



ST. JOHN'S
INTERNATIONAL SCHOOL



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INTERNATIONAL BACCALAUREATE DIPLOMA
PROGRAMME (IBDP)

at St. John's International School

IB 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.

To this end, the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment.

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

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME (IBDP) AT ST. JOHN'S

St. John's offers its students the opportunity to earn a second diploma, the International Baccalaureate (IB) Diploma. The IB Diploma program is a challenging two-year pre-university education. It involves academic studies and promotes international mindedness. Students are encouraged to ask challenging questions, learn how to learn, develop a strong sense of their own identity and culture, and develop the ability to communicate with people from other cultures.

The nonprofit IB Organization, founded in the 1960s, grew out of international school efforts to establish a common curriculum and university entrance credentials for geographically mobile students. Beyond these practical considerations, IB programs promote the education of the whole person, emphasizing intellectual, personal, emotional and social growth through all domains of knowledge.

The attributes of the IB Learner Profile express the values inherent to the IB continuum of international education. IB learners strive to be: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk takers, balanced and reflective.





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Students can elect to take the full diploma (as illustrated above) or to take separate diploma course subjects, according to their abilities and plans for future education.

DIPLOMA OR DIPLOMA COURSE SUBJECTS? WHAT IS THE DIFFERENCE?

Full Diploma candidates	Diploma program course subjects
<p>Choose six subjects:</p> <ul style="list-style-type: none"> • one from each group 1–6; see table on next page • three of which are studied at higher level (HL) (an exception to this is to study four HL subjects if the fourth HL satisfies appropriate language course placement) <p>Compulsory participation in the “core” of the program:</p> <ul style="list-style-type: none"> • Theory of Knowledge course (TOK) • Creativity, activity and service programme (CAS) • Extended Essay (EE) 	<p>Students can study one or more IB subjects, either at higher level (HL) or standard level (SL), as a part of their normal High School program.</p> <p>They may also choose to write an extended essay or do the TOK or do CAS.</p>

Students are advised to discuss these options carefully with their counsellor, teachers and parents. The IB coordinator is also available for further advice. *All students, diploma or diploma course candidates at St. John’s are required to participate in all IB assessments, including the final exams.*

THE SCHOOL OFFERS THE FOLLOWING IB COURSES

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
Studies in Language and Literature	Language Acquisition	Individuals and societies	Sciences	Mathematics	The Arts
English A Literature HL/SL English A Language and Literature HL/SL French A Language and Literature HL/SL Dutch A Literature HL/SL Spanish A Language and Literature HL/SL German A Literature HL/SL Other languages A: private- school-supported self-taught program	English B HL French B HL/SL German B HL/SL Spanish B HL/SL Dutch B HL/SL French Ab Initio SL German Ab Initio SL Spanish Ab Initio SL	Business Management HL/SL History HL/SL Economics HL/SL Philosophy HL/SL Geography HL/SL	Biology HL Biology SL Chemistry HL/SL Physics HL/SL Environmental Systems and Societies SL Sports, exercise and health science SL	Mathematics HL Mathematics SL Math Studies SL	Visual Arts HL/SL Theatre HL/SL Music HL/SL Or A second subject from groups 1, 2, 3 or 4.

Each course will run at the discretion of the High School principal, depending on student sign-ups.



LANGUAGE (GROUPS 1 OR 2)

GROUP 1: First/best language (English, French, German, Spanish, Dutch)

Grades 11–12, 1 credit per year

Language A: language and literature

Language A: language and literature comprises four parts—two relate to the study of language and two to the study of literature.

The study of the texts produced in a language is central to an active engagement with language and culture and, by extension, to how we see and understand the world in which we live.

A key aim of the language A: language and literature course is to encourage students to question the meaning generated by language and texts, which, it can be argued, is rarely straightforward and unambiguous. Helping students to focus closely on the language of the texts they study and to become aware of the role of each text's wider context in shaping its meaning is central to the course.

The language A: language and literature course aims to develop in students skills of textual analysis and the understanding that texts, both literary and non-literary, can be seen as autonomous yet simultaneously related to culturally determined reading practices. The course is designed to be flexible—teachers have the opportunity to construct it in a way that reflects the interests and concerns that are relevant to their students while developing in students a range of transferable skills. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception.

In view of the international nature of the IB and its commitment to intercultural understanding, the language A: language and literature course does not limit the study of texts to the products of one culture or of the cultures covered by any one language. The study of literature in translation from other cultures is especially important to IB Diploma Programme students because it contributes to a global perspective, thereby promoting an insight into, and understanding of, the different ways in which cultures influence and shape the experiences of life common to all humanity.

Language A: literature

Language A: literature is a literature course that may be studied in a wide range of languages. Many of these have a prescribed list of authors (PLA). Languages with a PLA are listed in the Handbook of procedures for the Diploma Programme and each PLA is published on the online curriculum centre (OCC) at <http://occ.ibo.org>. Language A: literature is the subject through which the IB's policy of mother-tongue entitlement is delivered. (Schools should refer to the IB document Learning in a language other than mother tongue in IB programmes, available on the OCC, for support). That policy promotes respect for the literary heritage of the student's home language and provides an opportunity for students to continue to develop oral and written skills in their mother tongue while studying in a different language of instruction. There are two procedures available to facilitate mother-tongue entitlement.

- Where no teacher is available, a student may be allowed to study his or her particular language A as a school-supported self-taught language A: literature student (SL only).
- Through a special request procedure schools may request an examination to be set in languages that are not on the authorized list. In cases where there is little or no printed

literature, texts of oral literature may be included, provided the works chosen are of merit and are available in a reliable transcription and/or in another recording.

The course is built on the assumption that literature is concerned with our conceptions, interpretations and experiences of the world. The study of literature can therefore be seen as an exploration of the way it represents the complex pursuits, anxieties, joys and fears to which human beings are exposed in the daily business of living. It enables an exploration of one of the more enduring fields of human creativity, and provides opportunities for encouraging independent, original, critical and clear thinking. It also promotes respect for the imagination and a perceptive approach to the understanding and interpretation of literary works.

Through the study of a wide range of literature, the language A: literature course encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works are studied in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches. In view of the international nature of the IB and its commitment to intercultural understanding, the language A: literature course does not limit the study of works to the products of one culture or the cultures covered by any one language. The study of works in translation is especially important in introducing students, through literature, to other cultural perspectives. The response to the study of literature is through oral and written communication, thus enabling students to develop and refine their command of language.

Language A: literature is a flexible course that allows teachers to choose works from prescribed lists of authors and to construct a course that suits the particular needs and interests of their students. It is divided into four parts, each with a particular focus.

- **Part 1:** Works in translation
- **Part 2:** Detailed study
- **Part 3:** Literary genres
- **Part 4:** Options (in which works are freely chosen)

GROUP 2: Language Acquisition (English, French, German, Spanish, Dutch)

Grades 11–12, 1 credit per year

Group 2 consists of two modern language courses—language ab initio and language B—that are offered in a number of languages, and a classical languages course that is offered in Latin and Classical Greek. Language ab initio and language B are language acquisition courses designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process encourages the learner to go beyond the confines of the classroom, expanding an awareness of the world and fostering respect for cultural diversity. The group 2 courses use a balance between approaches to learning that are teacher-centred (teacher-led activities and assessment in the classroom) and those that are learner-centred (activities designed to allow the students to take the initiative, which can also involve student participation in the evaluation of their learning). The teacher is best placed to evaluate the needs of the students and is expected to encourage both independent and collaborative learning. The two

modern language courses—language ab initio and language B—develop students’ linguistic abilities through the development of receptive, productive and interactive skills (as defined in “Syllabus content”). The classical languages course focuses on the study of the language, literature and culture of the classical world. It is essential that Diploma Programme coordinators and teachers ensure that students are following the course that is best suited to their present and future needs and that will provide them with an appropriate academic challenge. The degree to which students are already competent in the language and the degree of proficiency they wish to attain by the end of the period of study are the most important factors in identifying the appropriate course. Coordinators, in conjunction with teachers, are responsible for the placement of students. The most important consideration is that the course should be a challenging educational experience for the student.

Language ab initio

The language ab initio course is organized into three themes:

- Individual and society
- Leisure and work
- Urban and rural environment

Each theme has a list of topics that provide the students with opportunities to practise and explore the language as well as to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students should be able to respond and interact appropriately in a defined range of everyday situations. Each language ab initio course has a language-specific syllabus (see the Language ab initio guide

“Syllabus content”) that is used in conjunction with the guide. Language ab initio is available at SL only.

Language B

Language B is an additional language-learning course designed for students with some previous learning of that language. It may be studied at either SL or HL. The main focus of the course is on language acquisition and development of language skills. These language skills should be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, and should be related to the culture(s) concerned. The material should be chosen to enable students to develop mastery of language skills and intercultural understanding. It should not be intended solely for the study of specific subject matter or content.

Placement of students in group 2 language courses

The following table is provided to assist teachers in placing students in an appropriate language course. Each course is described through statements explaining the learning outcomes that students who complete the course with a grade 4 or above (where grade 1 is “very poor” and grade 7 “excellent”) will be able to achieve by the end of the course.

Diploma Programme coordinators and teachers should ensure that, as far as possible, students are following the course that is most suited to their needs and that will provide them with an appropriate academic challenge.

When establishing assessment tasks and level descriptors, various international standards were used as a reference point.

Course	Receptive skills	Productive skills	Interactive skills
Language ab initio SL	Understand, both aurally and in writing, simple sentences and some more complex sentences related to the three themes and related topics. Understand simple authentic (adapted where appropriate) written texts and questions related to them in the target language.	Express information fairly accurately, in both writing and in speech, using a range of basic vocabulary and grammatical structures. Communicate orally and respond appropriately to most questions on the three prescribed themes and related topics. Communicate clearly, in writing, some simple information and ideas in response to a written task.	Understand and respond clearly to some information and ideas within the range of the three prescribed themes and related topics. Engage in simple conversations. Demonstrate some intercultural understanding by reflecting on similarities and differences between the target culture(s) and the student’s own and by providing some appropriate examples and information.
Language B SL	Understand straightforward recorded or spoken information on the topics studied. Understand authentic written texts related to the topics studied and that use mostly everyday language.	Communicate orally in order to explain a point of view on a designated topic. Describe with some detail and accuracy experiences, events and concepts. Produce texts where the use of register, style, rhetorical devices and structural elements are generally appropriate to the audience and purpose.	Demonstrate interaction that usually flows coherently, but with occasional limitations. Engage in conversations on the topics studied, as well as related ideas. Demonstrate some intercultural engagement with the target language and culture(s).
Language B HL	Understand complex recorded or spoken information on the topics studied. Appreciate literary works in the target language. Understand complex authentic written texts related to the topics studied.	Communicate orally in order to explain in detail a point of view. Describe in detail and accurately experiences and events, as well as abstract ideas and concepts. Produce clear texts where the use of register, style, rhetorical devices and structural elements are appropriate to the audience and purpose. Produce clear and convincing arguments in support of a point of view.	Demonstrate interaction that flows coherently with a degree of fluency and spontaneity. Engage coherently in conversations in most situations. Demonstrate some intercultural engagement with the target language and culture(s).

INDIVIDUALS AND SOCIETIES (GROUP 3)

IBDP BUSINESS MANAGEMENT (SL AND HL)

Grades 11–12, 1 credit per year

Business Management is a rigorous and dynamic discipline that examines business decision-making processes and how these decisions impact on and are affected by internal and external environments. The course is designed to develop an understanding of the business theory, as well as an ability to apply business principles, practices and skills. Emphasis is placed on strategic decision-making and the day-to-day business functions of marketing, production, human resource management and finance. The course will contribute to students' development as critical and effective participants in local and world affairs. Through the exploration of six concepts underpinning the subject (change, culture, ethics, globalization, innovation and strategy), the business management course allows students to develop their understanding of interdisciplinary concepts from a business management perspective. HL students are expected to complete extension areas of study in both topics, adding both breadth and depth to the course.

IBDP ECONOMICS (SL, HL, AP MICROECONOMICS AND AP MACROECONOMICS)

Grades 11–12, 1 credit per year

Prerequisite: HL students need to be taking Mathematics SL or above. The aim of the IB/AP Economics program is to give students the ability to use economic reasoning, and to apply the tools of economic analysis to everyday problems and social issues. Emphasis is placed on analytical and intellectual skills rather than on events or specific situations. Students are expected to develop critical minds to show a capacity for both empirical analysis and balanced judgement. In its first year, the SL and HL programs have three major building blocks: introduction to economics, microeconomics and macroeconomics. In the second year, the emphasis is on international trade, and economic development and growth; introducing international economics: comparative advantage, balance of payments and international finance, theory of exchange rates, terms of trade, protectionism, growth theory, technological change and economic problems of developing countries. The HL course is an extension of the SL and in the second year focuses on business economics or the theory of the firm and efficiency. Students taking the HL course will sit for the AP Microeconomics exam at the end of Grade 11.

IBDP PHILOSOPHY (SL AND HL)

Grades 11–12, 1 credit per year

This course is a general introduction to philosophy and covers basic themes such as the concept of person, individuals and institutions, human environment, culture, ethics, reason and logic, meaning and value. Students will become familiar, through the study of texts and themes, with some of the great philosophers such as Plato, Descartes, Locke, Kant, Marx, Nietzsche, Sartre and representatives of Post Modernism. Reflection on and questioning of the bases of knowledge and experience, the development of a personal mode of thought based on critical examination of evidence and argument and the formulation of rational argument are essential aims of the course. Students who follow the course at HL will in addition be exposed to Political Philosophy, where they will encounter themes such as the social

contract, citizenship and rights, positive and negative freedom, and distributive and retributive modalities of justice. HL students will be expected to reflect in a critical way about the process of doing Philosophy as an intellectual activity.

IBDP HISTORY (SL AND HL)

Grades 11–12, 1 credit per year

This course provides a study of 20th century history, with the focus on Europe. It is chronologically structured, beginning with an introduction to the Great Powers in 1900 and continuing with a focus on the key events which shaped the modern world: World War One, the turbulent 1920s and 1930s, the rise of communist and fascist dictatorships and World War Two. The aim of the course is to provide students with a knowledge and understanding of the complex nature of historical change as well as to give them an insight into issues that affect them in the contemporary world. Emphasis will be placed on developing analytical writing skills and source analysis in preparation for Papers One and Two of the IB external examinations. In addition, HL students will have extra classes to study Europe in the 19th century, focusing on the unification of Germany and Italy and the development of Tsarist Russia to prepare for Paper 3 of the IB external examinations. In the second year of the IB program, students will focus on World History in the 20th century, in particular, the results of the Second World War – why the Axis powers lost. Followed by Mao's rise to power, the Chinese Civil War and Mao's rule of China. The origins and results of the Korean War and the Falklands/Malvinas War will be studied going into the Second semester. After the Christmas break, the Internal Assessment component of the IB examination will be prepared and completed, following a structured, written format. This will be followed by an emphasis on revision for the final examinations once we have completed the Falklands/Malvinas War, as well as practice in timed essay-writing and source analysis.

IBDP GEOGRAPHY (SL AND HL)

Grades 11–12, 1 credit per year

Geography is a dynamic subject that is firmly grounded in the real world and focuses on the interactions between individuals, societies and physical processes in both time and space. It seeks to identify trends and patterns in these interactions. It also investigates the way in which people adapt and respond to change, and evaluates actual and possible management strategies associated with such change. Geography describes and helps to explain the similarities and differences between different places. These may be defined on a variety of scales and from the perspectives of a different range of actors, with varying powers over decision-making processes.

SCIENCES (GROUP 4)

IBDP BIOLOGY (SL AND HL)

Grades 11–12, 1 credit per year

Biologists attempt to understand the living world at all levels from the micro to the macro using many different approaches and techniques. In the two-year course, the students learn about six Core Topics that include Cell Biology, Molecular Biology, Genetics, Ecology, Evolution and Biodiversity and Human Physiology.

There are five additional Higher level topics some of which detail the material in the core topics. In addition to the obligatory material, students must choose to study one option from the following topics: Neurobiology and behaviour, Biotechnology and bioinformatics, Ecology and conservation, and Human physiology.

The Standard Level students require 40 hours of practical work over the two-year period while the Higher level students require 60 hours of practical work. Laboratory work provides the students with opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers, and evaluate and communicate their findings. It, therefore, enables them to apply their knowledge and skills, and develop an awareness of how scientists work and communicate with each other. The overall assessment takes into account both the internal and external components. The internal assessment is an individual Investigation designed, conducted and written by the student. This forms 20% of the overall grade. The external assessment is based on three written papers in which the format of the questions includes multiple choice, data analysis, data recall, and extended responses. Finally, students must engage in a 10-hour (Group 4) project where they work in multi-disciplinary teams to solve problems.

IBDP CHEMISTRY (SL AND HL)

Grades 11–12, 1 credit per year

Prerequisite: 10th Grade Chemistry course advised for both Standard Level and Higher Level.

“Chemistry is an experimental science which combines academic study with the acquisition of practical skills.” Chemistry is a subject worthy of study in its own right but is also a prerequisite for many other courses in Higher education such as medicine.

Chemistry course consists of 11 topics; Stoichiometric relationships, Atomic structure, Periodicity, Chemical bonding and structure, Energetics and Thermochemistry, Chemical Kinetics, Equilibrium, Acids and bases, Redox processes, Organic Chemistry and Measurement, analysis and data processing. Standard level complete all 11 topics and 40 hours of practical work. The Higher level course covers the same 11 topics with the inclusion of additional higher-level material which tends to be more mathematically challenging. Higher level students must undertake 60 hours of practical work. It is important especially for Higher Level students that they have good competency in mathematics. All students must also complete an Option that is chosen by the students from a choice from Materials, Biochemistry, Energy or Medicinal Chemistry. Chemistry is part of the Group 4 subjects and all students must take part in a 10 hour Group 4 project that encourages students from all sciences to work in multi-disciplinary groups to solve a practical problem. The topic for the Group 4 project is chosen every year.

IBDP PHYSICS (SL AND HL)

Grades 11–12, 1 credit per year

Prerequisite for SL Physics: 10th Grade Physics course and the appropriate level of mathematics.

Prerequisite for HL Physics: A good level of attainment in the 10th grade physics course and the appropriate level of mathematics.

This is a two-year course, which aims to develop a more in-depth study of the subjects studied in Grade 9 and 10. The topics common to both IB levels are Measurements and uncertainties, Mechanics, Thermal Physics, Waves, Electricity and Magnetism, Circular Motion and Gravitation, Atomic, Nuclear and Particle Physics and Energy Production. Higher level students take extra classes to cover the material from the additional higher level syllabus which includes Wave phenomena, Electromagnetic Induction, Fields and Quantum and Nuclear physics. Practical work is emphasized in all topics, and the mathematical treatment of essential concepts is used more extensively in the HL course. During the second year of the course, students study one option from Relativity, Imaging, Engineering Physics and Astrophysics.

IBDP ENVIRONMENTAL SYSTEMS AND SOCIETIES (SL)

Grades 11–12, 1 credit per year

The main purpose of this course is to give students a coherent perspective on the interrelationships between environmental systems and societies. To understand the causes and effects of environmental problems, and how people try to manage them, we will use a holistic approach to look at the issues from many angles (e.g., scientific, ethical, historical, economic, cultural and socio-political). We will use local contexts to teach underlying theory, incorporating fieldwork, laboratory investigations, and international case studies. Students will gain an appreciation of the global diversity of environments and ecosystems, cultural and historical differences in attitudes to the environment and differing perspectives on sustainability. Core topics include systems and models, ecosystems, conservation, and biodiversity. The second year of a two-year program prepares students for the IB ESS examination. Core topics include human population growth, food production systems, resource use, pollution management, and the issue of climate change. By the end of this course, students will be able to adopt an informed personal response to current environmental issues. They will also understand the impact of the choices and decisions we make in our own lives on the environment.

IBDP SPORTS, EXERCISE AND HEALTH SCIENCE (SL)

Grades 11–12, 1 credit per year

Sports, exercise and health science (SEHS) is an experimental science that combines academic study with the acquisition of practical and investigative skills. It is an applied science course within group 4, with aspects of biological and physical science being studied in the specific context of sports, exercise and health. Moreover, the subject matter goes beyond the traditional science subjects to offer a deeper understanding of the issues related to sports, exercise and health in the 21st century. Apart from being worthy of study in its own right, SEHS is a good preparation for courses in higher or further education related to sports fitness and health, and serves as useful preparation for employment in sports and leisure industries.

MATHEMATICS (GROUP 5)

GRADES 11-12, 1 CREDIT PER YEAR (4 COURSES OFFERED)

IBDP MATHEMATICS (HL – INCLUDING AP CALCULUS)

Prerequisite: Year 1: A grade 5 in Math 10 Extended and teacher recommendation. **Year 2:** A grade 5 in IB HL I and teacher recommendation.

Course Description: This course caters for students with a strong background in mathematics who are competent in a range of analytical and technical skills. The majority of these students will be expecting to include mathematics as a major component of their university studies, either as a subject in its own right or within courses such as physics, engineering and technology. Others may take this subject because they have a strong interest in mathematics and enjoy meeting its challenges and engaging with its problems. During the first year of this course students are expected to work towards taking the AP Calculus AB Exam.

IBDP MATHEMATICS (SL)

Prerequisite: Year 1: A grade 5 in Math 10 Core. **Year 2:** A grade 4 in Mathematics SL I.

Course Description: This course caters for students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply mathematical techniques correctly. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology and business administration.

IBDP MATH STUDIES (SL)

Prerequisite: Year 1: A grade 5 in Math 10 or a grade 3 in Math 10 Core. **Year 2:** A grade 4 in Math Studies I.

Course Description: This course is available only at standard level, and is equivalent in status to mathematics SL, but addresses different needs. It has an emphasis on applications of mathematics, and the largest section is on statistical techniques. It is designed for students with varied mathematical backgrounds and abilities. It offers students opportunities to learn important concepts and techniques and to gain an understanding of a wide variety of mathematical topics. It prepares students to be able to solve problems in a variety of settings, to develop more sophisticated mathematical reasoning and to enhance their critical thinking. The individual project is an extended piece of work based on personal research involving the collection, analysis and evaluation of data. Students taking this course are well prepared for a career in social sciences, humanities, languages or arts. These students may need to utilize the statistics and logical reasoning that they have learned as part of the mathematical studies SL course in their future studies.

MATH 11; MATH 12 (INCLUDING IGCSE)

Prerequisite: Year 1: A grade 3 in Math 10. **Year 2:** A grade 3 in Math 11 or IB Math Studies I.

Course Description: This is an integrated math course designed for students not aiming at a full IB diploma, but a St. John's Diploma. The purpose of this course is to deepen the students' math knowledge, as well as apply their previous knowledge in various mathematics applications, further consolidating their basic math skills. Students have the opportunity to work towards the IGSCCE qualification.



THE ARTS (GROUP 6)

IBDP VISUAL ARTS (SL AND HL)

Grades 11–12, 1 credit per year

Prerequisite: Studio Art, equivalent course or portfolio review. Students in all options HL and SL follow the same core course with different recommended amounts of contact time in class and different degrees of emphasis reflected in the weighting placed on the various assessment criteria. Towards the end of the first year in grade 11 and throughout the second year in grade 12 students are encouraged to develop a progressively more mature and independent approach to work by developing individual themes and ideas. All students keep throughout the course and should complete by March visual art journals which chart the process of their creative development visual research and critical and contextual analysis of relevant art over the two-year period. Practical workshops and interviews in the studios and gallery with artists in the visiting artists program and an extensive program of cultural trips to museums and galleries in Belgium and other major European art capitals form an integral part of the program of study in both the first and second year, and students are encouraged to make independent trips of their own to support their study. The Summer Show in June at the end of the first year and the “mock exam” in November of the second year culminating in the Winter Show in December provides an opportunity to select, present and evaluate work in the gallery with formal internal assessment interviews, helping the student to establish focus and direction towards the final exam in April. During February and March, students prepare for this exam by producing by updating and refining their digital format of their work recorded in photography and video throughout the year and stored in the Demeter files on the school server. Student work toward a synthesis of the various strands of their work leading to resolution in March with a view to structuring their final submission in both an exhibition in the gallery and in written and visual form in digital media in an e-portfolio. This is divided into three elements: comparative study 20%, process portfolio 40% and exhibition 40% for the final exam which is uploaded digitally to the IBO. Although it is not assessed separately, the visual art journal forms an integral part of each of the three assessed categories above. Students applying to study courses in art and design at college or university are assisted with the application process through formal portfolio reviews before and after Christmas. Students are strongly encouraged, in addition to scheduled class time, to work on their own time both during term time and in the holidays. Formal internal assessment using the IB criteria takes place within the context of individual tutorials and group critical reviews with key dates for resolving, evaluating and displaying work corresponding to the four major marking periods in Autumn, Winter, Spring with displays around school and in the gallery with the two key dates being the first year June Summer show, the second year Winter Show in December and the final exam in March.

IBDP THEATRE ARTS (SL AND HL)

Grades 11-12, 1 credit per year

Theatre is a dynamic, collaborative and live art form. It is a practical subject that encourages discovery through experimentation, the taking of risks and the presentation of ideas to others. It results in the development of both theatre and life skills; the building of confidence, creativity and working collaboratively. The IB Diploma Program theatre course is a multifaceted, theatre-making course of study. It gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasizes the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process,

transforming ideas into action as inquisitive and productive artists. Students experience the course from contrasting artistic perspectives. They learn to apply research and theory to inform and to contextualize their work. The theatre course encourages students to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theatre—as participants and audience members—they gain a richer understanding of themselves, their community and the world. By the end of the two year course, the students should understand acting, directing, lighting, performance spaces, make up, costuming, props, sets, sound, text, music, movement and staging for theatrical traditions for more than one culture. Year One consists of learning and working with the techniques of Stanislavski, Commedia Del Arte and will perform these in the IB Showcase in February. In the second semester, they will be exploring Devising Theatre Techniques. Year Two, the students will devise their own pieces of Theatre which they will execute in February and Research a Foreign Theatre Form. The students must keep a detailed journal chronicling their journey. They will receive an IB Theatre Guide which specifically explains their final assessment tasks. Both years, the students travel to London for a week to attend the Theatre Arts Program Symposium which consists of a series of workshops with professional theatre makers and they will also attend five varied productions. This is required of every IB Theatre Arts student, and it is understood there will be some additional fees involved to cover train and hotel costs.

IBDP MUSIC (SL, HL AND AP MUSIC)

Grades 11–12, 1 credit per year

This course introduces the fundamentals of music theory; Harmonic analysis and the construction and use of major and minor scales, chords and melody. Traditional and modern compositional techniques will be studied in a computer music lab with the objective of creating original music. The course also offers an overview of western music from the Renaissance to the present and an introduction to non-European musical styles. Although the course is designed to meet the requirements of the IB and AP syllabus, it can be taken as a theory course without the obligation of taking the exam(s). Students taking standard level IB have the option of being a member of an ensemble such as a choir, orchestra or rock group to fulfill performance requirements.



WHAT IS THEORY OF KNOWLEDGE?

TOK is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It is a core element which all Diploma Programme students undertake and to which all schools are required to devote enough hours of class time. TOK and the Diploma Programme subjects should support each other in the sense that they reference each other and share some common goals.

The TOK course examines how we know what we claim to know. It does this by encouraging students to analyze knowledge claims and explore knowledge questions, as well as by reflecting on, and making a distinction between, shared knowledge and personal knowledge. The TOK course identifies eight specific ways of knowing (WOKs): language, sense perception, emotion, reason, imagination, faith, intuition and memory. The WOKs have two roles in TOK: 1) they underlie the methodology of the areas of knowledge, and 2) they provide a basis for personal knowledge. Discussion of WOKs will naturally occur in the TOK course when exploring how Areas of Knowledge (AOKs) operate. Areas of knowledge are specific branches of knowledge, each of which can be seen to have a distinct nature and different methods of gaining knowledge. TOK distinguishes between eight areas of knowledge: mathematics, the natural sciences, the human sciences, the arts, history, ethics, religious knowledge systems, and indigenous knowledge systems (Adapted from *Theory of Knowledge* guide).

WHAT IS CAS (CREATIVITY, ACTIVITY, SERVICE)?

CAS encourages students to strive for balance in their lives; along with rigorous academic work, they undertake creative pursuits, physical activities and service projects. A good CAS experience should be both challenging and enjoyable, a journey of self-discovery which, at times, takes students out of their comfort zones. The spirit of CAS is important. It can be challenging to maintain focus on the ideals of CAS amid the daily realities of course requirements and busy schedules.

Sometimes the challenge is time-management, sometimes lack of confidence in a particular type of activity, sometimes reluctance to value experiences that don't earn diploma points.

Eventually, though, many students recognize the merits of accepting personal challenge, of working collaboratively as well as individually for the benefit of someone else, of learning about the world in a very "local" way.

Because CAS might be a student's first direct experience with disadvantaged people, the service component is often the most noticeable area of growth and the most personally satisfying.

Developing a sense of commitment to an orphan, an elderly resident of a retirement home or a child of an impoverished migrant family can be a profound experience, and it takes time, approximately three hours per week.

Students complete the CAS requirement through evidence of seven learning outcomes achieved through a continuous balance of creativity, activity and service over the two years of the diploma program.

WHAT IS THE EXTENDED ESSAY?

The Extended Essay is the requirement that most fully acquaints students with the type of independent research and writing skills expected in a university. The student chooses a topic of interest, and produces the essay with guidance from a faculty supervisor. Students are introduced to the essay in semester two of Grade 11. Beyond these times, students are responsible for progress on their essay and initiating contact and discussion with their supervisor throughout the essay writing process.

One of the biggest challenges is the sustained effort required by the students over a period of approximately 16 months. This essay requires motivation and organization on behalf of the student. Many students are very proud of their essay upon completion, and some will even take it to university admission interviews as a discussion piece.

The IBO recommends that the essay take a total of 40 hours of private study and writing. The maximum word limit is 4,000. The final draft is due in mid-November of the diploma candidate's second year (Grade 12).



FAQS

1. What is different about IB courses?

IB courses are studied over two years thus allowing for a broader study of a discipline linking a greater number of topics. Over the two years, a variety of assessment types are used, not just formal written exams. Also, threaded throughout each subject are the questions that students consider in their Theory of Knowledge course.

2. Is the IB Diploma only for “top” students?

The answer is a definite no. The rigors of the IB should not be construed to mean that only the very best students can benefit from the program. An average student with good motivation and time-management skills is an appropriate diploma candidate. Approximately 85 percent of the graduating class are diploma candidates. Almost all students would benefit from taking one or more IB courses in areas of particular strength and interest, write an extended essay or take the TOK course. Students, parents, teachers and counsellors should be involved in the discussion of appropriate course selection.

3. Is the IB diploma my only option at St. John’s?

No, you can select individual IB diploma courses, write an extended essay or follow the TOK course.

If you need the IB diploma in order to meet requirements at the universities of your choice, the decision is simple: enroll as a diploma student.

For most students at the school, there is choice involved. The diploma is seen as the best-rounded, rigorous and comprehensive course of study for the final two years at St. John’s. When applying to universities, the diploma can certainly be an advantage. Being part of the diploma program is one very tangible way of showing yourself to be a highly motivated and inquisitive student.

Furthermore, students in the diploma program receive extra training in skills that are important for college success, such as writing the Extended Essay and the approach to knowledge provided by TOK. IB diploma students should feel confident that they have been given the preparation needed for success at even the most highly competitive universities. The diploma does not, however, guarantee admission. Many other factors are involved in how colleges make decisions.

Some students prefer to choose a few IB subjects, but not the full program. This would be the case if the student’s skills were adequate in some, but not all, areas. Also, students need to be wary of over-commitment. The IB diploma (and to some extent each IB course) involves a time and energy commitment, and it may involve having to make some choices as you prioritize what is most important to you.

Certificates are issued for completion of individual IB courses and will designate a score of 1–7. Scores of 5 and above, particularly in HL courses, may receive advanced credit at universities. A limited number of colleges in the Americas also grant credit for IB SL courses. A transcript showing some IB courses is stronger than one showing none. Colleges and universities look for students willing to take challenges.

This can be a complex issue. If in doubt, discuss this further with the IB coordinator and your counsellor.

4. How are IB courses assessed?

The IB program provides a liberal education that emphasizes a philosophy of learning. Consequently, a range of external and internal assessment types are used.

a) External assessment: These components are sent to over 4,000 examiners around the world. The examiners are themselves subject to moderation and send their results to the IB assessment center (e.g., written examinations, essays, research investigations, art work.

b) Internal assessment: These assessments are marked by the teacher and are subject to external moderation. Samples are sent to examiners to ensure that the teachers’ standards are consistent. Internal assessment takes a variety of forms (e.g., individual oral presentations and commentaries, investigation and modelling assignments, field work, laboratory experiments, research workbooks, musical investigations).

At both Higher (HL) and Standard Levels (SL), each examined subject is graded on a scale of 1 (minimum) to 7 (maximum). The award of a diploma requires a minimum of 24 points with satisfactory completion of the Theory of Knowledge course, the Extended Essay and CAS.

5. Do all students who start the full diploma succeed in getting it?

Some students find that during Grade 11 the workload of the full diploma is too demanding or compromises other priorities. Students can drop the diploma after discussion with the IB coordinator. For students who complete the full two-year diploma program, there are criteria that must be met before the diploma is awarded.

6. What is a bilingual diploma?

A bilingual diploma is awarded to diploma candidates with the completion of two languages selected from group 1 with the award of a grade 3 or higher in both, or if the language A is not English.

7. Do I need the IB diploma to get into a prestigious university?

The only honest answer is that it depends on the university. A simpler answer is “No.” No, an IB diploma is not a requirement. Every year, St. John’s has non-diploma students who are accepted to highly prestigious universities. They have shown their intellectual abilities and their willingness to embrace challenge in other ways. They have taken and done well in IB courses, but not the full diploma. Of course, we also have IB diploma students who are accepted to prestigious universities. There is no single “key” or “ticket” into highly competitive universities. The best advice is to excel at and enjoy what you choose.

8. If I start IB classes in Grade 11, do I have to continue in Grade 12?

Students who begin an IB course are expected to complete it. Nevertheless, should a schedule change be deemed appropriate, the proper time to make it is at the end of Grade 11. In all cases, you should base your decision on careful thought and investigation with advice from teachers, counsellors and parents. Dropping out of the full IB diploma will require a student and parent to discuss it with the guidance counsellor.

9. How can I best prepare for IB classes as a student in Grades 9 and 10?

Work for excellence in the courses you are already in. If you are not willing to work well in Grade 10, a Grade 11 IB program will be unlikely to suit you. The courses you take and the level you achieve may influence your choices in the IB. For example, you will not be prepared for Chemistry HL if you have not had success in General Chemistry. Secondly, try to improve your study skills and to start asking teachers to help you find ways to “study smart.” Many students waste a lot of time by not being focused or organized.

10. Do I have to pay extra fees?

In addition to St. John’s school’s tuition, IB students worldwide are required to pay a registration fee and a subject fee.

Registration fee (per candidate)	
Before the first registration deadline November 15/May 15)	203€
Subject fee (per candidate)	
Fee for each subject (including Theory of Knowledge and Extended Essay when taken as retake subjects) a candidate is registered for. For the full IB diploma, candidates only need to pay 96€ for the six subjects they take, not for CAS, Extended Essay and Theory of Knowledge.	103€

11. Am I allowed to retake any IB subject?

Normally a re-take candidate will register for the following May examination session. Candidates have the opportunity to retake one or more subjects after six months if the subject, level and response language are available. For diploma candidates, this includes the opportunity to resubmit Theory of Knowledge and the Extended Essay. The following restrictions apply.

- A subject taken as an anticipated subject cannot be retaken after six months.
- If a candidate is registered for the session six months after his or her diploma session, the subject(s) for which he or she is registering must have already been taken in the diploma session.
- A candidate is not permitted to change from standard level to higher level in a subject being retaken after six months. However, a candidate is permitted to change from higher level to standard level, if the diploma requirements allow such a change.
- If a six-month retake candidate is submitting an Extended Essay, that essay must be registered for the same subject.

CONTACT DETAILS

Ms. Danielle Franzén
IB coordinator
dfranzen@stjohns.be

Mrs. Marie-Cécile Walravens
Guidance officer
mcwalravens@stjohns.be



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10 REASONS

WHY THE IB DIPLOMA PROGRAMME IS IDEAL PREPARATION FOR UNIVERSITY

1 IT OFFERS ACADEMIC BREADTH & DEPTH

IB Diploma Programme students are 21% more likely to be admitted into 10 of the most prestigious universities, including Harvard, Princeton, Yale and Stanford.



2 COLLEGES VALUE STUDENTS WITH MEANINGFUL EXPERIENCES BEYOND THE CLASSROOM

Creativity, action, service (CAS) encourages learning through direct experience.

3 IT'S A QUALIFICATION RECOGNIZED BY UNIVERSITIES

AROUND THE



The IB Diploma Programme is internationally benchmarked, allowing graduates to continue their studies anywhere in the world.

4 IT CREATES INDEPENDENT LEARNERS & STRONG WRITERS

The extended essay requires independent research through an in-depth study and a 4,000 word essay.



6 IT ASSESSES MORE THAN EXAMINATION TECHNIQUES

IB never teaches to the test—exams are externally assessed with no grade inflation for more than 30 years.

5 IT CULTIVATES AN INTERNATIONAL MINDSET



An international mindset is a key 21st century learning skill. Second language learning—an IB requirement—has been linked to higher achievement in school and university.

7 IB STUDENTS HAVE PROVEN TIME MANAGEMENT SKILLS

Research has found that IB students develop strong study habits and critical time management skills, key indicators of college readiness.



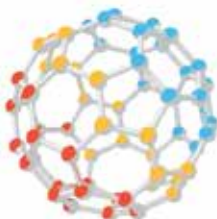
8 THE IB ENCOURAGES CRITICAL THINKING

Inquisitiveness and interpretation are among the key cognitive properties of an IB education.



9 SUBJECTS AREN'T TAUGHT IN ISOLATION

Theory of knowledge classes encourage students to make connections between subjects and gain the skills they need to be critical thinkers.



AND HERE ARE 10 MORE REASONS...

The IB learner profile offers 10 qualities underpinning the Diploma Programme—from open-minded to risk-taker to balanced, they form a framework for an international education that meets the needs of a changing world.

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