



THE IB at CA

International Baccalaureate Programme®

International Baccalaureate (IB) is an internationally consistent, global education program that is recognized throughout the world. Founded in 1968, the IB emphasizes creativity, synthesis, critical thinking, and deep understanding.

The IB is for students who think globally, want to take ownership of their learning, and seek to become more determined, mature learners. As a comprehensive, nuanced alternative to Advanced Placement (AP) courses, the IB offers students a chance to earn college credits while broadening their academic experience beyond constrictive exam-based approaches.

Known for its high-quality, wholistic education, the IB develops courses that emphasize multiple perspectives. Students who take IB courses are encouraged to formulate their own ideas and come to their own conclusions, leaving room for independent thinking, greater self-expression, and personal exploration.

The IB at CA

Cheshire Academy is an internationally minded school with a very individualized approach to teaching and learning. The

IB perfectly complements this philosophy, as the program seamlessly enhances the supportive and the challenging range of CA's academic program and curriculum, and serves the priorities and high standards of a diverse student body.

CA became an IB World School in 2011, joining a growing community of 5,000 schools around the world. **We are the only independent boarding school in Connecticut to offer the IB Diploma Programme**, a rigorous curriculum specifically designed to develop high school students into graduates with an unrivaled breadth and depth of knowledge.

IB For All

All students at CA take at least one IB course — standard level (SL) or higher level (HL) — during their 11th and 12th grade years. Courses span a variety of topics, with students able to choose based on their own interests and the level of challenge that they find appropriate. In turn, students become resilient and self-motivated, with the knowledge, skills, and sense of purpose necessary to thrive throughout their lives and to make the world a better place.

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Research shows that U.S. IB Diploma Programme students are outperforming students nationally in university enrollment, persistence, and graduation.

The IB Diploma

Students may choose to pursue the full IB Diploma, the most rigorous path at Cheshire Academy.

The journey to achieve the Diploma entails the completion of six IB courses (three SL and three HL), and a three-part core requirement during which students reflect on the nature of knowledge, complete independent research, and undertake a project that often involves community service.

IB Diploma students gain rigorous and balanced academic preparation, an ability to draw on knowledge and understanding of various cultures and histories, and exemplary writing skills. They learn how to think critically and apply what they have learned in different contexts and across disciplines. Students who graduate as IB Diploma recipients flourish intellectually, emotionally, and ethically among their peers.

The IB Curriculum

Students select courses from each of six subject areas:

- language and literature
- language acquisition
- individuals and societies
- sciences
- mathematics
- arts

IB Diploma candidates also complete three core elements that broaden the educational experience for each student and challenges them to apply their knowledge and skills.

- The Extended Essay asks students to engage in an independent, self-directed research project of in-depth study relating to one of the Diploma Programme subjects. The research culminates in a 4,000-word paper.
- Theory of Knowledge is a course that develops an approach to learning that unifies the academic disciplines. In this course, students inquire into the nature of knowing and deepen their understanding of knowledge as a human construction.
- “CAS” - Creativity, Activity, and Service - involve students in a range of activities alongside their academic studies. Creativity encourages students to engage in the arts and innovative thinking. Activity seeks to develop a healthy lifestyle through physical activity. Service within the community provides a lifelong learning experience.

Assessment

Rather than grading students through final exams and peer comparison, IB assessment is criterion-related, meaning that each student’s performance is measured against pre-specified assessment criteria based on the aims and objectives of each subject, rather than the performance of other students taking the same examinations. Colleges



and universities value the rigor and consistency of Diploma Programme assessment practice.

IB students are assessed over the course of the program through evaluations that comprise the final grade versus a cumulative final exam, including oral and written projects and essays, and group projects. Appraisals of a student’s performance, understanding, and knowledge are used to demonstrate what the student has learned.

IB for College Prep

The acceptance rate of IB students into Ivy League universities is up to 18% higher than the total population acceptance rate. The gap is even more significant for top-ranked universities outside of the Ivy League, where it is 22% higher, on average.

The College Advantage

The IB has the respect and recognition from the world’s leading universities. Many colleges and universities in the United States offer benefits to IB Diploma Programme graduates, such as credit for IB scores, scholarships, and/or tuition assistance. Some universities allow IB Diploma graduates to enter as second-year students.

The IB fosters the personal and academic skills students need to succeed in a university environment. Diploma Programme graduates are viewed as competitive college applicants, and as mature, curious, and creative citizens ready to accept complex academic challenges. They also bring qualities, perspectives, and experiences that have a direct and positive impact on the college communities they join.

IB students stand out in the college process — college admission officers know and recognize that Diploma Programme candidates are eager, focused, and prepared to handle the requirements of university-level courses and will have the self-advocacy skills necessary to independently thrive in a student-driven setting, confident in their abilities and aspirations.