

IB  
&  
AP

**INTERNATIONAL BACCALAUREATE  
ADVANCED PLACEMENT**  
WHICH PATH IS BEST FOR HOW YOU LEARN?

<p><b>I like to ask... HOW? WHY?</b> Focuses on exploring content knowledge through a variety of projects, literature and experiences.</p> <p><b>IB</b></p> <p><b>I learn best by... DOING</b> Develops deep conceptual knowledge through project application and real-world scenarios.</p> <p><b>I want to study a... HOLISTIC PROGRAM</b> Student-centric, focused on an interdisciplinary, classical liberal arts education in grades 11 &amp; 12.</p>	<p><b>I like to ask... WHO? WHAT?</b> Focuses on learning specific facts and information through memorization toward may examinations.</p> <p><b>AP</b></p> <p><b>Rigorous, upper-level courses</b> Can earn college credit</p> <p><b>I learn best by... HEARING</b> Develops expansive content knowledge through reading, instruction, &amp; practice preparing for exams.</p> <p><b>I want to study... INDEPENDENT COURSES</b> Content-centric, focused on individual, prescribed topics and specific required content.</p>
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**The Diploma Core**  
TOK • EE • CAS



IB by the Numbers

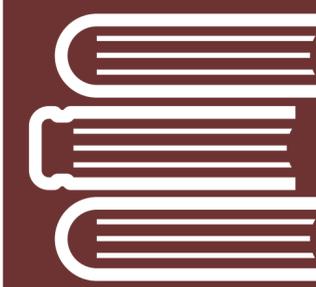


Higher Acceptance



# What is IB?

**ALPHARETTA**  
HIGH SCHOOL



**6**  
Diploma Subjects



**25**  
Subjects Offered



Statement of Intent due



**January 15**

[tinyurl.com/AHSIBIntent2025](https://tinyurl.com/AHSIBIntent2025)



Shadow an IB Student

Meet with Fortunato



September 2025

# IB Philosophy

In 1968, the IB Diploma Programme (DP) was established to provide a challenging and comprehensive education that would enable students to understand and manage the complexities of our world and provide them with skills and attitudes for taking responsible action for the future.

... an IB education:

- centers on **learners**
- develops effective **approaches** to teaching and learning
- works within **global** contexts
- **explores** significant content



# IB Philosophy

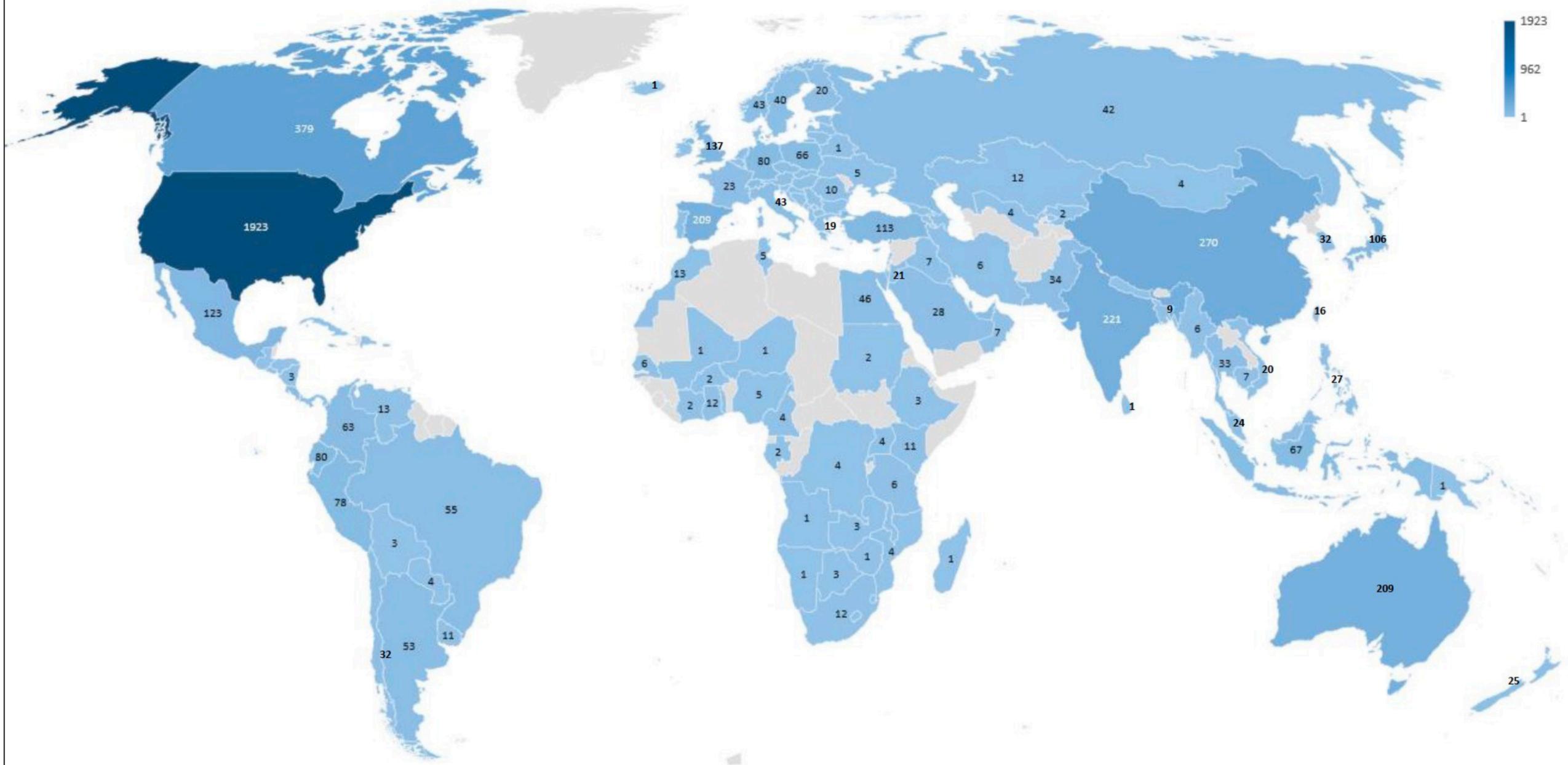
An IB education:

- “**empowers** young people for a lifetime of **learning**, independently and in collaboration with others...to engage with global challenges through inquiry, action and reflection”
- “creates learning **communities** in which students can increase their understanding of language and culture, which can help them to become more globally **engaged**”
- “provides **opportunities** to develop both disciplinary and **interdisciplinary** understanding”



# IB by the Numbers

## Total IB Schools (FY23)

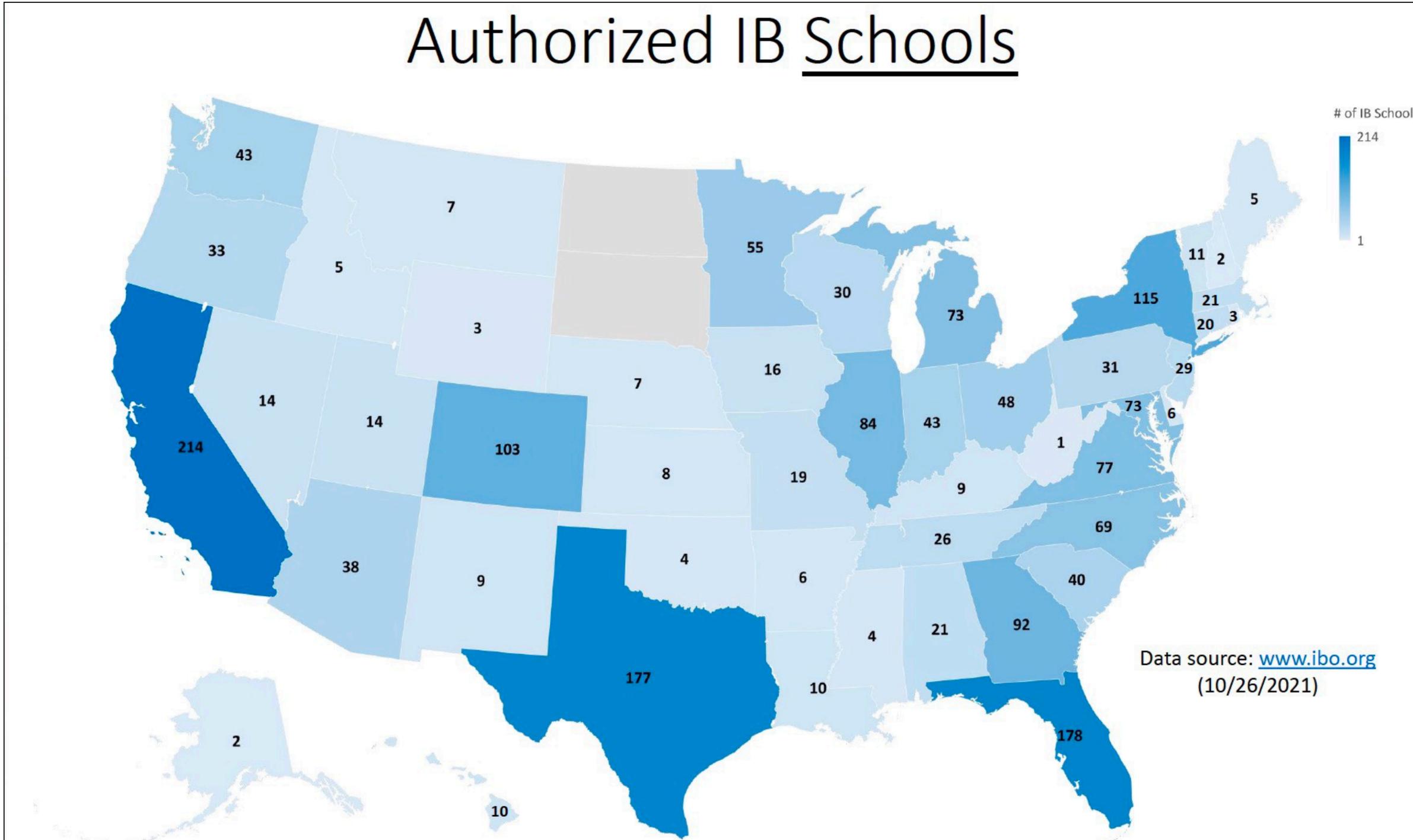


Graphic courtesy of CASIE



# IB by the Numbers

## Authorized IB Schools

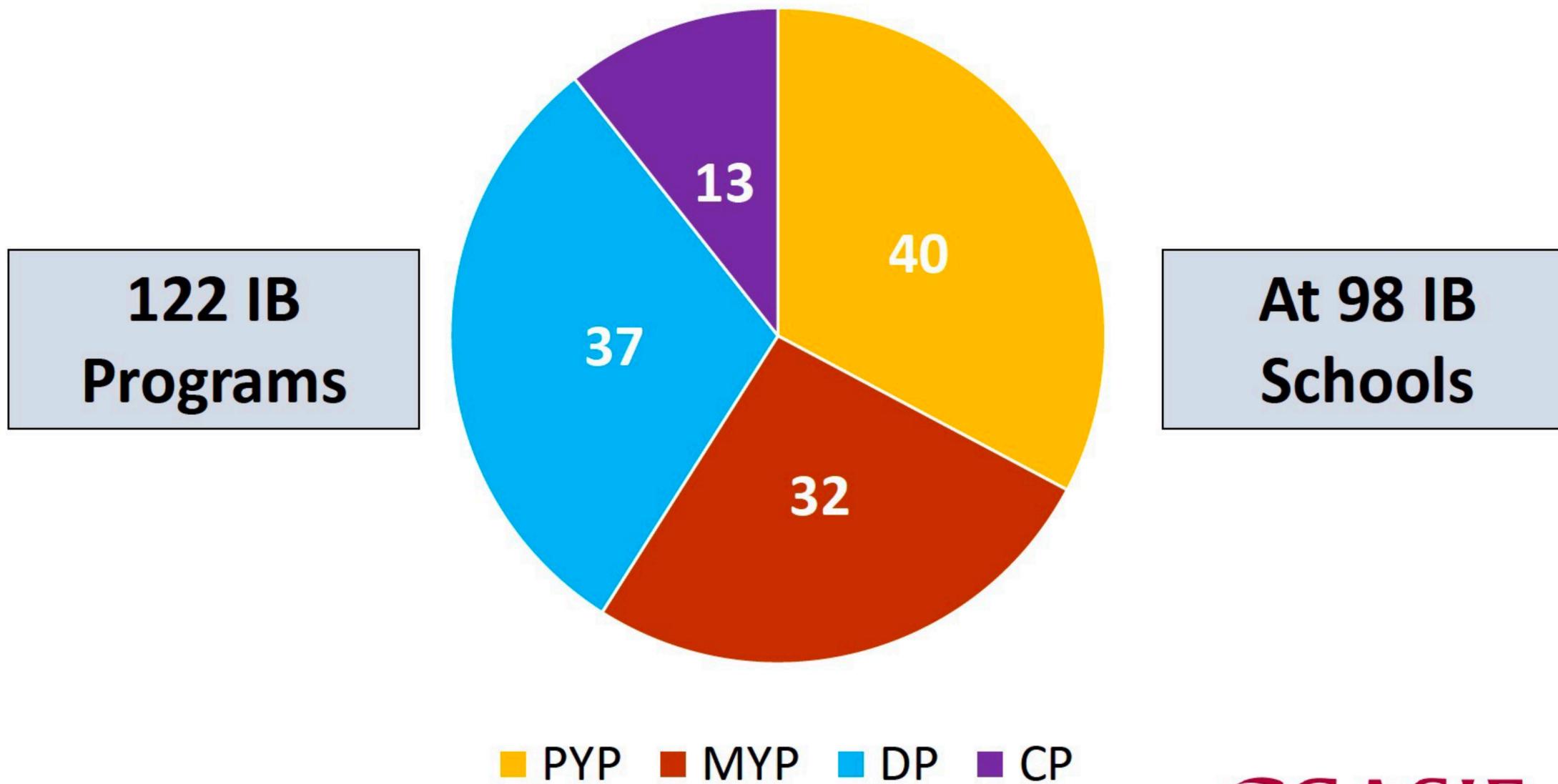


Graphic courtesy of CASIE



# IB by the Numbers

Authorized IB Programs in Georgia



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

Data source: [www.ibo.org](http://www.ibo.org) (10/14/22)



# IB by the Numbers

**3891** Diploma Programme Schools Worldwide

**1706** DP Schools in the Americas

**932** DP Schools in the United States

**35** DP Schools in Georgia

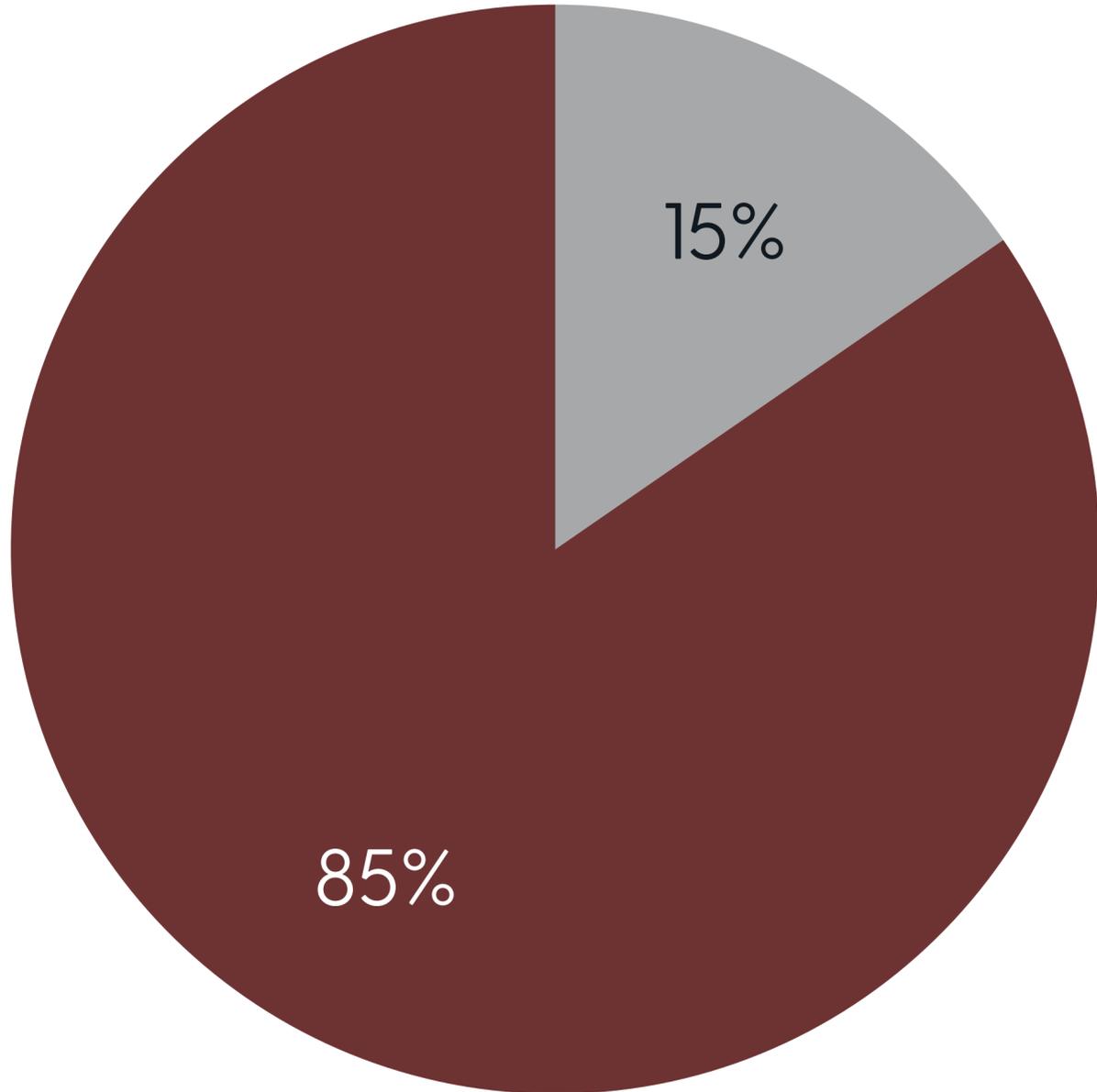
**1 of 4** FCS High Schools

2025-26 Academic Year  
**47** Diploma Programme Candidates  
**202** Course Candidates

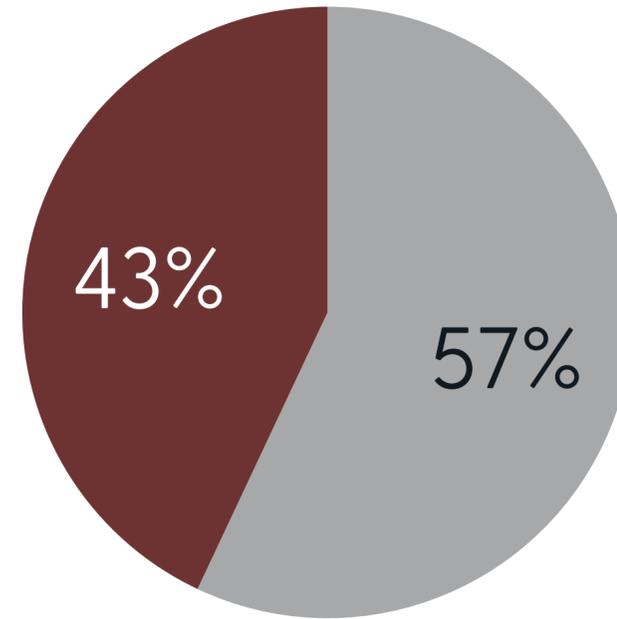


# IB by the Numbers

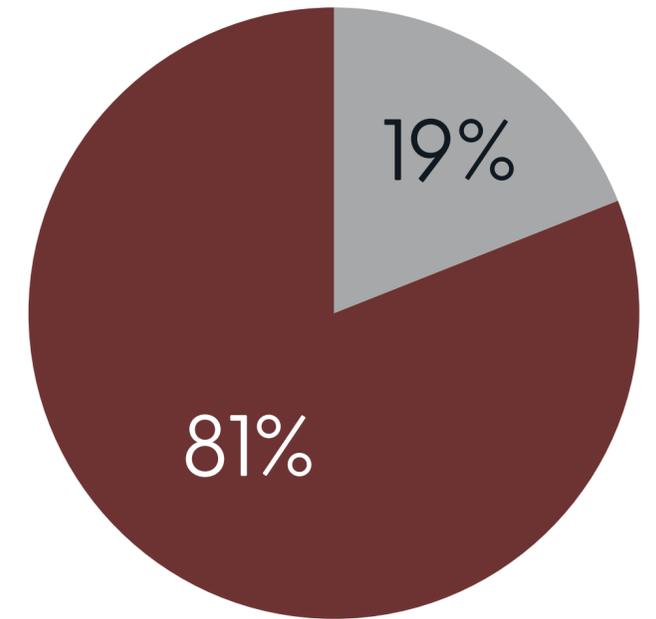
## IB Diploma Award Rate May 2025



Alpharetta High School



Americas

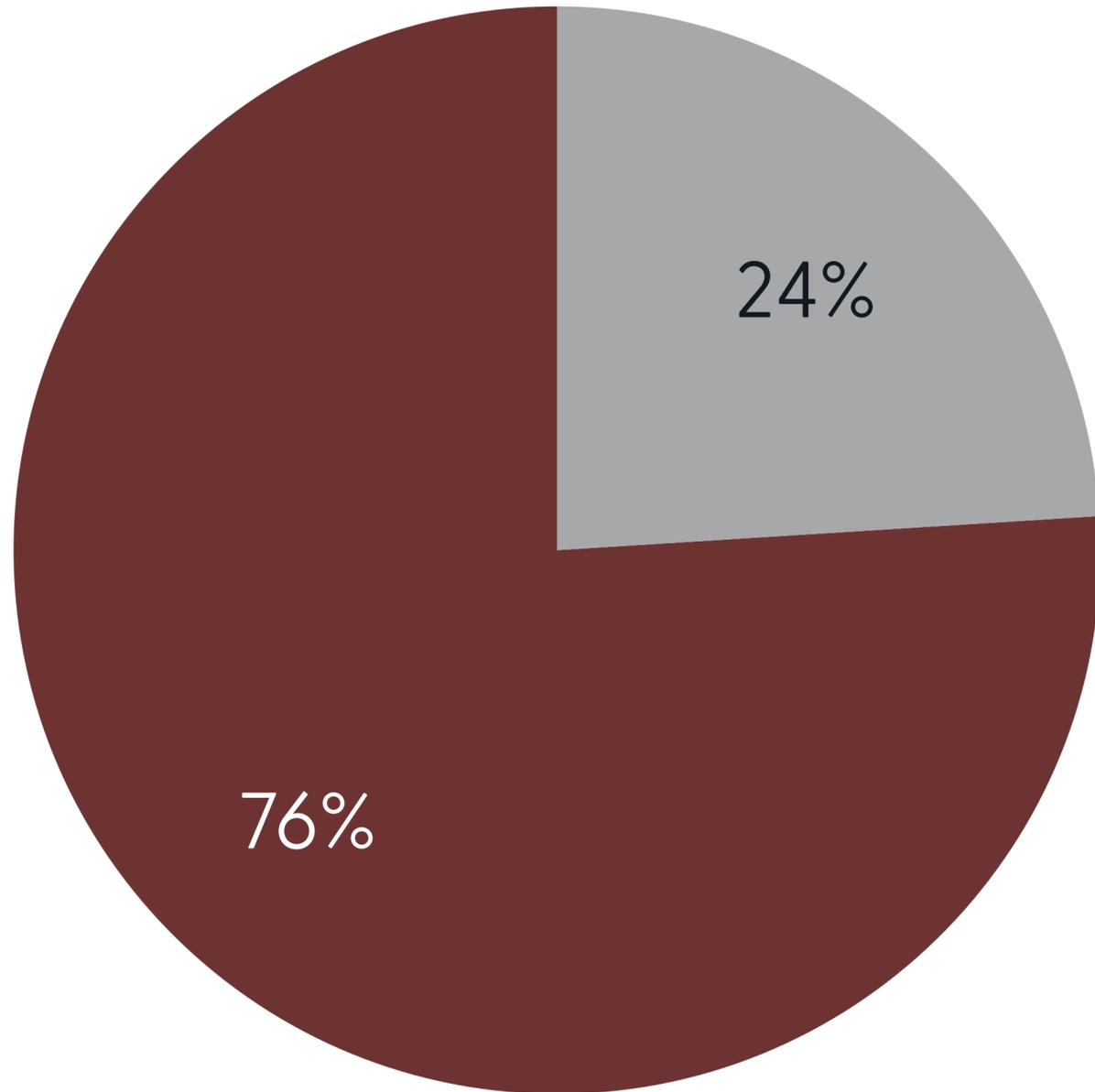


Worldwide

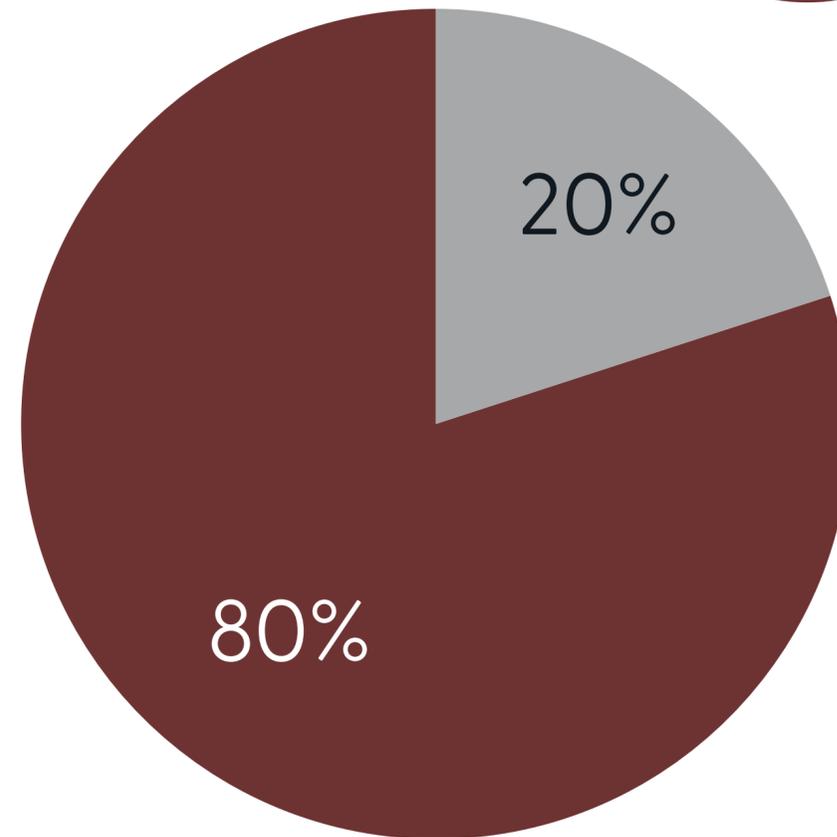


# IB by the Numbers

**IB 4+ Scores  
May 2025**



Alpharetta High School



Worldwide

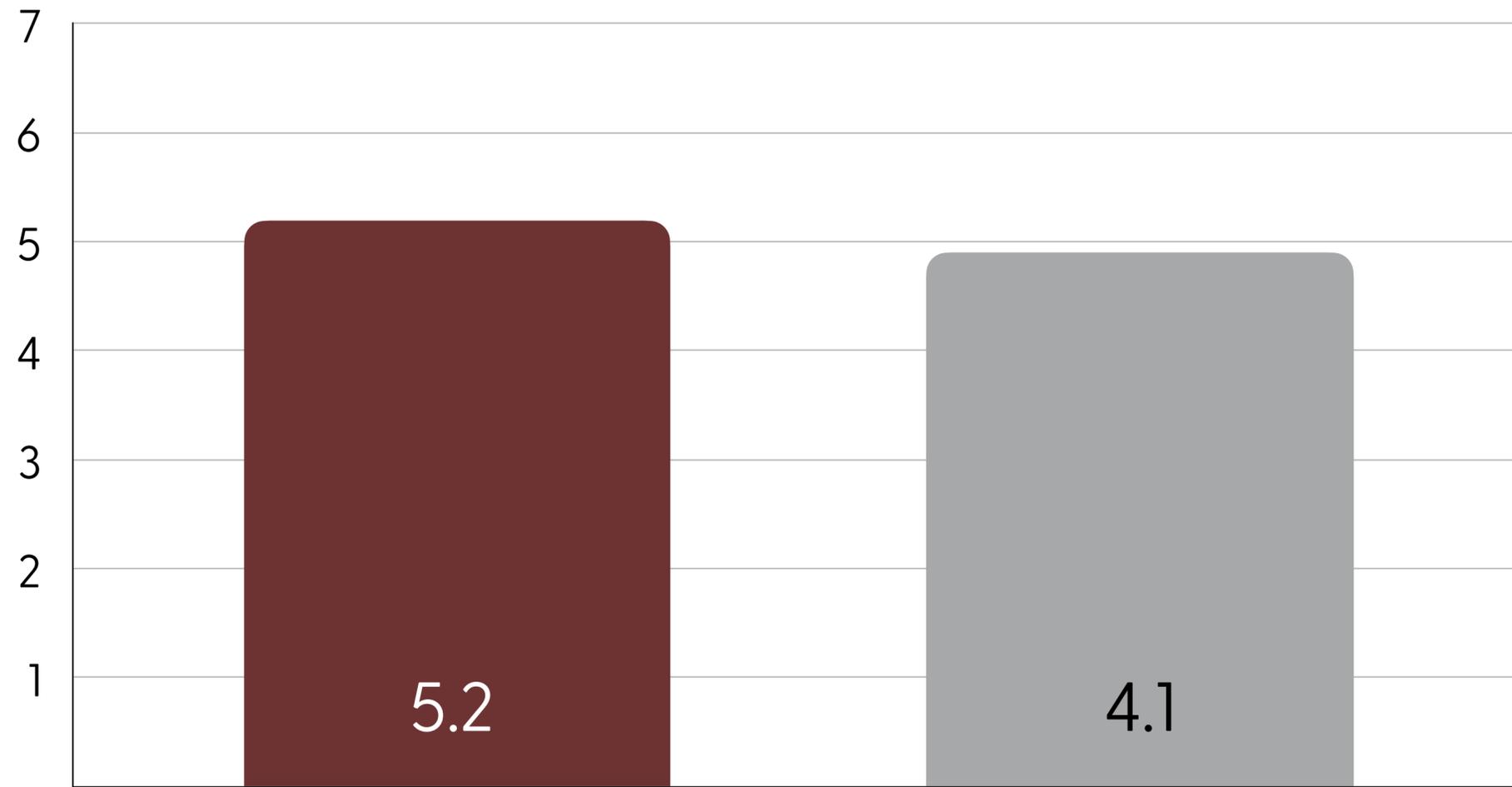
9

# of IB teachers  
with **100%**  
pass rate



# IB by the Numbers

## IB Average Scores May 2025



Alpharetta High School

Worldwide

13

# of IB teachers who *exceeded* worldwide averages

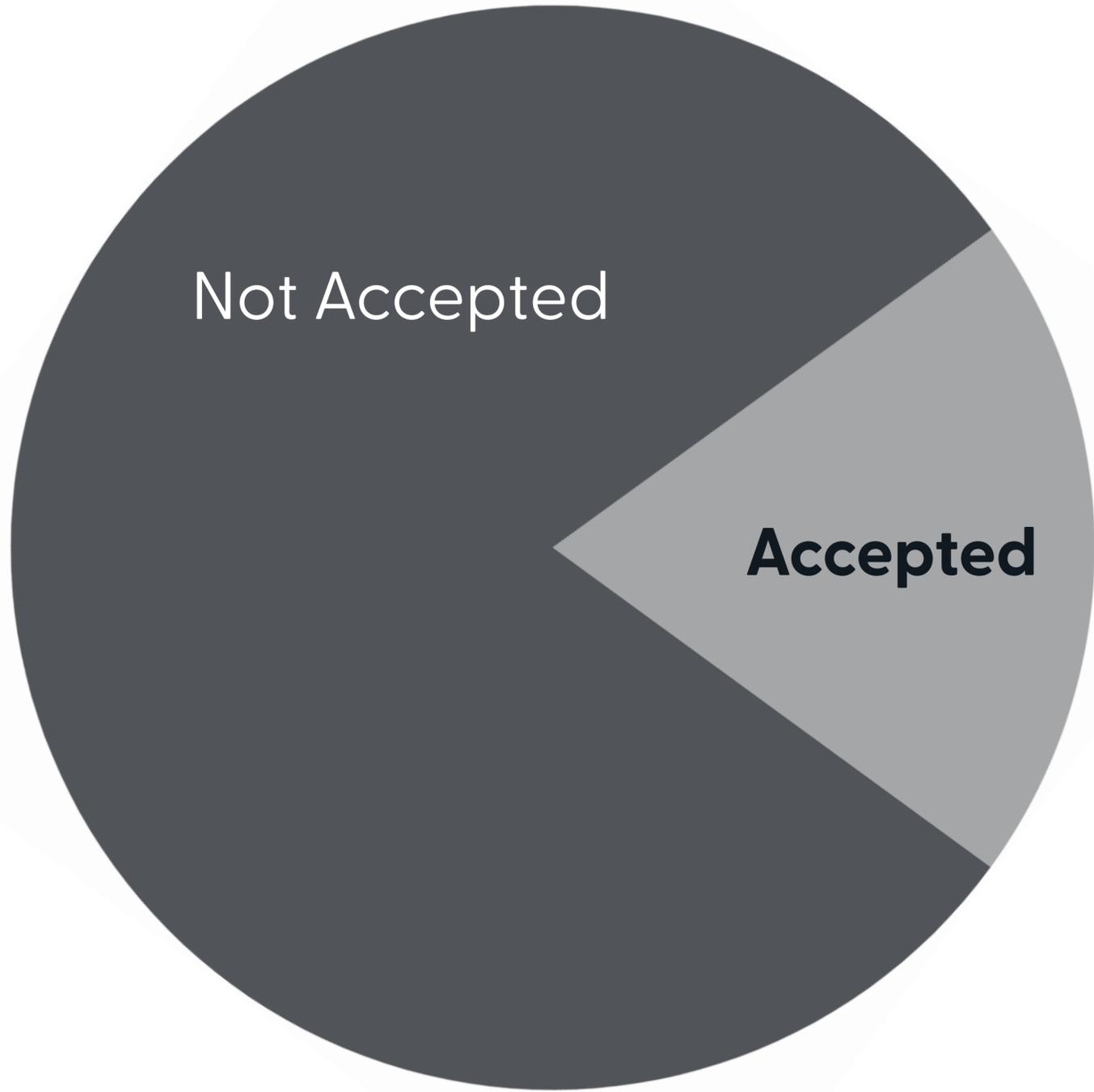
6

# of IB teachers who *exceeded* AHS average



# Higher Acceptance

2024 Graduate Data



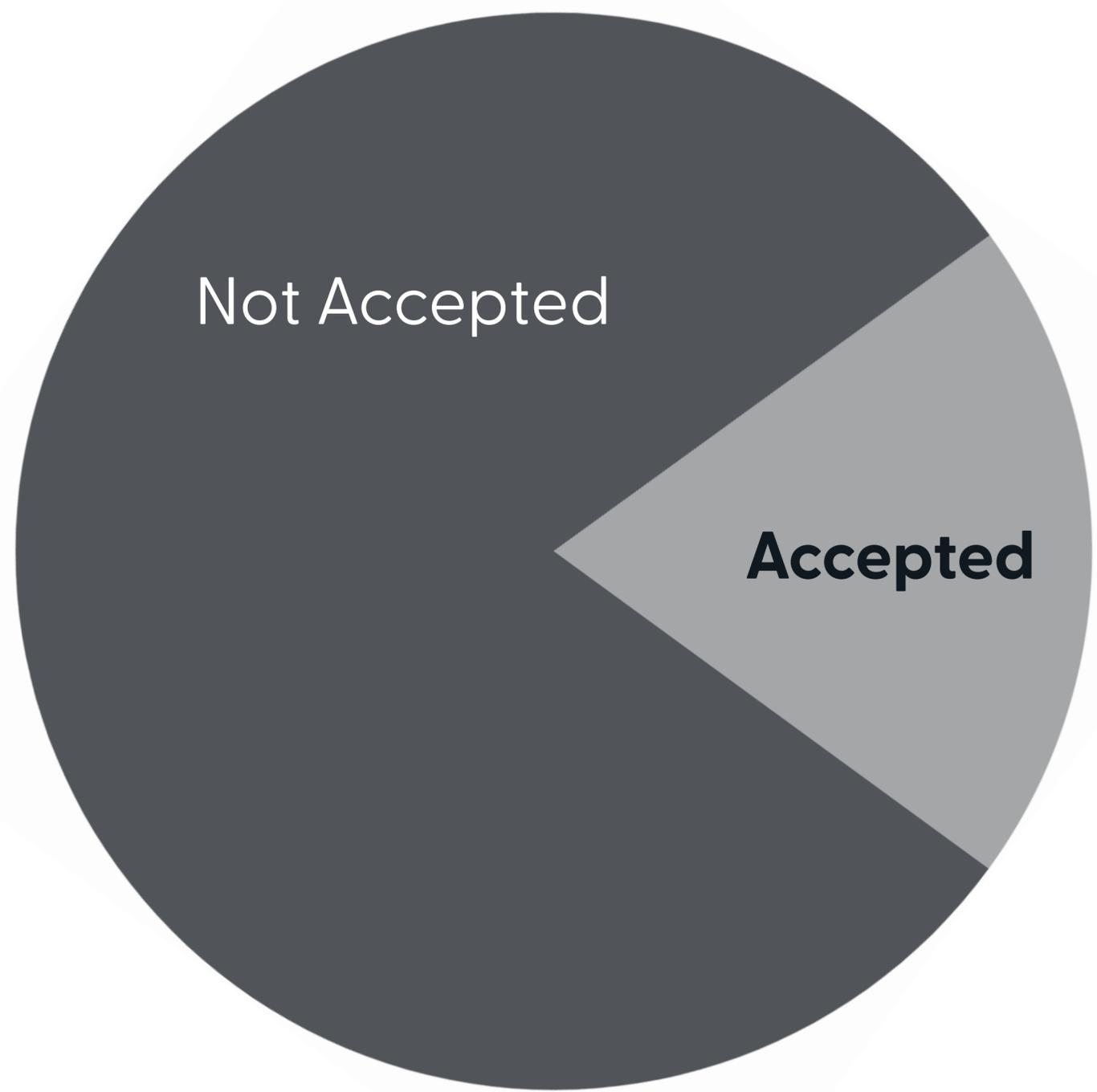
**20%**  
of AHS's applicants  
were accepted

**Ivy League Applicants**

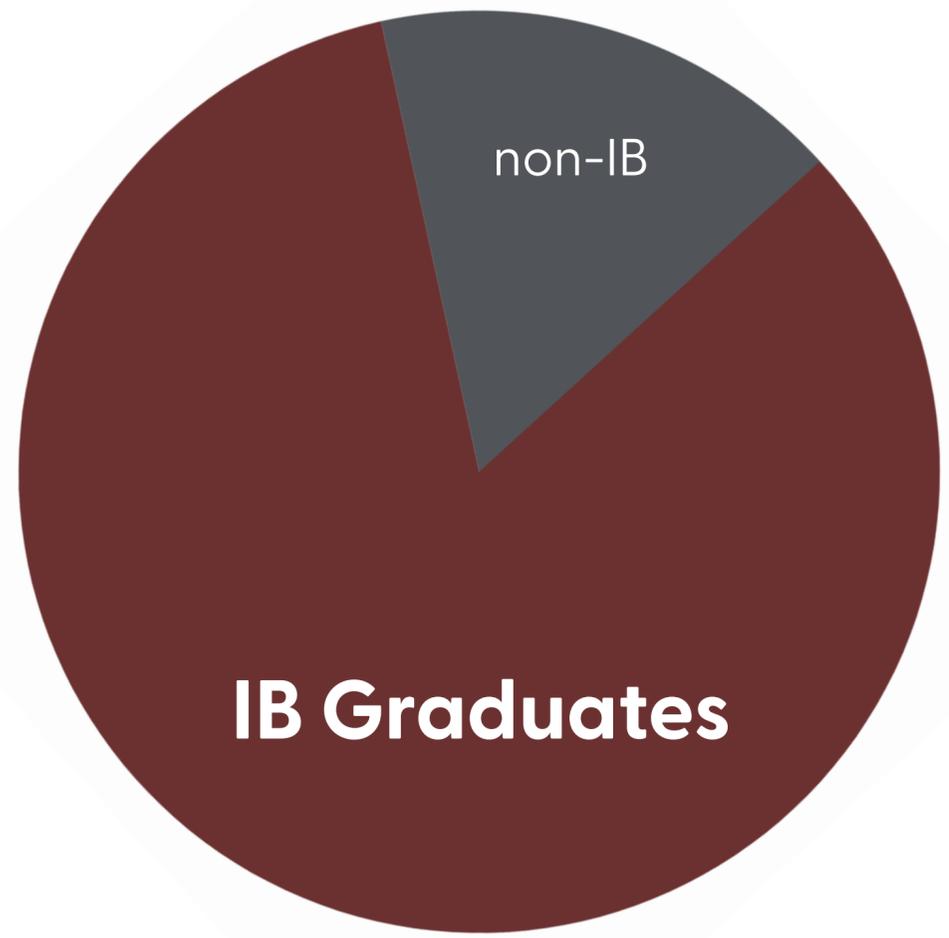


# Higher Acceptance

2024 Graduate Data



Ivy League Applicants



Ivy League Acceptances

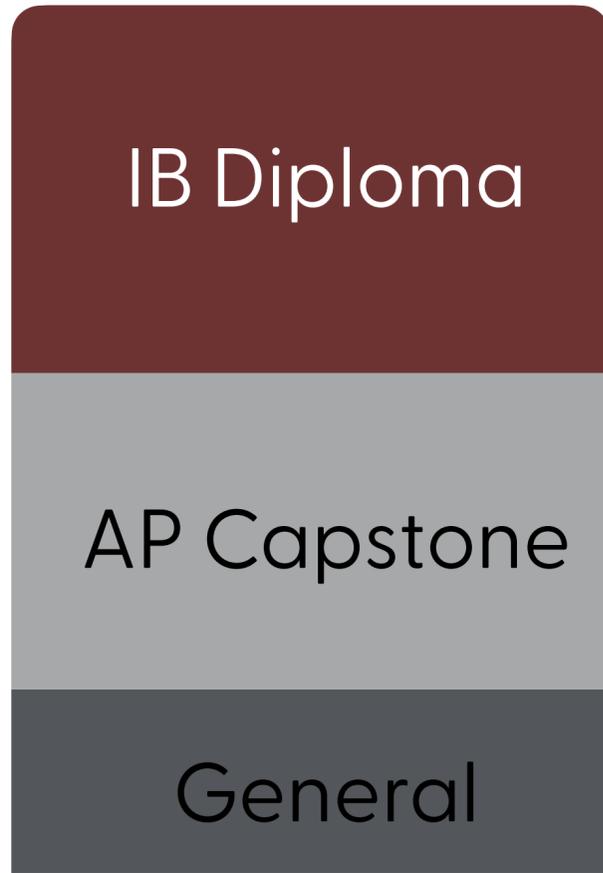
**83%**

were AHS IB Diploma Program Graduates



# Higher Acceptance

2025 Graduate Data



# 83%

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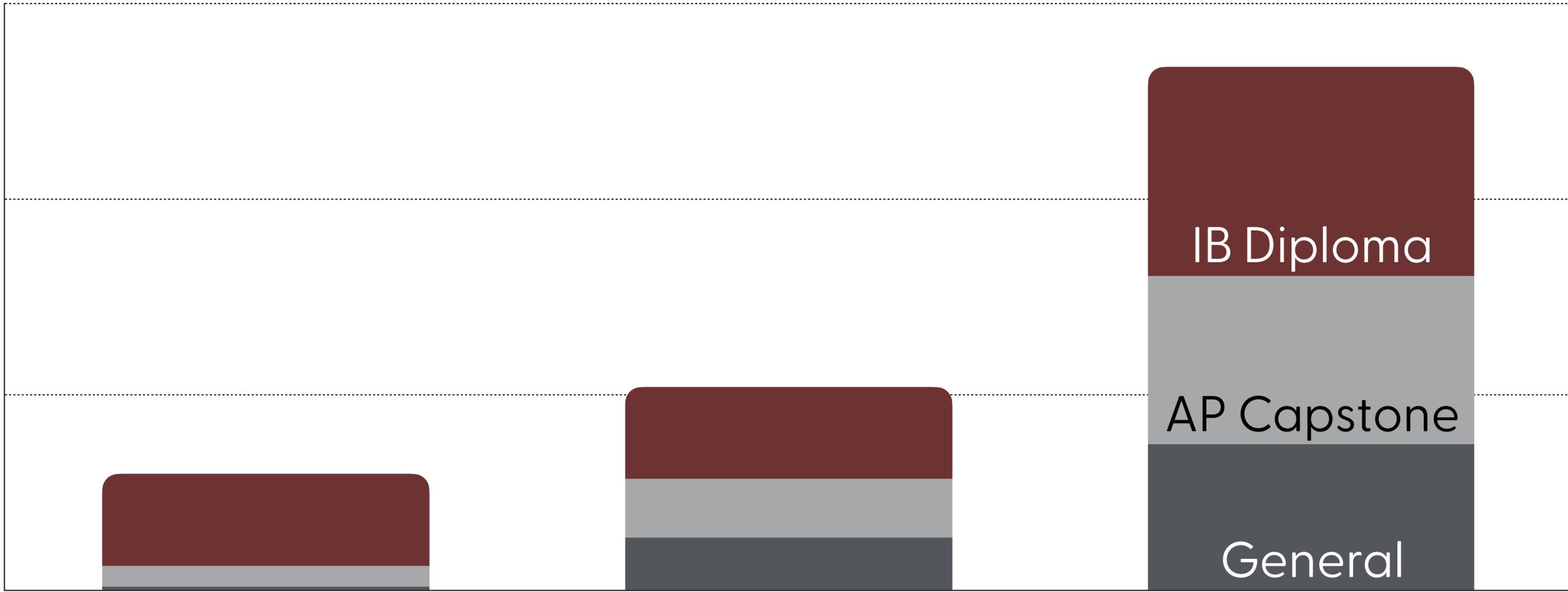
## Ivy League Acceptance Rates

IB Diploma	12-14%
AP Capstone	10-12%
General	~5-7%



# Higher Acceptance

2025 Graduate Data



**Overall**

## Acceptance Increase

IB Diploma	+18-22%
AP Capstone	+5-10%
General	Base

**GA Tech**

## Acceptance

IB Diploma	18-22%
AP Capstone	14-17%
Overall	12.7%

**UGA**

## Acceptance

IB Diploma	45-50%
AP Capstone	40-45%
Overall	35%



# Higher Acceptance

AHS IB Diploma Programme Students  
have been accepted at...

- Agnes Scott College
- Amherst College
- Art Institute of Atlanta
- Auburn University
- Augusta University
- Barnard College of Columbia University
- Berry College
- Boston University
- Brandeis University
- Brown University
- Case Western Reserve University
- Clark Atlanta University
- Clemson University
- Colorado State University
- Cornell University
- CU Boulder
- Drexel University
- Duke University
- Embry-Riddle University
- Emory University

- Furman University
- George Washington University
- Georgia Institute of Technology
- Georgia State University
- Goucher College
- Hampton University
- Harvard University
- Howard University
- Kennesaw State University
- Loyola of Chicago University
- Mercer University
- Michigan State University
- New York University
- Northern Illinois University
- Northwestern University
- Notre Dame University
- Oglethorpe University
- Ohio State University
- Ohio University
- Oregon State University

- Parsons School of Design
- Pennsylvania State University
- Purdue University
- Rice University
- Rochester Institute of Technology
- Rutgers University
- Savannah College of Art & Design
- Spelman College
- St. John's College
- St. Louis University
- Syracuse University
- UC Davis
- UC Irvine
- United States Naval Academy
- University of Alabama
- University of Central Florida
- University of Georgia
- University of Illinois
- University of Maryland
- University of Massachusetts

- University of Florida
- University of North Carolina
- University of Pennsylvania
- University of South Carolina
- University of South. California
- University of Tennessee
- University of Toronto
- Valdosta State University
- Vanderbilt University
- Washington University
- Williams College



...and more that didn't  
fit on the slide!

**Students Attended**



# Higher Acceptance



Find countries/territories and universities that recognize IB programmes

University
  Country/Territory

**IB programme**  
 Diploma Programme  
 Diploma Programme Courses  
 Career-related Programme  
 Middle Years Programme

**Credit or scholarships**  
 Credit / Advanced Standing  
 Scholarships

**Country/Territory**  
 United States of America

**State/Province**  
 All states/provinces

**University name**  
 Type a university name

**Language of instruction**  
 All languages

Find universities

*ibo.org/university-admission*

Country/Territory: United States of America X State/Province: Georgia X Programme: Diploma Programme X

Agnes Scott College	United States of America	✓ DP	✗ DP Courses	✗ CP	✗ MYP	Details
		✓ Credit Policy				
Covington College	United States of America	✓ DP	✓ DP Courses	✗ CP	✗ MYP	Details
		✓ Credit Policy				
Emory University	United States of America	✓ DP	✓ DP Courses	✗ CP	✗ MYP	Details
		✓ Credit Policy				
Georgia College and State University	United States of America	✓ DP	✓ DP Courses	✗ CP	✗ MYP	Details
		✓ Credit Policy				
Georgia Institute of Technology	United States of America	✓ DP	✓ DP Courses	✓ CP	✗ MYP	Details

## Group 1: A1 & A2 English Literature, Language and Literature, Literature and Performance

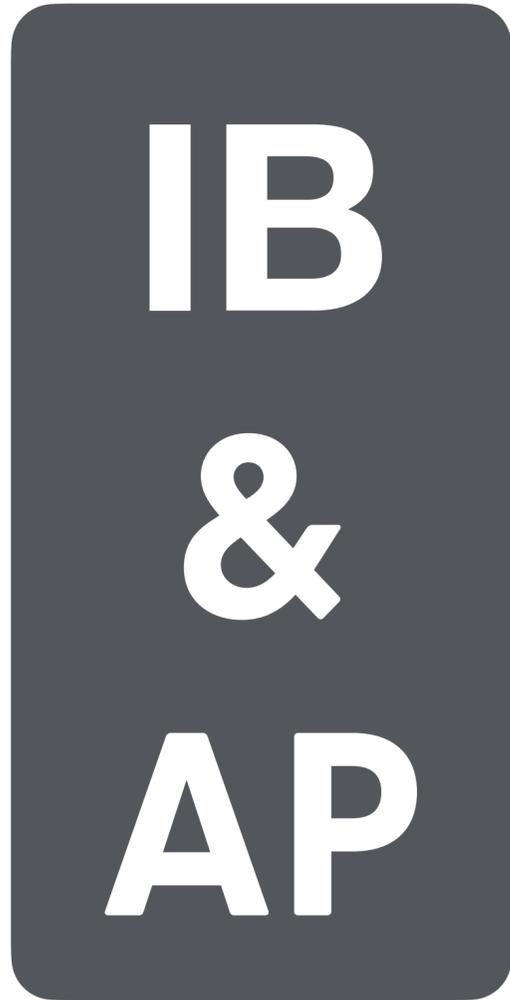
### IB Level and Score

IB Level and Score	English credit earned
HL4	ENGL 1101 (3 credit hours)
HL5	ENGL 1101 (3 credit hours)
HL6	ENGL 1101 (3 credit hours)
HL7	ENGL 1101 (3 credit hours) and ENGL 1102 (3 credit hours)
SL5	ENGL 1101 (3 credit hours)
SL6	ENGL 1101 (3 credit hours)
SL7	ENGL 1101 (3 credit hours)

Students with A1 or A2 level language other than English should reach out to the academic department corresponding to the language they studied for additional credit or placement beyond what is offered by Language B placement.

Example:  
UGA Credit Equivalency





# INTERNATIONAL BACCALAUREATE ADVANCED PLACEMENT

WHICH PATH IS BEST FOR HOW YOU LEARN?

*I like to ask...*

## HOW? WHY?

Focuses on exploring content knowledge through a variety of projects, literature, and experiences



*I like to ask...*

## WHO? WHAT?

Focuses on learning specific facts and information through memorization toward May examinations



Rigorous, upper-level courses

Can earn college credit

*I learn best by...*

## DOING

Develops deep conceptual knowledge through project application and real-world scenarios

*I want to study a...*

## HOLISTIC PROGRAM

Student-centric, focused on an interdisciplinary, classical liberal arts education in grades 11 & 12

*I learn best by...*

## HEARING

Develops expansive content knowledge through reading, instruction, & practice preparing for exams

*I want to study...*

## INDEPENDENT COURSES

Content-centric, focused on individual, prescribed topics and specific required content



# AP

## AP Literature Exam

- Read at least 5 passages
- Answer 55 Multiple Choice Questions
- Read 2 more passages
- Write 3 essays
- Answer all questions
- Based on what you remember

*over ~3 hours and in one sitting*

# Who & What

21. Which of the following best describes the relationship between the first paragraph and the second?
- (A) The first paragraph is mainly concerned with aesthetic issues, and the second, with pragmatic ones.
  - (B) The diction is sophisticated in the first paragraph and simple in the second.
  - (C) The point of view in the first paragraph is mainly subjective; in the second, it is mostly objective.
  - (D) The romantic tone of the first paragraph becomes rather arrogant in the second.
  - (E) A question posed in the first paragraph is answered in the second.



# How & Why

IB



## IB Lit Exam Example

- No multiple choice
- Apply what you learn

*over two sessions on different days*



# How & Why

Answer **one** question. Compare and contrast **two** of the works you have studied.

1. How do **two** of the works you have studied portray the struggle to be understood?
2. Some literary texts, although set in a particular place or time, convey ideas that are universal. In what ways is this true in **two** of the works you have studied?
3. Discuss how **two** works you have studied present concepts of good and bad, not as absolute notions, but as a matter of individual perception.
4. Referring to **two** works you have studied, discuss how the author has created a convincing “world”.

## IB Lit Exam Example

- No multiple choice
- Apply what you learn

*over two sessions on different days*



# IB



## Assessments for IB

### Internal Assessments

- Graded **internally** by your teacher
- Completed either during Y1 or Y2
- Random samples sent to IB for moderation and feedback
- Various formats: oral, essay, product, lab, performance...

### External Assessments

- Graded **externally** by IB
- Timed, standardized IB exams given in May at end of course (typically Y2)
- Taken over multiple days
- 2-3 parts for most exams, largely written

IB assessments measure whether students have mastered advanced academic skills, for example:

- analyzing and presenting information
- evaluating and constructing arguments
- solving problems creatively.



## Assessments for IB

Internal Assessments



External Assessments



1-7

## Assessments for AP



AP Exams  
(external)



1-5

Rigor in IB

**IB**



**Depth  
of  
Understanding  
and  
Mastery**

**Longer period for learning**

*The IB Diploma Programme is completed over 2 years*

Rigor in AP

**AP**

**Quantity of Content**

**Short amount of time**

*~140 days of content from August - March, allowing  
time for exam prep prior to May exams*



Rigor in IB

**IB**



**Depth  
of  
Understanding  
and  
Mastery**

**Longer period for learning**

The IB Diploma Programme is completed over 2 years

International Baccalaureate  
Diploma Programme Subject Brief  
Individuals and societies: History—higher level  
First assessments 2017

**II. Curriculum model overview**

Component	Recommended teaching hours
<b>Prescribed subjects</b> <i>One of the following, using two case studies, taken from a different region of the world:</i> <ol style="list-style-type: none"> <li>Military leaders</li> <li>Conquest and its impact</li> <li>The move to global war</li> <li>Rights and protest</li> <li>Conflict and intervention</li> </ol>	40

<b>World history topics</b> <i>Two of the following, using topic examples from more than one region of the world:</i> <ol style="list-style-type: none"> <li>Society and economy (750–1400)</li> <li>Causes and effects of wars (750–1500)</li> <li>Dynasties and rulers (750–1500)</li> <li>Societies in transition (1400–1700)</li> <li>Early Modern states (1450–1789)</li> <li>Causes and effects of Early Modern wars (1500–1750)</li> <li>Origins, development and impact of industrialization (1750–2005)</li> <li>Independence movements (1800–2000)</li> <li>Emergence and development of democratic states (1848–2000)</li> <li>Authoritarian states (20th century)</li> <li>Causes and effects of 20th-century wars</li> <li>The Cold War: Superpower tensions and rivalries (20th century)</li> </ol>	90
<b>IB options: Depth studies</b> <i>One of the following:</i> <ol style="list-style-type: none"> <li>History of Africa and the Middle East</li> <li>History of the Americas</li> <li>History of Asia and Oceania</li> <li>History of Europe</li> </ol>	90
<b>Internal assessment</b> Historical investigation	20

~240 learning hours over two years

Rigor in IB

**IB**



Depth  
of  
Understanding  
and  
Mastery

Longer period for learning

*The IB Diploma Programme is completed over 2 years*

*Exam is at the end of Year 2*

International Baccalaureate  
Diploma Programme Subject Brief  
Individuals and societies: History—Higher level  
First assessments 2017

**Instructions to candidates**

- Do not open this examination paper until instructed to do so.
- Answer two questions, each chosen from a different topic.
- Each question is worth **[15 marks]**.
- The maximum mark for this examination paper is **[30 marks]**.
- Where the word region is used it refers to the following four regions: Europe, the Americas, and Africa and the Middle East.

**Topic 6: Causes and effects of Early Modern wars (1500–1750)**

11. Compare and contrast the short-term causes of **two** Early Modern wars, each chosen from a different region.
12. Evaluate the role and importance of mercenaries in **one** Early Modern war.

**Topic 7: Origins, development and impact of industrialization (1750–2005)**

13. “The availability of natural resources was the most important cause of industrialization.” With reference to **two** countries, each chosen from a different region, to what extent do you agree with this statement?
14. Examine the impact of industrialization on standards of living and working conditions in **one** country.

Rigor in IB

**IB**



Depth  
of  
Understanding  
and  
Mastery

Longer period for learning

AP discusses the 'what' and IB  
discusses the 'what, why, and how.'

IB Diploma Graduate, Class of 2022

Rigor in AP

**AP**

Quantity of Content

Short amount of time

# IB



## Potential Positives

- Most colleges around the US will give credit for strong test scores on either AP or IB exams, with limitations set by each college.
- AP and IB coursework is consistent worldwide, so the student, the school and the college all know what is expected. Yes, there are variations based on schools and teachers, but the curriculum is standardized.
- AP and IB students are able to get an idea of the level of work needed for a college-level class while still in a high school course.
- Taking AP/IB courses in your high school allows a student to remain active in high school activities and events, as they stay on their HS campus.
- AP and IB students are in classes with other people who are looking to really challenge themselves in their coursework and in class interactions/projects.

## Potential Negatives

- Obtaining college credit for AP/IB exams is not consistent nationwide, and there is the potential to not receive any credit for a lower exam score.
- At times, there are limitations on the variety of AP/IB courses offered at a high school.
- There is a cost associated with AP/IB exams, which while not huge, can still be daunting for some students and families.

# IB



 UNIVERSITY OF GEORGIA  
Undergraduate Admissions

Score of 4  
generally  
receives credit  
(varies by  
college)

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Undergraduate Admissions

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AHS currently offers 25 different IB courses

# IB



 UNIVERSITY OF GEORGIA  
Undergraduate Admissions

Fulton County  
pays for all  
IB exam  
registration  
costs

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## Potential Positives

- The availability of dual enrollment options is very widespread, and this is especially important for students who attend a high school with no AP/IB courses. In addition, the wide range of courses offered for dual enrollment students at each college is great.
- If you pass a DE course, a majority of public colleges (and some private ones) will award you credit for the courses.
- For students in some states, the cost of a dual enrollment course is minimal.
- If you are attending dual enrollment courses at a local college, you are in class with true college students, which allows DE students a chance to both see and learn from this experience. Students also are able to get an idea of the level of work needed for a college-level class.

## Potential Negatives

- The consistency of dual enrollment colleges and courses varies greatly so make sure you choose locations and courses which will prepare you for upper level major courses at your potential future colleges.
- A number of very competitive colleges might not accept dual enrollment coursework and it varies depending on whether the DE course is taught on the college campus or on in the high school (HS campus DE is sometimes referred to as Concurrent Enrollment by colleges).
- Dual Enrollment courses will remain on your permanent record, so if you are looking at graduate school programs or if you really struggle in a DE class, this could be an issue. When UGA calculates an overall college GPA, DE work is a part of this calculation.

DE

 UNIVERSITY OF GEORGIA  
Undergraduate Admissions

No help  
available from  
AHS staff (only  
professors)

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Most colleges consider DE less rigorous than IB or AP

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DE

 UNIVERSITY OF GEORGIA  
Undergraduate Admissions

DE classes go on and stay on your college transcripts.

## Good Question

Which is better—IB, AP, or Dual Enrollment?

**IB**

Learn through **doing**  
Concepts **connected**  
**Learner** focused



Learn through **hearing**  
Courses **stand alone**  
**Content** driven

**DE**

**&**

**AP**



## Gooder Question

Which is better **FOR ME** based on my goals and how I learn best?

**IB**

Learn through **doing**  
Concepts **connected**  
**Learner** focused

Learn through **hearing**  
Courses **stand alone**  
**Content** driven

**DE**

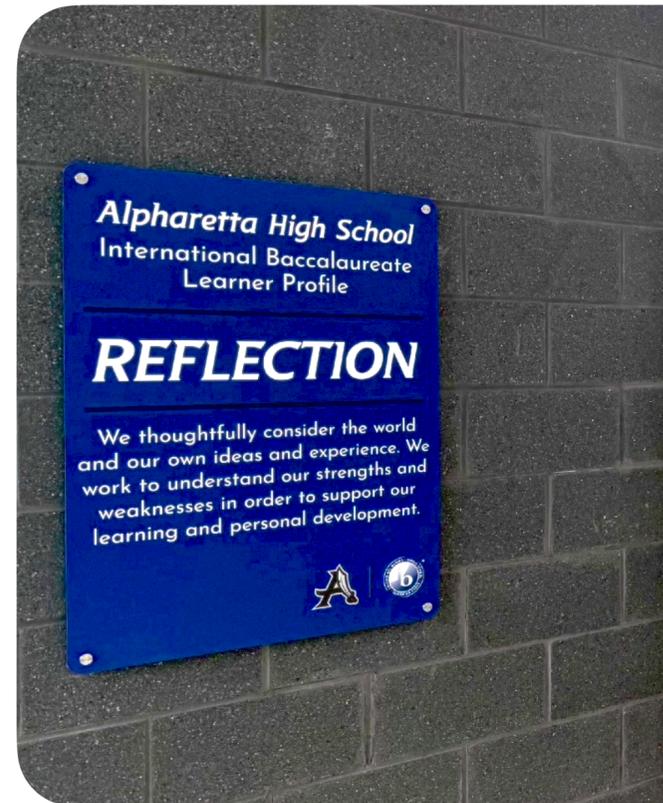
**&**

**AP**



# As IB Learners, we strive to be...

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-Minded
- Caring
- Risk-Takers
- Balanced
- Reflective



# Learner Profile

## The “Heart” of IB

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-Minded
- Caring
- Risk-Takers
- Balanced
- Reflective



# Approaches to Learning

## The “How” of IB

- Thinking Skills
- Communication Skills
- Social Skills
- Research Skills
- Self-Management Skills



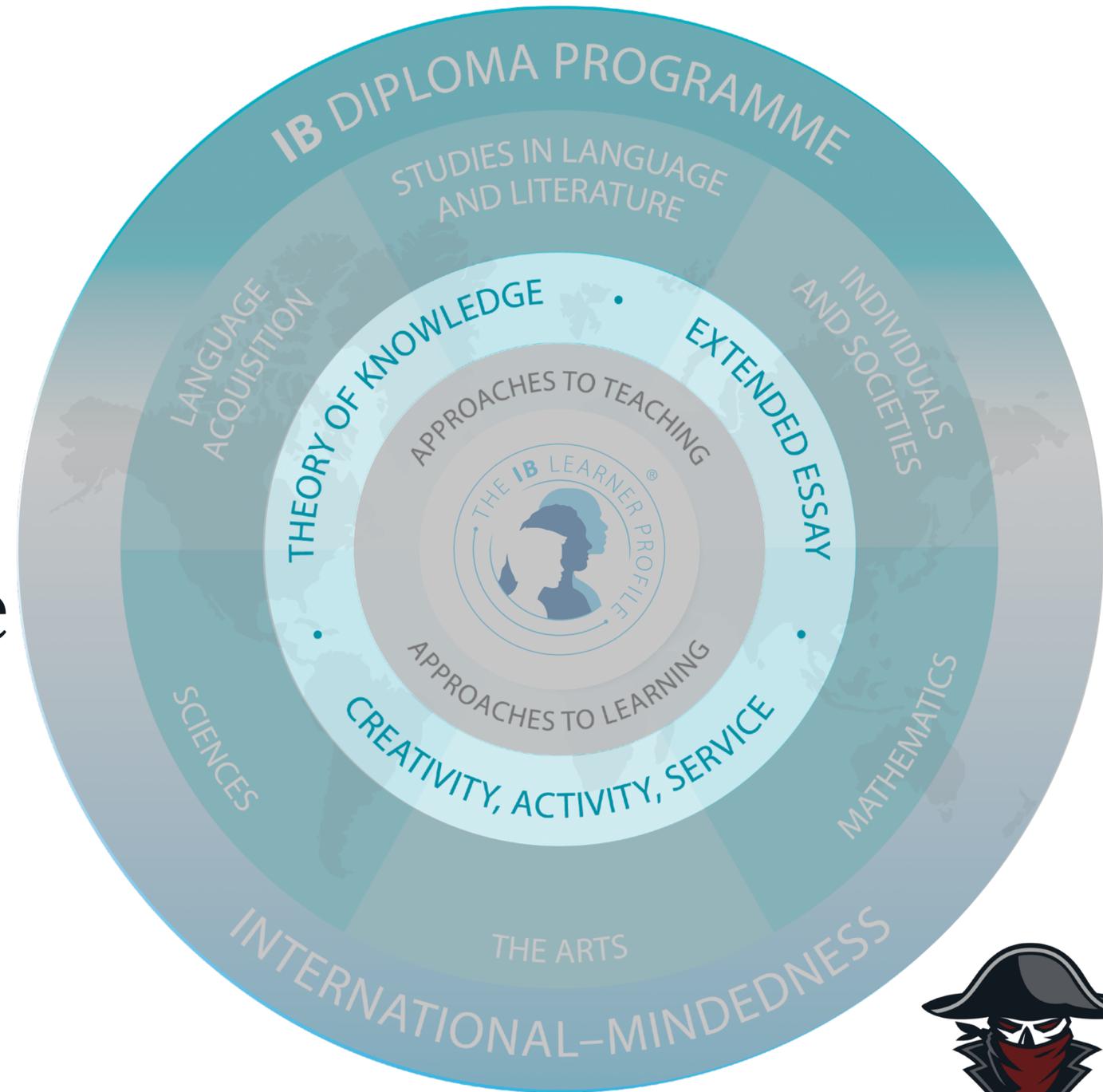
# The Diploma Core

## The “Hub” of IB

Theory of Knowledge

Extended Essay

Creativity, Activity, Service



# The Diploma Core

## Theory of Knowledge (TOK)

- Discussion-oriented class taken during both year 1 and year 2
- Ties all the IB subjects together
- Questions and arguments about “what is knowledge?”
- TOK Exhibition & TOK Essay contribute to earning Diploma



Theory of knowledge is a very cool class, but be prepared to question everything you think you know. The first question from the first day that I still remember is, ‘What math invented or discovered?’

**DP Graduate, Class of ‘21**



# The Diploma Core

## Extended Essay (EE)

- 3000-4000 word research paper
- Students choose topics and work with supervising teacher
- Begin January, Year 1
- Completed December, Year 2



To what extent has Amazon's investment in warehouse automation impacted its logistics efficiency and profitability?

How did the theology of Catholicism during the Oxford Movement affect women in Ireland circa 1930?

How does the Maillard reaction and its outcomes differ when generated at different pH levels?



# The Diploma Core

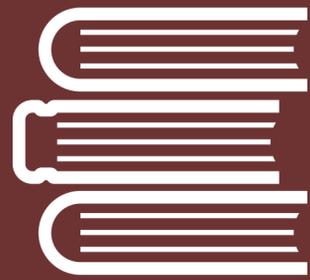
## Creativity, Activity, Service (CAS)

- Regular Experiences over 18 months (year 1 & year 2)
  - **Creative** experiences: art, music, cooking, etc.
  - **Active** experiences: walking, yoga, athletic practice, etc.
  - **Service** experiences: tutoring another student, volunteering, etc.
- Month-long project (year 2)



*CAS Project  
Class of 2023*





# 6

# Diploma Subjects



## Subject Areas

- 1 Language A ➔ *Literature*
- 2 Language B ➔ *World Lang.*
- 3 Ind. & Soc. ➔ *Soc. Studies*
- 4 Science ➔ *Science*
- 5 Math ➔ *Math*
- 6 Arts ➔ *IB Elective*

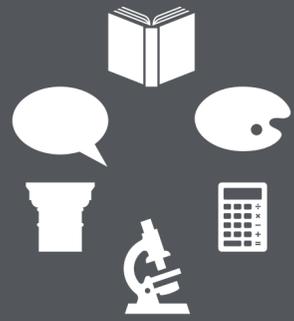
*(1 from each)*

## 3 Higher Level

*2 years long  
Greater depth*

## 3 Standard Level

*1 or 2 years  
Topical survey*



# 25 Subjects Offered



## Higher Level

Lang/Lit HL  
Hist/Americas HL  
Global Politics HL  
Psychology HL  
Math Analysis HL  
Visual Arts HL  
Dance HL  
Music HL

## Standard Level

- ★ Lit/Perf SL
- Spanish SL
- French SL
- Chinese SL
- Spanish ab initio SL
- French ab initio SL
- Chinese ab initio SL
- ★ Global Politics SL
- ★ Business Management SL
- ★ Enviro S/S SL
- ★ Sports Sci SL
- ★ Biology SL LAUNCHING 26-27
- Math Analysis SL
- ★ Math Applications SL
- ★ Visual Arts SL
- ★ Dance SL
- ★ Music SL

★ SL class completed in one year



# International *Baccalaureate* Diploma *Programme*

Deadline for first consideration

**JANUARY 15**

**STATEMENT OF  
INTENT 2026**



**Shadow**

an IB

**Student**



<https://tinyurl.com/IBShadow2025>



IS IB RIGHT?  
FOR ME!

**LET'S CHAT!**

[tinyurl.com/  
MeetwithFortunato](https://tinyurl.com/MeetwithFortunato)





## Next Steps

## Helping Your Student Decide

- What does your student enjoy about current classes?
- What does your student wish was different?
- How does your student react when facing a challenge?
- What are your students academic goals or plans?
- Are the targets and outcomes of IB in line with who your student wants to become?



Statement of Intent



Schedule Meeting

# IB



Inquirers  
Knowledgeable  
Thinkers

Communicators  
Principled



Balanced  
Reflective

Open-Minded  
Caring  
Risk-Takers

November

# IB Community Meeting

November 19 @ 6:30pm  
AHS Media Center

## 2ND ANNUAL IB ALUMNI PANEL Q&A



Upcoming  
Meeting!

### FEATURING

Erin Soriano	Alumni Parent
Keri-Ann Williams	Alumni Parent
Avni Rajit	Class of '21
Sarah Serghi	Class of '21
AJ Williams	Class of '22
Himangini Agrawal	Class of '23
Leila Alvarez	Class of '24

# GOT QUESTIONS?

Email [fortunatof@fultonschools.org](mailto:fortunatof@fultonschools.org)

Schedule a Meeting



# STATEMENT OF INTENT



Deadline  
for first  
consideration  
**JANUARY 15**



# International *Baccalaureate* Diploma *Programme*

# SCHEDULE A MEETING



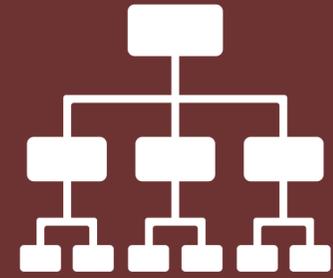
Learn More  
[tinyurl.com/  
IthinkIB](https://tinyurl.com/IthinkIB)

IB  
&  
AP

**INTERNATIONAL BACCALAUREATE  
ADVANCED PLACEMENT**

WHICH PATH IS BEST FOR HOW YOU LEARN?

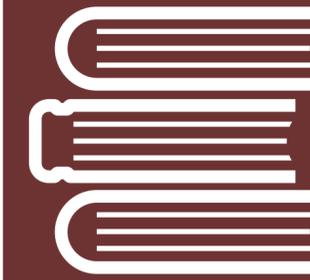
<p><i>I like to ask...</i> <b>HOW? WHY?</b> Focuses on exploring content knowledge through a variety of projects, literature, and experiences.</p>	<p><i>I like to ask...</i> <b>WHO? WHAT?</b> Focuses on learning specific facts and information through memorization toward May examinations.</p>
<p><b>IB</b> Rigorous, upper-level courses Can earn college credit</p>	<p><b>AP</b></p>
<p><i>I learn best by...</i> <b>DOING</b> Develops deep conceptual knowledge through project application and real-world scenarios.</p>	<p><i>I learn best by...</i> <b>HEARING</b> Develops expansive content knowledge through reading, instruction, &amp; practice preparing for exams.</p>
<p><i>I want to study a...</i> <b>HOLISTIC PROGRAM</b> Student-centric, focused on an interdisciplinary, classical liberal arts education in grades 11 &amp; 12.</p>	<p><i>I want to study...</i> <b>INDEPENDENT COURSES</b> Content-centric, focused on individual, prescribed topics and specific required content.</p>



Approaches  
to Learning



The Diploma  
Core  
TOK • EE • CAS



6  
Diploma  
Subjects

IB by the  
Numbers



Higher  
Acceptance



# What is IB?

## ALPHARETTA

HIGH SCHOOL



25  
Subjects  
Offered

Statement of  
Intent due



**January 15**

[tinyurl.com/AHSIBIntent2025](https://tinyurl.com/AHSIBIntent2025)



Shadow  
an IB  
Student

Meet with  
Fortunato



September 2025