



IB DP handbook
2011

ST. GILGEN INTERNATIONAL SCHOOL
AUSTRIA

CONTENTS

SECTION 1

Letter from the Diploma Coordinator	page 2
General Introduction to the IBO-DP	page 3
IBO Learner Profile	page 5
Grade 11 Admissions Policy	page 6
Student Contract	page 7
Constructing A Diploma Programme	page 8
What Do You Want to Study?	Page 9
Options Form	page 11

GROUP 1 – STUDIES IN LANGUAGE AND LITERATURE

Literature	page 12
Language and Literature	page 13
Self Taught Literature	page 14

GROUP 2 - LANGUAGE ACQUISITION

Language B selections	page 15
Ab Initio Languages	page 16

GROUP 3 - INDIVIDUALS AND SOCIETY

Geography	page 17
History	page 18
Economics	page 19

GROUP 4 - EXPERIMENTAL SCIENCES

Biology	page 20
Chemistry	page 21
Physics	page 22

GROUP 5 - MATHEMATICS

Mathematics	page 23
-------------	---------

GROUP 6 - ARTS OR ELECTIVES

Visual Arts	page 24
Theatre	page 25
Music	page 26

THEORY OF KNOWLEDGE	page 27
----------------------------	---------

EXTENDED ESSAY	page 28
-----------------------	---------

CAS	page 29
------------	---------

APPENDIX 1	page 30
-------------------	---------

APPENDIX 2	page 31
-------------------	---------

APPENDIX 3	page 33
-------------------	---------

APPENDIX 4	page 34
-------------------	---------

LETTER FROM THE DIPLOMA COORDINATOR

Dear Students and Parents

St. Gilgen International School is proud to offer the International Baccalaureate Organisation's Diploma Programme, an exciting and academically rigorous programme with many challenges for all who participate in it. The course is a multi-faceted one, requiring not only academic application, but a growing awareness of what it means to be part of today's world.

We continue to be joined by a number of students from all over the world, increasing our international representation and enriching our access to and understanding of a number of other cultures.

The teachers of the Diploma Programme are all subject experts, with a desire to pass on to our students their passion for their discipline. 2011 – 2013 also sees some exciting new programmes such as the A1 Language and Literature course; this is also the first year we are offering Diploma Music, again, broadening the school's creative offerings.

Whilst the Diploma Programme is an academically thorough one, it is also concerned to educate the 'whole person'. At St. Gilgen International School, we are fully committed to this ideal, believing that it is about individual growth and experience quite as much as it is about scholastic achievement. With our impressive range of co-curricular activities, our stunning surroundings (which lend themselves to all sorts of outdoor pursuits), our academic mentoring system and superb level of pastoral care, I believe that we are well able to deliver the Diploma Programme.

This booklet provides you with an overview of the IBO-DP structure, individual subject details and the likely range of courses available at St. Gilgen International School.

We look forward to welcoming you to St. Gilgen International School. Please come for a visit and a more detailed discussion of your individual requirements.

Claire Moore

GENERAL INTRODUCTION TO THE IBO-DP

Mission Statements:

The Mission of the St. Gilgen International School and the IB Organisation complement each other.

St. Gilgen International School Mission

The mission of the St. Gilgen International School is to offer motivated and talented boarding and day students a balanced and challenging international education in a modern learning environment.

The International Baccalaureate Mission Statement

“The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

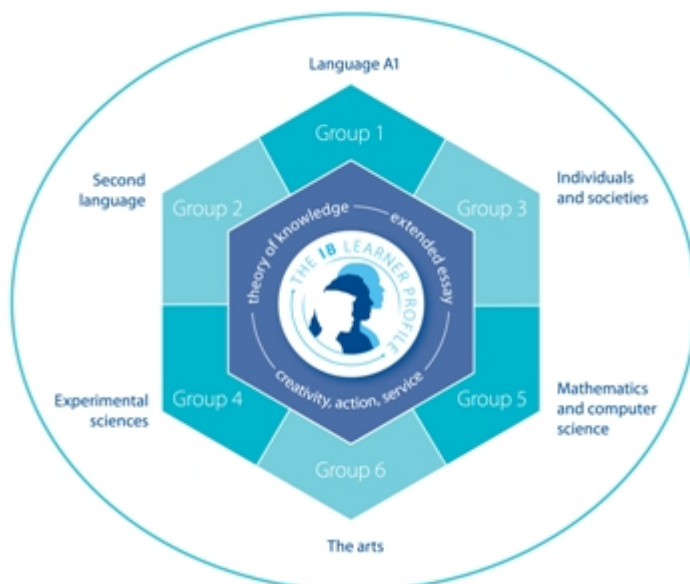
THE INTERNATIONAL BACCALAUREATE PROGRAMME

The International Baccalaureate programme is a comprehensive and rigorous two-year curriculum in the final years of high school, leading to a Diploma or Individual Subject Certificates. Based on the pattern of no single country, it is a deliberate compromise between the specialisation required in some countries and the depth preferred in others.

The programme encourages students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The student who satisfies its demands demonstrates a strong commitment to learning, both in terms of the mastery of subject content and in the development of the skills and discipline necessary for success in a competitive world.

THE IB DIPLOMA HEXAGON



The course is presented as six academic areas enclosing a central core. It encourages the concurrent study of a broad range of academic areas: two modern languages, a humanities or social science subject, an experimental science, a mathematics and one of the creative arts. In addition, the programme has three core requirements that are included to broaden the educational experience and challenge students to apply their knowledge and understanding.

Candidates choose six subjects - three at Higher Level and three at Standard Level. Individual choices depend on whether the student is a science specialist, language specialist, humanities specialist, arts specialist or 'all rounder'. As core requirements, all students follow a Theory of Knowledge course, participate in a Creativity, Action and Service (C.A.S.) programme (approximately 150 hours), and complete an Extended Essay based on their own research.

The Diploma Programme is marked out of a total of 48 points. Each of the six academic subjects is marked out of seven points and there are a further three points available for the Extended Essay and the Theory of Knowledge essay. In order to pass the Diploma Programme, candidates require 24 points from their academic subjects and a D grade as a minimum for both their Extended and Theory of Knowledge essays. CAS requirements must also be met. A candidate needs 28 points to pass their Diploma if **one** of the Extended Essay or Theory of Knowledge essays receives lower than a grade D. (Please see Appendix One for further information on requirements and failing conditions.)

ELIGIBILITY FOR THE IBO DIPLOMA

To be eligible for the award of the Diploma, candidates are required to offer one subject from each of the groups. At least three of the six subjects are taken at the Higher Level (a minimum of 240 teaching hours over two years), the others at Standard Level (a minimum of 150 teaching hours over two years). Each examined subject is graded by external examiners on a scale of 1 (minimum) to 7 (maximum). The Diploma candidate must also meet three additional requirements:

- The submission of an **Extended Essay**
- The satisfactory completion of the course entitled **Theory of Knowledge (TOK)**;
- Compulsory participation in the extra-curricular **Creativity, Action and Service (CAS)** programme.

The award of the Diploma requires a minimum total of 24 points and the absence of certain disqualifying conditions. (Please see Appendix One for further information on requirements and failing conditions.)

Choosing between Higher Level and Standard Level

Students have their special strengths and interests, and this often determines the choice of which subjects to study at Higher and Standard Level. Another important consideration, if it is already known, is the intended study at college or university level.

For example, it is generally expected that a student wishing to study medicine would be expected to have prepared for both Higher Level Biology and Chemistry. Students likely to pursue engineering would need to consider taking Higher Level Physics and Mathematics.

Some universities, especially in the UK, may have specific recommendations for the Higher Level subjects. It is highly recommended that students and parents contact such universities or departments early before the final IB course selection is confirmed.

We are proud to provide the IBO Diploma Programme for our Grade 11 and 12 Senior Students as part of the St. Gilgen International School curriculum policy because we believe it provides a rigorous, broad and coherent framework recognised by universities and employers throughout the world.

Further details about entrance requirements for specific countries can be found at:

<http://www.ibo.org/diploma/recognition/>

IBO LEARNER PROFILE

Underpinning all IB Programmes is the IB Learner Profile whose 10 attributes characterise successful learners as:

1. **Inquirers** - They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
2. **Knowledgeable** - They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
3. **Reflective** – They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.
4. **Communicators** - They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
5. **Caring** - They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
6. **Thinkers** - They exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.
7. **Open-minded** - They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
8. **Principled** - They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
9. **Balanced** – They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
10. **Risk-takers** - They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

These attributes represent values that teachers, students and all who work at the school aim to develop.

GRADE 11 ADMISSIONS POLICY

All applicants seeking admission to the International Baccalaureate Diploma programme will be expected to have obtained the following:

Returning StGIS Students

Excellent school reports for Grades 9 and 10 are required for entry into the IBDP in Grade 11. Normally a student would be expected to have at least a Grade 5 for Higher Level and a Grade 4 for Standard Level courses.

New Students from British and International Schools

1. Two excellent school reports, covering the last two years of schooling.
2. Minimum of 6 grade Cs or above at (I)GCSE (or the equivalent) including English, Mathematics, Science, a Humanity and ideally, a Modern Foreign Language.
3. For Higher Level subjects, a minimum of grade B at (I)GCSE (or equivalent) to study the same subject at Higher Level. However, for Mathematics Higher Level an A or A* (or equivalent) is essential.
4. For Standard Level subjects, minimum grade C at (I)GCSE (or equivalent) to study the same subject at Standard Level.

In addition, the following conditions of entry apply to the International Baccalaureate programme:

1. Acceptance of the CAS (Creativity, Action and Service) programme
2. Acceptance of the TOK (Theory of Knowledge) course
3. Acceptance of the Extended Essay
4. Acceptance of attendance requirements
5. Acceptance of minimum of 20 hours of study at home or in study hall per week.

Applicants wishing to join St. Gilgen International School will be considered individually. Their estimated grades/examination results and letter of application will guide this decision. In addition, they will need to provide their previous school reports covering the last two years of school and potentially, take some placement tests to assess their suitability for their chosen Diploma courses.

The school reserves the right to offer an applicant a place within the Grade 10 Pre-IB Diploma Programme should it become evident that another year is required to meet the levels necessary to participate in the full Diploma course.

All prospective applicants and their parents/guardians will be invited to discuss their application with the IBO-DP Coordinator. Whenever possible, applicants for a boarding place will be interviewed together with their parents/ guardians.

INTERNATIONAL BACCALAUREATE STUDENT CONTRACT

The International Baccalaureate programme is designed for highly motivated students with emphasis on high academic standards, international understanding and responsible citizenship. The General Regulations set by the International Baccalaureate organisation state: “The IBO expects students to participate in the IB curriculum as structured and required by the school, to comply with all subject-specific regulations and internal school deadlines and to complete the diploma programme over a period of two years”.

The Diploma Programme is a demanding one and it is important that students meet the internal school deadlines: failure to do so may mean not being able to achieve the IBO-DP. To assist the students in planning their workload, deadlines for coursework and other course requirements will be spread through the two years of the course. Each student will receive a schedule for the year ahead, showing deadlines for the completion of assignments.

The school is required by the IBO-DP to give sufficient teaching time to each subject and the course has been carefully timetabled to ensure students receive the correct amount of time for each subject. However, if a student’s absences total more than 15% of any given course’s contact time, the school, after consultation with the student and parents, may not allow the student to sit the examination in that subject. Furthermore, any student not handing in the internal assessment assigned to a particular subject may also be disqualified from taking the examination in that subject.

It is expected that students will exercise academic honesty in all aspects of their work. Plagiarism and academic malpractice is something that both StGIS and the IBO take seriously. Students found guilty of any academic malpractice will not be able to sit for their final examinations and thus forfeit their work in the DP course. Students must acknowledge the work of others, including material taken from other sources and be familiar with the IB’s code of ‘Ethical Practice’. (Please see Appendix 2)

INTERNATIONAL BACCALAUREATE STUDENTS

Please return this agreement to the StGIS IB Coordinator.

1. I, as an IB student, have read and fully understand what is expected of me and agree to the terms of this contract during the entire IB programme. I fully understand the consequences should I break this agreement.
2. I, as a parent/guardian of an IB student, acknowledge that I have understood the rules on copywriting relating to students’ materials submitted to the IB.

Signature of student

Signature of Parent / Guardian

IB Coordinator

Date

CONSTRUCTING A DIPLOMA PROGRAMME COURSE:

The Diploma candidates at St. Gilgen International School choose their programme of six subjects to be studied over two years, from the following:

Group 1 **STUDIES IN LANGUAGE AND LITERATURE** (first language) including the study of selections from World Literature:

English A1 Literature
German A1 Literature
German A1 Language and Literature
Self-taught Mother-tongue Literature (SL only)

Group 2 **LANGAUGE ACQUISITION** (second language) – provides a foreign language course for students with previous experience of learning the language. It is a communicative programme:

English B
German B
German ab initio
Spanish B

or **A second Studies in Language and Literature** (for bilingual students)

Group 3 **Individuals and Society:**

Geography
History
Economics

Group 4 **Experimental Sciences:**

Biology
Chemistry
Physics

Group 5 **Mathematics:**

Mathematics HL,
Mathematics SL,
Mathematical Studies SL.

Group 6 **Arts:**

Visual Arts
Music

If students do not wish to take a Group 6 subject, they may chose another Group2, 3 or 4 subject.

WHAT DO YOU WANT TO STUDY AT UNIVERSITY?

Sometimes it can be hard deciding which subject combinations to take. Keep in mind what you enjoy and what you are good at. Think too about what you might like to pursue at university.

Key: UPPER CASE = Higher Level (HL); Lower Case = Standard Level (SL)

Medicine, Veterinary Sciences, Biology

- Group 1 English A1 or German A1 or self-taught A1
- Group 2 Any language course
- Group 3 ECONOMICS / GEOGRAPHY / HISTORY
- Group 4 CHEMISTRY must be taken, with possibly one of BIOLOGY or PHYSICS as well
- Group 5 Maths
- Group 6 Any. For medicine and related degrees, 2 HL sciences and Maths SL is good. Only take Maths HL if your maths is very good. London medical schools prefer a group 3 HL as well to show that you can write essays. You can select any other SL subjects to show your breadth of interests.

Engineering, Architecture, Physics, Maths

- Group 1 English A1 or German A1 or self-taught A1
- Group 2 Any language course
- Group 3 ECONOMICS or any group 3
- Group 4 PHYSICS, CHEMISTRY as well perhaps
- Group 5 MATHS
- Group 6 Any. These degrees normally expect Physics and Maths HL, but many will also accept Maths SL and a few will take you with Maths Studies and Physics. Visual Arts helps with Architecture applications.

Languages

- Group 1 ENGLISH A1 / English A1 or GERMAN A1 / German A1 or self-taught A1
- Group 2 Any languages at B level
- Group 3 Any
- Group 4 Any
- Group 5 Maths Studies
- Group 6 Any. You may take up to 3 languages in the IB (including English).

Business, Economics or Management

- Group 1 ENGLISH A1 / English A1 or GERMAN A1 / German A1 or self-taught A1
- Group 2 Any languages at B level
- Group 3 ECONOMICS / Economics / GEOGRAPHY / Geography
- Group 4 Any
- Group 5 MATHS/ Maths Studies
- Group 6 Any. You do NOT have to take Economics to apply for a related degree. But these are popular subjects and are relevant to the field of work.

History, Geography, Social Sciences (Law, Politics, Anthropology etc.)

- Group 1 ENGLISH A1 / English A1 or GERMAN A1 / German A1 or self-taught A1
- Group 2 Any language course
- Group 3 HISTORY/ GEOGRAPHY/ group 3 subject relevant to degree
- Group 4 Any
- Group 5 Maths Studies
- Group 6 Any

Arts (History of Art, Music, Philosophy, Classics etc.)

- Group 1 ENGLISH A1 / English A1 or GERMAN A1 / German A1 or self-taught A1
- Group 2 Any language course
- Group 3 Any
- Group 4 Any
- Group 5 Maths Studies
- Group 6 Any

Computing

- Group 1 English A1 or German A1 or self-taught A1
- Group 2 Any language course
- Group 3 Any
- Group 4 PHYSICS / Any science
- Group 5 MATHS
- Group 6 Any

If you have no idea what you want to do, and...want to keep lots of doors open

- Group 1 ENGLISH A1 or GERMAN A1 or self-taught A1
- Group 2 1 or 2 B language courses
- Group 3 HISTORY/ GEOGRAPHY/ ECONOMICS
- Group 4 Any science at HL
- Group 5 Maths or Maths Studies depending on your ability
- Group 6 Any

Like reading and writing essays

- Group 1 ENGLISH A1 or GERMAN A1 / or self-taught A1
- Group 2 Any language course
- Group 3 HISTORY
- Group 4 BIOLOGY
- Group 5 Maths Studies
- Group 6 Any

Or want subjects with a lower writing load

- Group 1 English A1 or German A1 or self-taught A1
- Group 2 A B language
- Group 3 GEOGRAPHY (still has a few essays associated with it)
- Group 4 CHEMISTRY / PHYSICS
- Group 5 Maths Studies
- Group 6 VISUAL ARTS

For those students considering attending an Austrian university, please refer to Appendix 3.

INTERNATIONAL BACCALAUREATE OPTIONS FORM

NAME:

MENTOR TUTOR:

Probable/Possible country for University	
Probable/Possible subjects to study at university	

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
English A1 Literature HL	German B HL / SL	Geography HL	Biology HL	Mathematics HL	Visual Arts SL
English A1 Literature SL	English B HL / SL	Geography SL	Biology SL	Mathematics SL	Music SL
German A1 Literature HL	German ab initio SL	History HL	Chemistry HL	Maths Studies SL	An elective – from Groups 2, 3 or 4
German A1 Literature SL	Spanish B HL / SL	History SL	Chemistry SL		
German A1 Language and Literature HL		Economics HL	Physics HL		
German A1 Language and Literature SL		Economics SL	Physics SL		
A1 Self-Taught Literature SL					

A1 LITERATURE

WHO IS THIS COURSE FOR?

The A1 Literature programme is primarily a pre-university course in literature. It is aimed at students who intend to pursue literature, or related studies at university, as well as at students whose study of literature will not continue beyond this level. The programme is designed for study at both Higher and Standard levels.

The programme is likely to appeal to students who:

- enjoy reading a range of literary works of different periods, genres, styles and contexts;
- enjoy communicating both orally and in writing and developing their own interpretations of texts;
- want to develop the ability to engage in close, detailed analysis of written texts;
- want to broaden their perspective through the study of works from other cultures and languages.

COURSE DETAILS:

The IB A1 Literature course at HIGHER and STANDARD level requires the study of:

Paper One:	Guided Literary Analysis Two unseen texts for commentary One commentary to be written on one of the texts Students choose one of two passages on poetry and prose and write a guided literary analysis in response to two questions
Paper Two:	Essay Three essay questions on each literary genre available for study in Part 3, Groups of Works. One question only to be answered, based on at least two Part 3 works studied
Written Assignment:	One assignment written during the course, based on World Literature texts studied. Students submit a reflective statement and literary essay on one work studied in Part 1. The reflective statement must be 300–400 words in length. The essay must be 1,200–1,500 words in length.
Oral Component:	Individual Oral Commentary HL: students present a formal oral commentary on poetry studied in part 2 with subsequent questions (10 minutes) followed by a discussion based on one of the other part 2 works (10 minutes) SL: students present a formal oral commentary and answer subsequent questions on an extract from a work studied in Part 2 Individual Oral Presentation Presentation of a topic chosen by the student, based on Part 4 works studied

Students taking HL A1 English will study a total of **13 texts**, whereas students opting for SL A1 English will study a total of **10 texts**.

ASSESSMENT:

COMPONENT	FORMAT	DURATION	HIGHER	STANDARD
Paper 1	Literary Commentary	2 hours / 1 ½ hours	20%	20%
Paper 2	Essay based on Part 3 texts	2 hours / 1 ½ hours	25%	25%
Written Assignment	Assignment written on World Literature texts from Part 1		25%	25%
Individual Oral Commentary	Commentary on extract from Part 2 works	20 / 10 minutes	15%	15%
Individual Oral Presentation	Presentation on topic based on Part 4 works	10-15 minutes	15%	15%

FOR FURTHER ADVICE PLEASE SEE: Ms Moore or Mr. Reichhardt

A1 LANGUAGE AND LITERATURE

WHO IS THIS COURSE FOR?

The A1 Language and Literature program is designed for learners with varied language profiles; the focus on both language and literature means that there is a flexible learning environment for native and non-native speakers. It is recommended that a student wishing to take this course have experience in critical analysis and analytical essay writing, as these are key features of this course. This course provides students with the opportunity to engage with the meanings generated by a variety of texts and to discuss their contextual relevance in society. Students are encouraged to experiment with form and style in their writing. Through the study of both language and literature texts, students are challenged to engage with a variety of techniques employed by authors to construct meaning for readers. The program is designed for study at both Higher and Standard levels and is likely to appeal to students who:

- Enjoy reading literature;
- Enjoy communicating both orally and in writing and developing their own interpretations of texts;
- Want to develop the ability to engage in close, detailed critical and cultural analysis of written texts;
- Want to improve their ability to use the target language in professional, personal and creative ways.

COURSE DETAILS

Language A1, Language and Literature is composed of four parts: two related to the study of language and two to the study of literature.

Part 1: Language in Cultural Context.

In this part, students study texts from a variety of sources including media, professional communication and literature. The focus is on understanding how language is used to shape and influence cultural phenomenon and cultural identity.

Part 2: Language and Mass Communication

In this part students study how the facets of media texts influence social, political, cultural, political and individual identities.

Part 3: Literature- texts and contexts

Students study 3 texts (HL) or 2 texts (SL) which are taken from the prescribed literature in translation, the prescribed list of authors and one free teacher choice. The aim is to study the texts in relation to the social, political, historical, cultural or individual circumstances which were relevant to their construction.

Part 4: Literature- critical study

Students study 3 texts (HL) or 2 texts (SL), all of which are taken from the prescribed list of authors. This focus of this study is chosen based on the interests and skills of the class but should focus on developing a student's understanding of the literary techniques used to construct meaning in the texts.

ASSESSMENT:

COMPONENT	FORMAT	WEIGHTING	HIGHER Level	STANDARD Level
Paper 1	Textual Analysis	25%	2 hours	1.5 hours
Paper 2	Essay	25%	2 hours	1.5 hours
Written Task	Students produce up to 4 written tasks and submit 1 (SL) or 2 (HL) of these tasks for formal assessment.	20%	800-1000 words plus a 200-300 word rationale	800-1000 words plus a 200-300 word rationale
Individual Oral Commentary	Commentary on an extract from a literary text studied in part 4 of the course.	15%	15-20 min of speaking	15 min of speaking
Further Oral Activity	2 FOA are completed based on Part 1 and 2 of the course. One mark is submitted for formal assessment	15%	8-10 min	8-10 min

FOR FURTHER ADVICE PLEASE SEE: Ms Davey or Mr. Reichhardt

SELF TAUGHT LITERATURE

WHO IS THIS COURSE FOR?

The Self Taught A1 Literature programme is aimed at independently motivated students who would like to maintain or develop literary skills in their native language. The course is essentially based on the study and analysis of a wide range of literature in the student's first language. The programme is designed for study at the Standard Level and is likely to appeal to students who:

- enjoy reading a range of literary works of different periods, genres, styles and contexts in their own language;
- enjoy communicating both orally and in writing and developing their own interpretations of texts;
- want to develop the ability to engage in close, detailed analysis of written texts, thereby generally developing their skills of written and spoken expression in their own language;
- want to broaden their perspective through the study of works from other cultures and languages.
- are self-disciplined and able to manage their time effectively.

COURSE DETAILS:

The IB A1 Self Taught Literature course at STANDARD level requires the study of:

- Paper One:** **Guided Literary Analysis**
Two unseen texts for commentary
One commentary to be written on one of the texts
Students choose one of two passages on poetry and prose and write a guided literary analysis in response to two questions
- Paper Two:** **Essay**
Three essay questions on each literary genre available for study in Part 3, Groups of Works.
One question only to be answered, based on at least two Part 3 works studied
- Written Assignment:** **One** assignment written during the course, based on World Literature texts studied. Students submit a reflective statement and literary essay on one work studied in Part 1. The reflective statement must be 300–400 words in length. The essay must be 1,200–1,500 words in length.
- Oral Component:** **Individual Oral Commentary**
Presentation of a formal oral commentary on an extract from a work studied in Part 2
- Individual Oral Presentation**
Students make a presentation based on two works studied in Part 4

Students taking A1 Self Taught will study a total of **10 texts**.

ASSESSMENT:

COMPONENT	FORMAT	DURATION	STANDARD
Paper 1	Commentary	1 ½ hours	20%
Paper 2	Essay based on Part 3 texts	1 ½ hours	25%
Written Assignment	Assignment written on World Literature texts from Part 1		25%
Alternative Oral Examination	Individual Oral Commentary	10 minutes	15%
	Individual Oral Presentation	10 minutes	15%

FOR FURTHER ADVICE PLEASE SEE: Ms. Cicero

LANGUAGE B

(German, English, Spanish, French)

WHO ARE THESE COURSES FOR?

Language B courses are designed for students with some previous knowledge of the language. They may be studied at either Higher Level or Standard Level although for the Higher Level course an IGCSE Grade B or equivalent is necessary. At Higher Level, students will study at least two literary works from the countries concerned.

COURSE DETAILS:

These courses at Higher and Standard Level require the study of a range of topics, divided into Core and Optional topics as set out in the IB Syllabus for Language B. The main areas to be covered are as follows:

Core Topics: The core is divided into three areas and is a required area of study:

- Communication and Media
- Global Issues
- Social Relationships

Optional Topics: Students will study two of the following five options:

- Cultural Diversity
- Customs and Traditions
- Health
- Leisure
- Science and Technology

The main focus of these courses is on language learning and development in the four general skills: listening, speaking, reading and writing. These language skills will be developed through the study and use of appropriate teaching materials and authentic texts and other materials reflecting the cultures of the countries where the languages are spoken.

At the end of the language B course, candidates are expected to demonstrate an ability to communicate clearly and effectively in a range of situations and understand and use the language accurately both orally and in writing. They should be able to use a correct and appropriate register in any given situation and to express ideas with clarity and some fluency. They should also be aware of some elements of the culture(s) related to the language studied.

ASSESSMENT:

COMPONENT	FORMAT	DURATION	HIGHER	STANDARD
Paper 1	SL & HL: Text Handling Core Topics	2hours/ 1 ½ hours	25%	25%
Paper 2	SL: Essay based on Option topics from a choice of five HL: Section A: Essay based on Option topics from a choice of five; Section B: written response to a stimulus text from the core topics	2hours/ 1 ½ hours	25%	25%
Written Assignment	SL: Intertextual reading followed by a written exercise of 300–400 words plus rationale on Core topics. HL: Creative writing plus rationale, based on one of the literary texts read.		20%	20%
Interactive Oral:	Classroom activities assessed by the teacher on Core topics throughout the course		10%	10%
Individual Oral:	Oral presentation and discussion on an unseen stimulus from the Options topics	8- 10 minutes	20%	20%

FOR FURTHER ADVICE PLEASE SEE: Mrs. Fischer

FOUNDATION LANGUAGES (ab initio)

WHO ARE THESE COURSES FOR?

The Foundation language courses are for learners with no or little previous knowledge of the chosen language. The main focus of the courses is on the acquisition of language skills required for everyday living. Foundation Language courses are only available at Standard Level.

COURSE DETAILS:

At the end of the Foundation Language course the candidate will be expected to demonstrate an ability to:

- Communicate information and some basic ideas clearly and effectively, in a limited range of situations
- Understand and use accurately the essential spoken and written forms of the language in a limited range of situations
- Understand and use a limited range of vocabulary in common usage
- Use a register that is generally appropriate to the situation
- Show an awareness of some elements of the culture(s) related to the language studied

TOPICS TO BE COVERED:

Individual and society	Leisure and work	Urban and rural environment
Daily routines	Employment	Environmental concerns
Education	Entertainment	Global issues
Food and drink	Holidays	Neighbourhood
Personal details, appearance and character	Media	Physical geography
Shopping	Sport	Weather
Physical health	Transport	Town and services
Relationships	Technology	

ASSESSMENT:

COMPONENT	FORMAT	DURATION	STANDARD
Paper 1	Text Handling: understanding four written texts	1 ½ hours	30%
Paper 2	Written Production: two compulsory writing exercises on the prescribed topics	1 ½ hours	25%
Written Assignment	Piece of writing in target language of 200 – 300 words	-	20%
Individual Oral	Presentation of an unseen stimulus and short interview with the teacher followed by a conversation about the written assignment	Approximately 10 minutes	25%

FOR FURTHER ADVICE PLEASE SEE: Mrs. Fischer

GEOGRAPHY

WHO IS THIS COURSE FOR?

“Geography is the study of the Earth as the home of people” (Yi-Tu Fuan) thus, IB Diploma Geography is for all those who are interested in understanding our world. Geographers are landscape and people detectives. Through Geography we seek to understand people and places, and the interconnections and relationships that exist between these.

Most importantly, IB Diploma Geography is for those who are interested in the future. We can think about this in terms of ‘probable’ and ‘preferable’ futures. If you are interested in using your knowledge and understanding of the world now to predict what the future will be like, and to suggest how it could be different – better; then the Diploma Geography course is for you.

COURSE DETAILS

The IB Geography course at Higher and Standard Level requires the study of:

Patterns and Change

This is a core theme for both HL and SL; it includes the study of major global issues such as population change, disparities in wealth and development, resource consumption, and environmental quality and sustainability.

Optional Themes

Possible themes you will study in preparation for this paper include; hazards and disasters, food and health, urban environments, and extreme environments.

Global Interactions

For higher-level students, this theme provides the opportunity to investigate the process of globalization, from a geographical perspective.

Fieldwork Investigation

All IB Diploma Geography students will have the opportunity to design, conduct and write –up their own fieldwork enquiry.

ASSESSMENT:

COMPONENT	FORMAT	DURATION	HIGHER	STANDARD
Paper One - Core	Written paper	1½ hrs	25%	40%
Paper Two – Optional Themes	Written paper	2hrs (H)	35%	35%
		1hr 20min (S)		
Paper 3 – HL Extension	Written Paper	1hr	20%	NA
Fieldwork Enquiry	Internal assessment report	NA	20%	25%

CAREER OPPORTUNITIES:

Medicine to law, politics to aid work, diplomacy and development, business and economics, hazard management to environmentalism, journalism, tourism, architecture and urban planning; whatever career direction you want to take, Geography will give you the global understanding and perspective essential to living and working successfully in our wonderfully complex world.

FOR FURTHER ADVICE PLEASE SEE: Mr Woodman

HISTORY

WHO IS THIS COURSE FOR?

The History programme is designed for study at both Higher and Standard levels. It is important that students have an enquiring mind, an interest in the past and its relevance to international relations and current affairs and an ability to communicate their ideas effectively. The programme is likely to appeal to students who:

- Enjoy investigation, giving presentations, role play, discussion, studying visual archives
- Enjoy debate, like developing a well-argued case, want to improve their analytical skills
- Want to consider evidence and make up their own minds
- Want an understanding of humanity, whilst appreciating diversity in culture and attitudes

COURSE DETAILS:

The IB History course at HIGHER and STANDARD level requires the study of:

Paper One: Prescribed Subject- Arab-Israeli Conflict 1945-72: Study of the political, economic and social issues behind the dispute and the specific causes and consequences of the military clashes between 1948-9 and 1973.

Paper Two: 20th Century World History – thematic study of two topic areas:

- **Causes, Practices and Effects of Twentieth Century Wars:** World War One, World War Two, Spanish Civil War (1936-9), Chinese Civil War (1927-37 and 1946-9), Algerian War (1954-62), Iran-Iraq War (1980-88)
- **The Cold War:** Origins, nature, development and impact of the Cold War

Research/Historiography Assignment: an historical investigation of a topic chosen by the student

The IB HIGHER Level Course, in addition to content stated above, includes the study of:

Paper Three: Regional Option – Aspects of the History of Europe and the Middle East
War and change in the Middle East 1914-49
Inter-war years/conflict and co operation 1919-1939
Post War developments in the Middle East 1945-2000

ASSESSMENT:

COMPONENT	FORMAT	DURATION	HIGHER	STANDARD
Paper 1	Prescribed subject – source based questions	1 hour	20%	30%
Paper 2	20 th Century World History – 2 essays	1 ½ hours	25%	45%
Paper 3	Regional topic – 3 essays.	2 ½ hours	35%	N/A
Historical Investigation (Coursework)	Individual assignment which explores an historical issue 1500-2000 words.		20%	25%

FOR FURTHER ADVICE PLEASE SEE: Ms. Seaman or Ms. Cicero

ECONOMICS

WHO IS THIS COURSE FOR?

Economics is a dynamic subject that doesn't just happen in the classroom or in the gleaming offices of Government. Economics directly impacts on our daily lives. The study of economics is essentially about how individuals, businesses and governments make decisions about how to allocate their scarce resources. One thing that you can be certain of is that economics is everywhere and influences everything we do and everything that we see.

It is important that students have a thirst for knowledge, an enquiring mind and a firm desire to understand the world in which we live. Understanding economics also requires a reasonable level of numeracy. A good economist needs to be able to analyse data, to interpret graphs and tables.

COURSE DETAILS:

The IB Economics course at Higher and Standard level requires the study of five subject area:

1. Introduction to Economics
2. Macroeconomics
3. Microeconomics
4. International Economics
5. Development Economics

The Higher level course in economics differs from the Standard level course in terms of the:

- a) Additional depth and breadth required.
- b) The nature of the examination questions.

ASSESSMENT:

COMPONENT	FORMAT	DURATION	HIGHER	STANDARD
Paper One	Two extended response questions based on the micro and macro areas of the syllabus. Answer one question.	1hr 30mins	30%	40%
Paper Two	A data response paper based on international economics. Answer one question from two and development economics. Answer one question from two.	1hr 30mins	30%	40%
Paper Three	HL extension paper. Assesses all areas of the syllabus with a focus on the quantitative elements. Answer two questions from three.	1hr	20%	n/a
Internal Assessment	Produce a portfolio of three commentaries.		20%	20%

FOR FURTHER INFORMATION PLEASE SEE: Mrs. May

BIOLOGY

WHO IS THIS COURSE FOR?

The Biology programme is designed for study at both Higher and Standard Levels. At Higher Level there is a requirement to have studied Biology in Upper Middle School or equivalent. It is possible to join Biology at Standard Level with little prior study of the subject. Enjoyment of this course will be enhanced if students have a natural curiosity about the living world and a desire to seek answers to open-ended questions in an international context. Students will be expected to express themselves through both traditional and technological media.

Students likely to take this course should:

- enjoy the company of other living things, great and small
- ask the 'how' question rather a lot
- find things out because it's fun
- be able to carry out supported theoretical and practical research
- enjoy sharing interesting ideas
- wish to see biological principles drive the development and conservation of all species

COURSE DETAILS:

At both Higher and Standard Level, Biology promotes an understanding of the issues of modern Biology through discussion, laboratory investigations, the Group 4 multidisciplinary project. Students' work includes internally-assessed investigations carried out throughout the year. Both Higher Level and Standard Level students study core topics such as genetics, biochemistry, ecology and human physiology and both levels include a choice of options.

STANDARD LEVEL ASSESSMENT: COMPONENT	OVERALL WEIGHTING (%)	DURATION (HOURS)	FORMAT AND SYLLABUS COVERAGE
Paper 1	20	$\frac{3}{4}$	30 multiple-choice questions on the core
Paper 2	32	$1\frac{1}{4}$	Section A: one data-based question and several short-answer questions on the core (all compulsory) Section B: one extended-response question on the core (from a choice of three)
Paper 3	24	1	Several short-answer questions in each of the two options studied (all compulsory)
Internal assessment	24	40+	Practical work, fieldwork and Group 4 project

HIGHER LEVEL ASSESSMENT: COMPONENT	OVERALL WEIGHTING (%)	DURATION (HOURS)	FORMAT AND SYLLABUS COVERAGE
Paper 1	20	1	40 multiple-choice questions on the core and Higher level
Paper 2	36	$2\frac{1}{4}$	Section A: one data-based question and several short-answer questions on the core and additional Higher level (all compulsory) Section B: Two extended-response question on the core and the additional Higher level (from a choice of four)
Paper 3	20	$1\frac{1}{4}$	Several short-answer questions and one extended-response question in each of the two options studied (all compulsory)
Internal assessment	24	60+	Practical work, fieldwork and Group 4 project

FOR FURTHER ADVICE PLEASE SEE: Mrs. Alexandrov

CHEMISTRY

WHO IS THIS COURSE FOR?

The Chemistry programme is designed for study at both Higher and Standard levels. Students are expected to have attained high grades in their Middle School Chemistry (or equivalent). Chemistry is an experimental science that combines academic study and the acquisition of practical and investigational skills, and is suited to students:

- who have an enquiring mind and want to better understand the nature of the living and physical world
- who would enjoy developing their experimental and investigative skills
- who are logical and analytical thinkers
- who would enjoy exploring the moral, social and ethical responsibilities of science and scientists

COURSE DETAILS:

The IB Chemistry course at HIGHER and STANDARD level requires the study of:

Quantitative chemistry

Atomic Structure and bonding

Periodicity

Energetics

Equilibrium

Acids and bases

Oxidation and reduction

Electrolysis

Organic chemistry

Measurement and data processing Kinetics

(Option A) Modern analytical chemistry

(Option G) Further organic chemistry

Higher and Standard level students study the same general topics as listed above. However, students on the Higher Level course study many of the topics in more depth.

Laboratory work is a significant feature of the course and it is used to support the theory and to develop experimental, analytical and investigative skills. The Group 4 multidisciplinary project forms part of the internal assessment and allows science students to collaborate with others studying an IB science.

ASSESSMENT:

COMPONENT	FORMAT	DURATION		OVERALL WEIGHTING	
		STANDARD LEVEL	HIGHER LEVEL	STANDARD LEVEL	HIGHER LEVEL
Paper 1	Multiple-choice questions	45 min	1 hour	20	20
Paper 2	One data-based question, several short answer questions and extended-response questions	1 hr 15 min	2 hr 15 min	32	36
Paper 3	Several short-answer questions (& extended answer question for HL candidates) in each of the options	1 hour	2 hr 15 min	24	20
Practical work and internal assessment	An internally assessed practical course including the Group 4 project	40 hours	60 hours	24	24

FOR FURTHER ADVICE PLEASE SEE: Ms. Chough

PHYSICS

WHO IS THIS COURSE FOR?

The Physics programme is designed for study at both Higher and Standard levels. Physics is the most fundamental of the sciences as it seeks to explain the universe itself, from the smallest particles to vast galaxies.

The course is suited to students:

- who have an enquiring mind and want to better understand the fundamental nature of the physical world
- who would enjoy developing their experimental and investigative skills
- who are logical and analytical thinkers and enjoy solving mathematical problems
- who would enjoy exploring the moral, social and ethical responsibilities of science and scientists

COURSE DETAILS:

The IB Physics course at STANDARD and HIGHER Level requires the study of:

Physics and physical measurement
 Mechanics
 Thermal physics
 Oscillations and waves
 Electric currents

Fields and forces
 Atomic and nuclear physics
 Energy, power and climate change
 (Option E) Astrophysics
 (Option G) Electromagnetic waves

Students following the Higher Level course study many of the topics above to greater depth.

Laboratory work is a significant feature of the course and it is used to support the theory and to develop experimental, analytical and investigative skills. The Group 4 multidisciplinary project forms part of the internal assessment and allows science students to collaborate with others students studying an IB science.

The IB Physics course at HIGHER Level requires the study of the following additional topics: Digital technology; Quantum physics; and Electromagnetic induction

ASSESSMENT:

COMPONENT	FORMAT	DURATION		OVERALL WEIGHTING	
		SL	HL	SL	HL
Paper 1	Multiple-choice questions	45 min	1 hour	20	20
Paper 2	one data-based question, several short answer questions and extended-response questions	1 hr 15 min	2 hr 15 min	32	36
Paper 3	Several short-answer questions (& extended answer question for HL candidates) in each of the options	1 hour	2 hr 15 min	24	20
Practical work and internal assessment	An internally assessed planned practical course including the Group 4 project	40 hours	60 hours	24	24

FOR FURTHER ADVICE PLEASE SEE: Mr. Kearley

MATHEMATICS

WHO IS THIS COURSE FOR?

Mathematics is a compulsory subject and it can be taken at either the Standard Level or the Higher Level. It is a demanding and challenging subject but it can be most rewarding. It improves problem solving ability and often provides plenty of intellectual stimulation. The Mathematics courses aim to enable students to appreciate the elegance, power and usefulness of mathematics and to develop logical, creative and critical thinking.

Level:	Mathematical Studies SL	Mathematics SL	Mathematics HL
IGCSE grade requirement:	No requirement	At least Grade C	Grade A or A*
Topics:	1. The graphical calculator 2. Algebra 3. Sets, logic and probability 4. Functions 5. Geometry and trigonometry 6. Statistics 7. Differential calculus 8. Financial mathematics	1. Algebra 2. Functions and equations 3. Trigonometry 4. Matrices 5. Vectors 6. Statistics and probability 7. Calculus	1. Algebra 2. Functions and equations 3. Trigonometry 4. Matrices 5. Vectors 6. Statistics and probability 7. Calculus 8. One selected from the following: <ul style="list-style-type: none"> • Statistics and Probability • Sets relations and groups • Series and differential equations • Discrete mathematics

ASSESSMENT:

Level	Mathematical Studies SL	Mathematics SL	Mathematics HL
Paper 1	1½ hours (40%)	1½ hours (40%)*	2 hours (30%)*
Paper 2	1½ hours (40%)	1½ hours (40%)	2 hours (30%)
Paper 3	----	----	1½ hours (20%)
Coursework	Project (20%)	2 tasks (20%)	2 tasks (20%)

* For these papers students are not allowed access to a GDC (Graphical Display Calculator). However, a GDC is essential for any of the Mathematics courses and the **Texas TI-84 Plus** is recommended.

FOR FURTHER ADVICE PLEASE SEE: Mr. Bradley or Mr. Reynolds

VISUAL ARTS

WHO IS THIS COURSE FOR?

The Visual Arts programme is designed for study at both Higher and Standard Levels across a range of disciplines including Fine Art and Fashion and Textiles or a combination of these depending on the individual requirements of the student. Students should have competent drawing skills, the ability to develop an idea from inception to conclusion and a willingness to investigate and research appropriate areas of Art history. The programme is likely to appeal to students who:

- possess a genuine passion and interest in the visual arts.
- want to explore, develop and realise their ideas visually.
- want to debate, intellectualise and gain greater understanding of cultural, artistic and conceptual issues.
- want to put together a body of work in sufficient quantity, dexterity and diversity to achieve entrance into Art College.

COURSE DETAILS

THE IB VISUAL ARTS PROGRAMME AT HIGHER AND STANDARD LEVEL REQUIRES:

The production of a body of work on a chosen theme supplemented by extensive investigation and research in several sketch books.

At Higher Level a student following Option A would be expected to produce approximately 20 pieces of finished studio work, or 10-12 pieces at Standard Level, on paper or canvas substantiated by supporting studies in their investigation workbooks. In Option B a greater emphasis is placed on investigation and research and the studio work becomes the realisation of that research but proportionately less in quantity.

ASSESSMENT:

Periodically students will deliver presentations of their work in which they must verbally display their understanding of the assessment objectives. All work is internally marked and externally moderated. Final Assessment is by an end of course exhibition and an Examination Interview with the External Moderator.

COMPONENT	FORMAT	HL	SL
Option A	Studio work	60%	60%
	Research work books	40%	40%
Option B	Research work books	60%	60%
	Studio work	40%	40%

FOR FURTHER ADVICE PLEASE SEE: Ms. Lamont

THEATRE

WHO IS THIS COURSE FOR?

The Theatre programme is designed for study at both Higher and Standard levels. You should be interested in developing an understanding of the nature of Theatre through the combination of practical and theoretical approaches with plenty of exploration, experimentation and research. The IB Theatre programme encourages students to study theatre from different cultures. As well as gaining skills and knowledge of mainstream European and Western theatrical traditions, students will explore and learn about other notions of staging and performance from around the world. This programme is likely to appeal to students who:

- Enjoy practical and active approaches to the study of theatre
- Enjoy analysing and researching theatre from an historical and cultural perspective
- Are interested in theatre in an international context
- Like to follow current trends in theatre
- May wish to pursue a career in theatre or media
- Wish to improve their personal presentation skills and ability to work with others

COURSE DETAILS:

The IB Theatre course requires the study of:

THEATRE IN THE MAKING: **SL** Study ONE stimulus and, from this, develop an action plan for performance. **HL** Study TWO stimuli and, from these, develop an action plan for performance.

THEATRE IN PERFORMANCE: **SL** Participate in at least TWO performances in TWO different roles/capacities. **HL** Participate in at least THREE performances in THREE different roles/capacities.

THEATRE IN THE WORLD: **SL & HL** Study at least TWO contrasting theatrical practices

INDEPENDENT PROJECT: **SL** Create and present an original work inspired by any source, of any origin. Pursue a specialised interest with rigour and imagination. **HL** Choose EITHER Option A: Devising practice-alternative ways of realising, and practical demonstration of, the elements of production, OR Option B: Exploring Practice-examination and practical critical comparison of theories and the work of one or more forms/practitioners/theorists/genres.

ASSESSMENT:

COMPONENT	FORMAT	ASSESSMENT	HIGHER	STANDARD
Research Investigation	SL 1,500-1,750 words HL 2,000-2,500 words each with supporting visuals	External	25%	25%
Practical performance proposal	250 word written presentation with visual materials. HL must also include a 1,000-1,250 word rationale	External	25%	25%
Theatre performance and production presentation	SL 20 minute presentation with visual materials. HL 30 minute presentation	Internal	25%	25%
Independent project portfolio	SL 2,000 words from core syllabus HL 3,000 words from core syllabus and option A or B	Internal	25%	25%

FOR FURTHER ADVICE PLEASE SEE: Ms Davey

MUSIC

WHO IS THIS COURSE FOR?

Music can be studied at either Higher or Standard Levels. The Higher Level is designed for the specialist music student with a background in musical performance and composition, who may pursue music at university or conservatoire level. At Standard Level Music is designed for the student who has a background in musical performance. The programme is likely to appeal to students who:

- enjoy the opportunity to explore and enjoy the diversity of music throughout the world
- are happy to perform as player and/or singer to Grade VI standard
- have GCSE (or equivalent) or have a knowledge of music that is sufficiently advanced
- enjoy composing in a variety of styles such as classical, jazz and popular
- want to develop their potential as musicians to the full both personally and collaboratively
- enjoy the history of music and aural work

The IB Music course at HIGHER and STANDARD Level requires study of:

Paper 1: Listening Paper

This part of the syllabus is common to all four programmes and consists of:

- Study of Prescribed Work
- Study of Musical Genres and Styles

Paper 2: Musical Investigation (1200-1500 words) of two distinct genres focusing on one or more pieces of music from both.

SL Option Paper: The IB STANDARD Level Course

The candidate chooses **one** of these options:

- SL Solo Performance Option (SLS) - one or more recitals
- SL Group Performance Option (SLG) - two or more public performances
- SL Composition Option (SLC) - two contrasting compositions

HL Paper: The IB HIGHER Level Course

The candidate must do both:

- Solo Performance: voice or instrument, one or more recitals
- Composition: three contrasting compositions

ASSESSMENT:

COMPONENT	FORMAT	DURATION	HL	SL
Paper 1	Listening Paper	2 ½ hours	30%	20%
Paper 2	Musical Investigation (1200-1500 words essay)		30%	20%
SL option	Internal Assessment			50%
HL Performance	Internal Assessment		25%	
HL Composition	Internal Assessment		25%	

FOR FURTHER ADVICE PLEASE SEE: Dr. Wildridge

THEORY OF KNOWLEDGE

WHO IS THIS COURSE FOR?

The Theory of Knowledge course is the only compulsory subject for all IBO-DP students. It aims to develop in the students a critical awareness of how knowledge is acquired within a range of Areas of Knowledge and so enable them to think more deeply about the subjects they are learning. By reflecting on their own knowledge and experience they should be able to make connections between the various subjects they study within the IBO-DP course, as well as become more critical of knowledge claims in the wider context of daily life.

TOK challenges students and their teachers to reflect critically on what they already know, on diverse ways of knowing and areas of knowledge and to consider the role which knowledge plays in their own culture, in the cultures of others and in a global society. It encourages students to become aware of themselves as thinkers, to become aware of the complexity of knowledge and to recognise the need to act responsibly in an increasingly connected world.

TOK is composed almost entirely of questions. The most central of these is 'How do we know?' Classes are predominantly discussion based. Key topics which are explored include: ways of knowing such as emotion, reason, perception and language, and areas of knowledge such as the natural sciences, the human sciences, history, the arts, ethics and mathematics. School-based assessment of the course comprises class discussion, oral presentations, journal work and essays. IBO-DP candidates are required to submit one essay of 1200-1600 words in length for assessment by the IBO. In addition each student gives an oral presentation, which is internally assessed.

Grades are awarded on the following scale:

'A' – excellent 'B' – very good 'C' – satisfactory 'D' – Mediocre
'E' – elementary

NB: an award of an 'E' necessitates a minimum of 28 points overall. An award of 'E' for both the Extended Essay and TOK constitutes a failing condition for the IB Diploma.

By the end of the course students should be able to critically analyse knowledge claims and understand how their own assumptions underlie their willingness to accept or refute such claims. They will also be aware of different perspectives when considering knowledge claims as well as being able to acknowledge counter-claims. They will be able to formulate opinions and to communicate their ideas with academic honesty.

COURSE DETAILS:

There is no Higher Level and Standard Level distinction in this compulsory subject.

Topics:

- Knowers and Knowing What do we mean when we say we 'know' something?
- Ways of Knowing Through personal experience, language, emotion and reason
- Areas of Knowledge Natural Sciences, Human Sciences, Mathematics, Arts, Ethics, History and Religion
- Truth, Belief and Certainty What are the similarities and differences?
- Persuasion and Propaganda How are we affected by knowledge claims?

ASSESSMENT:

Assessment is through a combination of a presentation made to the class (either individually or in a small group) and an essay. The presentation can be based on any knowledge issue of interest to the student and should relate to personal experience. The essay is chosen from a list of ten prescribed titles issued by the exam board at the start of the course.

FOR FURTHER ADVICE PLEASE SEE: Ms. Cicero or Dr. Wildridge

EXTENDED ESSAY

WHO IS THIS COURSE FOR?

The Extended Essay is a core component for all IBO-DP students. It is an in-depth study of a focussed topic chosen from the list of approved Diploma Programme subjects – normally one of the student's six chosen subjects for the IB Diploma. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. It provides students with an opportunity to engage in personal research in a topic of their own choice, leading to a major piece of formally presented, structured writing. The extended essay is externally assessed and in combination with the grade for theory of knowledge, contributes up to three points to the total score for the IB Diploma

Each student has the opportunity to investigate a topic of special interest. The essay requirement acquaints IBO-DP candidates with the kind of independent research and writing skills expected by universities. The essay permits students to deepen their programme of study, for example by selecting a topic in one of their Higher Level courses. A student might wish to add breadth to his/her academic experience by electing to write in a subject not included in their programme choices. The essay may be written in one of 60 subjects, including many languages.

In working on the extended essay, students will learn to plan and pursue a research project with intellectual initiative; formulate precise research questions, gather and interpret material from a range of appropriate sources, structure reasoned arguments and apply analytical and evaluative skills appropriate to the subject and topic being researched.

EXTENDED ESSAY DETAILS:

Students will spend about 40 hours on their extended essay, including researching, drafting, writing and re-writing. Every student has an essay supervisor who will guide the student in their choice of essay topic and encourage the student in their research and writing of the essay. The supervisor will also conduct a 10 - 15 minute viva voce on student's completion of their essay. The essay has a 4000 word limit and needs to include: a title page, an abstract, a contents page, an introduction, a body, a conclusion, references, a bibliography and where applicable, appendices. The word limit only includes the introduction, the main body, the conclusion and any quotations.

ASSESSMENT:

The essay is externally assessed and is marked on a scale from 0 – 36. There are 11 criteria to be fulfilled, ranging from the quality of the research question, the student's knowledge of the topic investigated through to the use of language and student's depth of insight. The final mark will allow the essay to be placed in a band ranging from A (excellent) to E (elementary). With the TOK essay mark, students will be awarded up to 3 points to their total IB Diploma score.

FOR FURTHER ADVICE PLEASE SEE: Ms. Cicero

CAS

WHO IS THIS COURSE FOR?

The CAS programme is a compulsory core for all IBO-DP students. CAS stands for: Creativity, Action and Service

CREATIVITY

This aspect of CAS is interpreted as imaginatively as possible to cover a wide range of arts and other activities outside the normal curriculum, which include creative thinking in the design and carrying out of service projects. This could involve doing dance, theatre, music, or it could involve taking on a leadership role and designing a service project.

ACTION

This aspect of CAS can include participation in expeditions, individual and team sports, and physical activities outside of the normal curriculum; it also includes physical activity involved in carrying out creative and service projects. Action may involve participation in sport or other activities requiring physical exertion – such as expeditions, camping trips, or digging trenches for water.

SERVICE

Service involves interaction, such as the building of links with individuals or groups in the community. The community may be the school, the local district, or it may exist on national and international levels (such as undertaking projects of assistance in a developing country). Service activities should not only involve doing things for others but also doing things with others and developing a real commitment with them. The relationship should therefore show respect for the dignity and self-respect of others.

CAS encourages students to be creative, active and keen to serve others. The emphasis is on experiential learning through participation and experience; learning by doing real tasks that have real consequences and then reflecting on these experiences over time. Successful completion of CAS is a graduation requirement for the Diploma Programme. CAS aims to develop students who are:

- Reflective thinkers
- Willing to accept new challenges and new roles
- Aware of themselves as members of communities with responsibilities
- Active participants in sustained, collaborative projects
- Balanced – enjoying a range of activities involving intellectual, physical, creative and emotional experiences

The CAS programme should involve:

- Real purposeful activities, with significant outcomes
- Personal challenge – tasks must extend the student and be achievable in scope
- Thoughtful consideration, such as planning, reviewing progress, reporting
- Reflection on outcomes and personal learning

The most meaningful CAS experience comes from spending time with others to build relationships and develop the self-worth of both server and served. In the design and construction of CAS schedules, students are reminded of the equal importance of all three areas Creativity, Action, Service. There must be a balance between the three.

Students engage in creative, active and community service activities of their own choice and record details of these activities throughout the diploma programme. Students are expected to spend 3-4 hours per week on CAS activities for at least 18 months. At the same time, attitude is what counts, not hours. CAS is about real commitment, being involved with others and doing your bit towards helping to create a better and more peaceful world. CAS activities should push you beyond your comfort zone and lead to growth.

FOR FURTHER ADVICE PLEASE SEE: Mr. Ford

APPENDIX 1

AWARD OF THE DIPLOMA

Students must have completed the Core Requirements, namely the completion of the CAS Programme, the Extended Essay and the Theory of Knowledge Essay

Total Scores of 24, 25, 26 and 27 must:

- Have grades awarded in all six subjects
- Have completed their CAS Programme
- Have grades awarded for TOK and EE with a grade of at least a D in TOK *and* EE
- No Grade 1 in any subject
- No Grade 2 in an HL subject
- No more than one Grade 2 at SL
- No more than three Grade 3s or below
- At least 12 points for HL subjects (16 for four HL subjects)
- At least 9 points for SL subjects (6 for two SL subjects)

Total score of 28 or above must:

- Have grades awarded in all six subjects
- Have completed their CAS Programme
- Have grades awarded for TOK and EE with a grade of at least a D in TOK *or* EE
- No Grade 1 in any subject
- No more than one Grade 2 in an HL subject
- No more than two Grade 2s at SL
- No more than three Grade 3s or below
- At least 11 points for HL subjects (14 for four HL subjects)
- At least 8 points for SL subjects (5 for two SL subjects)

In all cases, the candidate **MUST NOT** be guilty of malpractice

THE BILINGUAL DIPLOMA

A bilingual diploma will be awarded to a candidate who:

- Takes two 'Studies in Language and Literature' subjects
- Takes an examination in at least one of the subjects from Group 3 or 4 in a language other than their A1 language
- Note: for the award of a Bilingual Diploma, candidates need to attain a minimum of a Grade 3 for the above

APPENDIX 2

ACADEMIC HONESTY

At St Gilgen International School, we take academic malpractice seriously; we believe it is important that students, their parents and / or guardians and all academic staff know exactly what this entails. Accordingly, we have placed hyperlinks to two texts published by the IBO: 'General Regulations: Diploma Programme' and 'Academic Honesty'. We ask that all stakeholders in the Diploma Programme read these documents. Below are some of the most pertinent points from the IBO's documents.

IBO General Regulations Diploma Programme:

http://www.ibo.org/documentlibrary/regs_ibworldschools/

Academic Honesty:

http://www.ibo.org/documentlibrary/regs_ibworldschools/

Academic honesty

All Diploma Programme candidates must understand the basic meaning and significance of concepts that relate to academic honesty, especially intellectual property and authenticity. However, a conceptual understanding alone is not sufficient; candidates must have the knowledge and practical skills to apply such concepts to their work.

There are many different forms of intellectual property rights, such as patents, registered designs, trademarks, moral rights and copyright. Candidates must at least be aware that forms of intellectual and creative expression (for example, works of literature, art or music) must be respected and are normally protected by law. By implementing measures to prevent plagiarism schools are helping to combat illegal out-of-school activities (for example, illegal music downloads, peer-to-peer/P2P file sharing) for which candidates may face legal proceedings.

In both conceptual and practical terms, candidates may not understand the difference between collaboration and collusion, and therefore require guidance. Collaboration may be loosely defined as working together on a common aim with shared information, which is an open and cooperative behaviour that does not result in "allowing one's work to be copied or submitted for assessment by another".

An authentic piece of work is one that is based on the candidate's individual and original ideas with the ideas and work of others fully acknowledged. Therefore, all assignments for assessment, regardless of their format, must wholly and authentically use that candidate's own language, expression and ideas. Where the ideas or work of another person are represented within a candidate's work, whether in the form of direct quotation or paraphrase, the source(s) of those ideas or the work must be fully and appropriately acknowledged.

When using the words of another person it must become habitual practice for a candidate to use quotation marks, indentation or some other accepted means of indicating that the wording is not their own. Furthermore, the source of the quotation (or paraphrased text) must be clearly identified along with the quotation and not reside in the bibliography alone. Using the words and ideas of another person to support one's arguments is a fundamental part of any academic endeavour.

Malpractice

The Regulations define malpractice as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment component. Malpractice includes:

- Plagiarism: this is defined as the representation of the ideas or work of another person as the candidate's own
- Collusion: this is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another
- Duplication of work: this is defined as the presentation of the same work for different assessment components and/or diploma requirements
- Any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record).

Some candidates seem to believe that because the internet is in the public domain and largely uncontrolled, information can be taken from websites without the need for acknowledgment. On the contrary, candidates must record the addresses of all websites from which they obtain information during their research, including the date when each website was accessed. The uniform (or universal) resource locator (URL) constitutes the website address for this purpose. Simply stating the search engine that was used to find the website is not acceptable and does not, in the view of the final award committee, constitute a form of acknowledgment. The requirement to cite the source of material includes the copying of maps, photographs, illustrations, data, graphs and so on. For example, to cut and paste a graph from a website without acknowledging its source constitutes plagiarism. CD- Roms, DVDs, email messages and any other electronic media must be treated in the same way as the internet, books and journals.

APPENDIX 3

RECOGNITION OF THE IBO DIPLOMA BY AUSTRIAN UNIVERSITIES

The IBO's Diploma Programme is recognised by Austrian Universities. Currently, the whole question of "Matura Equivalency" is under discussion with the Lisbon Convention on International Access Qualification. However, whilst this issue remains unresolved, students and parents are advised to keep the following suggestions in mind:

1. A full IB Diploma is a necessity
2. Depending on the course the student wishes to pursue at university (such as Engineering or Medicine), it may be essential to have a Mathematics or a Science at Higher Level; however, this is not a general university entrance requirement
3. Mathematics must be taken at Higher or Standard Level; Maths Studies is not generally accepted by Austrian Universities
4. Evidence of sufficient German understanding is required; this could be through course choice in the IB Diploma, or with a later additional external examination administered by the admitting university
5. The student must have studied a third language for four years either up to the IB Diploma or during the IB Diploma Programme
6. A certain amount of Austrian Geography and History must have been covered up to Grade 10

Points 5 and 6 are taken care of by the St Gilgen International School's curriculum. Students are given a choice of French or Spanish as their third language from Grade 8 onwards, providing for up to five years of being taught a third language before entering the IB Diploma Programme. The school's statutes require that sufficient Austrian History and Geography is taught in the lower and middle school programme.

The strongest recommendation that St. Gilgen International School makes to parents and students is that they contact their chosen university directly and early.

APPENDIX 4

LEGALISATION OF DIPLOMA RESULTS

Background

In some countries the IB document Diploma Results will not be valid unless it is legalized in Geneva, Switzerland by the relevant embassy or consulate. The Diploma itself is only legalized in exceptional circumstances when required. Argentina requires the legalization of the Diploma itself as well as the Diploma Results. In some cases, universities in Mexico as well as in Egypt may also require the legalization of both documents. The legalization of the IB diplomas takes place at the IB Head Office in Geneva, Switzerland after each examination session.

Legalization requests

If legalization is required, IB Cardiff, UK, will send to IB Geneva, Switzerland, the relevant Diploma Results documents, that is, those showing the grades obtained by the students. The corresponding Diplomas are sent to schools who will retain them until they receive the legalized documents for mailing to individual students.

Legalized Diploma Results documents will be mailed to the appropriate schools by special courier service. We will then distribute the documents to our students. As an indication of timing, the legalization service tends to send the diplomas of the May 2010 session to the schools at the end of August.

Payment

The standard fee per student, for the legalization of each single IB Diploma document is £82.00 (GBP). The fee will be charged for each single IB Diploma document requiring legalization: the Diploma, the Diploma Results, the Certificate and/or the Extra certificate (that is: if a student requires legalization of both the Diploma and the Diploma Results, a fee of £164 (£82 x 2) will be charged).

Notes:

1. Legalization requests for one, two or more “apostille” countries, showed with an asterisk on the list of “Countries concerned” below, are invoiced only once, as one apostille stamp covers all the mentioned countries. The apostille stamp (The Apostille Convention, The Hague, 5th October 1961), replaces legalization by the consulate and the one apostille stamp covers each of the countries indicated with an asterisk in the list above.

2. Legalization requests for the “consulate countries” are to be invoiced as many times as legalization requests for a single consulate country are made.

Countries concerned

The following is a list of countries for which legalization has been required in past years. Requirements may be imposed by other countries in the future.

Argentina*	Ecuador*	Jordan	Paraguay	South Korea*
Armenia*	Egypt	Khazakstan*	Peru	Sudan
Bolivia	El Salvador*	Latvia*	Philippines	Syria
Bosnia& Herzgvinia*	Estonia*	Lebanon	Poland*	Taiwan
Brazil	Georgia*	Lithuania*	Portugal*	Thailand
Bulgaria*	Greece*	Macedonia*	Romania*	The Netherlands*
Burkina Faso	Guatemala	Malta*	Russia*	Turkey*
Chile	India*	Mexico*	Saudi Arabia	The Ukraine*
Colombia*	Indonesia	Montenegro*	Serbia*	U.A.E
Costa Rica	Iran	Nigeria	Singapore	Uruguay
Croatia*	Israel*	Pakistan	Slovakia*	Venezuela*
Cyprus*	Italy*	Palestine	Slovenia*	Yemen*
Czech Republic*	Jamaica	Panama*	Spain*	



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