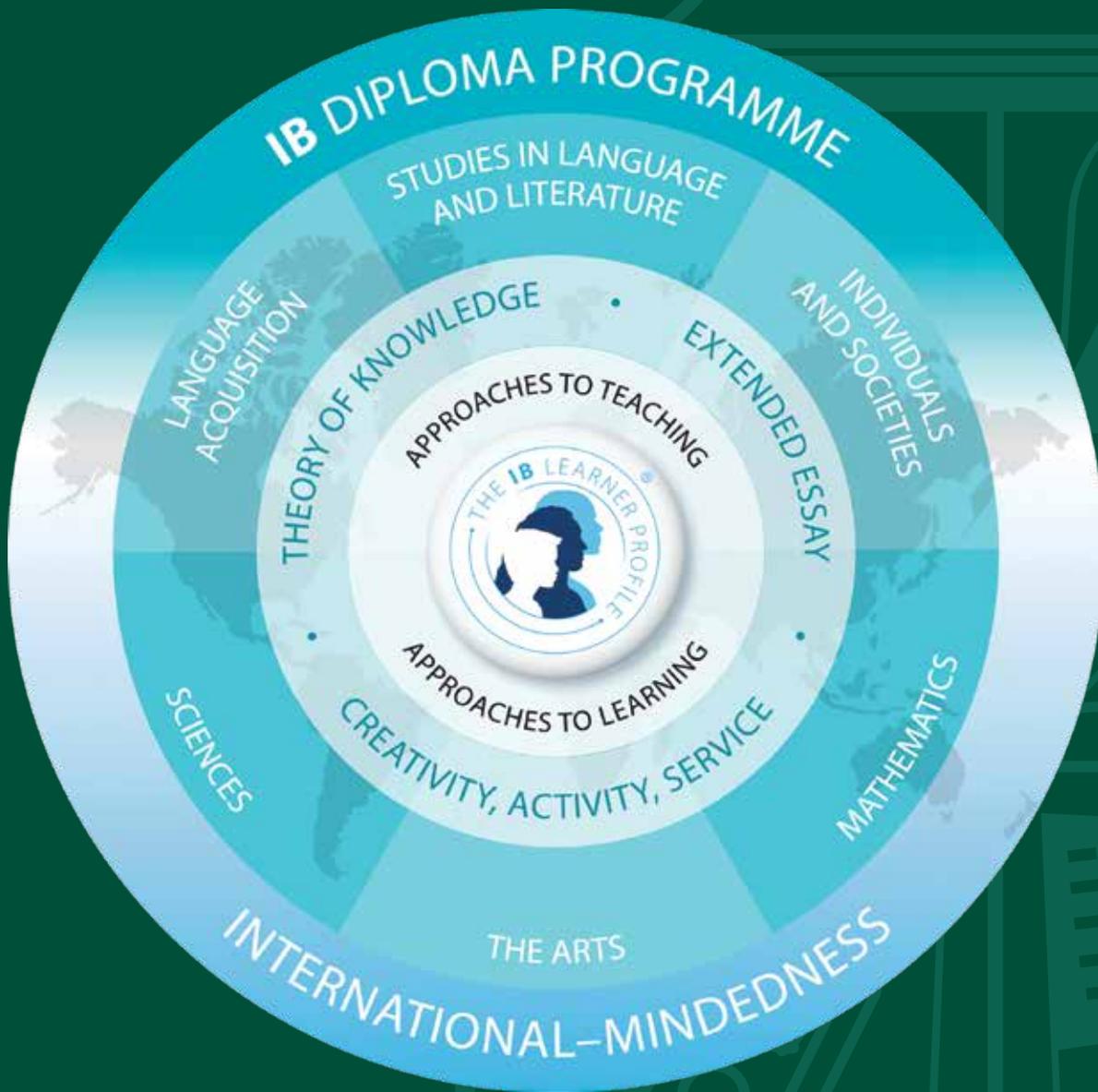




ST. JOHN'S
INTERNATIONAL SCHOOL



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IB DIPLOMA PROGRAMME

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 (IB) PROGRAM 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.



THE IB CIRCLE



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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.



GENERAL DESCRIPTION IB COURSES

NATURE OF SUBJECTS

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

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, Spanish, German, Dutch)

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.

Group 2

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



GROUP 3: Individuals and Societies

Business management

Business management is a rigorous, challenging and dynamic discipline in the individuals and societies subject group. The role of businesses, as distinct from other organizations and actors in a society, is to produce and sell goods and services that meet human needs and wants by organizing resources. Profit-making, risk-taking and operating in a competitive environment characterize most business organizations.

The Diploma Programme business management course is designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyze, discuss and evaluate business activities at local, national and international levels. The course covers a range of organizations from all sectors, as well as the socio-cultural and economic contexts in which those organizations operate.

Emphasis is placed on strategic decision-making and the operational business functions of human resource management, finance and accounts, marketing and operations management. Links between the topics are central to the course, as this integration promotes a holistic overview of business management. 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.

Economics

Economics is a dynamic social science, forming part of group 3—individuals and societies. The study of economics is essentially about dealing with scarcity, resource allocation and the methods and processes by which choices are made in the satisfaction of human wants. As a social science, economics uses scientific methodologies that include quantitative and qualitative elements.

The IB Diploma Programme economics course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. These economic theories are not to be studied in a vacuum—rather, they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability.

The ethical dimensions involved in the application of economic theories and policies permeate throughout the economics course as students are required to consider and reflect on human end-goals and values.

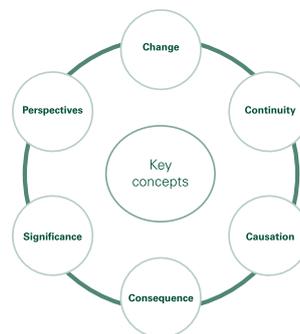
The economics course encourages students to develop international perspectives, fosters a concern for global issues, and raises students' awareness of their own responsibilities at a local, national and international level. The course also seeks to develop values and attitudes that will enable students to achieve a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interdependent world.

History

History is a dynamic, contested, evidence-based discipline that involves an exciting engagement with the past. It is a rigorous intellectual discipline, focused around key historical concepts such as change, causation and significance.

History is an exploratory subject that fosters a sense of inquiry. It is also an interpretive discipline, allowing opportunity for engagement with multiple perspectives and a plurality of opinions. Studying history develops an understanding of the past, which leads to a deeper understanding of the nature of humans and of the world today.

The IB Diploma Programme (DP) history course is a world history course based on a comparative and multiperspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past.



There are six key concepts that have particular prominence throughout the DP history course.

The topics studied at St. John's include for paper 1 The move to global war, for paper 2 Causes and effects of 20th century wars, Authoritarian states (20th century), for paper 3 Aspects of the History of Europe—19th and 20th century.

Philosophy

Philosophy deals with issues that are profound, complex, challenging and important for humanity. The Diploma Programme philosophy course aims to be inclusive and to deal with a wide range of issues that can be approached in a philosophical way. A concern with clarity of understanding lies at the core of the philosophy course. This clarity is achieved through critical and systematic thinking, careful analysis of arguments, the study of philosophical themes and a close reading of texts. Through this examination of themes and texts, the philosophy course allows students to explore fundamental questions that people have asked throughout human history. For example: What is it to be a human being? How do I know what is the right thing to do? Moreover, it confronts new problems arising within contemporary society, including those that result from increasing international interaction.

The emphasis of the philosophy course is very much on “doing” philosophy. Doing philosophy requires a willingness to attempt an understanding of alternative views by applying intellectual rigour and cultivating an open and critical mind. It also invites the development of perspectives that encompass cultural pluralism and an awareness of the international context within which it unfolds. This constitutes a new challenge for students doing philosophy within a worldwide perspective—an important feature that is reflected in the themes and activities of the course.

Geography

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.

GROUP 4: Sciences (Biology, Chemistry, Physics, Environmental Systems and Societies)

Group 4 subjects roughly follow the same format. Each subject has its Subject Specific Core (SSC) (i.e., material taught at both higher and standard levels). Students sitting the Higher Level examination study the Additional Higher Level (AHL) material. Lastly there is a list of options for each subject from which one is chosen. Ideally, students choose the options based on their abilities and preferences, but in practice the options are usually chosen by the school. Students spend one-quarter of the hours taught doing practical work in the laboratory. Group 4 subjects at the Standard Level are tailored for students who do not see themselves in further science instruction after leaving the program.

Physics

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself from the very smallest particles to the vast distances between galaxies.

STANDARD LEVEL

95 hours of instruction on 8 topics: Measurements and uncertainties; Mechanics; Thermal physics; Waves; Electricity and magnetism; Circular motion and gravitation; Atomic, particle and nuclear physics; Energy production.

15 hours of instruction on one optional subject: Relativity; Engineering physics; Imaging; Astrophysics.

40 hours of practical work

HIGHER LEVEL

95 hours on Physics SL core subjects, with 60 hours on 4 additional topics: Wave phenomena; Fields; Electromagnetic induction; Quantum and nuclear physics.

25 hours of instruction on one optional subject: Relativity; Engineering physics; Imaging; Astrophysics.

60 hours of practical work.

Chemistry

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is often called the central sciences, as chemical principles

underpin both the physical environment in which we live and all biological systems. Apart from being a subject worthy of study in its own right, chemistry is a prerequisite for many other courses in higher education, such as medicine.

STANDARD LEVEL

Students will cover 95 hours of Core material and one option of 15 hours. The option will be chosen each year by the students and will depend on the other science subjects followed and student interest. Standard level students will need to complete 40 hours of practical work of which 10 hours will be spent on the Group 4 project and 10 hours on an individual investigation which is the student’s internal assessment.

HIGHER LEVEL

Students will cover 95 hours of Core material and an additional 60 hours of Additional Higher level material. Higher level students will also choose one option for a choice of four and spend 25 hours on this material. Higher level students are required to complete 60 hours of practical work of which 10 hours will be spent on the Group 4 project and 10 hours on an individual investigation.

The distinction between SL and HL is one of breadth and depth.

Biology

Biology is the science of life and living organisms. As well as understanding of concepts, students will have the opportunity to apply their knowledge, analyze and predict, and carry out research of their own. Biology students should also become aware of how scientists work and communicate with each other. Through the overarching theme of the “Nature of Science” knowledge and skills will be put into the context of the way scientists work in the 21st century and the ethical debates and limitations of creative scientific endeavour that surround their work.

Aside from formal instruction relevant to the course, students are given the chance to learn complex laboratory techniques.

STANDARD LEVEL

Ninety-five hours of instruction is recommended to cover the six different topics. These include Cell biology, Molecular biology, Genetics Ecology, Evolution and biodiversity, and Human physiology.

A further 15 hours will be spent studying one option from the following: Neurobiology and behaviour, Biotechnology and bioinformatics, Ecology and conservation, Human physiology.

Finally, 40 hours of practical work is undertaken to complement these areas of study.

HIGHER LEVEL

Students studying the Higher level course should have exposure to 240 hours of study in total. This includes the Standard level course as outlined above and in addition the following topics must also be studied: Nucleic acids, Metabolism, cell respiration and photosynthesis, Plant biology Genetics and Evolution and Animal physiology. Practical work undertaken will again reflect these areas of study.

There is both an external and an internal component to Assessment. External assessment takes the form of three written papers while the Internal assessment component includes the submission of one laboratory report where skills such as experimental design, data collection and manipulation must be demonstrated in the final report.

Environmental systems and societies

Environmental systems and societies (ESS) is an interdisciplinary group 3 and 4 course that is offered only at standard level (SL). As an interdisciplinary course, ESS is designed to combine the methodology, techniques and knowledge associated with group 4 (sciences) with those associated with group 3 (individuals and societies). Because it is an interdisciplinary course, students can study ESS and have it count as either a group 3 or a group 4 course, or as both. If students choose the latter option, this leaves the opportunity to study an additional subject from any other group, including an additional group 3 or group 4 subject.

ESS is a complex course, requiring a diverse set of skills from its students. It is firmly grounded in both a scientific exploration of environmental systems in their structure and function and in the exploration of cultural, economic, ethical, political and social interactions of societies with the environment. As a result of studying this course, students will become equipped with the ability to recognize and evaluate the impact of our complex system of societies on the natural world. The interdisciplinary nature of the course requires a broad skill set from students and includes the ability to perform research and investigations and to participate in philosophical discussion. The course requires a systems approach to environmental understanding and problem solving, and promotes holistic thinking about environmental issues. It is recognized that to understand the environmental issues of the 21st century and suggest suitable management solutions, both the human and environmental aspects must be understood. Students should be encouraged to develop solutions from a personal to a community and to a global scale.

Through the exploration of cause and effect, the course investigates how values interact with choices and actions, resulting in a range of environmental impacts. Students develop an understanding that the connections between environmental systems and societies are diverse, varied and dynamic. The complexity of these interactions challenges those working towards understanding the actions required for effective guardianship of the planet and sustainable and equitable use of shared resources.

Sports, exercise and health science

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.

GROUP 5: Mathematics

Because individual students have different needs, interests and abilities, there are four different courses in mathematics. These courses are designed for different types of students: those who wish to study mathematics in depth, either as a subject in its own right or to pursue their interests in areas related to mathematics; those who wish to gain a degree of understanding and competence to understand better their approach to other subjects; and those who may not as yet be aware how mathematics may be relevant to their studies and in their daily lives. Each course is designed to meet the needs of a particular group of students. Therefore, great care should be taken to select the course that is most appropriate for an individual student.

In making this selection, individual students should be advised to take account of the following factors:

- their own abilities in mathematics and the type of mathematics in which they can be successful
- their own interest in mathematics and those particular areas of the subject that may hold the most interest for them
- their other choices of subjects within the framework of the Diploma Programme
- their academic plans, in particular the subjects they wish to study in future
- their choice of career.

Teachers are expected to assist with the selection process and to offer advice to students.

Mathematical studies SL

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.

Mathematics SL

This course caters for students who already possess good knowledge of mathematical concepts, and who are equipped with the skills needed to apply simple 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.

Mathematics HL

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.

Note: Mathematics HL is an ideal course for students 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 or technology. It should not be regarded as necessary for such students to study further mathematics HL. Rather, further mathematics HL is an optional course for students with a particular aptitude and interest in mathematics, enabling them to study some wider and deeper aspects of mathematics, but is by no means a necessary qualification to study for a degree in mathematics.

GROUP 6 : The Arts

Visual arts

Nature of the subject

The visual arts are an integral part of everyday life, permeating all levels of human creativity, expression, communication and understanding. They range from traditional forms embedded in local and wider communities, societies and cultures, to the varied and divergent practices associated with new, emerging and contemporary forms of visual language. They may have socio-political impact as well as ritual, spiritual, decorative and functional value; they can be persuasive and subversive in some instances, enlightening and uplifting in others. We celebrate the visual arts not only in the way we create images and objects, but also in the way we appreciate, enjoy, respect and respond to the practices of art-making by others from around the world. Theories and practices in visual arts are dynamic and ever-changing, and connect many areas of knowledge and human experience through individual and collaborative exploration, creative production and critical interpretation.

The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

Supporting the International Baccalaureate mission statement and learner profile, the course encourages students to actively explore the visual arts within and across a variety of local, regional, national, international and intercultural contexts. Through inquiry, investigation, reflection and creative application, visual arts students develop an appreciation for the expressive and aesthetic diversity in the world around them, becoming critically informed makers and consumers of visual culture.

Distinction between SL and HL

The visual arts syllabus demonstrates a clear distinction between the course at SL and at HL, with additional assessment requirements at HL that allow for breadth and greater depth in the teaching and learning. The assessment tasks require HL students to reflect on how their own work has been influenced by exposure to other artists and for them to experiment in greater depth with additional art-making media, techniques and forms. HL students are encouraged to produce a larger body of resolved works and to demonstrate a deeper consideration of how their resolved works communicate with a potential viewer.

Theatre arts

Nature of the subject

Theatre is a composite art that is forever evolving in new forms. It nourishes, sustains and extends the human spirit. It is a means of exploring society and relationships within it. Through it, there may emerge possibilities for individual and communal understanding. Theatre is about transformation. It is the application, through play, of energy and imagination to frame, reflect, expose, critique and speculate. These activities should engage and develop the sensibilities of all the students who participate in them. By studying theatre, and engaging with it practically, students will discover how elusive, fascinating and varied theatre can be.

At one extreme, theatre is national, institutionalized and commercial, while at the other it is provincial, subversive and experimental. The Diploma Programme theatre course is designed to encourage students to examine theatre in its diversity of forms around the world. This may be achieved through a critical study of the theory, history and culture of theatre, and will find expression through workshopping, devised work or scripted performance. Students will come to understand that the act of imagining, creating, presenting and critically reflecting on theatre in its past and present contexts embodies the individual and social need to investigate and find explanations for the world around us.

The theatre course emphasizes the importance of working individually and as a member of an ensemble. Students are encouraged to develop the organizational and technical skills needed to express themselves creatively in theatre. A further challenge for students following this course is for them to become aware of their own perspectives and biases and to learn to respect those of others. This requires a willingness to understand alternative views, to respect and appreciate cultural diversity, and to see the varied role that theatre plays in reflecting these. As a result, the theatre course can become a way for students to celebrate the international and intercultural dynamic that inspires and sustains some forms of contemporary theatre, while appreciating the specifically local origins that have always given rise to performance, and which, in many parts of the world, still do.

At the core of the theatre course lies a concern with clarity of understanding, critical thinking, reflective analysis, effective involvement and imaginative synthesis—all of which should be achieved through practical engagement in theatre.



Difference between SL and HL

Theatre students at both SL and HL are presented with a common core syllabus that encourages the development of certain skills, attributes and attitudes, as described in the “Objectives” section of this guide.

Due to the nature of the theatre course, there may be no great difference in the complexity or artistic merit of the work produced by students at SL and HL. However, the difference in recommended teaching times at SL and HL signals a clear distinction between the demands made on students. It is expected that students at HL will use the extra time available to develop their personal research and practice in theatre, and to extend their understanding of the ideas, practices and concepts encountered during the course.



Music

Music functions as a means of personal and communal identity and expression, and embodies the social and cultural values of individuals and communities. This scenario invites exciting exploration and sensitive study.

Music, and all of its associations, may vary considerably from one musical culture to another: yet music may share similarities. Such richness offers a variety of ways to encounter and engage with a constantly changing world.

A vibrant musical education fosters curiosity and openness to both familiar and unfamiliar musical worlds. Through such a study of music we learn to hear relationships of pitch in sound, pattern in rhythm and unfolding sonic structures. Through participating in the study of music we are able to explore the similarities, differences and links in music from within our own culture and that of others across time. Informed and active musical engagement allows us to explore and discover relationships between lived human experience and specific sound combinations and technologies, thus informing us more fully of the world around us, and the nature of humanity.

The Diploma Programme music course provides an appropriate foundation for further study in music at university level or in music career pathways. It also provides an enriching and valuable course of study for students who may pursue other careers. This course also provides all students with the opportunity to engage in the world of music as lifelong participants.

Distinction between SL and HL

Both standard level (SL) and higher level (HL) music students are required to study musical perception. All students therefore submit a musical links investigation and also respond to a listening examination paper. In the latter, HL students are required to answer a further two questions. The first of these two questions allows them to demonstrate a wider understanding of music in relation to time, place and cultures.

The second requires them to carry out a comparative analysis of music in response to pieces not previously studied.

SL students in music are required to choose one of three options:

- SL creating (SLC)
- SL solo performing (SLS)
- SL group performing (SLG).

HL students are required to present both creating and solo performing.

This is a significant difference in expectation. By pursuing both creating and performing, this enables HL students to bring to their musical studies a wider perspective. It also allows them to pursue some work in more depth. The study of three components in an integrated way allows HL students to make not only more connections but, potentially, these connections may carry more importance and have more influence during their musical studies. This path of study allows HL students the opportunity to engage in music in a more complete way.

For creating, SLC students are required to present two pieces of coursework, while HL students present three. This allows HL students to present work that either demonstrates contrasts in content, nature and intention or comes from a wider, and therefore more challenging, choice of creating options.

For solo performing, SLS students are required to present 15 minutes, while HL students present 20 minutes. This challenges HL students to present a performing programme that features more music of a contrasting nature.

For those students (SLG) presenting group performing, the requirement is 20–30 minutes.

Prior learning

The Diploma Programme music course is designed to offer students the opportunity to build on prior experience in music while encouraging a broad approach to the subject and developing new skills, techniques and ideas.

While prior music experience is not mandatory at SL, it is recommended. At HL it is very strongly recommended.

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.

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Visit www.ibo.org to find out more about the International Baccalaureate.

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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.



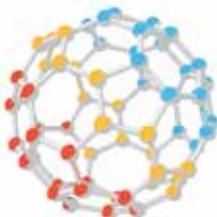
8 THE IB ENCOURAGES CRITICAL THINKING

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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