



SUBJECT CHOICE GUIDE: *11 and 12*

An **inspired** school

Embracing **Individuality**. Preparing **Leaders**.



A word from **OUR PRINCIPAL**

Welcome to Grade 11 and 12! You are about to embark on your last two years of High School, and decisions regarding academic programmes may seem daunting at first. Do not fear! At St. John's, we will support you and help you find the most appropriate academic path to suit your profile, your career aspirations and your interests.

Alumni consistently come back to tell us how well the academic programmes at our school helped them prepare for university level courses and expectations.

In order to help you perform to your best capabilities, I encourage you to choose subjects that you truly enjoy. If you are thinking about studying an Arts subject, or maybe you would prefer an extra Science, or perhaps there is a passion for Humanities you want to pursue, I urge you to go for it. The choice is yours.

The Diploma Programme is a challenging and exciting curriculum that is highly respected by universities and will give a competitive advantage as you move into the world of work. With the help and guidance of the teachers at St. John's you will learn the strategies and techniques to be successful in each aspect of the course.

Teachers, Advisors, Grade Level Leaders, Support Team members, Counsellors, the Principal and members of the MHS Leadership Team are all here to help you whenever you need it. I encourage you also to embrace the opportunities presented at school for High Schoolers to be involved in Sport, Performing Arts, Clubs, Service Projects, as well as leadership roles.

I wish you all the best, and I am looking forward to getting to know you even better during **Grade 11 and 12.**

Simon Vanderkelen
MHS Principal, St. John's International School





2022 – 2023 ACADEMIC COURSES

| GROUP 1 | GROUP 2 | GROUP 3 | GROUP 4 | GROUP 5 | GROUP 6 |
|---|---|---|---|---|--|
| Language and Literature | Language Acquisition | Individuals and Societies | Sciences | Mathematics | The Arts/Elective |
| English A Language and Literature HL/SL French A Language and Literature HL/SL Dutch A Literature SL German A Literature SL Spanish A Literature SL Other languages A SL: private-school-supported self-taught programme | English B HL French B HL/SL German B HL/SL Spanish B HL/SL Dutch B HL/SL French Ab Initio SL Spanish Ab Initio SL | History HL/SL Economics HL/SL Philosophy HL/SL Geography HL/SL | Biology HL/SL Chemistry HL/SL Physics HL/SL Environmental Systems and Societies SL | Analysis and Approaches HL/SL Applications and Interpretations HL/SL | Visual Arts HL/SL Theatre HL/SL Or A second subject from Groups 1, 2, 3 or 4. |
| | HS French Beginner HS Spanish Beginner | HS History HS Geography HS Philosophy HS Economics | HS Biology HS Environmental Science | HS Math | HS Visual Arts HS Theatre |
| | AP French Language & Culture AP German Language & Culture AP Spanish Language & Culture | AP Microeconomics AP Macroeconomics | AP Environmental Science | AP Calculus AB AP Statistics | |

CURRICULUM AND ACCREDITATION:

St John's is fully accredited by the Middle States Association of Colleges and Schools,the Council of International Schools and the International Baccalaureate Organisation.

All students meeting the graduation requirements are awarded a High School Diploma. In addition, students may work towards the International Baccalaureate Diploma which is awarded upon successful completion of requirements set by the IB organization.

St John's GRADUATION REQUIREMENTS (HS Diploma):

| | |
|---|-----------|
| English | 4 credits |
| Mathematics | 3 credits |
| Science | 4 credits |
| Visual and Performing Arts | 2 credits |
| Social Studies | 4 credits |
| World Languages | 3 credits |
| World Religions and Ethics | 1 credit |
| Physical Education/Health | 2 credits |
| Electives (selected from among IB/AP offerings) | 4 credits |

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME:

Awarded upon successful completion of requirements set by the IB organization.

At St. John's, most students complete one, two or three AP examinations at the end of Grade 11. The subjects offered are shown on the table on the previous page.

High School students across the country and around the world take AP courses and exams to challenge themselves, explore their interests, and earn college credit and placements. AP offers a taste of college-level work while developing the academic skills needed for college success. It might also help to discover a career path.

AP Exam scores can help earning college credit even before joining enabling the student to skip introductory college courses.



ACCREDITED



US HIGH SCHOOL DIPLOMA + IB COURSES

Students who take IB Diploma Courses instead of the full IB Diploma Programme will graduate with a US High School Diploma. These students may apply to universities as a US High School Diploma-holder and are often eligible for direct entry to Australian, Canadian, Dutch, Korean, UK, and US universities. Students will, however, often need to meet minimum grade and testing requirements (using GPA and sometimes the SAT).

For a number of students, it will be more appropriate to take a modified IB programme with a range of subjects. Students can study one or more IB Diploma subjects, either at Higher Level (HL) or Standard Level (SL), as a part of their normal High School programme. For the remaining subjects students may choose to study High School (HS) level courses. Courses which are marked internally by St John's. HS Diploma students must complete a shortened version of the Extended Essay, complete CAS requirements, but may choose whether to complete TOK.

Certificates are issued for completion of individual IB courses and will designate a score of 1–7. Scores of 5 and above, particularly in HL courses, may receive advanced credit at universities.

If you think that a modified IB course may be more suitable than the full IB Diploma Programme, please do speak to your IB Coordinator, Advisor or teachers.

Many universities around the world regard IB Course Certificates as a valuable qualification in their own right. In the UK for example IB Course Certificates are awarded points on the UCAS tariff scale and this means they can be used to apply to any university courses that accept tariff qualifications. Some universities may require that students first complete a foundation programme before being granted direct entry to certain courses.

Example US HS Diploma + IB Course programme:



THE IB DIPLOMA PROGRAMME IN PRACTICE

The IBDP is a continuous programme externally assessed by the IBO. Your performance at the beginning of Grade 11 will affect your final results in Grade 12. The IBDP requires balance and time management as you navigate all components.

THE SUBJECTS

At St John's, you have a wide range of subjects to choose from, many that are familiar from Grade 10 studies and some new options to consider such as Economics and Philosophy.

All students must take one course from the 6 IB course groups (with the exception of Group 6 which students may choose an elective):

- Three courses at Higher Level
- Three courses at Standard Level

In addition, all IB Diploma students must pass:

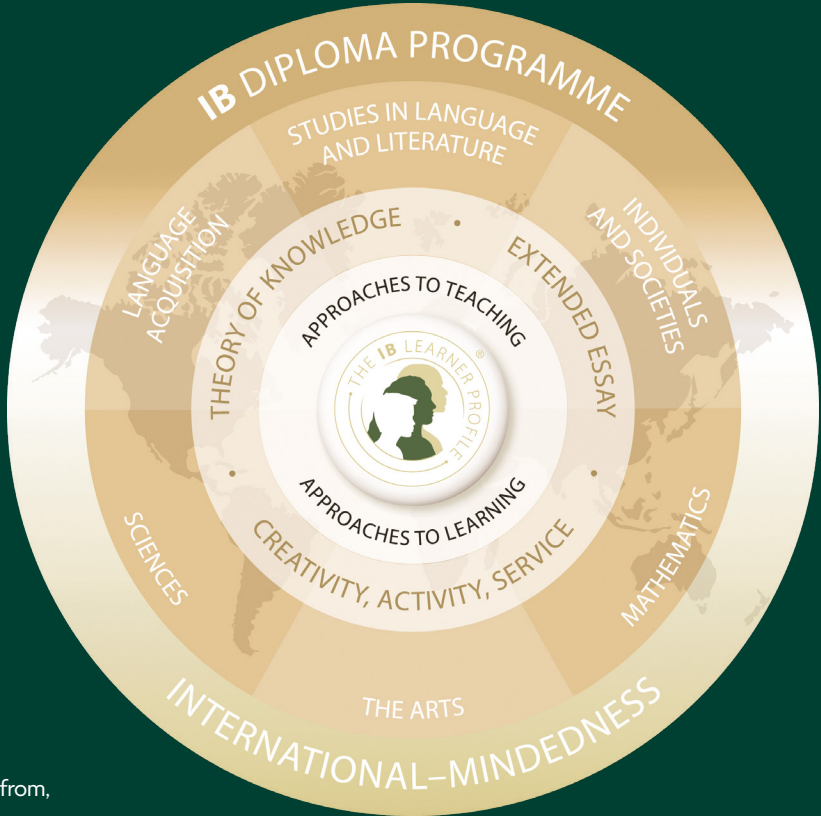
- a Theory of Knowledge (TOK) course
- a 4,000 word Extended essay
- The Creativity, Action & Service (CAS) Programme

GAINING THE DIPLOMA: TOTAL POSSIBLE SCORE: 45

42 points possible for 6 IB Courses
3 points possible for TOK + Extended Essay

The diploma is awarded to students who gain at least 24 points

- At least 12 points gained in HL courses
- At least 9 points gained in SL courses
- All CAS requirements met
- No Grade E in Extended Essay or Theory of Knowledge



IB DP CORE

WHAT IS THEORY OF KNOWLEDGE (TOK)?

Theory of Knowledge (TOK) is a course about critical thinking and inquiring into the process of ‘knowing what we know.’

It is a core element which all Diploma Programme students undertake and to which all schools are required to devote class time and students must pass to achieve their IB Diploma.

The TOK course examines how we know what we claim to know.

Areas of knowledge

Students are required to study the following five areas of knowledge.

- History
- The human sciences
- The natural sciences
- The arts
- Mathematics

What is the significance of TOK?

TOK aims to make students aware of the interpretative nature of knowledge, including personal ideological biases – whether these biases are retained, revised or rejected.

It therefore demonstrates the ways in which the student can apply their knowledge with greater awareness and credibility.

WHAT IS CREATIVITY, ACTIVITY, SERVICE?

CAS encourages students to strive for balance in their lives; along with rigorous academic work, they undertake creative pursuits, physical activities and service projects.

A good CAS experience should be both challenging and enjoyable, a journey of self-discovery which, at times, takes students out of their comfort zones. The spirit of CAS is important. It can be challenging to maintain focus on the ideals of CAS amid the daily realities of course requirements and busy schedules.

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

Eventually, though, many students recognize the merits of accepting personal challenge, of working collaboratively as well as individually for the benefit of someone else, of learning about the world in a very “local” way. Developing a sense of commitment to an orphan, an elderly resident of a retirement home or a child of an impoverished migrant family can be a profound experience, and it takes time, approximately three hours per week.

Students complete the CAS requirement through evidence of seven learning outcomes achieved through a continuous balance of Creativity, Activity and Service over the two years of the Diploma Programme.

Each student must produce their own CAS project in order to Pass the CAS programme.

WHAT IS THE EXTENDED ESSAY?

4,000 word essay-resulting in approximately 40 hours of work.

The Extended Essay is the requirement that most fully acquaints students with the type of independent research and writing skills expected at university.

The research process

1. Choose the approved DP subject.
2. Choose a topic.
3. Undertake some preparatory reading.
4. Formulate a well-focused research question.
5. Plan the research and writing process.
6. Plan a structure (outline headings) for the essay. This may change as the research develops.
7. Carry out the research.

One of the biggest challenges for the students is the sustained effort required over a period of approximately 7 months. To be successful, students require motivation, perseverance and organizational skills. Many students are very proud of their essay upon completion, and some will even take it to university admission interviews as a discussion piece.

IB DP CORE

How are they assessed?

THEORY OF KNOWLEDGE

| ASSESSMENT DETAILS | | | |
|---|--------------------------------|-------|------------|
| Type of assessment | Format of assessment | Hours | Weighting |
| External | Theory of knowledge essay | 10 | 2/3 or 67% |
| Students are required to write an essay in response to one of the six prescribed titles that are used by the IB for each examination session. As an external assessment component, it is marked by IB examiners. | | | |
| Internal | Theory of knowledge exhibition | 8 | 1/3 or 33% |
| Students are required to create an exhibition of three objects with accompanying commentaries that explores how TOK manifests in the world around us. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. | | | |

<https://www.ibo.org/globalassets/publications/recognition/core-tok-2022-en.pdf>

THEORY OF KNOWLEDGE AND EXTENDED ESSAY MATRIX

| TOK & EE | A | B | C | D | E |
|----------|-------------------|---|---|---|-------------------|
| A | 3 | 3 | 2 | 2 | Failing condition |
| B | 3 | 2 | 2 | 1 | |
| C | 2 | 2 | 1 | 0 | |
| D | 2 | 1 | 0 | 0 | |
| E | Failing condition | | | | |

A grade of E in EITHER Extended Essay OR Theory of Knowledge is a failing condition and therefore the student will not be awarded the IB Diploma.

EXTENDED ESSAY

| ASSESSMENT AT A GLANCE | |
|-----------------------------|---|
| Assessment criteria | Description |
| Focus and method | The topic, the research question and the methodology are clearly stated |
| Knowledge and understanding | The research relates to the subject area/discipline used to explore the research question and knowledge and understanding is demonstrated through the use of appropriate terminology and concepts |
| Critical thinking | Critical-thinking skills have been used to analyse and evaluate the research undertaken |
| Presentation | The presentation follows the standard format expected for academic writing |
| Engagement | The student's engagement with their research focus and the research process |

<https://www.ibo.org/contentassets/5895a05412144fe890312bad52b17044/extended-essay-brief-2016-en.pdf>

IBDP COURSES

HOW ARE COURSES ASSESSED?

Grading
All IB courses, HL and SL, are graded on the IB 7-point scale:

- 7: Excellent
- 6: Very Good
- 5: Good
- 4: Satisfactory
- 3: Mediocre
- 2: Poor
- 1: Very Poor

Each IBDP Course is both externally and internally assessed. Preparation for Internal assessments begins as early as Grade 11. External Assessments are scheduled by the IBO and typically take place in April-May of Grade 12.

External Assessment

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

Internal Assessment

These assessments are marked by the teacher and are subject to external moderation. Samples are sent to examiners to ensure that the teachers' standards are consistent. Internal assessment takes a variety of forms (e.g., oral examinations, field work, laboratory experiments, reports, essays, etc...)

EXAMPLE ASSESSMENT FROM LANGUAGE A: LANGUAGE AND LITERATURE

| ASSESSMENT AT A GLANCE | | | | | |
|----------------------------------|---|--------------|------|------------------------------|----|
| Type of assessment | Format of assessment | Time (hours) | | Weighting of final grade (%) | |
| | | SL | HL | SL | HL |
| External | | | | | |
| Paper 1: Guided textual analysis | Guided analysis of unseen non-literary passage/passages from different tests types | 1.25 | 2.25 | 35 | 35 |
| Paper 2: Comparative essay | Comparative essay based on two literary works written in response to a choice of one out of four questions. | 1.75 | 1.75 | 35 | 35 |
| HL essay | Written coursework component: 1,200 – 1,500 word essay on one literary work or a non-literary body of work studied. | | | | 20 |
| Internal | | | | | |
| Individual Oral | Prepared oral response on the way that one literary work and one non-literary body of work studied have approached a common global issue. | | | 30 | 20 |

Both organization and planning will be crucial in ensuring that students meet deadlines. To that end, it is very important that IB DP students ensure that they:

- 1 manage their time effectively;
- 2 keep up-to-date with all assignments;
- 3 always respect coursework deadlines; and
- 4 ask the IB DP Coordinator or subject teachers for clarifications.

LANGUAGE AND LITERATURE GROUP 1

ENGLISH / FRENCH

LANGUAGE A: LANGUAGE AND LITERATURE GRADES 11–12, 1 CREDIT PER YEAR

In the Language and Literature course students learn about the complex and dynamic nature of language and explore both its practical and aesthetic dimensions. They explore the crucial role language plays in communication, reflecting experience and shaping the world. Students also learn about their own roles as producers of language and develop their creative and critical writing skills.

Throughout the course, students explore the various ways in which language choices, text types, literary forms and contextual elements all influence the construction of meaning. Through close analysis of various text types and literary forms, students consider their own interpretations, as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts.

Activities involve the process of production and shape critical awareness of how texts and their associated visual and audio elements work together to influence the audience/reader and how audiences/readers open up the possibilities of texts. With its focus on a wide variety of communicative acts, the course is meant to develop sensitivity to the importance of language in the world at large.

The course is constructed around three Areas of Exploration (Readers, Writers and Texts; Time and Space; Intertextuality) and seven Concepts (Identity, Culture, Creativity, Communication, Perspective, Transformation and Representation).

Students are expected to study texts in both the target Language and in translation (Standard Level: 4 texts; Higher Level 6 texts). In addition, they are required to compile a Learner Portfolio during the course that is material for subsequent assessment but not assessed directly.

| ASSESSMENT AT A GLANCE | | | | | |
|----------------------------------|---|--------------|------|------------------------------|----|
| Type of assessment | Format of assessment | Time (hours) | | Weighting of final grade (%) | |
| | | SL | HL | SL | HL |
| External | | | | | |
| Paper 1: Guided textual analysis | Guided analysis of unseen non-literary passage/passages from different tests types | 1.25 | 2.25 | 35 | 35 |
| Paper 2: Comparative essay | Comparative essay based on two literary works written in response to a choice of one out of four questions. | 1.75 | 1.75 | 35 | 25 |
| HL essay | Written coursework component: 1,200 – 1,500 word essay on one literary work or a non-literary body of work studied. | | | | 20 |
| Internal | | | | | |
| Individual Oral | Prepared oral response on the way that one literary work and one non-literary body of work studied have approached a common global issue. | | | 30 | 20 |

<https://www.ibo.org/contentassets/5895a05412144fe890312bad52b17044/curriculum.brief-languagea.language.and.literature-eng.pdf>

LANGUAGE AND LITERATURE GROUP 1

(GERMAN, SPANISH, DUTCH,
MOTHER-TONGUE)

LANGUAGE A: LITERATURE (SL)

Students will focus exclusively on literary texts, adopting a variety of approaches to textual criticism. Students explore the nature of literature, the aesthetic function of literary language and textuality, and the relationship between literature and the world.

In this course, students will learn about the various manifestations of literature as a powerful mode of writing across cultures and throughout history. They will explore and develop an understanding of factors that contribute to the production and reception of Literature, such as:

- the creativity of writers and readers
- the nature of the interaction with the writers’ and readers’ respective contexts and with literary tradition
- the ways in which language can give rise to meaning and/or effect
- the performative and transformative potential of literary creation and response.

Through close analysis of literary texts in a number of forms and from different times and places, students will consider their own interpretations, as well as the critical perspectives of others. In turn, this will encourage the exploration of how viewpoints are shaped by cultural belief systems and how meanings are negotiated within them.

Students will be involved in processes of critical response and creative production, which will help shape their awareness of how texts work to influence the reader and how readers open up the possibilities of texts. With its focus on literature, this course is particularly concerned with developing sensitivity to aesthetic uses of language and empowering students to consider the ways in which literature represents and constructs the world and social and cultural identities.

| ASSESSMENT AT A GLANCE | | | |
|----------------------------------|---|--------------|------------------------------|
| Type of assessment | Format of assessment | Time (hours) | Weighting of final grade (%) |
| | | SL | SL |
| External | | | |
| Paper 1: Guided textual analysis | Guided analysis of unseen literary passage/passages from different text types | 1.25 | 35 |
| Paper 2: Comparative essay | Comparative essay based on two literary works written in response to a choice of one out of four questions. | 1.75 | 35 |
| HL essay | Written coursework component: 1,200 – 1,500 word essay on one work studied. | | |
| Internal | | | |
| Individual Oral | Prepared oral response on the way that one work originally written in the language studied and one work studied in translation have approached a common global issue. | | 30 |

SCHOOL-SUPPORTED SELF-TAUGHT
LANGUAGE A:
LITERATURE SL (MOTHER TONGUE)

The IB has developed support materials for at least 38 languages to be studied on a self-taught basis so that non-native English speaking students can have the possibility of studying their mother tongue in the Diploma Programme as one of their six subjects. This self-taught course meets the Group 1 requirement for the Diploma.

This option is limited to the Language A Literature course and can only be taken at the standard level. A student taking this option would also be required to take one of the following courses: IB English Literature A, IB English Language and Literature A, or IB English Language B HL.

Students who complete the self-taught Literature A course will earn a Bilingual Diploma from the IB.

St John’s currently offers Korean, Italian, Japanese, Norwegian and Swedish, as part of this special programme.

<https://www.ibo.org/contentassets/5895a05412144fe890312bad52b17044/curriculum.brief-languagea.literature-eng.pdf>

LANGUAGE ACQUISITION GROUP 2

(ENGLISH, FRENCH, GERMAN,
SPANISH, DUTCH)

GRADES 11–12, 1 CREDIT PER YEAR

Group 2 consists of two modern language courses—Language Ab Initio (beginner or near beginner level and Language B – that are offered in a number of languages. Language Ab Initio and language B are language acquisition courses designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process encourages the learner to go beyond the confines of the classroom, expanding an awareness of the world and fostering respect for cultural diversity.

The Group 2 courses use a balance between approaches to learning that are teacher-centred (teacher-led activities and assessment in the classroom and those that are learner – centred (activities designed to allow the students to take the initiative, which can also involve student participation in the evaluation of their learning The teacher is best placed to evaluate the needs of the students and is expected to encourage both independent and collaborative learning.

The two modern language courses – Language Ab Initio and language B – develops students’ linguistic abilities through the development of receptive, productive and interactive skills. The degree to which students are already competent in the language and the degree of proficiency they wish to attain by the end of the period of study are the most important factors in identifying the appropriate DP course.

Language B

The language B course is organized into five themes:

- Identities
- Experiences
- Human ingenuity
- Social organisation
- Sharing the planet

Language B is an additional language-learning course designed for students with some previous learning of that language. It may be studied at either SL or HL. The main focus of the course is on language acquisition and development of language skills. These language skills should be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts (at HL) and will be related to the culture(s) concerned. The material will enable students to develop mastery of language skills and further intercultural understanding.

NOTE: ENGLISH B IS ONLY
OFFERED AT HL

| ASSESSMENT AT A GLANCE | | |
|--|--|------------|
| Language B SL and HL assessment outline | | Weighting |
| External 75% | Paper 1 (production skills) One writing task from a choice of three Writing – 30 marks | 25% |
| | Paper 2 (receptive skills) Separate sections for listening and reading Listening – 25 marks Reading – 40 marks | 25% 25% |
| Internal 25% | Individual oral assessment 30 marks | 25% |
| The assessment outlines for language B SL and HL are identical; it is the nature of the assessment that differs and this is what distinguishes SL assessments from those of HL. For language B HL paper 1, the task set will require more complex language and structures and demand higher-order thinking skills. Additionally for HL, a higher word range has been provided in order to accommodate the more complex responses required. For the individual oral internal assessment, the stimulus at language B SL is a visual image that is clearly relevant to one (or more) of the themes of the course. The stimulus at language B HL is an excerpt from one of the two literary works studied. | | |

<https://www.ibo.org/contentassets/5895a05412144fe890312bad52b17044/lang-b-2018-en.pdf>

LANGUAGE GROUP 2

LANGUAGE ACQUISITION (FRENCH, SPANISH) GROUP 2:

LANGUAGE AB INITIO SL

The Language Ab Initio course is organized into five themes:

- Identities
- Experiences
- Human ingenuity
- Social organisation
- Sharing the planet

Each theme has a list of topics that provide the students with opportunities to practise and explore the language as well as to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students will be able to respond and interact appropriately in a defined range of everyday situations. Each IB Diploma Language Ab initio course is supplemented by a language specific curriculum.

| ASSESSMENT AT A GLANCE | | |
|--|--|------------|
| Language ab initio SL assessment outline | | Weighting |
| External 75% | Paper 1 (production skills) Two written tasks each from a choice of three Writing – 30 marks | 25% |
| | Paper 2 (receptive skills) Separate sections for listening and reading Listening – 25 marks Reading – 40 marks | 25% 25% |
| Internal 25% | Individual oral assessment 30 marks | 25% |

<https://www.ibo.org/contentassets/5895a05412144fe890312bad52b17044/lang-ab-initio-2018-en.pdf>

INDIVIDUALS AND SOCIETIES GROUP 3

ECONOMICS (SL, HL) GRADES 11–12, 1 CREDIT PER YEAR

The aim of the IB Economics programme is to give students the ability to use economic reasoning, and to apply the tools of economic analysis to everyday problems and social issues.

Emphasis is placed on analytical and intellectual skills rather than on events or specific situations. Students are expected to develop critical minds to show a capacity for both empirical analysis and balanced judgement.

In its first year, the SL and HL programmes have three major building blocks: introduction to Economics, Microeconomics and Macroeconomics.

In the second year, the emphasis is on international trade, and economic development and growth; introducing international Economics: comparative advantage, balance of payments and international finance, theory of exchange rates, terms of trade, protectionism, growth theory, technological change and economic problems of developing countries.

ECONOMICS HL:

The HL course is an extension of the SL and in the second year focuses on Business Economics or the theory of the firm and efficiency. Students taking the HL course will sit for the AP Microeconomics exam at the end of Grade 11.

| Type of assessment | Format of assessment | Time | Weighting of final grade (%) |
|--------------------|---|--------------------|------------------------------|
| External | | 4 hours 45 mins | 80 |
| Paper 1 | Extended response paper based on all units of the syllabus | 1 hours 15 mins | 20 |
| Paper 2 | Data response paper based on all units of the syllabus | 1 hours 45 mins | 30 |
| Paper 3 | Policy paper based on all units of the syllabus | 1 hours 45 mins | 30 |
| Internal | | | |
| Portfolio | Three commentaries base on different units of the syllabus (except the introductory unit) and from published extracts for the news media, analysed using different key concepts | 20 hours | 20 |

<https://www.ibo.org/globalassets/programme-information/dp/hl-economics-en.pdf>

ECONOMICS SL:

| Type of assessment | Format of assessment | Time | Weighting of final grade (%) |
|--------------------|---|--------------------|------------------------------|
| External | | 3 hours | 70 |
| Paper 1 | Extended response paper based on all units of the syllabus | 1 hours 15 mins | 30 |
| Paper 2 | Data response paper based on all units of the syllabus | 1 hours 45 mins | 40 |
| Internal | | | |
| Portfolio | Three commentaries base on different units of the syllabus (except the introductory unit) and from published extracts for the news media, analysed using different key concepts | 20 hours | 30 |

<https://www.ibo.org/globalassets/programme-information/dp/sl-economics-en.pdf>



INDIVIDUALS AND SOCIETIES

GROUP 3

PHILOSOPHY (SL AND HL)

GRADES 11–12, 1 CREDIT PER YEAR

This course is a general introduction to Philosophy and covers basic themes such as the concept of person, individuals and institutions, human environment, culture, ethics, reason and logic, meaning and value.

Students will become familiar, through the study of texts and themes, with some of the great philosophers such as Plato, Descartes, Locke, Kant, Marx, Nietzsche, Sartre and representatives of Post Modernism. Reflection on and questioning of the bases of knowledge and experience, the development of a personal mode of thought based on critical examination of evidence and argument and the formulation of rational argument are essential aims of the course.

PHILOSOPHY HL:

Students who follow the course at HL will in addition be exposed to Political Philosophy, where they will encounter themes such as the social contract, citizenship and rights, positive and negative freedom, and distributive and retributive modalities of justice. HL students will be expected to reflect in a critical way about the process of doing Philosophy as an intellectual activity.

| ASSESSMENT AT A GLANCE | | | |
|------------------------|--|--------------|------------------------------|
| Type of assessment | Format of assessment | Time (hours) | Weighting of final grade (%) |
| External | | 4.75 | 80 |
| Paper 1 | Stimulus-based questions on core theme and essay questions on optional themes. | 2.5 | 40 |
| Paper 2 | Questions on prescribed philosophical texts. | 1 | 20 |
| Paper 3 | Written response to a previously unseen text. Students compare and contrast their experience of philosophical activity with the view(s) of philosophical activity found in the text. | 1.25 | 20 |
| Internal | | 20 | 20 |
| Analysis | Students are required to complete a philosophical analysis of a non-philosophical stimulus. | 20 | 20 |

PHILOSOPHY SL

Students who follow the course at HL will in addition be exposed to Political Philosophy, where they will encounter themes such as the social contract, citizenship and rights, positive and negative freedom, and distributive and retributive modalities of justice. HL students will be expected to reflect in a critical way about the process of doing Philosophy as an intellectual activity.

| ASSESSMENT AT A GLANCE | | | |
|------------------------|---|--------------|------------------------------|
| Type of assessment | Format of assessment | Time (hours) | Weighting of final grade (%) |
| External | | 2.75 | 75 |
| Paper 1 | Stimulus-based questions on core theme and essay questions on optional themes. | 1.75 | 50 |
| Paper 2 | Questions on prescribed philosophical texts. | 1 | 25 |
| Internal | | 20 | 25 |
| Analysis | Students are required to complete a philosophical analysis of a non-philosophical stimulus. | 20 | 25 |

<https://www.ibo.org/globalassets/publications/recognition/philosophysl2016englishw.pdf>

<https://www.ibo.org/globalassets/publications/recognition/philosophyhl2016englishw.pdf>

INDIVIDUALS AND SOCIETIES

GROUP 3

HISTORY (SL AND HL)

GRADES 11–12, 1 CREDIT PER YEAR

This course provides a study of 20th century history, with the focus on Europe. It is chronologically structured, beginning with an introduction to the Great Powers in 1900 and continuing with a focus on the key events which shaped the modern world: World War One, the turbulent 1920s and 1930s, the rise of communist and fascist dictatorships and World War Two.

The aim of the course is to provide students with a knowledge and understanding of the complex nature of historical change as well as to give them an insight into issues that affect them in the contemporary world. Emphasis will be placed on developing analytical writing skills.

In addition, HL students will have extra classes to study Europe in the 19th century, focusing on the unification of Germany and Italy and the development of Tsarist Russia to prepare for Paper 3 of the IB external examinations. In the second year of the IB programme, students will focus on World History in the 20th century, in particular, the results of the Second World War – why the Axis powers lost. Followed by Mao's rise to power, the Chinese Civil War and Mao's rule of China. The origins and results of the Korean War and the Falklands/Malvinas War will be studied going into the Second semester.

HISTORY HL

| ASSESSMENT AT A GLANCE | | | |
|--------------------------|--|--------------|------------------------------|
| Type of assessment | Format of assessment | Time (hours) | Weighting of final grade (%) |
| External | | 5 | 80 |
| Paper 1 | Source-based paper based on the five prescribed subjects | 1 | 20 |
| Paper 2 | Essay paper based on the 12 world history topics | 1.5 | 25 |
| Paper 3 | Essay paper based on one of the four regional options | 2.5 | 35 |
| Internal | | | |
| Historical investigation | A historical investigation into a topic of the student's choice. | 20 | 20 |

<https://www.ibo.org/globalassets/programme-information/dp/history-hl-2020-eng.pdf>

HISTORY SL

| ASSESSMENT AT A GLANCE | | | |
|--------------------------|--|--------------|------------------------------|
| Type of assessment | Format of assessment | Time (hours) | Weighting of final grade (%) |
| External | | 2.5 | 75 |
| Paper 1 | Source-based paper based on the five prescribed subjects | 1 | 30 |
| Paper 2 | Essay paper based on the 12 world history topics | 1.5 | 45 |
| Internal | | | |
| Historical investigation | A historical investigation into a topic of the student's choice. | 20 | 25 |

<https://www.ibo.org/globalassets/programme-information/dp/history-sl-2020-eng.pdf>

GEOGRAPHY (SL AND HL)

GRADES 11–12, 1 CREDIT PER YEAR

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

| ASSESSMENT AT A GLANCE | | | | | |
|------------------------|--|--------------|------|------------------------------|----|
| Type of assessment | Format of assessment | Time (hours) | | Weighting of final grade (%) | |
| | | SL | HL | SL | HL |
| External | | 2.75 | 4.5 | 75 | 80 |
| Paper 1: | Each option has a structured question and one extended answer question from a choice of two | 1.5 | 2.25 | 35 | 35 |
| Paper 2: | Three structured questions, based on each SL/HL core unit. Infographic or visual stimulus, with structured questions. One extended answer question from a choice of two. | 1.25 | 1.25 | 40 | 25 |
| Paper 3: | Choice of three extended answer questions, with two parts, based on each HL core extension unit. | | 1 | | 20 |
| Internal | | 20 | 20 | 25 | 20 |
| Fieldwork | One written report based on a fieldwork question from any suitable syllabus topic, information collection and analysis with evaluation. | 20 | 20 | 25 | 20 |

<https://www.ibo.org/contentassets/5895a05412144fe890312bad52b17044/geography-sl-hl-2017-en.pdf>

SCIENCES GROUP 4

BIOLOGY (SL AND HL)

GRADES 11–12, 1 CREDIT PER YEAR

Biologists attempt to understand the living world at all levels from the micro to the macro using many different approaches and techniques. In the two-year course, the students learn about six Core Topics that include Cell Biology, Molecular Biology, Genetics, Ecology, Evolution and Biodiversity and Human Physiology. There are five additional Higher Level topics some of which detail the material in the core topics. In addition to the obligatory material, students must choose to study one.

The Standard Level students require 40 hours of practical work over the two-year period while the Higher Level students require 60 hours of practical work.

Laboratory work provides the students with opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers, and evaluate and communicate their findings. It, therefore, enables them to apply their knowledge and skills, and develop an awareness of how scientists work and communicate with each other. Finally, students must engage in a 10-hour Group 4 project where they work in multi-disciplinary teams to solve problems.

BIOLOGY HL

| ASSESSMENT AT A GLANCE | | | |
|--------------------------|--|--------------|------------------------------|
| Type of assessment | Format of assessment | Time (hours) | Weighting of final grade (%) |
| External | | 4.5 | 80 |
| Paper 1 | 40 multiple-choice questions | 1 | 20 |
| Paper 2 | Data-based, short answer and extended response questions | 2.25 | 36 |
| Paper 3 | Data-based, short answer and extended response questions | 1.25 | 24 |
| Internal | | 10 | 20 |
| Individual investigation | Investigation and write-up of 6 to 12 pages | 10 | 20 |

<https://www.ibo.org/globalassets/publications/recognition/biologyhl2016englishw.pdf>

BIOLOGY SL

| ASSESSMENT AT A GLANCE | | | |
|--------------------------|--|--------------|------------------------------|
| Type of assessment | Format of assessment | Time (hours) | Weighting of final grade (%) |
| External | | 3 | 80 |
| Paper 1 | 30 multiple-choice questions | 0.75 | 20 |
| Paper 2 | Data-based, short answer and extended response questions | 1.25 | 40 |
| Paper 3 | Data-based, short answer and extended response questions | 1 | 20 |
| Internal | | 10 | 20 |
| Individual investigation | Investigation and write-up of 6 to 12 pages | 10 | 20 |

<https://www.ibo.org/globalassets/publications/recognition/biologysl2016englishw.pdf>

SCIENCES GROUP 4

CHEMISTRY (SL AND HL)

GRADES 11–12, 1 CREDIT PER YEAR

Prerequisite: 10th Grade Chemistry course advised for both Standard Level and Higher Level. Chemistry is an experimental science which combines academic study with the acquisition of practical skills. Chemistry is a subject worthy of study in its own right but is also a prerequisite for many other courses in Higher education such as medicine.

The Chemistry course consists of 11 topics; Stoichiometric relationships, Atomic structure, Periodicity, Chemical bonding and structure, Energetics and Thermochemistry, Chemical Kinetics, Equilibrium, Acids and bases, Redox processes, Organic Chemistry and Measurement, analysis and data processing.

Standard level complete all 11 topics and 40 hours of practical work. The Higher Level course covers the same 11 topics with the inclusion of additional higher-level material which tends to be more mathematically challenging.

Higher Level students must undertake 60 hours of practical work. It is important especially for Higher Level students that they have good competency in Mathematics. All students must also complete an Option that is chosen by the students from a choice from Materials, Biochemistry, Energy or Medicinal Chemistry. Chemistry is part of the Group 4 subjects and all students must take part in a 10 hour Group 4 project that encourages students from all sciences to work in multidisciplinary groups to solve a practical problem.

The topic for the Group 4 project is chosen every year.

CHEMISTRY HL

| ASSESSMENT AT A GLANCE | | | |
|--------------------------|---|--------------|------------------------------|
| Type of assessment | Format of assessment | Time (hours) | Weighting of final grade (%) |
| External | | 4.5 | 80 |
| Paper 1 | 40 multiple-choice questions (Core and AHL) | 1 | 20 |
| Paper 2 | Short answer and extended response questions (Core and AHL) | 2.25 | 36 |
| Paper 3 | Data and practical-based questions, plus short answer and extended response questions on the option | 1.25 | 24 |
| Internal | | 10 | 20 |
| Individual investigation | Investigation and write-up of 6 to 12 pages | 10 | 20 |

<https://www.ibo.org/globalassets/publications/recognition/chemistryhl2016englishw.pdf>

CHEMISTRY SL

| ASSESSMENT AT A GLANCE | | | |
|--------------------------|---|--------------|------------------------------|
| Type of assessment | Format of assessment | Time (hours) | Weighting of final grade (%) |
| External | | 3 | 80 |
| Paper 1 | 30 multiple-choice questions (Core) | 0.75 | 20 |
| Paper 2 | Short answer and extended response questions (Core) | 1.25 | 40 |
| Paper 3 | Data and practical-based questions, plus short answer and extended response questions on the option | 1 | 20 |
| Internal | | 10 | 20 |
| Individual investigation | Investigation and write-up of 6 to 12 pages | 10 | 20 |

<https://www.ibo.org/globalassets/publications/recognition/chemistrysl2016englishw.pdf>



SCIENCES GROUP 4

ENVIRONMENTAL SYSTEMS AND SOCIETIES (SL) GRADES 11–12, 1 CREDIT PER YEAR

The main purpose of this course is to give students a coherent perspective on the interrelationships between environmental systems and societies. To understand the causes and effects of environmental problems, and how people try to manage them, we will use a holistic approach to look at the issues from many angles (e.g., scientific, ethical, historical, economic, cultural and socio-political). We will use local contexts to teach underlying theory, incorporating fieldwork, laboratory investigations, and international case studies. Students will gain an appreciation of the global diversity of environments and ecosystems, cultural and historical differences in attitudes to the environment and differing perspectives on sustainability.

Core topics include human population growth, food production systems, resource use, pollution management, and the issue of climate change. By the end of this course, students will be able to adopt an informed personal response to current environmental issues. They will also understand the impact of the choices and decisions we make in our own lives on the environment.

| ASSESSMENT AT A GLANCE | | | |
|--------------------------|---|--------------|------------------------------|
| Type of assessment | Format of assessment | Time (hours) | Weighting of final grade (%) |
| External | | 3 | 75 |
| Paper 1 | Case study | 1 | 25 |
| Paper 2 | Short answers and structured essays | 2 | 50 |
| Internal | | | |
| Individual investigation | Written report of a research question designed and implemented by the student | 10 | 25 |

<https://www.ibo.org/globalassets/publications/recognition/environmental-systems-societies-sl-en.pdf>

PHYSICS (SL AND HL) GRADES 11–12, 1 CREDIT PER YEAR

Prerequisite for SL Physics: 10th Grade Physics course and the appropriate level of Mathematics. This is a two-year course, which aims to develop a more in-depth study of the subjects studied in Grade 9 and 10. The topics common to both IB levels are Measurements and uncertainties, Mechanics, Thermal Physics, Waves, Electricity and Magnetism, Circular Motion and Gravitation, Atomic, Nuclear and Particle

Physics and Energy Production. Higher Level students take extra classes to cover the material from the additional Higher Level syllabus which includes Wave phenomena, Electromagnetic Induction, Fields and Quantum and Nuclear physics.

Practical work is emphasized in all topics, and the mathematical treatment of essential concepts is used more extensively in the HL course. During the second year of the course, students study one option from Relativity, Imaging, Engineering Physics and Astrophysics.

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

PHYSICS HL

| ASSESSMENT AT A GLANCE | | | |
|--------------------------|---|--------------|------------------------------|
| Type of assessment | Format of assessment | Time (hours) | Weighting of final grade (%) |
| External | | 4.5 | 80 |
| Paper 1 | 40 multiple-choice questions | 1 | 20 |
| Paper 2 | Short answer and extended response questions (Core and AHL) | 2.25 | 36 |
| Paper 3 | Data-and practical-based questions, plus short answer and extended response questions on the option | 1.25 | 24 |
| Internal | | 10 | 20 |
| Individual investigation | Investigation and write-up of 6 to 12 pages | 10 | 20 |

<https://www.ibo.org/globalassets/publications/recognition/physicshl2016englishw.pdf>

PHYSICS SL

| ASSESSMENT AT A GLANCE | | | |
|--------------------------|---|--------------|------------------------------|
| Type of assessment | Format of assessment | Time (hours) | Weighting of final grade (%) |
| External | | 3 | 80 |
| Paper 1 | 30 multiple-choice questions | 0.75 | 20 |
| Paper 2 | Short answer and extended response questions (Core) | 1.25 | 40 |
| Paper 3 | Data-and practical-based questions, plus short answer and extended response questions on the option | 1 | 20 |
| Internal | | 10 | 20 |
| Individual investigation | Investigation and write-up of 6 to 12 pages | 10 | 20 |

<https://www.ibo.org/globalassets/publications/recognition/physicssl2016englishw.pdf>

MATHEMATICS GROUP 5

MATHEMATICS: ANALYSIS AND APPROACHES (SL AND HL) GRADES 11–12, 1 CREDIT PER YEAR

Prerequisite for HL: students must have taken the extended Mathematics course in Grade 10. This course is appropriate for students who enjoy developing their Mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will also be fascinated by exploring real and abstract applications of these ideas, with and without the use of technology.

Students who take Mathematics: Analysis and Approaches will be those who enjoy the thrill of mathematical problem solving and generalization. This subject is aimed at students who will go on to study subjects with substantial Mathematics content such as Mathematics itself, Engineering, Physical Sciences, or Economics for example.

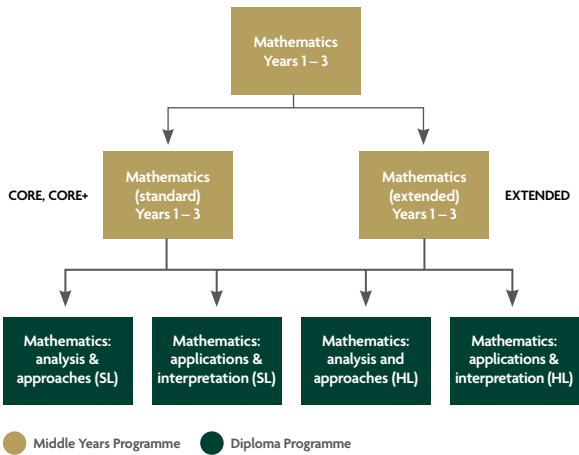
MATHEMATICS: APPLICATIONS AND INTERPRETATION (SL AND HL) GRADES 11–12, 1 CREDIT PER YEAR

Prerequisite for HL: students must have taken the extended Mathematics course in grade 10. This course is appropriate for students who are interested in developing their Mathematics for describing our world and solving practical problems. They will also be interested in harnessing the power of technology alongside exploring mathematical models. Students who take Mathematics: Applications and Interpretation will be those who enjoy Mathematics best when seen in a practical context. This subject is aimed at students who will go on to study subjects such as Social Sciences, Natural Sciences, Statistics, Business, some Economics, Psychology, and Design, for example.

The subject names have been chosen to reflect the content and aims of the subjects, and reflect the different emphasis of each subject. Mathematics: Analysis and Approaches reflects the emphasis on Calculus and on Algebraic, Graphical and Numerical Approaches. Mathematics: Applications and Interpretation emphasises the applied nature of the subject, and also that Interpretation of results in context is an important element of the subject.

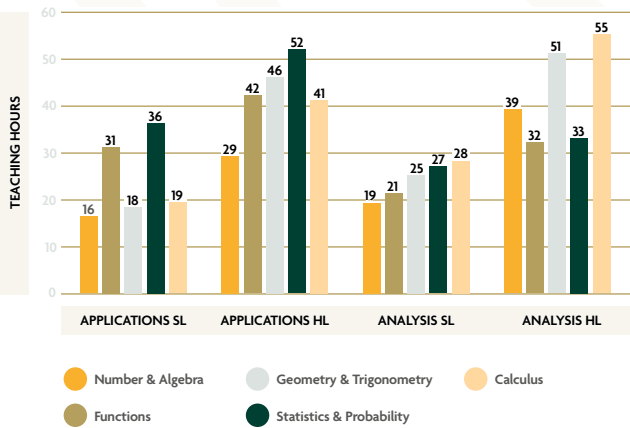
SL AS A SUBSET OF HL

To bring DP Mathematics in line with other subjects within the Diploma the SL content is a complete subset of the HL content in both subjects. All students will complete 120 hours of SL content and 30 hours of investigation, inquiry and problem-solving activities including completing the internal assessment. HL students will complete a further 90 hours of additional Higher Level content.



Your teacher will advise your options, and which class is the best class for you.

MATHEMATICS SUBJECT BREAKDOWN



MATHEMATICS GROUP 5

MATHEMATICS: ANALYSIS AND APPROACHES (SL AND HL)

| ASSESSMENT AT A GLANCE | | | | | |
|------------------------|---|--------------|----|------------------------------|----|
| Type of assessment | Format of assessment | Time (hours) | | Weighting of final grade (%) | |
| | | SL | HL | SL | HL |
| External | | | | | |
| Paper 1: | No technology allowed. Section A: compulsory short-response questions based on the syllabus. Section B: compulsory extended-response questions based on the syllabus. | 1.5 | 2 | 40 | 30 |
| Paper 2: | Technology allowed. Section A: compulsory short-response questions based on the syllabus. Section B: compulsory extended-response questions based on the syllabus. | 1.5 | 2 | 40 | 30 |
| Paper 3: | Technology allowed. Two compulsory extended-response problem-solving questions. | | 1 | | 20 |
| Internal | | | | | |
| Exploration | | 15 | 15 | 20 | 20 |

<https://www.ibo.org/contentassets/5895a05412144fe890312bad52b17044/subject-brief-dp-math-analysis-and-approaches-en.pdf>

MATHEMATICS: APPLICATIONS AND INTERPRETATION (SL AND HL)

| ASSESSMENT AT A GLANCE | | | | | |
|------------------------|--|--------------|----|------------------------------|----|
| Type of assessment | Format of assessment | Time (hours) | | Weighting of final grade (%) | |
| | | SL | HL | SL | HL |
| External | | | | | |
| Paper 1: | Technology allowed. Compulsory short-response questions based on the syllabus. | 1.5 | 2 | 40 | 30 |
| Paper 2: | Technology allowed. Compulsory extended-response questions based on the syllabus. | 1.5 | 2 | 40 | 30 |
| Paper 3: | Technology allowed. Two compulsory extended-response problem-solving questions. | | 1 | | 20 |
| Internal | | | | | |
| Exploration | | 15 | 15 | 20 | 20 |

<https://www.ibo.org/contentassets/5895a05412144fe890312bad52b17044/subject-brief-dp-math-applications-and-interpretations-en.pdf>

THE ARTS GROUP 6

VISUAL ARTS (SL AND HL) GRADES 11–12, 1 CREDIT PER YEAR

Students in all options HL and SL follow the same core course with different recommended amounts of contact time in class and different degrees of emphasis reflected in the weighting placed on the various assessment criteria. For the first year in grade 11 and throughout the second year in grade 12 students are encouraged to develop a progressively more mature and independent approach to work by developing individual themes and ideas.

All students keep throughout the course visual art journals which chart the process of their creative development visual research and critical and contextual analysis of relevant art over the two-year period. Practical workshops and interviews in the studios and gallery with artists in the visiting artists programme and an extensive programme of cultural trips to museums and galleries in Belgium and other major European art capitals form an integral part of the programme of study in both the first and second year, and students are encouraged to make independent trips of their own to support their study.

The Summer Show in June at the end of the first year and the “mock exam” in November of the second year culminating in the Winter Show in December provides an opportunity to select, present and evaluate work in the gallery with formal internal assessment interviews, helping the student to establish focus and direction towards the final exam in April. During February and March, students prepare for this exam by producing, updating and refining their digital format of their work recorded in photography and video throughout the year. Students work toward a synthesis of the various strands of their work leading to resolution in March with a view to structuring their final submission in both an exhibition in the gallery and in written and visual form in digital media in an e-portfolio.

Students are strongly encouraged, in addition to scheduled class time, to work on their own time both during term time and in the holidays. Formal internal assessment using the IB criteria takes place within the context of individual tutorials and group critical reviews with key dates for resolving, evaluating and displaying work corresponding

to the four major marking periods in Autumn, Winter, Spring with displays around school and in the gallery with the two key dates being the first year June Summer show, the second year Winter Show in December and the final exam in March.

VISUAL ARTS SL

| ASSESSMENT AT A GLANCE | | |
|------------------------|---|------------------------------|
| Type of assessment | Format of assessment | Weighting of final grade (%) |
| External | | 60 |
| Comparative study | • 10 – 15 screens which examine and compare at least 3 artworks, at least 2 of which should be by different artist • A list of sources used | 20 |
| Process portfolio | • 9 – 18 screens which evidence the student's sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities | 40 |
| Internal | | 40 |
| Exhibition | • 1A curatorial rationale that does not exceed 400 words • 4 – 7 artworks • 1Exhibition text (stating the title, medium, size and intention) for each artwork | 40 |

<https://www.ibo.org/globalassets/publications/recognition/visualartssl2016englishw.pdf>

VISUAL ARTS HL

| ASSESSMENT AT A GLANCE | | |
|------------------------|---|------------------------------|
| Type of assessment | Format of assessment | Weighting of final grade (%) |
| External | | 60 |
| Comparative study | • 10 – 15 screens which examine and compare at least 3 artworks, at least 2 of which should be by different artist • 3 – 5 screens which analyse the extent to which the student's work and practices have been influenced by the art and artists examined • A list of sources used | 20 |
| Process portfolio | • 13 – 25 screens which evidence the student's sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities | 40 |
| Internal | | 40 |
| Exhibition | • A curatorial rationale that does not exceed 700 words • 8 – 11 artworks • Exhibition text (stating the title, medium, size and intention) for each artwork | 40 |

<https://www.ibo.org/globalassets/publications/recognition/visualartshl2016englishw.pdf>



THE ARTS GROUP 6

THEATRE (SL AND HL) GRADES 11-12, 1 CREDIT PER YEAR

Theatre is a dynamic, collaborative and live art form. It is a practical subject that encourages discovery through experimentation, the taking of risks and the presentation of ideas to others. It results in the development of both Theatre and life skills; the building of confidence, creativity and working collaboratively.

The IB Diploma Programme Theatre course is a multifaceted, theatre-making course of study. It gives students the opportunity to make Theatre as creators, designers, directors and performers. It emphasizes the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists. Students experience the course from contrasting artistic perspectives. They learn to apply research and theory to inform and to contextualize their work. The Theatre course encourages students to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theatre-as participants and audience members-they gain a richer understanding of themselves, their community and the world.

By the end of the two year course, the students should understand acting, directing, lighting, performance spaces, make up, costuming, props, sets, sound, text, music, movement and staging for theatrical traditions for more than one culture. Year One consists of learning and working with the techniques of Stanislavski, Commedia Del Arte and will perform these in the IB Showcase in February. In the second semester, they will be exploring Devising Theatre Techniques. Year Two, the students will devise their own pieces of Theatre which they will execute in February and Research a Foreign Theatre Form.

The students must keep a detailed journal chronicling their journey. They will receive an IB Theatre Guide which specifically explains their final assessment tasks. Both years, the students travel to London for a week to attend the Theatre Arts Programme Symposium which consists of a series of workshops with professional theatre makers and they will also attend five varied productions. This is required of every IB Theatre Arts student, and it is understood there will be some additional fees involved to cover train and hotel costs.

| ASSESSMENT AT A GLANCE | | | |
|------------------------------|--|-----|-----|
| Assessment task | Assessment task details | SL | HL |
| Internal | | | |
| Production proposal | Students at SL and HL choose a published play text they have not previously studied and formulate a vision for the design and theoretical staging of the entire play text for an audience. These ideas are presented in the form of a proposal. Each student submits the following. 1. A production proposal (a maximum of 12 pages of written text and images, with written text not exceeding 4,000 words) plus a list of all sources used. | 30% | 20% |
| External | | | |
| Research presentation | Students at SL and HL plan, deliver and video record an individual research presentation (15 minutes maximum) in which they provide evidence of their academic and practical exploration and learning of a world theatre tradition they have not previously studied. Each student submits the following. 1. A video recording of the student's research presentation (15 minutes maximum). 2. A list of all sources cited, and any additional resources used by the student during the presentation. | 30% | 20% |
| Collaborative project | Students at SL and HL collaboratively create and perform an original piece of theatre (lasting 7 – 10 minutes maximum) created from a starting point of their choice. The piece is presented to an audience as a fully-realised production. Each student submits the following. 1. A project report (a maximum of 10 pages of written text and images, with written text not exceeding 4,000 words) plus a list of all sources used. 2. A video recording of the final piece (7 – 10 minutes maximum) | 40% | 25% |
| Solo theatre piece (HL only) | Students and HL research a theatre theorist they have not previously studied, identify and aspect(s) of theory and create and present a solo theatre piece (lasting 4 – 7 minutes maximum) that demonstrates the practical application of this theory to a theatre piece for an audience. Each student submits the following. 1. A report (2,500 words maximum) plus a list of all primary and secondary sources cited. 2. A continuous unedited video recording of the whole solo theatre piece (4 – 7 minutes maximum) | X | 35% |

<https://www.ibo.org/globalassets/publications/recognition/theatre-subject-brief-sl-hl-en.pdf>

FURTHER SCHOOLING OF GRADUATES

ST JOHN'S GRADUATES FROM THE CLASS OF 2021 HAVE ENROLLED IN THE FOLLOWING COLLEGES, UNIVERSITIES, AND PROFESSIONAL SCHOOLS:

BELGIUM

Katholieke Universiteit van Leuven
Université Catholique de Louvain
Université Libre de Bruxelles (2)

CANADA

Concordia University (2)
McGill University
University of Toronto (3)

CZECH REPUBLIC

Charles University –
3rd Faculty of Medicine

IRELAND

University College Dublin

NETHERLANDS

Breda University
of Applied Sciences
Erasmus School of Economics
Erasmus University Rotterdam
Maastricht University (2)
Maastricht University College
NHL Stenden University
of Applied Sciences
The Hague University
of Applied Sciences

SPAIN

EU Business School Barcelona
IE University (3)
Universidad San Pablo CEU

SWEDEN

Stockholm University

SWITZERLAND

EHL School of Hospitality –
Ecole hôtelière de Lausanne (2)

UNITED KINGDOM

Bath Spa University
City, University of London
Goldsmiths University of London
Kings College London
Queen Mary University of London
Ravensbourne University
of London
University of Edinburgh
University of Leicester
University of Reading
University of Warwick (2)

UNITED STATES OF AMERICA

University of Kentucky
University of Michigan Ann Arbor
University of Pittsburgh
University of Southern California (2)
University of Tampa
Valley Forge Military College



| | GROUP 1 | GROUP 2 | GROUP 3 | GROUP 4 | GROUP 5 | GROUP 6 |
|------------|---|---|---|---|--|---|
| | Language and Literature | Language Acquisition | INS | Sciences | Mathematics | The Arts / Elective |
| IB DIPLOMA | Must choose 1 English class (from either Group 1 or 2) | | | | | |
| | Must choose 1 | May skip if you have 2 classes in Group 1 | Must choose 1 | Must choose 1 | Math teacher will recommend 1 | Must choose 1 1. Arts or 2. 3rd language or 3. 2nd course from Group 3 – 4 |
| | Language and Literature: English A HL/SL French A HL/SL Literature: German A SL Dutch A SL Spanish A SL Mother tongue A SL | Language B: English B HL Spanish B HL/SL French B HL/SL Dutch B HL/SL German B HL/SL Ab initio (Beginner): Spanish ab initio SL French ab initio SL | Geography HL/SL Economics HL/SL History HL/SL Philosophy HL/SL | Chemistry HL/SL Physics HL/SL Biology HL/SL ESS SL | Math AA HL Math AI HL Math AA SL Math AI SL | Visual arts HL/SL Theatre HL/SL |
| HS DIPLOMA | HS Diploma students can take ant combination (including 2 group 2) HS French Beginner HS Spanish Beginner | | HS Geography HS Economics HS History HS Philosophy | HS Biology HS ESS | HS Math | HS Visual Arts HS Theatre |



CONTACTS

MHS Principal

Mr Simon Vanderkelen
svanderkelen@stjohns.be

IB DP Coordinator

Ms Jennifer Bakalian
jbakalian@stjohns.be

University Counsellor

Ms Caitlin Fritch
cfritch@stjohns.be



ST JOHN'S
INTERNATIONAL SCHOOL