



ST GEORGE'S
BRITISH INTERNATIONAL SCHOOL

IB OPTIONS BOOKLET 2019



CONTENTS

WELCOME TO THE SIXTH FORM AT ST GEORGE'S	3
IB LEARNER PROFILE	4
DIPLOMA OVERVIEW	5
CONDITIONS FOR THE AWARD OF THE DIPLOMA	5
SUBJECTS OFFERED AT ST GEORGE'S	6
RECOMMENDATIONS FOR ENTRY	7
EXAMPLE IB PATHWAYS	8
LANGUAGE A : LITERATURE	9
LANGUAGE A : LANGUAGE & LITERATURE	10
LANGUAGE B	11
LANGUAGE AB INITIO	12
BUSINESS MANAGEMENT	13
ECONOMICS	14
GEOGRAPHY	15
HISTORY	16
ART HISTORY	17
BIOLOGY	18
CHEMISTRY	19
PHYSICS	20
COMPUTER SCIENCE	21
ENVIRONMENTAL SYSTEMS AND SOCIETIES	22
MATHEMATICS	23
VISUAL ARTS	24
MUSIC	25
THEATRE	26
THEORY OF KNOWLEDGE	27
EXTENDED ESSAY	28
CREATIVITY, ACTIVITY, SERVICE	28
RECOGNITION OF IB DIPLOMA FOR ADMISSION TO ITAL- IAN UNIVERSITIES AND COLLEGES	29
UNIVERSITY PATHWAYS	32

WELCOME TO THE SIXTH FORM AT ST GEORGE'S

The Sixth Form, where all pupils follow the ambitious International Baccalaureate Diploma Programme, is the pinnacle of the St George's educational journey. It is an opportunity for pupils to shine as individuals, and to develop into lifelong learners ready for entry to higher education and employment. Pupils can expect two years in an enriching and ambitious academic programme, combined with pastoral support that includes university and careers guidance.

As a Sixth Former, pupils enjoy considerable privileges such as smaller class sizes, the use of a Sixth Form Study Room, a new dress code, and more independence in learning and study methods. As a result of these privileges as young adults, the school has high expectations of pupil conduct. Our Sixth Formers are role models for younger pupils, and they will be expected to be immersed fully in the life of the school and the local community.

The IB is a challenging academic programme, requiring self-reliance and organisation from the very start. At its heart is the Core programme. There are numerous Creativity, Activity, Service (CAS) opportunities designed to foster understanding of, and involvement with, the wider community. The Theory of Knowledge course enables pupils to think outside the box. The Extended Essay, a 4000-word thesis on a subject of choice, involves conducting independent research, with one on one supervision from a dedicated teacher.

There are possibilities to apply for positions of responsibility, such as being a member of School Council, running Mentoring Programmes and serving as House Captains. Every pupil is encouraged to make the most of every opportunity to enrich their learning, to develop as well-rounded and confident individuals. A plethora of extra-curricular activities are available.

Selecting IB subjects entails making important, informed decisions based on current personal strengths and interests as well as future university and career aspirations. Pupils should each be encouraged to discuss their subject choices with tutors, teachers and parents to consider how their options relate to their future university applications and careers.

During the Spring and Summer Terms of Year 11, pupils will submit their option forms, participate in an Introduction to the Sixth Form assembly, and will embark on an IB Taster Day and interviews with staff regarding their option choices. The school will maintain communication with parents as these important milestones approach.

I look forward to welcoming you into our Sixth Form.



Laura Megaw

Assistant Headteacher and Head of Sixth Form

IB LEARNER PROFILE

The aim of all IB programmes is to develop internationally minded people who, recognising 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.

Thinkers

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

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.

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.

Balanced

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

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.

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.

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.

Risk-Takers

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

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.

DIPLOMA OVERVIEW

The Diploma model shows the curriculum with the six areas of knowledge surrounding the core subjects.

IB Diploma students are required to study:

- 6 subjects with one from each group
- 3 must be taken at Higher level (HL)
- 3 must be taken at Standard level (SL)

The Diploma candidate must meet three additional requirements:

- Submission of an Extended Essay research project
- Satisfactory completion of the Theory of Knowledge course
- Compulsory participation in the CAS programme

To be awarded the **bilingual diploma** a student must fulfil one or both of the following criteria:

- Completion of two languages selected from group 1 with the award of a grade 3 or higher in both
- Completion of one of the subjects in group 3 or group 4 in a language that is not the same as the student's nominated group 1 language. The student must attain a grade 3 or higher in both the group 1 language and the subject from group 3 or 4.

CONDITIONS FOR THE AWARD OF THE DIPLOMA

The diploma will be awarded to candidates whose total score, including core points, reaches 24 points and does not contain any of a number of the failing conditions. These include:

1. CAS requirements have not been completed.
2. Candidate's total points are fewer than 24.
3. An N has been given for theory of knowledge, extended essay or for a contributing subject.
4. A grade E has been awarded for both theory of knowledge and the extended essay.
5. There is a grade 1 awarded in any subject and level.
6. Grade 2 has been awarded three or more times (HL or SL).
7. Grade 3 or below has been awarded four or more times (HL or SL).
8. Candidate has gained fewer than 12 points on HL subjects.
9. Candidate has gained fewer than 9 points on SL subjects.



SUBJECTS OFFERED AT ST GEORGE'S

Group	Name	Subjects offered			
1	Language A	English Literature English Language and Literature Italian Literature Italian Language and Literature			
2	Language B	English Italian French German Spanish			
		Italian Ab Initio (SL only) Spanish Ab Initio (SL only)			
3	Individuals and Societies	History Geography Economics Business Management Art History (SL only) Environmental Systems and Societies (SL only)			
4	Sciences	Biology Chemistry Physics Computer Science Environmental Systems and Societies (SL only)			
5	Mathematics	Analysis and approaches Applications and interpretations (SL only)			
6	Art and Electives	Music Theatre Visual Arts	French German Spanish	History Geography Economics Business Management	Biology Chemistry Physics Computer Science

Please note that courses are dependent upon student uptake each year, and therefore may be subject to change. Subject group confirmation will be provided in the summer of Year 11 when all pupils have received their IGCSE results.

RECOMMENDATIONS FOR ENTRY

In selecting IB subjects, pupils are encouraged to consider their interests, future university and career choices, and their strongest IGCSE (or equivalent) results. Each pupil will have an individual meeting with senior staff to discuss option choices and recommendations for subject selection prior to joining Year 12. The below table contains recommendations for entry based upon prior performance at IGCSE: both the letter grading system and the new numerical IGCSE grading system (introduced in some subjects in 2018) are provided. In circumstances where an IGCSE has not been obtained, St George's will review subject choices in light of equivalent qualifications from international institutions during the Sixth Form interview.

Subject	Recommended minimum IGCSE Grade for Higher Level Entry	Recommended minimum IGCSE Grade for Standard Level Entry
Language A English Literature	B/6 in Literature	C/4 in Literature
Language A English Language and Literature	B/6 in Language	C/4 in Language
Language A Italian Literature/ Language and Literature	Studied the Italian A pre-IB course or confident bilingual/ native speaker	Studied the Italian A pre-IB course or confident bilingual/ native speaker
Language B English, French, German, Italian or Spanish	A/7 or a high level of proficiency of written and spoken language	B/6 or at least two years of exposure with the language
Ab Initio Italian or Spanish	N/A	N/A
History	B/6 in a humanity subject	C/4 in a humanity subject
Geography	B/6 in a humanity subject	C/4 in a humanity subject
Economics	B/6 in English and Maths	C/4 in English and Maths
Business Management	B/6 in English and Maths	C/4 in English and Maths
Art History	N/A	C/4 in English and Maths
Biology	B/6 in Biology	C/4 in Biology
Chemistry	B/6 in Chemistry	C/4 in Chemistry
Physics	B/6 in Physics	C/4 in Physics
Computer Science	B/6 in Computer Science	C/4 in Computer Science
Environmental Systems and Societies (ESS)	N/A	C/4 in Science and Maths
Mathematics: Analysis and Approaches HL	A*/9 in Maths	N/A
Mathematics: Analysis and Approaches SL	N/A	A/7 in Maths
Mathematics: Applications and Interpretation SL	N/A	C/5 in Maths
Music	B/6 in Music or instrumental grade	C/4 in Music or instrumental grade
Theatre	B/6 in Drama or performance piece	C/4 in Drama or performance piece
Visual Arts	B/6 in Art or a portfolio	B/6 in Art or a portfolio

EXAMPLE IB PATHWAYS



The Science Specialist

Higher Level

Physics
Chemistry
Analysis and Approaches

Standard Level

English A1 Language and Literature
French B
Economics



The Language Specialist

Higher Level

English A Literature
Spanish B
Italian A Language and Literature

Standard Level

Applications and Interpretation
Biology
History



The All-Rounder

Higher Level

English A Language and Literature
Business Management
Biology

Standard Level

Analysis and Approaches
Spanish B
Visual Arts



The Environmentalist

Higher Level

Geography
English A Language and Literature
Business Management

Standard Level

Environmental Systems and Societies
Applications and Interpretation
Language B





Overview

At St George's, the Language A courses offered are English and Italian. Literature is a demanding but stimulating and enjoyable course. Pupils will read a wide variety of texts and write essays and critical commentaries showing their analytical skills. Exploring ideas in class discussion and debate, as well as formal assessment activities, are key components of the course. This is a course for pupils who love to read, to analyse and to express their ideas.

Curriculum Topics

Higher level pupils will study at least 13 texts. Standard level will study at least nine texts. The works will be taken from different genres, and three (Standard level) or four (Higher level) will be read in translation. The course is divided into three areas of exploration, and the texts will vary from year to year, depending on the teacher.

Readers, writers and texts

This area of exploration introduces pupils to the nature of literature and its study. The investigation that pupils will undertake involves close attention to the details of texts in a variety of literary forms, to learn about the choices made by authors and the ways in which meaning is created.

Time and space

This area of exploration focuses on the idea that literary texts are neither created nor received in a vacuum. It explores the variety of cultural contexts in which literary texts are written and read across time and space as well as the ways literature itself, in its content, mirrors the world at large. Pupils will explore texts from a variety of places, cultures and times.

Intertextuality: connecting texts

This area of exploration focuses on intertextual concerns or the connections between and among diverse literary texts, traditions, creators and ideas. It focuses on the comparative study of literary texts so that pupils may gain deeper appreciation of both unique characteristics of individual literary texts and complex systems of connection.

Assessment

Although marking criteria and exam papers differ slightly, the method of assessment for both Higher and Standard levels is broadly the same:

External assessment

Paper 1: Guided literary analysis of one (Standard level) and two (Higher level) literary passages (35%)

Paper 2: Comparative essay based on two works studied (Standard level 35% and Higher level 25%)

Internal assessment

Individual oral (15 minutes) of an extract of a work in the language studied and one from a work studied in translation (Standard level 30% and Higher level 20%)

Higher level essay on one literary text or work studied during the course (20%)

For Higher level, external assessment through written examinations and coursework accounts for 80% of the final grade; moderated internal assessment for 20%. For Standard level, external assessment accounts for 70% of the final grade and moderated internal assessment for 30%.

Future Pathways

This is one of the most versatile of IB courses and will serve to develop skills of analysis and communication. Whilst this course might lead naturally to studying English/Italian Literature at university, Literature is also highly regarded by tutors considering admissions to courses as diverse as Medicine and Accounting.



Overview

At St George's, the Language A courses offered are English and Italian. Language and Literature is a varied, interesting and challenging course for pupils that are curious about the way meaning is both generated and interpreted. They will explore a wide range of texts, both visual and written. The course examines the fact that whilst texts are autonomous entities, they are also related to cultural contexts, time and place. The development of analytical skills, the ability to write structured academic essays and to explore ideas in formal oral assessments are all crucial to pupils success. The principal difference between Higher and Standard level lies in the number of texts studied. The methods of assessment and the criteria used also vary slightly.

Curriculum Topics

Higher level candidates will study at least six texts. Standard level will study at least four. The works will be taken from different genres, and a minimum of one (Standard level) or two (Higher level) will be read in translation. The course is divided into three areas of exploration, and the texts will vary in form, type, period and place.

Readers, writers and texts

This area introduces pupils to the nature of language and literature and its study. The investigation undertaken involves close attention to the details of texts in a variety of types and literary forms so that students learn about the choices made by creators and the ways in which meaning is communicated through words, image, and sound.

Time and space

This area of exploration focuses on the idea that language is a social capacity and as such is intertwined with community, culture and history. It explores the variety of cultural contexts in which texts are produced and read across time and space as well as the ways texts themselves reflect or refract the world at large. Pupils will examine how cultural conditions can affect language and how these conditions are a product of language.

Intertextuality: connecting texts

This area of exploration focuses on the concerns of intertextuality, or the connections between and among media, text and audience involving diverse traditions and ideas. It focuses on the comparative study of texts so that pupils may gain a deeper appreciation of both unique characteristics of individual texts and complex systems of connection. Throughout the course, pupils will be able to see similarities and differences among diverse texts.

Assessment

Although marking criteria and exam papers differ slightly, the method of assessment for both Higher and Standard levels is broadly the same:

External assessment

Paper 1: Guided textual analysis of one (Standard level) and two (Higher level) non-literary passages (35%)

Paper 2: Comparative essay based on two works studied (Standard level 35% and Higher level 25%)

Internal assessment

Individual oral (15 minutes) of an extract from one non-literary text and one from a literary work (Standard level 30% and Higher level 20%)

Higher level essay on one non-literary or literary text or work studied during the course (20%)

For Higher level candidates, external assessment through written examinations and coursework accounts for 80% of the final grade; moderated internal assessment for 20%. For Standard level, external assessment accounts for 70% of the final grade, moderated internal assessment for 30%.

Future Pathways

Studying Language and Literature at Higher level would lead naturally to studying English/Italian at university. However, it is also a very good Higher level subject to offer for those who want to study any subject requiring textual analysis and excellent communication skills (business related subjects, law, medicine, marketing, media etc.). Whether at Higher or Standard level, this course will develop the ability to analyse information, identify how language influences understanding and how to present ideas clearly and persuasively. These are essential skills for a whole host of degree and career options.



Overview

All pupils must study a second language at either Higher or Standard level. **Language B** is a foreign language programme for pupils who have previous experience of learning the language, at least to IGCSE level or equivalent. The Language B courses available at St George's are **English, Italian, French, Spanish** and **German**. 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 course, pupils 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 curriculum model develops the ability to communicate in the target language through the study of language, themes and texts. The courses, through a list of five prescribed themes, study the life and culture of the countries where the language is spoken. Higher level candidates will also study two works of literature in the language.

Curriculum Topics

The programme will be delivered through the use of five themes and related topics:

- **Identities:** lifestyles, health and wellbeing, beliefs and values, subcultures, language and identity
- **Experiences:** leisure activities, holidays and travel, life stories, rites of passage, customs and traditions, migration
- **Human ingenuity:** entertainment, artistic expressions, communication and media, technology, scientific innovation
- **Social Organisation:** social relationships, community, social engagement, education, the working world, law and order
- **Sharing the planet:** the environment, human rights, peace and conflict, equality, globalization, ethics, urban and rural environment

Assessment

Assessment 1

Writing
1 hr 15 min SL 1 hr 30 min HL
25% weighting

Assessment 2

Receptive skills – listening and reading (separate sections)
Listening comp. – 45 min SL 1 hr HL
Reading comp. – 1 hr
50% weighting

Internal Assessment

Individual oral
12-15 min + 15 min SL and 20 min HL of preparation
25% weighting

Future Pathways

Studying languages enables access not only to language degrees but develops the conceptual analysis needed for many courses such as linguistic courses, social sciences, and joint honour degrees. This enables pupils to access lots of cultural studies in degree programmes such as Anthropology, Psychology and International Relations. Applications to these university courses are supported by the academic discipline required in the IB Languages courses and skill development illustrated.



Overview

Language AB Initio is a language acquisition course designed for pupils with little or no prior understanding of the language. It is only available at Standard level. Pupils at St George's have a choice between Italian Ab Initio and Spanish Ab Initio, but a course will only run if enough pupils opt for it. The courses cover five themes: identities, experiences, human ingenuity, social organisation and sharing the planet.

Curriculum Topics

Identities	Experiences	Human Ingenuity	Social organization	Sharing the Planet
Personal attributes	Daily routine	Transport	Neighbourhood	Climate
Personal relationships	Leisure	Entertainment	Education	Physical geography
Eating and drinking	Holidays and tourism	Media	The workplace	Environment
Physical wellbeing	Festivals and celebrations	Technology	Social issues	Global issues

Assessment

Assessment 1 / Paper 1

Writing
1 hr
25% weighting

Assessment 2 / Paper 2

Receptive skills – listening and reading (separate sections)
Listening comprehension – 45 min
Reading comprehension - 1 hr
50% weighting

Internal Assessment

Individual oral
7-10 min + 15 min of preparation
25% weighting

Future Pathways

The Ab Initio course encourages the learning of new skills in an unfamiliar context, which is highly desirable to universities looking for candidates with a breadth of skills. An Ab Initio course specifically develops the conceptual analysis needed for many courses such as linguistics, social sciences, and joint honour degrees. This enables pupils to access lots of cultural studies in degree programmes such as Geography and Environment Studies, Leisure and Tourism and Sociology, based on the breadth of topics illustrated above.



Overview

Business Management in the IB programme studies business functions, management processes and decision-making in contemporary contexts of strategic uncertainty. It examines how business decisions are influenced by factors internal and external to an organisation, and how these decisions impact upon its stakeholders, both internally and externally. Business Management also explores how individuals and groups interact within an organisation, how they may be successfully managed and how they can ethically optimise the use of resources in a world with increasing scarcity and concern for sustainability.

The relationship between concepts, the contexts and content of the discipline of business management can be illustrated with a triangular diagram. Concepts are anchored in the tools, techniques and theories of the subject and come alive through case studies and examples. Together, these help students to acquire a holistic and integrated understanding of business management.

Curriculum Topics

All pupils undertake the following units. Those taking Business Management at Higher level will study them either in more depth or with additional components.

Unit 1 - Business organisation and environment

Unit 2 - Human resource management

Unit 3 - Finance and accounts

Unit 4 - Marketing

Unit 5 - Operations management

Assessment

HL	Weighting
Paper 1 – 3 sections based on a pre-seen case study (2 hr 15 mins)	35%
Paper 2 – 3 sections including quantitative and concept-based essay (2 hr 15 mins)	40%
Internal Assessment – research project	25%

SL	Weighting
Paper 1 – 2 sections based on a pre-seen case study (1 hr 15 mins)	30%
Paper 2 – 3 sections including quantitative and concept-based essay (1 hr 45 mins)	45%
Internal Assessment – written commentary	25%

Future Pathways

Whether as a potential subject to study at university or as a new humanities subject, choosing IB Business Management enables pupils to understand how organisations operate in all fields. While not a prerequisite for studying Business Management at university, this course will equip pupils with a good introduction to the key concepts and provides a basis for many inter-disciplinary degrees.





Overview

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 theories of microeconomics and macroeconomics, and how these can then 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 pupils are required to consider and reflect on human end-goals and values.

The Economics course encourages pupils to develop international perspectives, fosters a concern for global issues, and raises pupils awareness of their own responsibilities at a local, national and international level.

Curriculum Topics

These following subjects will be studied by Higher and Standard level pupils. The main difference for those studying at Higher is the quantitative nature of additional topics and the extra of 'Theory of the Firm' topic.

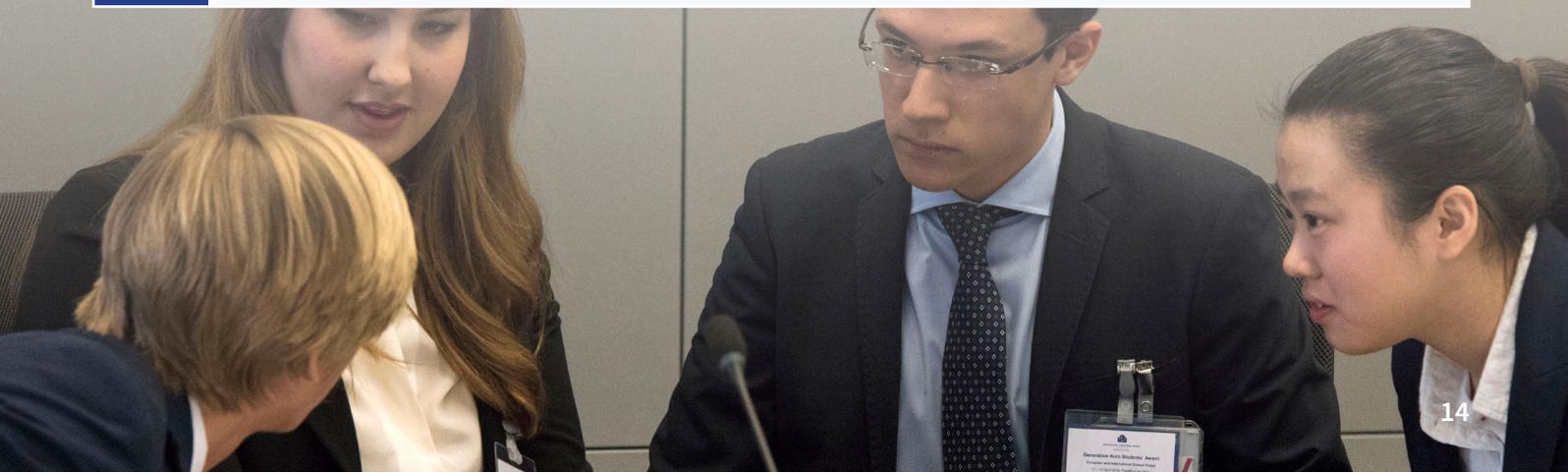
- Section 1** - Microeconomics
- Section 2** - Macroeconomics
- Section 3** - International Economics
- Section 4** - Development Economics

Assessment

HL		Weighting
Paper 1 – essay questions based on Sections 1 & 2 (1 hr 30 mins)		30%
Paper 2 – data response questions based on Sections 3 & 4 (1 hr 30 mins)		30%
Paper 3 – quantitative paper based on HL extension material (1 hr)		20%
Internal Assessment – portfolio of commentaries		20%
SL		Weighting
Paper 1 – essay questions based on Sections 1 & 2 (1 hr 30 mins)		40%
Paper 2 – data response questions based on Sections 3 & 4 (1 hr 30 mins)		40%
Internal Assessment – portfolio of commentaries		20%

Future Pathways

Whether as a potential subject to study at university or as a new humanities subject, studying IB Economics enables us to understand better the world in which we live. The interactions between people, governments and organisations form the basis of everyday life, and economics develops the ability to analyse these critically.





Overview

Geography at IB level is an all-encompassing subject. It combines many skills including ICT, Geographic Information Systems, essay writing, data interpretation, use of infographics, and debating skills. The syllabus explores topics including climate change resilience, energy security, hazard response, the spread of disease, resource management, international relations and terrorism. A fieldtrip takes place in Year 12 and has previously seen pupils travel to Bath, Valencia and Venice.

Curriculum Topics

Both the Higher and Standard level courses have the same demands in terms of knowledge and understanding. Higher level is simply more Geography.

Core themes:

Standard and higher level

1. Population
2. Global Climate Change
3. Global Resource Consumption.

Higher Level:

4. Power, Places and Networks
5. Human Development and Diversity
6. Global Risks and Resilience

Optional Themes:

Standard and Higher level:

1. Leisure, Tourism and Sport
2. Geophysical Hazards

Higher level:

3. Oceans and Coastal Margins

Assessment

Standard level: Two exam papers and an Internal Assessment (25%)

Higher level: Three exam papers and an Internal Assessment (20%)

Future Pathways

Geography is a very popular choice at university as it allows progression into diverse careers, from hazard mitigation to governmental advisor. Geographers are seen as amongst the most skilled graduates and can apply for a range of degree programmes.

Each year a large proportion of the Geography class continues their geographical studies at university and destinations have included St Andrews, UCL, Exeter and Bristol, all of which are in the top 10 rated universities for the study of Geography.





Overview

A number of pupils who take IB History choose to continue this highly academic subject at university. Studying History at university provides a student with skills which are not confined to the study of the past. Skills of analysis are invaluable in many jobs, and the ability to analyse and then prioritise information is vital to decision making.

Curriculum Topics

The IB History course investigates 20th Century Modern World History. Students at both levels follow a core course focusing on the following topic areas:

Topic 1: Causes, Practices and Effects of War

Areas for study are WWI, WWII, Spanish Civil War, Cuban / Chinese Civil War

Topic 2: Authoritarian States

Areas for study can include: USSR (Stalin), Germany (Hitler), Italy (Mussolini), Cuba (Castro), China (Mao).

Plus: Paper 1 Source Paper: Move to Global War: Case Studies - Japanese expansion in East Asia (1931–1941) German and Italian expansion (1933–1940)

At Higher level, pupils will also be examining in detail the following areas:

Topic 1: Europe and the First World War (1871–1918)

Topic 2: European states in the inter-war years (1918–1939)

Topic 3: Versailles to Berlin: Diplomacy in Europe (1919–1945)

Assessment

Standard level

Paper 1: Document Based Questions 30%

Paper 2: 2 Essays from core topics 45%

IA: 2,200 word historical investigation 25%

Higher level

Paper 1: Document Based Questions 20%

Paper 2: 2 Essays from core topics 20%

Paper 3: 3 Essays from HL Topics 35%

IA: 2,200 word historical investigation 25%

Future Pathways

Many pupils who take IB History choose to study a number of related subjects at university such as Politics, International Relations, PPE and Law. Any career that rewards clear thinking, good writing, articulate speaking and the ability to ask and answer complicated questions about how the world works will be open to a student of history.





Overview

Pupils in Rome are ideally located for the study of Art History. Lessons are centred on discussion of projected images, and during the course, participants will be expected to make presentations and lead discussion on areas that they have researched. First-hand experience of art works is fundamental to the course, and pupils visit sites and museums in and around Rome and further afield. They are also required to visit works for themselves. They are guided in their reading around the subject in order to develop informed critical responses, and they also make use of the great wealth of websites available. Emphasis is placed on an analytical approach in both written and oral work. It is not necessary for pupils to have practical artistic skills.

Curriculum Topics

The course offers pupils the opportunity to develop a detailed knowledge and understanding of their cultural heritage and its relationship to other cultures. Learning focuses on two historical periods in-depth, and examines art and architecture within its context, addressing such issues as the development of style, iconography (meaning), how art can convey a political or cultural message, techniques and materials, and relationships between artists and patrons.

Assessment

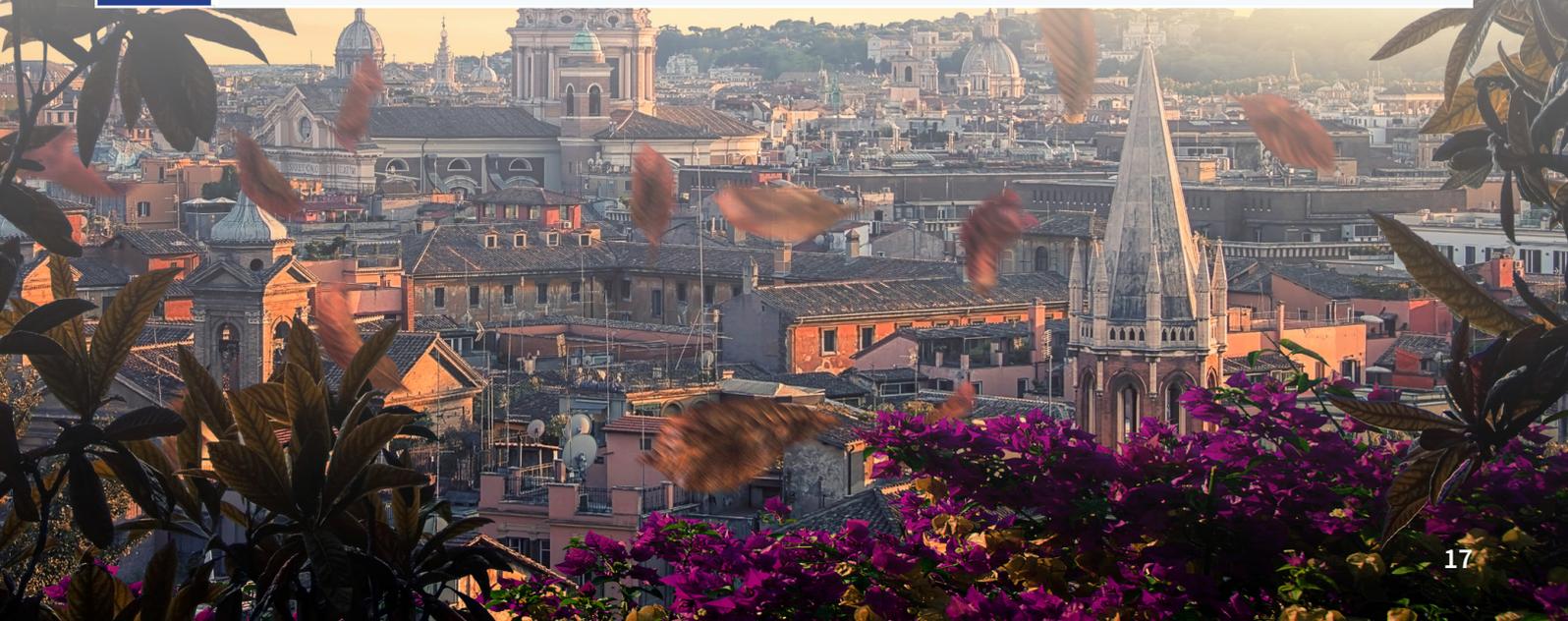
Pupils have the opportunity to research an aspect of Art History of their choice for the Coursework component, completing a 2000 word essay. The course is assessed by the coursework (30%) and final examination (70%). The examination comprises a picture question paper, based on keywords (30%) and an essay paper (40%).

Standard level

Paper 1 Questions on 2 keywords	30%
Paper 2 Essay Paper (2 essays choice of 12)	40%
Internal Assessment	30%

Future Pathways

IB Art History allows pupils to develop a life-long interest in all aspects of Art and Architecture. Some pupils go on to study Art History at university, and the course would be a useful step towards careers in exhibition and museum curating, restoration, tourism, and the art market.





Overview

The field of Biology is currently going through a rapid transformation with great leaps forward in research and application of these findings, particularly in the areas of biotechnology and genetics. The IB Biology course reflects these rapid changes, stimulating and challenging students academically and promoting debate on where they stand, ethically, on many of the controversial issues facing today's societies.

Work in class involves a blend of independent and group based tasks, both pupil and teacher led. The course is broad, relevant and challenging and requires significant study outside of taught lessons. Pupils are encouraged to read current publications, both in the library and online.

Practical skills are integral to the course. Pupils have the opportunity to carry out investigations both with guided methods and of their own design and to develop their analytical and evaluative skills. They write laboratory reports digitally and these are a mix of recorded findings, background research, data presentation and discussion of the results.

Curriculum Topics

Both Higher and Standard level pupils study the core topics of cell and molecular biology, physiology, genetics, ecology and biodiversity. At Higher level, pupils go on to study these subject areas in greater depth together with further topics such as plant biology. There are then several option topics available such as neurobiology, biotechnology, ecology and physiology.

Assessment

Standard level

Paper 1 Multiple Choice questions on the core	20%
Paper 2 Questions on the core (some choice available)	40%
Paper 3 Questions on the option studied	20%
Internal Assessment	20%

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 option studied	24%
Internal Assessment	20%

Future Pathways

Biology is a popular Group 4 option choice for many pupils. Often combined with the study of Chemistry, it provides a thorough grounding for graduates to go on to study a wide range of courses at university. These range from medicine and dentistry to forensic science, genetics, biomedical science and environmental management, to name but a few.



Overview

Chemistry is at the forefront of progress in many facets of human life and the study of chemistry allows pupils to become part of this evolutionary whirlwind as they discover the principles behind progress in medicine, industry and technology, all of which employ molecules or materials chosen for their special properties.

Activities in class include both theory and practical, group and individual work. The course is both stimulating and demanding, and pupils balance their classroom learning with a significant amount of preparation, practice and research outside the classroom.

The coursework element is an exciting opportunity to design and carry out an investigation independently, combining the knowledge and skills acquired during the course.

Curriculum Topics

Both Higher and Standard level candidates study the core topics of chemical reactions, atomic structure, the periodic table, energetics, acids and bases, organic chemistry and measurement in chemistry. Higher level students study each topic in greater depth. Pupils will study one of the options from biochemistry, energy and medicinal chemistry.

Assessment

Standard level

Paper 1	Multiple Choice questions on the core	20%
Paper 2	Questions on the core	40%
Paper 3	Questions on experimental data and the option	20%
Internal Assessment		20%

Higher level

Paper 1	Multiple Choice questions on the core	20%
Paper 2	Questions on the core	36%
Paper 3	Questions on experimental data and the option	24%
Internal Assessment		20%

Future Pathways

Chemistry is an increasingly popular choice of Group 4 subject and is often successfully combined with either Physics or Biology. Pupils who choose Chemistry are ideally placed to apply to many university courses: those among the most popular being chemical engineering, medicine, pharmacy and forensic science.



Overview

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

There is a large emphasis on practical experimentation throughout the course. Pupils utilise their ICT skills both in data collection and in data analysis. All pupils research and conduct a practical project. Within this project, there is much scope for individual initiative.

Curriculum Topics

IB Physics is a very wide-ranging course covering aspects of the subject from highly theoretical areas, such as quantum theory, to highly practical areas such as structural engineering. The core themes focus on many principles which will be familiar to pupils from IGCSE. However, they are studied in more depth and with greater mathematical rigour. Topics range from the concept of energy and the study of kinematics, to the modern theories of relativity and sub-atomic physics. At both Higher and Standard level an option is chosen from amongst the four topics of Astrophysics, Engineering Physics, Imaging and Relativity.

Assessment

Standard level

Paper 1	Multiple Choice questions on the core	20%
Paper 2	Short answer questions on the core	40%
Paper 3	Questions on the option studied	20%
Internal Assessment		20%

Higher level

Paper 1	Multiple Choice questions on the core	20%
Paper 2	Questions on the core	36%
Paper 3	Questions on the option studied	24%
Internal Assessment		20%

Future Pathways

IB Physics is very well-regarded preparation for any university “STEM” course (Science, Technology, Engineering and Mathematics). The IB Physics course is excellent preparation and often required preparation for the plethora of university courses in engineering, whether it be bio-engineering or design engineering, marine or aeronautical, micro-electronic or material engineering.





Overview

Computer science requires an understanding of the fundamental concepts of computational thinking, as well as knowledge of how computers and other digital devices operate. The IB Computer Science course is engaging, accessible, inspiring and rigorous and is underpinned by computational thinking. A wide range of practical activities are used to support the theoretical content.

Curriculum Topics

Computational thinking is a problem-solving methodology that is applicable across a range of subject disciplines and underpins the course.

Core syllabus content (Higher and Standard level)

The topics that must be studied, including some practical work, are:

- Topic 1: System fundamentals
- Topic 2: Computer organisation
- Topic 3: Networks
- Topic 4: Computational thinking, problem-solving and programming

Higher level extension

The topics that must be studied, including some practical work, are:

- Topic 5: Abstract data structures
- Topic 6: Resource management
- Topic 7: Control

Case study

Additional subject content introduced by the annually issued case study

Assessment

Standard level

Paper 1	Theory questions from Topics 1-4	45%
Paper 2	Object-oriented programming (OOP)	25%
Internal Assessment		30%

Higher level

Paper 1	Theory questions from Topics 1-7	40%
Paper 2	Object-oriented programming (OOP)	20%
Paper 3	Case study	20%
Internal Assessment		20%

Future Pathways

The digital age needs Computer Scientists, and IB Computer Science candidates often go on to university to study subjects such as software engineering, computer programming and networking. Computer Scientists can be found in every type of industry.



Overview

Environmental Systems and Societies is a trans-disciplinary subject, as it is located in more than one option group and can satisfy the requirements of both Group 3 – Humanities, and Group 4 – Experimental Sciences. It is only available at Standard level.

Environmental Systems and Societies will help pupils to:

- Understand and engage with complex environmental issues of global importance
- Develop the skills required by careers in the quickly growing environmental sector
- Become a truly global citizen, aware of the diversity of environmental perspectives
- Create innovative solutions to environmental issues by engaging actively in local and global contexts
- Develop expertise in the use of scientific research to identify issues and inform responses

Curriculum Topics

Topics Covered:

- Topic 1. Foundations of environmental systems and societies
- Topic 2. Ecosystems and ecology
- Topic 3. Biodiversity and conservation
- Topic 4. Water and aquatic food production systems and societies
- Topic 5. Soil systems and terrestrial food production systems and societies
- Topic 6. Atmospheric systems and societies
- Topic 7. Climate change and energy production
- Topic 8. Human systems and resource use

Practical work

Pupils will undertake a wide variety of practical activities both in the laboratory and around the school site, providing the opportunity to gain and develop skills and techniques which will consolidate their understanding of the concepts the course covers.

Field Investigations

There are two required fieldtrips during the course. The first will be to a local National Park in Year 12. The aim of this field trip is to gain first-hand experience in studying Topics 2 and 3, and provide an opportunity to gather data for internal assessment projects. The second fieldtrip will be a single day trip to Sutri to study water pollution in Year 13.

Assessment

Paper 1 - Case Study - Resource book and structured questions (1 hour) 25%

Paper 2 - Knowledge and Understanding Paper on Topics 1-8 (2 hours) 50%

Section A – Short answer and data-based questions

Section B – Two structured essay questions (20 marks each)

Internal Assessment – Internal, individual investigation into an ESS issue. (10 hours)

Future Pathways

As a transdisciplinary subject, Environmental Systems and Societies works well with other subjects. It can complement Higher level Biology or Higher level Geography for those who wish to study Environmental Sciences, Geography or Natural Sciences at University. In addition, it can be useful for a career in design or engineering, as ESS students develop the ability to identify an issue and find innovative solutions.



Overview

Starting in September 2019, IB Diploma Programme pupils will follow a new curriculum for Mathematics. They may choose from one of three available courses.

Analysis and Approaches (A&A) Higher level is intended for the most able mathematicians. In order to be successful in this course, pupils will not only need to have gained the highest grade at IGCSE Mathematics (or equivalent) – Grade 9/A*, but they should also have studied, understood, and, most importantly, thoroughly enjoyed further mathematics such as components of A-Level courses or GCSE Further Mathematics.

Analysis and Approaches (A&A) Standard level is designed for pupils who wish to pursue degrees with a mathematical component, and therefore need a strong knowledge of calculus, functions, trigonometry, or probability and statistical modelling. In order to be successful in this course, pupils will need to have gained one of the highest grades at IGCSE Mathematics (or equivalent) – Grade 7/A or above, and be very competent in algebraic manipulation, functions, coordinate geometry, and in answering multi-step problems involving more than one topic.

Applications and Interpretation (A&I) Standard level allows pupils to understand the wide range of mathematics that can be used in the world. Pupils will learn statistical models, functions, trigonometry, calculus, and probability models in a range of practical and abstract contexts. In order to be successful in this course, pupils will need to have gained a good grade at IGCSE (or equivalent) Mathematics – Grade 5/C or above.

Assessment

A&A Higher level

Paper 1	Non-calculator paper	30%
Paper 2	Calculator paper	30%
Paper 3	Problem Solving	20%
IA	Mathematics Exploration	20 %

A&A Standard level

Paper 1	Non-calculator paper	40%
Paper 2	Calculator paper	40%
IA	Mathematics Exploration	20%

A&I Standard level

Paper 1	Non-calculator paper	40%
Paper 2	Calculator paper	40%
IA	Mathematics Exploration	20%

Future Pathways

Pupils who take Analysis and Approaches at Higher level typically pursue Mathematics at university or a Mathematics related degree such as Engineering, Physics, and Mathematics-based Economics. Successful completion of the A&A Standard level course may facilitate entry into degree courses with a mathematical component. Applications and Interpretation provides a broad skillset for pupils wishing to explore a wide range of non-mathematical disciplines at university level.



Overview

The IB Visual Arts course at St George's both requires and enables pupils to develop advanced practical and critical capacities. With such skills they are able to pursue individual projects in a huge array of advanced media and techniques. These typically range from performance and digital video/photography to large-scale paintings in oil on canvas. The department's other facilities include a laser cutter, large ceramic kiln and batik equipment.

The annual Art Expedition is a central feature of the course. In recent years, classes have visited Barcelona, Madrid, Paris, Florence and Venice. The written and visual investigation work produced in the galleries, museums and urban environments of these cities provides the foundation for their comparative studies and much of their subsequent studio work.

Previous experience of Art and Design to examination level is highly desirable. Pupils with no formal qualification in Art are asked to present a portfolio of work including a range of observational drawing.

At both Higher and Standard level, pupils are assessed on an exhibition of their studio work, a 3-4000 word Comparative Study and a 'Process Portfolio'. These mixed media, written and visual journals record their guided, personal, practical, critical and historical research and experimentation.

There is no final written or practical final exam. Instead, the pupils curate an exhibition of their most significant studio work at the end of the course. Consequently, IB Visual Arts best suits highly motivated students. They must be inclined to work steadily throughout the course, as everything that they produce across all three components contributes to their final grade.

Assessment

Standard Level

Exhibition (7 major studio projects)	40%
Process Portfolio	40%
Comparative Study	20%

Higher Level

Exhibition (11 major studio projects)	40%
Process Portfolio	40%
Comparative Study	20%

Future Pathways

IB Visual Arts at either Higher or Standard level is an essential option for any student considering an Art or Design based career pathway. Our graduates have gone on to study and work in fields including film, TV, architecture, fashion, vehicle design, stage and theatre design, illustration, graphic design and fine art.



Overview

IB Music is an exciting and broad course designed to allow pupils the flexibility to develop their own musical interests, as well as developing their skills in each of the key areas at the same time. Pupils deepen their understanding of many aspects of Music and can tailor the course to suit their own particular strengths.

Curriculum Topics

Music in the IB is examined under three disciplines: Musicology in a Listening Paper and coursework; and Composition and Performance, both as coursework.

The Musicology component intends to prepare pupils to be able to:

- Listen analytically to all kinds of music from anywhere in the world
- Analyse in-depth two major compositions through the study of their scores
- Compare and contrast different genres of music through producing a Media Script, a Web media script or website

Assessment

Composition work is the product of work done over the total course and is recorded as well as presented as a written music score. Performance is examined as a recorded recital and can 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.

Future Pathways

Studying IB Music gives participants the power to engage with music more deeply as a performer, listener, and composer. The theoretical study of music history and theory is sufficiently rigorous that it is accepted as a serious academic subject for entry to all university courses. There are many Music and Music Technology courses available at universities and conservatoires, from which music graduates enter a broad range of professions both in and out of the world of music and the creative arts. Possible careers in music include performing, composing and arranging, education and music therapy, music administration and management, music production and the wider creative industries.





Overview

IB Theatre is an extremely challenging, but rewarding, multifaceted theatre-making course of study. It gives pupils the opportunity to make theatre as creators, designers, directors and performers, encouraging discovery through experimentation, the taking of risks and the presentation of ideas to others. Theatre encourages pupils to appreciate that, through the processes of researching, creating, preparing, presenting and critically reflecting on theatre, as participants and audience members, they can gain a richer understanding themselves and the world around them. Theatre can take this subject without previous study of drama or theatre, although it is advisable for candidates to be able to undertake independent research and develop their writing skills.

Curriculum Topics

Exploration of theatre is practical, aiming to develop research and dramaturgical skills: applied through directing, designing sets and costumes, bringing texts to life from page to stage, as well as performing a range of exciting roles and characters to the highest possible standard. Theatre students enjoy making and performing theatre from around the world whilst extending their knowledge of a variety of theatre practices, styles and genres.

The course aims to inspire and motivate pupils to appreciate and academically explore Theatre in Context, Theatre Processes and Presenting Theatre. One-person 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, Theatre of the Absurd and other styles, genres and interests.

Assessment

IB Theatre is assessed in four tasks:

Task 1: Solo Theatre Piece (HL only) External Assessment 35%

Research a theatre theorist not previously studied, identify an aspect(s) of their theory and present a solo theatre piece (4-8 minutes) based on this aspect of theory.

Task 2: Director's Notebook (SL and HL) External Assessment SL 35% HL 20%

Choose a published play text not previously studied and develop ideas regarding how it could be staged for an audience.

Task 3: Research Presentation (SL and HL) External Assessment SL 30% HL 20%

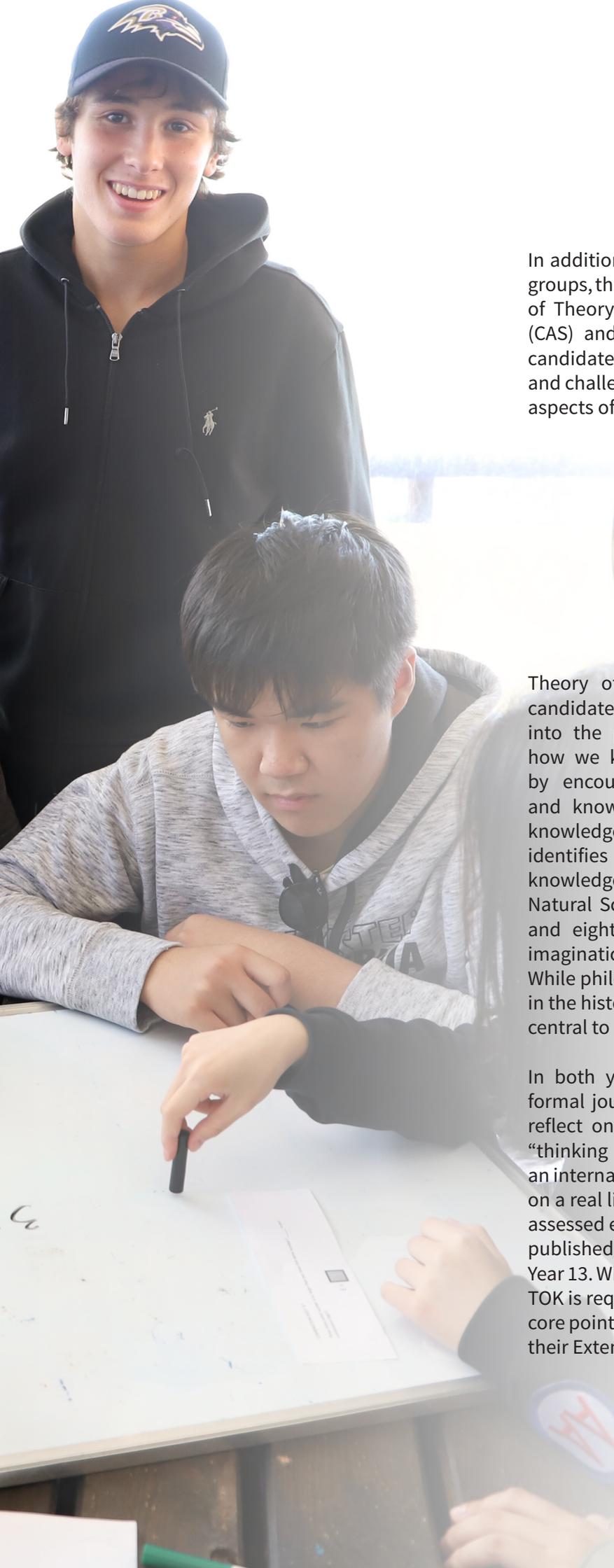
Plan and deliver an individual presentation to peers (15 minutes maximum) outlining and physically demonstrating independent research into a convention of a theatre tradition not previously studied.

Task 4: Collaborative project (SL and HL) Internal Assessment SL 35% HL 25%

Collaboratively create and present an original piece of theatre (13-15 minutes) for and to a specified target audience, created from a starting point chosen by the group.

Future Pathways

IB Theatre students are well prepared for further studies and careers in a wide range of areas including Broadcast Journalism, Theatre and Performance Arts, Events Management and leadership roles in a variety of contexts. Employers know that IB Theatre students demonstrate a high degree of emotional intelligence and the resilience that is needed to flourish in people-centred roles. The ability to inspire and motivate others and take creative ideas forwards is appreciated in such contexts.



OTHER REQUIREMENTS

In addition to the individual subjects selected across the six groups, the successful completion of the DP core requirements of Theory of Knowledge (TOK), Creativity, Activity, Service (CAS) and Extended Essay (EE) are a requirement for all candidates. These three components are designed to enrich and challenge IB pupils, and are amongst the most rewarding aspects of the two year programme.

THEORY OF KNOWLEDGE

Theory of Knowledge (TOK) is required of all Diploma candidates. It is a course about critical thinking and inquiring into the process of knowing. The TOK course examines how we know and what we claim to know. It does this by encouraging students to analyse knowledge claims and knowledge questions. A distinction between shared knowledge and personal knowledge is made. The TOK course identifies and studies eight areas of knowledge (Religious knowledge systems, Indigenous religious systems, History, Natural Sciences, Human Sciences, Maths, the Arts, Ethics) and eight ways of knowing (sense perception, memory, imagination, intuition, reason, faith, language, emotion). 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 formal journal entries in an online TOK journal where they reflect on what they are learning and the implications of “thinking about thinking”. The final assessment consists of an internally marked and externally moderated presentation, on a real life situation of their choice, as well as an externally assessed essay on a topic chosen from a selection of six titles published by the International Baccalaureate in September of Year 13. Whilst there is no final exam, successful completion of TOK is required for the award of the Diploma. Pupils can gain core points, which, in combination with the grade achieved in their Extended Essay, count towards the final Diploma score.

EXTENDED ESSAY

The Extended Essay is an in-depth study of a focused topic chosen from the list of approved Diploma Programme subjects: normally one of the pupils six chosen subjects for the IB diploma. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. It is compulsory for all Diploma Programme pupils, externally assessed, and, in combination with the grade for Theory of Knowledge, contributes up to three points to the total score awarded for the Diploma.

Presented as a formal piece of scholarship containing no more than 4,000 words, the Extended Essay is completed independently and with the support and guidance of a supervisor. It provides pupils with an opportunity to engage in personal research in a topic of their own choice. This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen.

The completion of the written essay is followed by a short, concluding interview with the supervisor. The essay is assessed against common criteria, interpreted in ways appropriate to each subject.

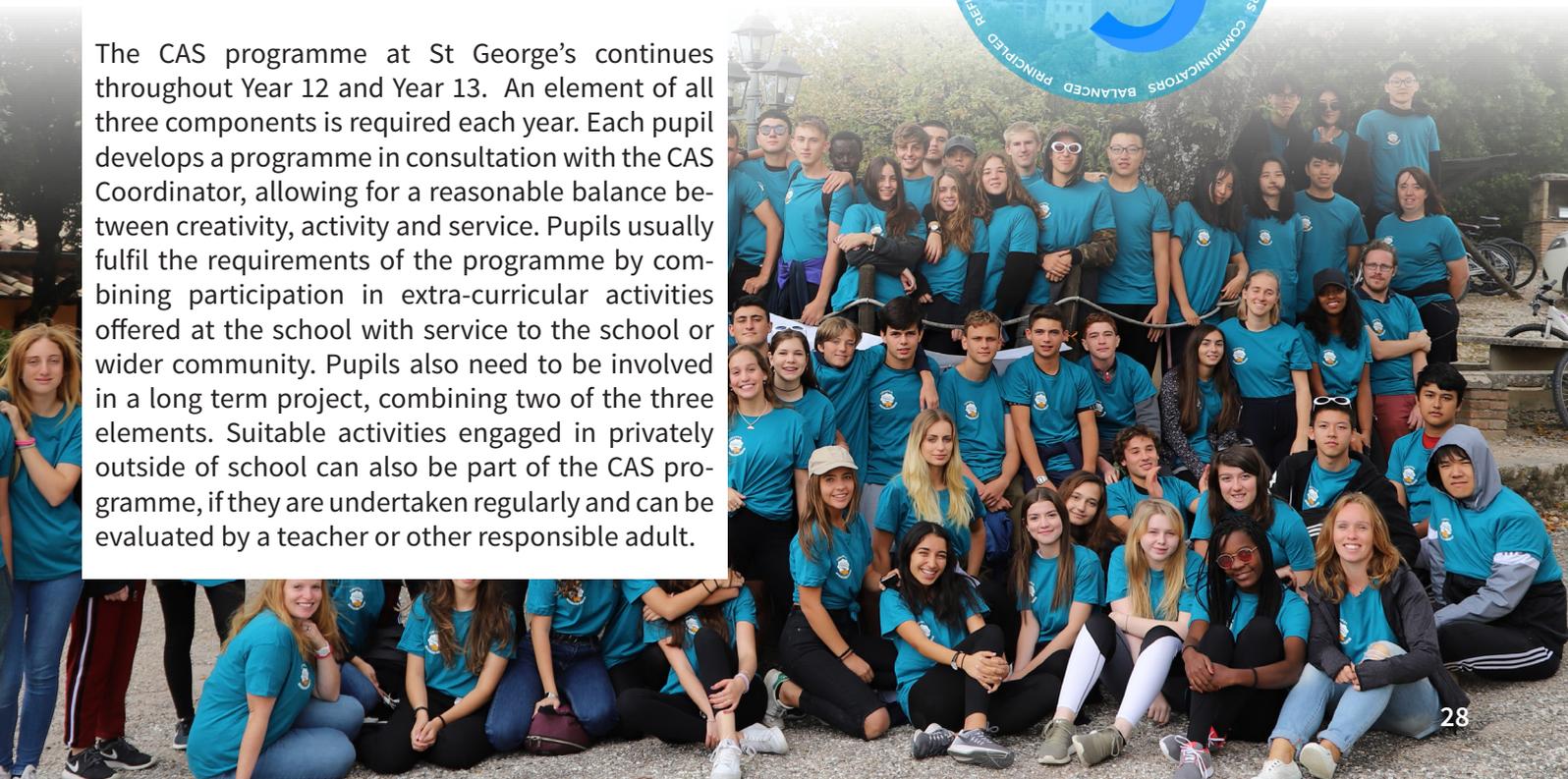
In the Diploma Programme, the Extended Essay is the prime example of a piece of work where the student has the opportunity to grow intellectually and develop higher-level critical thinking skills and to show knowledge, understanding and enthusiasm about a topic of his or her choice. It is a crucial process in training students in self-management and research skills, which will be invaluable at university.



CAS

Creativity, Activity, Service (CAS) is an integral part of the Diploma Programme. The International Baccalaureate 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 pupil.

The CAS programme at St George's continues throughout Year 12 and Year 13. An element of all three components is required each year. Each pupil develops a programme in consultation with the CAS Coordinator, allowing for a reasonable balance between creativity, activity and service. Pupils usually fulfil the requirements of the programme by combining participation in extra-curricular activities offered at the school with service to the school or wider community. Pupils also need to be involved in a long term project, combining two of the three elements. Suitable activities engaged in privately outside of 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.



RECOGNITION OF IB DIPLOMA FOR ADMISSION TO ITALIAN UNIVERSITIES AND COLLEGES

Italiano



Ministero dell'istruzione, dell'università e della ricerca

Dipartimento per la Programmazione e la gestione delle risorse umane, finanziarie e strumentali

Direzione Generale per gli Affari Internazionali – Uff. I -

D.M. applicativo del D.P.R. 2 agosto 2010, n. 164

VISTO il D.P.R. 2 agosto 2010, n. 164, recante semplificazione dei procedimenti di iscrizione nell'elenco, di cui all'art. 2 della legge 30 ottobre 1986, n. 738, di istituzioni scolastiche associate al sistema International Baccalaureate Organization I.B.O.

TENUTO CONTO del parere del Consiglio Nazionale della Pubblica Istruzione espresso nell'adunanza del 13 luglio 2010, prot. n. 5276, riguardo ai piani di studio a cui gli studenti, in coerenza con il riordino della scuola secondaria di secondo grado italiana, debbono uniformare il loro corso di studio di Baccellierato Internazionale;

VISTI Gli Allegati A e B, che costituiscono parte integrante del presente decreto riguardanti rispettivamente l'elenco dei programmi, con le relative materie suddivise per tipologia di corsi di studio e la Tabella con il punteggio complessivo, convertito in centesimi, dei diplomi di baccellierato internazionale;

VISTO il D.D.G. del 10 marzo 1999, concernente il punteggio complessivo del diploma di Baccellierato internazionale, rilasciato dalle scuole di Baccellierato Internazionale e dai Collegi del Mondo Unito, riconosciute dall'Ufficio di Baccellierato Internazionale di Ginevra ed iscritte nell'elenco, previsto dal D.P.R. 18 aprile 1994, n. 777;

CONSIDERATO che è necessario dettare istruzioni per l'applicazione del citato D.P.R. DECRETA

ART. 1

Domanda di iscrizione nell'elenco e relativa documentazione

La domanda di iscrizione nell'elenco, di cui all'articolo 2 della legge 30 ottobre 1986, n. 738, deve essere presentata al Ministero dell'Istruzione, dell'Università e della ricerca - Dipartimento per la Programmazione e la Gestione delle Risorse Umane, Finanziarie e Strumentali - Direzione Generale per gli Affari Internazionali, da parte dei collegi del Mondo Unito e delle istituzioni scolastiche straniere, operanti in Italia e all'estero, che abbiano ottenuto, da parte dell'Ufficio del Baccellierato Internazionale di Ginevra, l'autorizzazione all'effettuazione del programma di Baccellierato Internazionale.

La domanda sottoscritta dal gestore o legale rappresentante della scuola straniera, redatta in carta legale, se presentata da scuola operante in Italia deve indicare, oltre alla propria sede e denominazione ufficiale, anche la denominazione e la sede del collegio o dell'istituzione scolastica straniera, deve altresì precisare se tra le prove finali preordinate al rilascio del diploma di Baccellierato è prevista una prova scritta e orale di lingua italiana e se il punteggio attribuito a tale prova concorra alla determinazione del punteggio di detto diploma

La firma del gestore o legale rappresentante, ai sensi della legge 4 gennaio 1968 n. 15 e del D.P.R. n. 445/2000, deve essere legalizzata dalle rappresentanze diplomatiche o consolari italiane all'estero o da pubblico ufficiale, fatte salve le esenzioni dall'obbligo della legalizzazione, stabilite da leggi o da accordi internazionali.

Alla domanda deve essere allegata la seguente documentazione:

Attestazione dell'autorizzazione - rilasciata all'Istituzione Scolastica dall'Ufficio del baccellierato internazionale di Ginevra – all'effettuazione del programma di Baccellierato Internazionale.

Elenco dei programmi e delle discipline effettivamente attivati dalla scuola con l'indicazione dei livelli d'insegnamento, nel rispetto delle sei materie di studio, di cui almeno 3 livello medio e 3 a livello avanzato, previste, per ciascun indirizzo di studi, dall'Allegato A, citato in premessa, unito al presente provvedimento.

L'autorizzazione o la denuncia d'inizio dell'attività ai sensi dell'art. 1 - 1° e 2° co. - D.P.R. 389/94 "Regolamento recante semplificazione dei procedimenti di autorizzazione al funzionamento di scuole e di istituzioni culturali straniere in Italia".

La documentazione in lingua straniera deve essere accompagnata dalla traduzione in italiano, certificata conforme al testo straniero dalla competente rappresentanza diplomatica o consolare, ovvero da un traduttore ufficiale, ai sensi dell'art. 17, commi secondo e terzo della legge 4 gennaio 1968, n. 15 e del D.P.R. n. 445/2000, fatte salve le esenzioni dall'obbligo della traduzione, stabilite da leggi o da accordi internazionali.

ART. 2

Iscrizione nell'elenco

L'iscrizione nell'elenco è disposta con provvedimento del Ministero dell'Istruzione dell'Università e della Ricerca.

ART. 3

Visite ispettive

Il Ministero dell'Istruzione, dell'Università e della Ricerca può disporre accertamenti tecnico-ispettivi, presso le sedi dei Collegi del Mondo Unito e delle Istituzioni Scolastiche straniere, operanti in Italia e all'estero, di cui al presente decreto, intesi a verificare la sussistenza dei requisiti per la permanenza nell'elenco.

ALLEGATO A - All subjects can be at either Higher level or Standard level unless specified below

LICEO LINGUISTICO	LICEO SCIENTIFICO	LICEO CLASSICO	LICEO SCIENZE UMANE
Prima lingua HL	Prima lingua	Prima Lingua	Prima Lingua
Seconda lingua	Seconda lingua	Latino	Seconda lingua
Storia o Economia o Geografia o Filosofia o Psicologia o Antropologia	Storia o Economia o Geografia o Filosofia o Psicologia o Antropologia	Storia o Economia o Geografia o Filosofia o Psicologia o Antropologia	Storia HL o Economia o Geografia o Psicologia o Antropologia o Sociologia o Pedagogia
Chimica o Fisica o Biologia o Informatica o Scienze Ambientali	Fisica o Chimica o Biologia	Chimica o Fisica o Biologia o Informatica o Scienze Ambientali	Chimica o Fisica o Biologia o Informatica o Scienze Ambientali
Matematica o Studi Matematici	Matematica HL	Matematica o Studi Matematici	Matematica o Studi Matematici
Terza Lingua	Chimica o Biologia o Scienze Ambientali Informatica o Latino o Arte	Greco	Filosofia o Storia o Economia o Geografia o Arte

ALLEGATO B - Tabella di conversione in centesimi

Il punteggio complessivo del diploma di baccellierato internazionale - rilasciato dalle scuole di Baccellierato Internazionale e dai Collegi del Mondo Unito, riconosciute dall'Ufficio di Baccellierato Internazionale di Ginevra ed iscritte nell'elenco, previsto dal D.P.R. 2 agosto 2010,

n. 164 - dovrà essere convertito in centesimi secondo la seguente tabella:

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

English Translation

The IB Diploma is recognised for the purposes of Italian state universities in Italy according to Decreto del Presidente della Repubblica 30 ottobre 1986, n. 738. This recognition has been further updated with art. 2 legge n.738/86 D.M. 18 ottobre 2010 applicativo del D.P.R. 2 agosto 2010 n.164 requiring pupils to choose one of the following options with IB Diploma subjects at either Higher level or Standard unless highlighted below as indicated by the Italian Ministry of Education.

OPTION: LANGUAGES	OPTION: SCIENCES	OPTION: CLASSICS*	OPTION: SOCIAL STUDIES
First Language HL	First Language	First Language	First Language
Second Language	Second Language	Latin	Second Language
History or Economics or Geography or Philosophy or Psychology or Anthropology	History or Economics or Geography or Philosophy or Psychology or Anthropology	History or Economics or Geography or Philosophy or Psychology or Anthropology	History HL or Economics or Geography or Psychology or Anthropology or Sociology or Pedagogy
Chemistry or Physics or Biology or Computer Science or Environmental Science	Chemistry or Physics or Biology	Chemistry or Physics or Biology or Computer Science or Environmental Science	Chemistry or Physics or Biology or Computer Science or Environmental Science
Mathematics or Mathematical Studies	Mathematics HL	Mathematics or Mathematical Studies	Mathematics or Mathematical Studies
Third Language	Chemistry or Biology or Environmental Science or Computer Science or Latin or Arts	Greek	Philosophy or History or Economics or Geography or Arts

* Not offered at St George's

The study branches listed above should include three Higher and three Standard level subjects. One obligatory subject for each Option should be studied at Higher level: Option Languages (Language A), Option Sciences (Mathematics), Option Social Studies (History). The Languages option does not have to include Italian as one of the three languages. However, pupils can be asked to sit an exam in Italian to assess their level of Italian if it is not included.

IB Diplomas will need to be legalised at the Italian Consulate in Geneva, but this will only qualify for the 'equipollenza' if the combination of subjects correspond to one of the above 'streams'. Legalisation can be requested by the school at the time of issue of results. Pupils taking the IB Diploma at schools recognised by the Italian Ministry of Education (St George's is included in the list) enjoy the same rights granted to holders of the Italian Maturità. For further details, please contact ibaem.development@ibo.org. Please consult the Italian Ministry of Education website to see the original text in Italian.

University Pathways

When selecting IB subjects, pupils should be aware of the subject requirements for admission to university programmes. The list below is not exhaustive but includes a number of courses that have been popular with St George's graduates in recent years.

The requirements for UK universities can be found via the UCAS website www.ucas.com. In general, US colleges are less concerned about which subjects the applicant has taken, and pay more attention to how well they do throughout the Diploma Programme. Key exceptions are when applying to highly competitive universities where they will be looking for the most rigorous curriculum. The requirements below should be considered as a guide only; updated information can be obtained from university admission websites.

Degree Subject	IB Subject Requirements for Entry
Architecture	UK: Art HL and, depending on the institution, Mathematics and Physics at HL or SL.
Biological Sciences	UK: Biology HL. Chemistry SL or HL required at by some universities. Canada: One of Biology, Chemistry or Physics required at HL or SL.
Business and Management	UK: Some courses may require Mathematics AA SL depending on emphasis. Netherlands: some may require Mathematics AA SL.
Computer Science	UK: Mathematics AA usually required at HL or SL. Canada: Mathematics AA and Chemistry at SL or HL required. Netherlands: Mathematics AA usually required at HL or SL.
Economics	UK: Mathematics AA SL or HL is required at most universities; Mathematics AI is acceptable at some universities when combining Economics with other humanities. Netherlands: Mathematics AA SL may be required.
Engineering	UK: Usually Physics HL and Mathematics AA HL are required although increasingly some universities will accept one at SL. Canada: Mathematics AA, Physics and Chemistry required at either HL or SL. Netherlands: Mathematics AA and Physics required at either HL or SL. US: Competitive colleges will expect Mathematics HL and Physics or Chemistry HL.
Law	UK: No specific entry requirements but subjects that require essay writing such as English, History or Economics would be advisable.
Medicine	UK: HL Chemistry and Biology essential although occasionally Physics HL is acceptable in place of Biology. Other European countries have entrance tests, which are based on knowledge of Biology, Chemistry, Physics and Mathematics. US and Canada: Not available at undergraduate level.
Associated Medical Science e.g. Physiology, Pharmacology and Neuroscience	UK: Biology and Chemistry usually required at HL or SL. Canada: Biology, Chemistry or Physics required at HL or SL. Netherlands: Biology and Chemistry at HL or SL.
Politics and International Relations	UK: No specific subject entry requirements. However, subjects that require essay writing such as English, History or Economics would be advisable.
Psychology	UK: Biology SL or HL is required at some universities depending on the emphasis of the course.

Due to changes in the Mathematics curriculum for pupils joining university from 2021 onwards, the Mathematics requirements may become less rigorous and some universities have yet to publish their decisions concerning this. It is advisable to take Mathematics AA for all German universities and many Swiss state universities, which is in line with their previous requirement for Mathematics SL.