



International Baccalaureate

At

ST GEORGE'S

BRITISH *INTERNATIONAL* SCHOOL

2010-2012

IB Option Booklet

This booklet contains information about the choices available to Year 11 students as they consider their future at St. George's.

Contents

The School Mission Statement	2
Introduction	2
Overview	3
The IB Curriculum	4
Group 1 - Language A1	4
Group 2 - Languages A2, B and Ab initio	5
Group 3 - Individuals and Societies	6
Business and Management	6
Economics	6
Geography	7
History	8
Art History (SL)	9
Group 4 - Experimental Sciences	9
Biology (HL or SL)	10
Chemistry (HL or SL)	10
Physics (HL or SL)	10
Design Technology: Textiles (SL only)	11
Environmental Systems and Societies (SL only)	12
Group 5 – Mathematics	12
Mathematics Higher	13
Mathematics Standard (SL)	13
Mathematical Studies (SL)	13
Group 6 - Arts and Electives	14
Visual Arts	14
Music	14
Theatre Arts	15
Computer Science (SL)	16
Additional Requirements	18
Theory of Knowledge	18
Creativity, Action and Service	18
Extended Essay	18
Conditions for the award of the Diploma	19
Excluding Conditions	19
Maturità Italiana	20
I.B. Learner Profile	21

The School Mission Statement

The aim of the school is to fulfil the potential of each individual child and to do so in a safe and caring environment that aims at the highest international standards. The school draws on the inherited educational expertise of the National Curriculum in Britain and shares the aims of the International Baccalaureate Organisation:

‘to develop the individual talents of young people and teach them to relate the experience of the classroom to the realities of the world outside. Beyond intellectual rigour and high academic standards, strong emphasis is placed on the ideals of international understanding and responsible citizenship, to the end that ... pupils may become critical and compassionate thinkers, lifelong learners and informed participants in local and world affairs, conscious of the shared humanity that binds all people together while respecting the variety of cultures and attitudes that makes for the richness of life.’ (IBO Council of Foundation, 1996)

Introduction

The International Baccalaureate (IB) programme is a comprehensive and rigorous two-year curriculum leading to examinations for students aged between sixteen and nineteen. Based on the pattern of no single country, it is a deliberate compromise between the specialisation required in some national systems and the breadth preferred in others. The general objectives of the IB are to provide students with a balanced education, to facilitate geographic and cultural mobility and to promote international understanding through a shared academic experience.

In the four decades since its founding, the IB Diploma has become a symbol of academic integrity and intellectual promise. The student who satisfies its demands demonstrates a strong commitment to learning, both in terms of the mastery of subject content and in the development of the skills and discipline necessary for success in a competitive world. Colleges and universities are well served by encouraging the enrolment of these able young scholars.

Overview

The Diploma candidates choose their programme of six subjects to be studied over two years from the following:

Group 1 Language A1 (best language)

This involves the study of literature including selections from World Literature.

Group 2 Languages:

Either Language B (second language) which provides a foreign language course for students with previous experience of learning the language.

Or Language Ab initio (second language) which is a foreign language course offered at Standard Level only. It is for students who have no previous experience of learning the target language.

Group 3 Individuals and Societies

History, Geography, Economics, Business and Management and Art History (SL).

Group 4 Experimental Sciences

Biology, Chemistry, and Physics.

Group 5 Mathematics

Mathematics (HL), Mathematics Standard (SL), Mathematical Studies (SL).

Group 6 Arts and Electives

Visual Arts, Music, Theatre Arts or another subject from Groups 1 to 4.

Notes

- To be eligible for the award of the Diploma, candidates are required to offer ONE subject from EACH of the groups.
- At least three and not more than four of the six subjects are taken at the Higher Level, the others at Standard Level.
- Each subject is graded by external examiners on a scale of 1 (minimum) to 7 (maximum).
- The award of the Diploma requires a minimum total of 24 points and the absence of any disqualifying conditions.
- The Diploma candidate must meet three additional requirements
 - Submission of an Extended Essay
 - Satisfactory completion of the Theory of Knowledge course
 - Compulsory participation in the extra-curricular CAS programme.

The IB Curriculum

The IB curriculum consists of six subject groups. Every Diploma candidate must take at least one course from each of Groups 1-5, and must satisfy the Group 6 requirement. The following listing is intended to explain St George's offerings in each group and can be used as a reference by potential Diploma candidates. It should be emphasised that the material below is, of necessity, only introductory in nature and that final student programmes will have to work within the constraints of course numbers and staff availability. All students should consult teachers, Department Heads, the IB Co-ordinator, the Head of Sixth Form and Careers Counsellor before making final choices. Course choices and even choices between Higher and Standard Levels of a course can, in some cases, determine where and in what subject areas a student will be able to pursue further education.

Group 1 - Language A1

This is the student's best language. The programme of study centres on the reading and critical discussion, orally and in writing, of literary texts. St George's regularly offers courses in A1 English and Italian although it may be possible to arrange others. In such cases, the student must make arrangements for regular meetings with a tutor qualified in the chosen language and literature. As the IB requirements for World Literature and the Formal Oral Examination are quite complex, the IB Co-ordinator encourages students to select a language taught at St George's whenever possible.

Those students who potentially have two languages A1 and are especially interested in intensive work in literature may study both as A1 Languages. (In that case, the second Language A1 may either replace a Group 2 language or fulfil the Group 6 requirement.) Most students should choose their A1 Language by taking into consideration which language they need for further study, which they have best mastered, which they think in, and the literature which they prefer.

The first examination paper tests the student's ability to write a commentary on an unseen text—the work for this paper can include some of the most stimulating and varied parts of the course. In the second examination a comparative essay is written: this tests the student's ability to make interesting and illuminating connections between the works they have read.

Assessment takes the form of coursework on World Literature, oral work and two written examinations.

Group 2 - Languages A2, B and Ab initio

All students must study a second language at either Higher or Standard Level.

Language B is a foreign language programme for students who have previous experience of learning the language, probably at least to GCSE level or equivalent. The courses available at St George's are in English, Italian, French, German and Spanish. Other languages can be arranged.

The skills of listening, speaking, reading and writing are developed through the study of a wide range of oral and written material alongside the further study of grammatical structures. At the end of the courses students should be able to communicate accurately and effectively in speech and in writing and be able to understand and respond to the language in a range of contexts. The courses study the life and culture of the countries where the language is spoken. Students studying for the Higher Level will also have the opportunity to study works of literature in the language.

Oral skills are internally assessed (and externally moderated) through an Individual Oral test and a group 'Interactive Oral Activity' (together worth 30% of the final marks). The final written examinations consist of a writing task (30%) and 'text handling' exercises designed to test comprehension of and response to written texts (40%).

Language A2 is a course designed for pupils who have a high level of competence in the language – in both its spoken and written form. The syllabus concentrates upon the reinforcement and refinement of language skills. Students explore the culture of the language and read a selection of literary texts. St George's offers Language A2 in English only. This option is most suitable for a student who is studying an A1 language other than English and who is either bilingual or who has received most of his or her education through the medium of English.

Ab initio is a foreign language programme for beginners and is available only at Standard Level. St. George's offers an Ab initio course in Italian only.

By the end of the course students should be able to understand and respond to the spoken language, participate in conversation and write with confidence on matters related to everyday, practical situations. They should also be able to understand written texts of a functional nature.

The pattern of assessment is similar to that of Language B (though at an appropriate level).

Group 3 - Individuals and Societies

The following Group 3 courses are offered at St George's: Business and Management, Economics, History, Geography, and Art History (SL only).

Business and Management

Business and Management is designed to give students an insight into the most important areas of business management and organisation, and to allow them to become critical and effective participants in local and world affairs. Emphasis in the course is placed on the day-to-day business functions of marketing, human resource management, accounting and finance, plus an additional module on Business Strategy for Higher Level students.

A variety of organisations are studied from both the private and public sectors, ranging from multinational corporations to small local traders. Students are encouraged to apply business tools and techniques in solving real life business problems. An understanding and appreciation of ethical dilemmas and social responsibilities facing businesses is also developed.

The course is assessed via a combination of the exam and internal coursework: 75%/25% for Higher and 75%/25% for Standard Level.

Economics

Economics is concerned with the search for acceptable and rising levels of economic well-being. Individuals, businesses and governments must constantly make choices, and the use of economic theory and knowledge helps to ensure the appropriate choices are made to maximise society's welfare.

Emphasis in the IB course is placed on the issue of economic development, whilst other key areas of study include: supply and demand analysis, business economics, unemployment and inflation, balance of payments issues and exchange rates.

Students are taught not only economic theory but, importantly, how to apply that theory to the real world and to interpret actual economic data and events. Much of the syllabus is inherently contentious and students are encouraged to express their own view of the economic environment.

The course is assessed on the basis of the external examination and coursework. The exam comprises extended response, short – answer and data response style questions. Coursework contributes 25 % of the final grade (SL) and 20 % (HL).

Geography

The geography course, more than ever before, embodies global and international awareness in several distinct ways, examining key global issues such as poverty, sustainability and climate change.

It is our intention to visit the Barcelona field studies centre towards the end of Year 12 to complete our Internal Assessment. In addition, we plan to offer extra (optional) fieldwork days outside of school time, such as a visit to Mount Vesuvius. Students will be activity engaged in the planning of such visits as part of their preparation for the Hazards and Responses topic in Paper 2. You will also be encouraged to come up with your own suggestions for places to visit!

Students will study the following:

Part 1: Core theme (Patterns and Change). This is compulsory for both Higher and Standard Levels and includes population, wealth and development, environmental sustainability and resource consumption.

Part 2: Optional Themes. Standard Level will study two topics, Higher Level three. These topics will be oceans and coasts, hazards and responses, and the geography of food and health.

Part 3: Higher level extension: Global interactions. This is for Higher Level only and includes measuring global interactions, the shrinking world, economic interactions and flows, environmental change, socio-cultural exchanges, political outcomes and global interactions at the local level.

All students also complete a piece of fieldwork leading to a single written report of 2500 words.

The assessment structure is different for Higher and Standard Levels:

Standard level:

Paper 1 (1 hr 30 mins) 40% *Core theme*

Paper 2 (1 hr 20 mins) 35% *Optional themes*

Internal assessment (20 hours) 25% *Any topic from the syllabus*

Higher level:

Paper 1(1 hr 30 mins) 25% *Core theme*

Paper 2 (2 hrs) 35% *Optional themes*

Paper 3 (1 hour) 20% *Higher level extension*

Internal assessment (20 hours) 20% *Any topic from the syllabus*

History

The IB History Course looks at Modern World History. Students at both levels take a core course focusing on topics in Twentieth Century History. The topics we will be studying are:

1. Causes and effects of war

Areas for study are WWI, Spanish Civil War, Russian Civil War, WWII, Chinese Civil War.

2. Single Party States

Areas for study are USSR (Lenin & Stalin), Germany (Hitler), Italy (Mussolini), China (Mao).

3. The Cold War

Areas for study are Background, Origins, Spheres of Influence, Development & Impact,

At **Higher level** only there is also the study of a region. We will be looking at **Europe 1848+**. This involves a study of Italy, Germany, Russia/USSR and Spain.

ASSESSMENT

Assessment is by a combination of written exams and coursework.

Standard level

Paper 1	Document Based Questions on International Diplomacy 1919-1936	30%
Paper 2	Two Essays from core topics	45%
Int Assess	2,000 word Historical Investigation	25%

Higher level

Paper 1	Document Based Questions on International Diplomacy 1919-1936	20%
Paper 2	Two Essays from core topics	20%
Paper 3	Three Essays from Europe 1848+	35%
Int Assess	2,000 word Historical Investigation	25%

Art History (SL)

In Rome, we are ideally located for the study of Art History. The course offers students the opportunity to broaden their knowledge and understanding of our cultural heritage and its relationship to other cultures.

We focus on two historical periods, chosen from: Ancient Rome, the Renaissance, Baroque art, or 19th and 20th century art. We will examine art and architecture within its historical context and address such issues as: the development of style, iconography, how art can convey a political or cultural message, techniques and materials used, and relationships between artists and patrons.

Lessons are based on discussion of projected images, and during the course students will be expected to lead discussions on areas that they have researched. Students will develop their own image banks to use for presentations.

First-hand experience of art works is fundamental to the course: a two-day trip to Florence is organised, as well as visits to sites and museums in and around Rome. Students are encouraged to visit works themselves and to read widely around the subject in order to develop informed critical responses. Emphasis is placed on an analytical approach in both written and oral work. It is not necessary for students to have practical artistic skills.

Students have the opportunity to research an aspect of Art History of their choice for the Coursework component. This 2000 word cross-cultural investigation is undertaken under the supervision of the teacher.

The course is assessed by the Coursework (32%), and the final examination (68%). The examination comprises a picture question paper (20%) and an essay paper (48%).

Group 4 - Experimental Sciences

The range of Group 4 subjects (the experimental sciences) on offer at St. George's has been increased this year. The traditional courses of Biology, Chemistry and Physics all continue to be available at both Higher and Standard Level. In addition there are two courses which are only available at Standard Level. The new courses are Design Technology: textiles and Environmental Systems and Societies.

Experimental work is fundamental to all the Group 4 subjects, and significant teaching time is devoted to practical work. Much of this work is continually assessed and contributes to the final grade. The nature of the practical work varies from subject to subject but includes a mixture of short- and long-term investigations (such as practicals and subject-specific projects). Personal and interpersonal skills also form part of the final assessment. Although different subjects within Group 4 place a slightly different emphasis on the skills that are

being acquired, success in any Group 4 subject requires the ability to recall, use and apply scientific knowledge and understanding in rigorous way to order to find solutions to a range of different problems.

Biology (HL or SL)

Biology has a very full, interesting and up to date syllabus: the topics covered in the main core include Cells, Physiology, Disease, Biochemistry, Ecology and Genetics. Much of the recent research into Cloning and Genetic Engineering is covered within the Genetics topic. The Standard level course comprises the main core topics plus two option topics. These include Nutrition, Exercise Physiology and Neurobiology amongst others. Higher level Biology also covers the core content in greater detail as well as including two option topics.

Chemistry (HL or SL)

Chemistry is a subject that is interesting, relevant and challenging. It affects nearly everything in our lives - simply consider some of the Optional Topics available in the second year of the Chemistry IB syllabus: Medicines and Drugs, Human Biochemistry and modern analytical techniques amongst others. At the IB level, Chemistry is also an ideal foundation for many careers: medicine, physiotherapy, dentistry, pharmacy, engineering, or indeed research for a chemical company or for the government.

During the first year of study, topics studied include Atomic Theory, the Periodic Table, Chemical Bonding, Energy, Rates of Reaction, and Chemical Equilibrium. During the second year, the main focus is on Organic Chemistry and the study of two Options as well as work on Acids/Bases, and Oxidation/Reduction.

It is recommended that students who choose to study Chemistry at Higher Level should have a reasonably good grasp of Mathematics in order to cope with the mathematical demands of the course.

Physics (HL or SL)

Physics is the most fundamental of the experimental sciences as it seeks to explain the universe itself, from the very smallest particles (quarks - perhaps 10^{-17} m in size) to the vast distances between galaxies (10^{24} m). IB Physics is a wide-ranging and interesting course covering all aspects of the subject. The core themes focus on many principles which will be familiar to students from Key Stage 4, but in more depth and with greater mathematical rigour. Topics range from the traditional, such as the concept of energy and the study of kinematics, to the modern theories of quantum and nuclear processes. At both Higher and Standard level two option topics are also studied, and in the past Astrophysics and Relativity have proved popular.

In the written examinations the emphasis is on understanding of Physics principles and their application rather than factual recall.

It is recommended that students who choose to study Physics at Higher level also choose to study Mathematics at Standard (not Studies) or at Higher Level in order to support the mathematical demands of the course.

Biology, Chemistry and Physics share a common assessment structure:

Standard level

Paper 1	Multiple Choice questions on the core	20%
Paper 2	Questions on the core (some choice available)	32%
Paper 3	Questions on the options studied	24%
Internal Assessment		24%

Higher level

Paper 1	Multiple Choice questions on the core	20%
Paper 2	Questions on the core (some choice available)	36%
Paper 3	Questions on the options studied	20%
Internal Assessment		24%

Design Technology: Textiles (SL only)

Design Technology at St. George's has an emphasis on Textiles Technology. The syllabus contains practical and theory based units which are assessed both internally and externally. The course involves the production of 3 minor projects during year 12 which require the implementation of the design process and the associated theory to support the design activity. During year 13 a major project will be completed using a wide range of materials and processes. The major project is externally assessed and will demonstrate design thinking in response to a real design problem.

The core topics are:

- Design Process – design cycle, generating ideas, developing concepts.
- Product Innovation – designers and product cycle, invention and innovation, people and markets.
- Green Design – principles, life cycle analysis and strategies for green design.
- Materials – classification of materials, properties of materials, timber, metals, plastics, ceramics and composites.
- Product Development – manufacturing techniques, craft production, mechanisation, automation and economic consideration.
- Product Design – ergonomics and the designer in society.
- Evaluation – evaluation and designing, evaluation and manufacture, evaluation and the consumer.
- Computer Aided Design and Computer Aided Manufacture

The Textile specific topics are Raw materials, Fabric manufacturing, Evolution of textiles, Designing with CAD, Making with CAM, Medical textiles, Recreational textiles, Transportation textiles, Fashion and textile market trends and Silk

The assessment structure is:

Paper 1	Multiple Choice questions on the core	20%
Paper 2	Questions on the core (some choice available)	24%
Paper 3	Questions on the options studied	20%
Internal Assessment - investigations		18%
Internal Assessment - design project		18%

Environmental Systems and Societies (SL only)

This is a transdisciplinary course covering aspects from group 3 (individuals and societies) and group 4 (the experimental sciences). Students will gain an insight into the relationship between societies and the environment, what impact we have on our environment and how we can live in a more sustainable way. The course combines aspects of biology and geography.

The course covers a broad range of environmental issues:

- **The Ecosystem** - An overview of ecosystems and how we measure and monitor changes within them.
- **Human population** - Population growth and how we utilise the planet's resources such as food, water and energy.
- **Conservation and biodiversity** - Why plant and animal species have become extinct. How and why we need to conserve species.
- **Global warming and pollution** - A study of a wide range of different types of pollution such as depletion of the ozone layer, the problems of domestic waste disposal and global warming and focusing on how we can lessen their impact on the environment.
- **Environmental values systems** - The growth and development of the modern environmental movement.

The assessment structure is:

Paper 1	Short answer questions on the core	30%
Paper 2	Case study and essay questions	50%
Internal Assessment - investigations and field work		20%

Group 5 – Mathematics

Three courses in Mathematics are offered at SGBIS at IB level, Mathematics at higher or standard level and Mathematical Studies, which is also a standard level course. As Mathematics is compulsory for the IB diploma, these courses vary

greatly in mathematical content thus allowing students to find a course best suited to their mathematical interests and talents.

Mathematics Higher

Mathematics Higher caters for students with a good background in Mathematics who are already competent in a range of analytical and technical skills. The majority of these students will be expecting to study mathematics at university, either as a subject in its own right or within courses such as Physics and Engineering. Other may take this subject because they have a strong interest in it and enjoy meeting its challenges. The core topics include Algebra, Trigonometry, Vector Geometry, Matrices, Statistics, Probability and Calculus. An option allows students to explore one area in more detail. The assessment consists of three written examination papers and a portfolio of assignments completed during the course, which contributes 20% to the final mark. Although clearly very demanding, the course is likely to be highly rewarding for those students with a special passion for Mathematics.

Mathematics Standard (SL)

Mathematics Standard caters for students who expect to go on to study subjects with significant mathematical content, for example, Economics, Computer Science and Chemistry. Students will be introduced to important concepts in a comprehensible and coherent way, rather than insisting on mathematical rigour. Knowledge of basic concepts and ability to apply simple techniques correctly are required.

The course is a fairly demanding one, as it deals with all the topics, which form the core of Maths Higher, although at a simpler level. The assessment consists of two written examination papers and a portfolio of assignments completed during the course, which contributes 20% to the final mark.

Mathematical Studies (SL)

Mathematical Studies caters for students with varied backgrounds and abilities. It is designed to offer realistic mathematics course for students who are not considering a mathematics related course in higher education. The main topics are Algebra, Financial mathematics, Functions, Geometry, Trigonometry, Statistics and Basic Calculus. Assessment is by way of two final examination papers (80%) and an internally marked, externally moderated project.

Calculators

All courses require the use of a graphical calculator (we recommend a TI84plus) throughout the two years and it is essential that all students have their own from the beginning of the course.

Group 6 - Arts and Electives

Visual Arts

The International Baccalaureate Art and Design course at St George's both requires and enables students to develop advanced practical and critical skills. With such skills they are able to pursue individual projects in a huge range of advanced media and techniques. These typically range from computer image manipulation to large-scale paintings in oil on canvas. All students are given the opportunity to use a personal workspace in the Sixth Form studio area. They are also able to make use of the department's other facilities, which includes a dedicated I.C.T. studio, kiln and batik equipment. Previous experience of Art and Design to examination level is highly desirable. A grade B or above at GCSE or equivalent is normally seen as the minimum foundation for this highly intensive course. Students without a formal qualification in Art are asked to present a portfolio of recent practical work.

Students may choose to study at either Higher or Standard Level. In each case they are assessed on their practical studio work and also on their Research Workbooks. These written and illustrated journals record their guided, personal critical and historical research. In addition, they document the evolution of their own projects and the influences and ideas, which underpin them. At Higher and Standard Level Option A, 40% of each student's grade is derived from assessment of their Research Workbooks. The remaining 60% of each student's grade is derived from the external moderation of his or her final exhibition of Studio Work. To arrive at a fuller understanding of the work displayed, the visiting moderator interviews each student personally.

Music

Music in the IB is examined under three disciplines – Musicology in a Listening Paper and course work, and Composition and Performance both as course work.

The Musicology component intends to prepare the student to be able to

- Listen analytically to all kinds of music from anywhere in the world
- Analyse in depth a major composition through the study of its score
- Compare and contrast different genres of music through producing a Media Script or Web Site.

Composition work is the product of work done over the total course and is recorded as well as written as a score.

Performance is examined as a recorded recital with programme notes, again to be completed at any time during the course.

Particularly attractive to pupils already competent in performance is the Standard Level option of Musicology with Performance in which the recital is 50% of the final result.

It is possible for students to take this course without any previous formal musical education but they must be prepared to take an intensive theory of music course at the start of the programme.

Theatre Arts

IB Theatre is a challenging academic course studying a myriad of theatre practices across time, and across the world. Students can take this subject without previous study of drama or theatre, although it is advised for candidates to have good research and essay-writing skills to undertake this course.

Exploration of theatre is practical aiming to develop research and dramaturg skills: applied through directing, designing sets and costumes, illuminating texts, as well as performing a range of exciting roles and characters to the highest possible standard. Theatre students enjoy making and performing global theatre while extending their knowledge of theatre.

The course aims to appreciate and academically explore theatre in the making, theatre in the world and theatre in performance. One-man shows, Shakespeare, Japanese Puppetry, Opera, Greek theatre, contemporary Western and Eastern theatre are all explored, as well as student-motivated areas of independent studies such as musical theatre, surrealist theatre and other related interests.

IB Theatre is assessed in four sections equally:

Research Investigation – this area of independent study embraces a student-lead investigation into a unique chosen area of theatre.

Practical Performance Proposal – from a chosen stimuli, students holistically design a theatre performance from the point of view as a director; utilising their creative and vision for a production process.

Independent Project Portfolio – students lead a creative process of their choice from start to finish and evaluate in written coursework the effectiveness of this process.

Theatre Performance and Production Presentation – a final reflection on the course in its entirety, critically comparing different theatre traditions and experiences through a 20 minute presentation.

Computer Science (SL)

Computer Science is the scientific study of solving problems using computers. It is a rigorous course, which requires a full understanding of logical problem solving as well as a detailed knowledge of how computers work. Students following this course will be guided by problem-solving strategies that will be continually reinforced in their coursework. Students are expected to acquire *mastery* (expertise) of some aspects of Sun's portable *Java* programming language. Mastery is demonstrated through work submitted in the program dossier. Computer Science will be offered at George's initially only at Standard Level in September 2008. The standard level (SL) course focuses on software development, fundamentals of computer systems and the relationship between computer systems and society.

Computer Science students will study a common core of material and must demonstrate problem-solving skills and mastery of various aspects of Computer Science by completing a program dossier of Java programs, which accounts for about 25 hours of class time. These hours **do not** include time out of class, however, for access to a computer required for the development of programs related to the syllabus and the program dossier (an essential requirement). Assessment of the dossier accounts for 35% of the course marks; the remaining 65% is assessed in two written examination papers of 1.5 hours duration, which include a compulsory question based on a pre-released case study.

Assessment

Some of the aims of the Computer Science course are to enable students to:

- Develop an appreciation of the elegance, power and usefulness of the computer;
- Develop logical, critical and creative thinking skills;
- Develop an understanding of the principles and nature of the subject;
- Employ and refine their powers of abstraction and generalization;
- Develop patience and persistence in problem solving strategies;
- Appreciate the consequences arising from technological developments;
- Transfer skills to alternative situations and to future developments;
- Communicate clearly and confidently in a variety of contexts.

Additional Requirements

Theory of Knowledge

Theory of Knowledge (TOK) is a part-time course required of all Diploma candidates. The course is an attempt to examine critically the types, nature and limitations of different ways of knowing. By considering the roles of language and logic in the process of knowing, various systems of knowledge and value judgements in relation to knowledge, students confront fundamental questions such as “What do we know?” and “How do we know what we know?”. While philosophical in flavour and rigour, TOK is not a course in the history of philosophy. It develops critical thinking skills central to life within and beyond the curriculum.

In both years of the programme students must produce, in addition to regular preparation, formal essays in relation to the course, internally marked and externally moderated by the IB. Students must also prepare an oral presentation on a theme developed during the course. Thus, while there is no final exam, successful completion of TOK is required for the Diploma. Bonus points, which go towards the final Diploma score, are available for good work in the subject.

Creativity, Action and Service

CAS is an integral part of the IB programme. The IBO views it as an acknowledgement that important educational experiences also take place outside the classroom. The will to act in the service of the community is seen as an important complement to the intellectual and moral development of the student.

The CAS programme at St George's continues throughout both years of the Diploma. An element of all three components is required each year. Each student develops a programme in consultation with the CAS Supervisor. Students usually fulfil the requirements of the programme by combining participation in extra-curricular activities offered at the school with service to the school or larger community. Suitable activities engaged in privately outside the school can also be part of the CAS programme, if they are undertaken regularly and can be evaluated by a teacher or other responsible adult.

Each student must complete a minimum of 150 hours of evaluated CAS activities for the award of the Diploma.

Extended Essay

The Extended Essay is defined by the IBO as “an in-depth study of a limited topic within a subject”. This 4000-word essay is meant to provide students with the opportunity to conduct independent research at an introductory level. In general, the skills required to produce a successful essay in any given subject are those the student

has been using in the relevant course. It also affords the opportunity to investigate subjects not studied in school and develop research and presentation skills.

At St George's, the Extended Essay is completed during year 13 and is developed via a series of set stages. Students choose or are allocated an Extended Essay Supervisor from staff qualified in the chosen area to guide and assist in the completion of the essay. The completed essay is externally marked; bonus points are available for good work done in this area.

Conditions for the award of the Diploma

The diploma will be awarded to candidates whose total score, including bonus points, reach 24 points and does not contain any of a number of failing conditions.

Excluding Conditions

The Diploma cannot be awarded, whatever the total score, to candidates who have

1. received a grade 1 in any HL subject
2. not submitted an Extended Essay
3. not met the requirements of the TOK course.
4. not completed satisfactory CAS.

Maturità Italiana

Quanto segue è una lista dei corsi la cui frequenza è ritenuta obbligatoria dal Ministero della Pubblica Istruzione per ottenere un titolo equipollente dalla Maturità Italiana.

Maturità Linguistica

Prima Lingua – Italiano A1 – livello superiore

Seconda Lingua - livello superiore

Qualsiasi materia del Gruppo 3 – livello medio o superiore

Chimica, Fisica o Biologia – livello medio o superiore

Matematica – livello medio o superiore

Terza Lingua – livello medio o superiore

Maturità Scientifica

Prima Lingua – Italiano A1 – livello superiore

Seconda Lingua - livello medio o superiore

Qualsiasi materia del Gruppo 3 – livello medio o superiore

Fisica – livello superiore

Matematica – livello superiore

Chimica, Biologia o Arte – medio o superiore

IB/Maturità – Tabella di Conversione

24 = 60/100	35 = 84/100
25 = 62/100	36 = 87/100
26 = 64/100	37 = 89/100
27 = 67/100	38 = 91/100
28 = 69/100	39 = 93/100
29 = 71/100	40 = 96/100
30 = 73/100	41 = 98/100
31 = 76/100	42 = 100/100
32 = 78/100	43 = 100/100
33 = 80/100	44 = 100/100
34 = 82/100	45 = 100/100

I.B. Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy

learning and this love of learning will be sustained throughout their lives.

Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding

across a broad and balanced range of disciplines.

Thinkers They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Notes