ensure that they are in line with the GAA Assessment Policy and with the prescribed assessment weightings in each subject, as outlined in the relevant IB subject guides.

The IB DP Coordinator will review and approve changes to Predicted Grades to ensure that they are supported by valid cumulative assessment evidence and subject-specific IB weighting.

IB requirements

The IB DP Coordinator will ensure that coursework is collected and uploaded to the IB as required, register students for IB examinations, and administer IB examinations in line with IB policy requirements.

8. IB DP Awards

At GAA, we celebrate the academic achievement, personal development and wider contributions of our IB Diploma Programme students. Student success is measured not only by academic outcomes, but also by commitment, resilience, service, reflection, leadership and contribution to the school community.

IB DP awards recognise students who demonstrate excellence, sustained effort and the values of the IB Learner Profile.

Awards are based on the evidence available at the time of the relevant awards process. Academic awards are based on the most recent cumulative Anticipated Grade or Predicted Grade available at the award deadline. These awards do not represent final IB results and do not guarantee the final grades awarded by the IB.

Academic awards

Academic awards are divided into three categories:

- Full IB Diploma Programme awards before a reliable core grade is available;
- Full IB Diploma Programme awards after a reliable core grade is available;
- IB DP Courses awards.

This distinction ensures that students are recognised fairly at different stages of the programme. Before reliable Theory of Knowledge and Extended Essay grades are available, full IB Diploma Programme academic awards are based on the six IB subject grades only. Once reliable core grades are available, full IB Diploma Programme academic awards may be based on the total Diploma score, including core points.

CAS is not included in the points total because CAS is a completion requirement rather than a graded component. CAS is recognised separately through the CAS Award.

Full IB Diploma Programme awards before a core grade is available

Before a reliable Theory of Knowledge and Extended Essay core grade is available, full IB Diploma Programme academic awards are based on the student's cumulative subject score out of 42. This is calculated from the student's six IB subject grades, excluding TOK, the Extended Essay and CAS.

This award system is most appropriate for early award cycles, such as the end of Grade 11 or any point before reliable core evidence is available.

Award	Criteria
IB DP Subject Score Scholar Award	Awarded to the full IB Diploma Programme student with the highest cumulative subject score out of 42.
IB DP Subject Score Platinum Award	Awarded to full IB Diploma Programme students with a cumulative subject score of 38–42 out of 42.
IB DP Subject Score Gold Award	Awarded to full IB Diploma Programme students with a cumulative subject score of 36–37 out of 42.
IB DP Subject Score Silver Award	Awarded to full IB Diploma Programme students with a cumulative subject score of 34–35 out of 42.
IB DP Subject Score Bronze Award	Awarded to full IB Diploma Programme students with a cumulative subject score of 32–33 out of 42.

Full IB Diploma Programme awards after a core grade is available

Once reliable Theory of Knowledge and Extended Essay grades are available, full IB Diploma Programme academic awards may be based on the student's cumulative total Diploma score out of 45. This includes the six IB subject grades and the predicted core points from Theory of Knowledge and the Extended Essay.

This award system is most appropriate for later Grade 12 award cycles, when there is sufficient evidence to support a reliable total Diploma score.

Award	Criteria
IB DP Total Score Scholar Award	Awarded to the full IB Diploma Programme student with the highest cumulative total Diploma score out of 45.
IB DP Total Score Platinum Award	Awarded to full IB Diploma Programme students with a cumulative total Diploma score of 40–45 out of 45.
IB DP Total Score Gold Award	Awarded to full IB Diploma Programme students with a cumulative total Diploma score of 38–39 out of 45.
IB DP Total Score Silver Award	Awarded to full IB Diploma Programme students with a cumulative total Diploma score of 36–37 out of 45.
IB DP Total Score Bronze Award	Awarded to full IB Diploma Programme students with a cumulative total Diploma score of 34–35 out of 45.

IB DP Courses awards

IB DP Courses awards apply to students taking three or more IB DP courses without completing the full IB Diploma Programme.

For IB DP Courses students, academic awards are based on the student's average cumulative Anticipated Grade or Predicted Grade across their IB DP courses. Where required, averages may be rounded to two decimal places for award banding.

Award	Criteria
IB DP Courses Scholar Award	Awarded to the IB DP Courses student taking three or more IB DP courses with the highest cumulative average grade across their IB DP courses.
IB DP Courses Platinum Award	Awarded to IB DP Courses students taking three or more IB DP courses with a cumulative average grade of 6.50–7.00.
IB DP Courses Gold Award	Awarded to IB DP Courses students taking three or more IB DP courses with a cumulative average grade of 6.00–6.49.
IB DP Courses Silver Award	Awarded to IB DP Courses students taking three or more IB DP courses with a cumulative average grade of 5.50–5.99.
IB DP Courses Bronze Award	Awarded to IB DP Courses students taking three or more IB DP courses with a cumulative average grade of 5.00–5.49.

CAS Award

The CAS Award recognises a student who has shown exceptional engagement with Creativity, Activity and Service during their Diploma Programme journey.

This award recognises meaningful participation, thoughtful reflection, initiative, perseverance, and evidence of personal growth. The recipient should demonstrate strong engagement with the CAS learning outcomes and embody the values of the IB Learner Profile through action and reflection.

The CAS Award is selected through consultation between the CAS Coordinator, IB DP Coordinator and relevant staff.

IB Learner Profile Award

The IB Learner Profile Award recognises a student who consistently demonstrates the attributes of the IB Learner Profile across academic study, school life and community engagement.

This may include evidence of being inquiring, knowledgeable, thoughtful, communicative, principled, open-minded, caring, willing to take appropriate risks, balanced and reflective.

The award considers overall academic engagement, contribution to the school community, extracurricular participation, citizenship, school spirit, conduct and the student's embodiment of the IB Learner Profile.

The final selection is made through the school's awards process in consultation with relevant teachers, pastoral staff and the IB DP Coordinator.

Award moderation

Academic awards are reviewed by the IB DP Coordinator before publication to ensure that grades have been interpreted consistently and that students have been placed in the correct award category.

Students should be in good behavioural standing to receive an IB DP award. Final award decisions are made by the school.

9. IB DP Results

Final IB Diploma Programme results are issued by the International Baccalaureate after the May examination session. These results are awarded by the IB and are separate from school-reported Term Grades, Anticipated Grades and Predicted Grades.

Predicted Grades are professional judgements based on the evidence available before final assessment. Final IB grades are awarded by the IB after external marking, moderation and the application of IB assessment procedures.

Release of final IB grades

Students are normally able to access their final IB DP results online when they are released by the IB in July. Students are issued with a unique personal code and personal identification number (PIN) for this purpose.

The school will provide students with information about how to access their results before the release date. The release of access details may be subject to the completion of required school administrative and finance processes.

Students and families should ensure that the school has up-to-date contact information before the end of Grade 12 so that results-related communication can be received promptly.

Understanding final IB results

Final IB subject grades are awarded on the IB 1–7 scale, with 7 being the highest grade. Full IB Diploma Programme students may also receive up to three additional points from the combined outcome of Theory of Knowledge and the Extended Essay.

For full IB Diploma Programme students, the final Diploma result depends on meeting the IB award requirements in force for the relevant examination session. These include subject grades, total points, Diploma core requirements, CAS completion and any other applicable IB award conditions.

For IB DP Courses students, results are issued for the individual IB DP subjects in which the student is registered.

Final IB results are determined by the IB. The school does not award final IB grades and cannot change final IB grades independently.

Enquiry upon Results

After final results are released, students may request an Enquiry upon Results, commonly referred to as an EUR, where permitted by IB regulations.

An EUR is a formal IB process that allows certain externally assessed components to be reviewed or remarked. It is not a reassessment by the school and it does not allow students to submit new or revised work.

Requests for an EUR must be made through the IB DP Coordinator. The school will provide guidance on the available EUR options, deadlines, fees and any required consent forms after the release of results.

Students and parents should understand that an EUR may result in a grade going up, going down, or remaining the same. For this reason, the school will require informed student and parent consent before submitting an EUR request to the IB.

Payment for an EUR must be made according to the school's finance process. Where the IB provides a refund after a successful EUR, this will be handled according to the relevant IB and school finance procedures.

Final results documents

The IB issues official results documentation after the results process has concluded. The school will inform students when official IB documentation is available for collection or delivery.

Where documents need to be sent to a student or family, postage or courier costs may be charged to the student or family.

Students should keep final IB results documents safely, as they may be required for university admissions, visa processes, equivalency applications or future study.

American Diploma and UAE equivalency

In addition to meeting IB requirements, students may also need to meet GAA, American Diploma, UAE Ministry of Education, ADEK or other regulatory requirements in order to obtain local high school equivalency or to satisfy graduation-related processes.

The school will guide students and families according to the regulations in force at the time. These requirements may change, and the school will apply the prevailing regulations for the relevant graduation cohort.

Students following the full IB Diploma Programme and students taking IB DP Courses may be reported differently for transcript and regulatory purposes, depending on their registered school pathway.

Grades may appear on school transcripts and official reporting systems in different formats. For example, students registered through the American Diploma with IB Courses pathway may have grades reflected as percentages, while full IB Diploma Programme students may have IB grades reflected on the IB 1–7 scale where required by the relevant reporting system.

Parents and students will be informed of relevant registration and reporting arrangements, including any applicable ESIS registration route, during Grade 11.

Student and family responsibilities

Students and families are responsible for:

- Checking final IB results carefully when they are released;
- Contacting the IB DP Coordinator promptly if they have questions about results;
- Observing all school and IB deadlines for EUR requests;
- Ensuring that any required fees or administrative processes are completed on time;
- Keeping official IB results documents safely;
- Checking university, equivalency and admissions requirements directly with the relevant institution or authority.

The school will support students and families through the results process, but final IB grades and IB results decisions are determined by the International Baccalaureate.

10. Academic Integrity in the DP

Academic integrity is central to the IB Diploma Programme. It reflects the values of honesty, trust, fairness, respect and responsibility in learning and assessment.

At GAA, academic integrity is understood as a shared responsibility. Students, teachers, parents, support staff, school leaders and the IB DP Coordinator all have a role in ensuring that student work is authentic, properly supported and fairly assessed.

Academic integrity is closely connected to the IB Learner Profile. Students are expected to be principled, reflective, knowledgeable and responsible in the way they research, create, submit and discuss their work.

Scope of this policy

This policy applies to all IB DP learning, assessment and examination contexts, including:

- Formative work;
- Summative assessments;
- Homework and classwork;
- Coursework and internal assessment;
- Theory of Knowledge work;
- Extended Essay work;
- CAS reflections and evidence;
- Oral assessments;
- Mock examinations;
- Final IB examinations;
- Work submitted to the school, ManageBac, PowerSchool or the IB.

The policy applies whether the work is completed in school, at home, online, independently, collaboratively, with a tutor, with family support, or with the use of digital tools.

What academic integrity means at GAA

Academic integrity means that students:

- Submit work that is genuinely their own;
- Acknowledge the ideas, words, images, data, code, media and work of others;
- Use sources honestly and accurately;

- Follow assessment instructions;
- Respect examination rules;
- Do not seek or give unfair advantage;
- Ask for help when they are unsure what is allowed;
- Keep evidence of their process where required;
- Understand that support from others must not compromise authentic authorship.

Students are encouraged to use the work of others to inform their thinking. However, they must always make clear where ideas, evidence, quotations, images, data, tools or support have come from.

Key terms

Term	Meaning
Academic misconduct	Behaviour, whether deliberate or accidental, that results in, or may result in, a student or another student gaining an unfair advantage in learning, assessment or examination.
Plagiarism	Presenting the ideas, words, images, data, code, media or work of another person or source as one's own without proper acknowledgement.
Collusion	Supporting academic misconduct by another student. This includes allowing work to be copied, sharing work inappropriately, completing work for another student, or submitting work that has been produced with unauthorised help.
Duplication of work	Submitting the same, or substantially the same, work for more than one assessment, course requirement or IB component when this is not permitted.
Intellectual property	Creative or intellectual work that belongs to another person or organisation. This may include writing, images, music, artwork, symbols, logos, research, data, inventions, designs or digital content.
Authentic authorship	The requirement that a student's submitted work must reflect the student's own thinking, understanding, research, writing and decision-making, with the work and ideas of others properly acknowledged.
Unfair advantage	Any action that gives, or may give, a student an improper benefit over others in an assessment or examination.
Maladministration	An action by the school or a member of staff that may compromise the integrity of an assessment or examination process.

Examples of academic misconduct

Academic misconduct may include, but is not limited to:

- Copying work from another student;
- Allowing another student to copy work;
- Submitting work completed by another person;
- Submitting work produced by a tutor, family member, friend or online service;
- Using sources without proper citation;
- Copying text, images, graphs, data, code or media without acknowledgement;
- Paraphrasing too closely without acknowledgement;
- Fabricating or falsifying data, evidence, CAS experiences or research findings;
- Using the same work for more than one assessment where this is not permitted;
- Taking unauthorised materials into an examination room;
- Communicating with another student during an examination;
- Attempting to access examination materials before an examination;
- Sharing confidential assessment or examination content;
- Using artificial intelligence tools in a way that is not permitted;
- Failing to acknowledge the use of artificial intelligence or digital tools where acknowledgement is required.

Use of artificial intelligence tools

Artificial intelligence tools can support learning when used appropriately and transparently. However, AI tools must not be used in a way that replaces the student's own thinking, research, writing, analysis, reflection or decision-making.

Students may only use artificial intelligence tools for assessed work where this is permitted by the teacher, the subject requirements and the relevant school or IB guidance.

Where AI use is permitted, students must:

- Use the tool only for the allowed purpose;
- Acknowledge the tool clearly where required;
- Keep records of prompts, outputs or stages of development where requested;
- Ensure that the final submission reflects their own understanding;
- Be able to explain, justify and discuss the work they submit.

Students must not use AI tools to generate, rewrite or substantially improve assessed work in a way that misrepresents authorship. This includes using AI to produce essays, commentaries, reflections, investigations, analysis, research, code, artwork, presentations or other submitted work unless explicitly authorised.

Unacknowledged or unauthorised AI use may be treated as academic misconduct.

Tutor, parent and family support

GAA recognises that students may receive support from parents, family members, tutors or other adults. Support is appropriate when it helps students understand expectations, manage time, discuss ideas, ask questions or develop confidence.

Support becomes inappropriate when it changes the authorship of the work.

Parents, tutors and family members may:

- Help students organise their time;
- Discuss general ideas;
- Ask guiding questions;
- Encourage students to review criteria and feedback;
- Support wellbeing and study routines;
- Help students understand the importance of deadlines and academic integrity.

Parents, tutors and family members must not:

- Write, rewrite or edit assessed work for the student;
- Correct language to the extent that the work no longer reflects the student's own ability;
- Produce research, analysis, calculations, designs, code, artwork or conclusions for the student;
- Tell the student exactly what to write;
- Alter coursework, essays, internal assessments, TOK work, Extended Essay work or CAS reflections;
- Provide support that the student cannot explain or justify independently.

Students must be able to demonstrate that the work submitted is their own.

Collaboration and independent work

Collaboration is an important part of learning. Students may discuss ideas, share resources and work together when this is allowed by the teacher.

However, unless a task is explicitly set as a group task, the final submitted work must be completed independently. Students must not submit identical or near-identical responses, divide individual work between group members, or allow collaborative preparation to become copied work.

Where group work is permitted, each student remains responsible for ensuring that their own contribution is clear, authentic and properly acknowledged.

Responsibilities of students

Students are responsible for:

- Understanding and following this policy;
- Asking for clarification before submitting work if they are unsure what is allowed;
- Keeping drafts, notes, research logs or process evidence where required;
- Citing and referencing sources accurately;
- Acknowledging permitted support and tools where required;
- Protecting their own work from being copied;
- Submitting work by the required deadlines;
- Following examination instructions and regulations;
- Ensuring all submitted work is authentic.

Responsibilities of teachers

Teachers are responsible for:

- Teaching students how to act with academic integrity;
- Explaining subject-specific expectations for citation, collaboration, AI use and authentic authorship;
- Designing assessment tasks that support authentic student work;
- Giving appropriate guidance and feedback;
- Monitoring student progress and process;
- Identifying and reporting concerns about possible academic misconduct;
- Applying school procedures fairly and consistently.

Responsibilities of parents and guardians

Parents and guardians are responsible for:

- Supporting students to meet deadlines;
- Encouraging honest and independent work;
- Ensuring that external tutoring or family support does not compromise authentic authorship;
- Helping students seek clarification from teachers when needed;
- Supporting the school in upholding academic integrity expectations.

Responsibilities of the IB DP Coordinator

The IB DP Coordinator is responsible for:

- Supporting students, staff and families in understanding academic integrity expectations;
- Ensuring that IB requirements are communicated clearly;
- Advising teachers on academic integrity procedures;
- Reviewing concerns related to IB coursework or examination integrity;
- Liaising with school leadership and the IB where required;
- Ensuring that academic integrity concerns are handled fairly and consistently.

Managing concerns about academic misconduct

Where there is a concern about possible academic misconduct, the school will review the matter carefully and fairly.

The process may include:

- Reviewing the submitted work;
- Reviewing drafts, notes, process evidence or version history;
- Discussing the work with the student;
- Consulting the subject teacher, Head of Department, IB DP Coordinator or school leadership;
- Contacting parents where appropriate;
- Applying school or IB procedures depending on the nature and seriousness of the concern.

Students may be asked to explain their work, discuss their process, provide evidence of authorship, or complete a supervised follow-up task where appropriate.

A concern about academic misconduct does not automatically mean that misconduct has occurred. However, students are expected to cooperate fully with any review.

Consequences of academic misconduct

Consequences depend on the nature, seriousness, timing and context of the misconduct. The school will consider whether the work is formative, summative, coursework, internally assessed, externally assessed, part of the DP core, or part of an examination process.

Possible school consequences may include:

- A warning and academic integrity reflection;
- Parent notification;
- Requirement to resubmit or complete additional work, where appropriate and permitted;
- Loss of credit for the assessment, where appropriate;
- Detention or supervised academic support;
- Referral to the Head of Department, IB DP Coordinator or school leadership;
- Disciplinary action in line with the GAA High School Handbook;
- Impact on awards, references or school endorsement where relevant.

For IB coursework, internal assessment, external assessment or examinations, consequences may also be determined by IB regulations. In serious cases, academic misconduct may result in no grade being awarded for a component or subject, or may affect the award of the IB Diploma or IB Course result.

The school cannot guarantee that a student will be permitted to revise, replace or resubmit work where the work is subject to IB rules or deadlines.

Academic integrity and deadlines

Students must meet internal school deadlines for IB coursework, the Extended Essay, Theory of Knowledge and other required components. Internal deadlines are designed to support student success, allow feedback where permitted, protect authenticity, and ensure that the school can meet IB submission requirements.

Failure to meet deadlines may create academic integrity concerns if the school is unable to verify the student's process, provide appropriate support, or confirm authentic authorship.

Deadline concerns are addressed in line with Section 7: IB DP Assessment, Grading and Reporting at GAA and the GAA Whole School Assessment Policy.

Academic Integrity Agreement

Students and parents are required to read and acknowledge the school's Academic Integrity Agreement. This agreement confirms that students and families understand the expectations for authentic work, appropriate support, source acknowledgement, AI use, deadlines and the possible consequences of academic misconduct.

The Academic Integrity Agreement is included in Appendix 3.

11. IB DP Coordinator Contact Details

The IB DP Coordinator is responsible for overseeing the implementation of the IB Diploma Programme at GAA, including IB course requirements, assessment calendars, reporting processes, IB registrations, coursework submission, examinations, results and communication with the International Baccalaureate.

Students and parents are encouraged to communicate early if they have questions or concerns about IB DP requirements, assessment, deadlines, subject choices, reporting, academic integrity or examination processes.

Contact details

Role	Contact
IB DP Coordinator	Mr. Elliot Brodie
Email address	e.brodie_gaa@gemsedu.com

Communication guidance

For subject-specific questions, students and parents should contact the subject teacher first. This includes questions about classwork, assessment feedback, subject-specific grades, coursework guidance and day-to-day progress.

For broader IB DP questions, students and parents may contact the IB DP Coordinator. This includes questions about:

- IB DP programme requirements;
- Pathway choices;
- Subject level changes;
- IB assessment calendars;
- Internal and external assessment deadlines;
- ManageBac reporting;
- Anticipated Grades and Predicted Grades;
- IB examination registration;
- IB results and Enquiry upon Results;
- Academic integrity procedures;
- CAS, TOK and Extended Essay requirements.

Escalation route

Where a concern relates to a specific subject, the normal communication route is:

1. Subject teacher;
2. Head of Department;
3. IB DP Coordinator;
4. Secondary leadership, where required.

Where a concern relates to the overall IB Diploma Programme, IB regulations, examinations, results, academic integrity or programme requirements, students and parents may contact the IB DP Coordinator directly.

Response time

The school aims to respond to parent and student communication in a timely and professional manner. Where a matter requires consultation with teachers, Heads of Department, school leadership, the IB, or external systems, additional time may be needed before a full response can be provided.

Urgent matters

For urgent matters relating to student safety, attendance, medical concerns or same-day school operations, parents should contact the school through the appropriate school reception, attendance or emergency communication channels rather than relying only on email to the IB DP Coordinator.

Appendix 1 - IB DP Course Prerequisites

Group	Subject	Level	Grade 10 Course Prerequisite		Grade 10 Second Course Prerequisite	
			Grade 10 Prerequisite Course	Prerequisite Grade	Extra Grade 10 Prerequisite Course	Extra Prerequisite Grade
Group 1 - Language Studies	English A	HL	English 10 (Honors)	90%		
		SL	English 10 (Honors)/ English 10	80/ 90%		
	Language and Culture	SL	English 10 (Honors)/ English 10	75%/ 85%		
Group 2 - Language Acquisition	Arabic B	HL	Arabic Native 10	90%		
		SL	Arabic Non-Native 10/ Arabic Native 10	80%/ 90%		
	English B	HL	ELL 10/ English 10	90%/ 80%		
		SL	ELL 10/ English 10	80%/ 70%		
	Spanish Ab	SL	Spanish 2/ Spanish 1	80%/ 85%		
		HL	Spanish 3/ Spanish 2	80%/ 90%		
	Spanish B	SL	Spanish 3/ Spanish 2/ Spanish 1	90%/ 80%/ 70%		
		HL	Spanish 3/ Spanish 2	80%/ 90%		
	French Ab	SL	French 2/ French 1	80%/ 80%		
		HL	French 3/ French 2	80%/ 90%		
	French B	SL	French 3/ French 2/ French 1	70%/ 80%/ 90%		
		HL	French 3/ French 2	80%/ 90%		
Group 3 - Individuals and societies	Business Management	HL	World Studies	90%		
		SL	World Studies	80%		
	Economics	HL	World Studies	90%	Int Math 3/ Int Math 2	80%/ 90%
		SL	World Studies	80%	Int Math 3/ Int Math 2	70%/ 80%
	History	HL	World Studies	90%	English 10 (Honors)/ English 10	80%/ 90%
		SL	World Studies	80%	English 10 (Honors)/ English 10	70%/ 80%
	Psychology	HL	World Studies	90%		
		SL	World Studies	80%		

Group 4 - The Sciences	Biology	HL	HS Biology	90%	HS Chemistry	83%
		SL	HS Biology	90%	HS Chemistry	
	Chemistry	HL	HS Chemistry	93%	Int Math 3	88%
		SL	HS Chemistry	83%	Int Math 3/ Int Math 2	83%/ 88%
	Physics	HL	Physics	93%	Int Math 3	88%
		SL	Physics	83%	Int Math 3	83%
	Sports, Exercise, Health Science	HL	HS Chemsitry	88%	HS Biology	88%
		SL	HS Chemsitry	80%	HS Biology	80%
	Computer Science	HL	HS Computer Science	90%	Int Math 3/ Int Math 2	78%/ 88%
		SL	HS Computer Science	80%	Int Math 3/ Int Math 2	70%/ 80%
Group 5 - Mathematics	Maths AI	HL	Int Math 3 (Honors)/ Int Math 3	90%/ 95%		
		SL	Int Math 3 (Honors)/ Int Math 3/ Int Math 2 (Honors)/ Int Math 2	80%/ 85% /90% /95%		
	Maths AA	HL	Int Math 3 (Honors)/ Int Math 3	93%/ 98%		
		SL	Int Math 3 (Honors)/ Int Math 3	83%/ 88%		
Groups 6 - The Arts	Visual Arts	HL	Visual Arts 2/ Visual Arts 1	85%/ 95%		
		SL	Visual Arts 2/ Visual Arts 1	75%/ 85%		

Appendix 2 - Grading at GAA

Grading at GAA						
%	A-F	IB		AP	GPA	
<i>Aligned to ADEK</i>		1-7		1-5	0- 4.0	
Grade Scales	Letter	SL	HL		GPA Scale	Additional weighting for IB SL/HL, AP, and Honors Courses
97-100	A+	7	7	5	4.0	<i>Additional 0.50 HL</i> <i>Additional 0.25 SL</i> <i>Additional 0.25 AP</i> <i>Additional 0.15 Honors</i>
93-96	A	7	7	5	4.0	
90-92	A-	6	6	4	3.7	
87-89	B+	6	6	4	3.3	
83-86	B	5	5	4	3.0	
80-82	B-	5	5	3	2.7	
75-79	C+	4	4	3	2.3	
73-74	C	4	4	3	2.0	
70-72	C-	3	3	2	1.7	
67-69	D+	3	3	2	1.3	
65-66	D	2	2	2	1.0	
60-64	D-	2	2	1	0.5	
< 60	F	1	1	1	0	

Updated October 27 to adhere to the ADEK School Curriculum Policy (October 2025)

Appendix 3 – Academic Integrity Agreement

Academic integrity is central to the IB Diploma Programme. By signing this agreement, students and parents confirm that they have read, understood and agree to follow the expectations outlined in Section 10: Academic Integrity in the DP.

This agreement applies to all IB DP learning, assessment and examination contexts, including classwork, homework, formative assessments, summative assessments, internal assessments, external assessments, Theory of Knowledge, the Extended Essay, CAS reflections, mock examinations and final IB examinations.

Student acknowledgement

I understand that all work submitted for assessment must be my own authentic work.

I understand that I am responsible for:

- Completing my own work honestly and independently;
- Acknowledging all sources, including books, websites, articles, images, data, code, media and other people's ideas;
- Using citations and references where required;
- Following the instructions given by my teachers for each assessment;
- Asking for clarification before submitting work if I am unsure what is allowed;
- Keeping drafts, notes, research logs, process evidence or version history where required;
- Meeting internal school deadlines for first and final submissions;
- Making reference to assessment criteria when completing assessed work;
- Reviewing my work carefully before submission;
- Ensuring that any permitted use of artificial intelligence tools is acknowledged where required;
- Ensuring that any support from tutors, parents, family members or peers does not compromise the authenticity of my work;
- Following examination rules and instructions at all times.

I understand that assessed work must reflect my own thinking, understanding, research, writing and decision-making. I understand that I must not:

- Copy work from another student;
- Allow another student to copy my work;
- Submit work completed by another person;

- Submit work written, rewritten or substantially edited by a tutor, parent, family member, friend or online service;
- Use artificial intelligence tools to generate, rewrite or substantially improve assessed work unless this has been explicitly permitted;
- Use sources without proper acknowledgement;
- Fabricate or falsify data, evidence, CAS experiences or research findings;
- Submit the same or substantially similar work for more than one assessment where this is not permitted;
- Take unauthorised materials into an examination room;
- Communicate with another student during an examination;
- Share confidential assessment or examination content.

Artificial intelligence tools

I understand that artificial intelligence tools may only be used for assessed work where this is permitted by the teacher, the subject requirements and relevant school or IB guidance.

Where AI use is permitted, I understand that I may be required to:

- Acknowledge the tool used;
- Explain how the tool was used;
- Keep a record of prompts, outputs or stages of development;
- Show how the final work reflects my own understanding;
- Discuss and justify the work I have submitted.

I understand that unacknowledged or unauthorised use of AI tools may be treated as academic misconduct.

Tutor, parent and family support

I understand that parents, family members and tutors may support me by helping me organise my time, discuss general ideas, ask guiding questions, encourage reflection, and support my wellbeing.

I understand that this support must not change the authorship of my work.

Parents, family members and tutors must not:

- Write, rewrite or edit assessed work for me;
- Correct language to the extent that the work no longer reflects my own ability;
- Produce research, analysis, calculations, designs, code, artwork or conclusions for me;

- Tell me exactly what to write;
- Alter coursework, essays, internal assessments, TOK work, Extended Essay work or CAS reflections;
- Provide support that I cannot explain or justify independently.

Parent acknowledgement

I understand that academic integrity is a shared responsibility between the student, family and school.

I understand that I am responsible for supporting my child by:

- Encouraging honest and independent work;
- Helping my child manage time and meet school deadlines;
- Monitoring communication from the school about assessment and coursework;
- Encouraging my child to seek clarification from teachers when needed;
- Ensuring that any external tutoring or family support does not compromise authentic authorship;
- Supporting the school in upholding academic integrity expectations.

I understand that I must not write, rewrite, edit or substantially improve assessed work for my child.

I understand that I should contact the subject teacher, Head of Department or IB DP Coordinator if I am unsure what kind of support is appropriate.

Internal deadlines

I understand that GAA sets internal deadlines for IB DP coursework and required components, including internal assessments, the Extended Essay, Theory of Knowledge, CAS and other subject-specific assessment requirements.

Internal deadlines are used to:

- Help students manage the demands of the Diploma Programme;
- Allow students to receive support and feedback where permitted;
- Allow teachers enough time to review and process work;
- Protect the authenticity of student work;
- Ensure that the school can meet IB submission deadlines.

I understand that internal deadlines apply to both first and final submissions.

Consequences of academic misconduct

I understand that academic misconduct may have serious consequences. These may include, but are not limited to:

- A warning and academic integrity reflection;
- Parent notification;
- Requirement to attend mandatory support sessions;
- Requirement to complete additional supervised work, where appropriate and permitted;
- Loss of credit for an assessment, where appropriate;
- Referral to the Head of Department, IB DP Coordinator or school leadership;
- Disciplinary action in line with school policy;
- Impact on awards, references or school endorsement where relevant;
- Consequences determined by the IB, including no grade being awarded for a component or subject;
- The IB Diploma or IB Course result being affected.

I understand that the school cannot guarantee that a student will be permitted to revise, replace or resubmit work where the work is subject to IB rules or deadlines.

Agreement

By signing below, we confirm that we have read and understood the expectations outlined in this Academic Integrity Agreement and in Section 10: Academic Integrity in the DP.

We understand that all submitted work must be authentic, that sources and permitted tools must be acknowledged, and that academic misconduct may have serious school and IB consequences.

Name / Signature	Details
Student name	
Student signature	
Date	
Parent / guardian name	
Parent / guardian signature	
Date	

Appendix 4 – Deadline Acknowledgement

Internal deadlines are an essential part of the IB Diploma Programme at GAA. They are used to help students manage the demands of the programme, receive appropriate support, protect the authenticity of student work, and ensure that the school can meet IB submission requirements.

By signing this acknowledgement, students and parents confirm that they understand the importance of internal school deadlines for IB DP coursework and required programme components.

This acknowledgement applies to all IB DP deadlines, including:

- Internal assessments;
- External assessment components completed during the course;
- The Extended Essay;
- Theory of Knowledge exhibition;
- Theory of Knowledge essay;
- CAS reflections and evidence;
- Language oral assessments;
- Subject-specific coursework;
- Mock examinations;
- First submissions;
- Final submissions;
- Any other IB DP deadlines published by the school.

Purpose of internal deadlines

GAA sets internal deadlines in order to:

- Support students in managing the workload of the Diploma Programme;
- Help students plan effectively across multiple subjects and core components;
- Allow teachers to provide support and feedback where permitted;
- Allow time for teachers to review, authenticate and process student work;
- Protect the authenticity and academic integrity of submitted work;
- Allow the IB DP Coordinator to monitor progress and intervene where needed;
- Ensure that the school can meet final IB submission deadlines.

Internal deadlines apply to both first and final submissions. Students are expected to meet all internal deadlines unless there are exceptional circumstances that have been communicated to the school in advance.

Student responsibilities

I understand that I am responsible for:

- Knowing my internal school deadlines;
- Checking ManageBac and school communication regularly;
- Planning my time effectively across all subjects and core requirements;
- Beginning work early enough to complete it to an appropriate standard;
- Seeking help from my teacher before a deadline if I am unsure about the task;
- Attending any required support sessions;
- Making reference to assessment criteria when completing assessed work;
- Reviewing my work carefully before submission;
- Submitting work in the correct format and location;
- Submitting work by the published deadline;
- Ensuring that all submitted work is authentic and my own;
- Ensuring that all sources, tools and permitted support are properly acknowledged;
- Keeping drafts, notes, research logs, process evidence or version history where required.

I understand that it is not acceptable to wait until a deadline has passed before asking for help, unless there are exceptional circumstances that could not reasonably have been communicated earlier.

Parent and guardian responsibilities

I understand that parents and guardians are responsible for supporting students by:

- Monitoring school communication about IB DP deadlines;
- Encouraging students to manage time effectively;
- Helping students develop appropriate routines for study and organisation;
- Encouraging students to contact teachers early if support is needed;
- Supporting attendance at required meetings, interventions or support sessions;
- Ensuring that external tutoring or family support does not compromise the authenticity of student work;
- Communicating with the school promptly if there are exceptional circumstances that may affect a student's ability to meet a deadline.

Parents and guardians should not write, rewrite, edit or substantially improve assessed work for the student. All submitted work must remain the authentic work of the student.

Late or missed deadlines

I understand that failure to meet internal deadlines may have serious consequences. These may include, but are not limited to:

- Parent notification;
- Required attendance at supervised support sessions;
- Completion of work during allocated school support time;
- Referral to the subject teacher, Head of Department, IB DP Coordinator or school leadership;
- Loss of opportunity for feedback where feedback is only permitted before a specific stage;
- Impact on the school's ability to authenticate the work;
- Impact on the student's Term Grade, Anticipated Grade or Predicted Grade where relevant;
- Disciplinary consequences in line with school policy;
- The work not being submitted to the IB where IB requirements, school deadlines or authenticity requirements have not been met;
- The student not receiving a grade for a component or subject where IB rules require this.

The school cannot guarantee that a student will be permitted to revise, replace or resubmit work where the work is subject to IB rules, school deadlines or final submission requirements.

Exceptional circumstances

If a student is unable to meet a deadline due to illness, emergency or other exceptional circumstances, the student or parent should contact the subject teacher and IB DP Coordinator as soon as possible.

Where appropriate, the school may request evidence to support the request. Extensions are not automatic and must be approved by the school.

Requests for extensions should normally be made before the deadline. Requests made after a deadline may not be approved unless there are clear exceptional circumstances.

Academic integrity

I understand that missed or rushed deadlines can create academic integrity concerns if the school is unable to verify the student's process or authenticate the work submitted.

I understand that all work must comply with Section 10: Academic Integrity in the DP and Appendix 3: Academic Integrity Agreement.

Agreement

By signing below, we confirm that we have read and understood the expectations outlined in this Deadline Acknowledgement.

We understand that internal deadlines are an essential part of the IB Diploma Programme and that failure to meet deadlines may have academic, procedural or disciplinary consequences.

Name / Signature	Details
Student name	
Student signature	
Date	
Parent / guardian name	
Parent / guardian signature	
Date	
IB DP Coordinator signature	
Date	