



International[®]
Baccalaureate

Diploma Programme

The unique benefits of the DP

Diploma Programme Guide

St. Paul's School 2014

■ Introduction

■ *The Origins of the International Baccalaureate Organisation*

The beginnings of the IB organisation go back to 1962. Under the auspices of UNESCO, and with funds from the Ford, Mountbatten and Gulbenkain Foundations and the British, Dutch, and West German Governments, a long and careful period of preparation and evaluation led to the permanent establishment of the organisation in the mid-70's. Based in Geneva, divided in three IB regions (Africa/Europe/Middle East, Asia-Pacific and Americas), the IB Organisation administers a programme involving 3,706 schools in 147 countries.

Apart from the day-to-day running of the organisation, which lies with the Director General and the Regional Offices, the IBO is administered as a non-profit-making organisation by the IBO Council. This council is composed of elected representatives from participating governments, IBO Headmasters, Headmasters Standing Conference and individuals distinguished in the field of international education.

■ *General Objectives of the IB Course*

The IBO has defined as perhaps the major challenge to educators the need to provide a curriculum broad enough to enhance the awareness of a "common humanity" and social responsibility, and at the same time specific enough to ensure the acquisition of those skills that are the essential tools for higher education and employment in a competitive world. Faced with the explosion of knowledge in this century and the bewildering variety of choices before young people, it is essential to teach them both how to learn, and to provide them with values and opportunities to enable them to choose wisely.

This approach corresponds closely with the philosophy St. Paul's School has evolved over the years, and indeed is a significant reason for our enthusiasm for the IB programme. In its emphasis upon the need for all students to show initiative and to think for themselves, the IB reflects values in which we strongly believe.

The paragraphs that follow seek to answer some of the most common questions raised by parents and students about the International Baccalaureate programme currently available to St. Paul's Sixth Formers and further education after leaving school.

1. *What is the International Baccalaureate Diploma Programme?*

The International Baccalaureate Diploma Programme is a two-year pre-college course leading to the International Baccalaureate Diploma. The programme is administered from Geneva by the International Baccalaureate Office, an international non-governmental organisation.

2. *Why an International Baccalaureate?*

The idea of an internationally acceptable school leaving qualification based on a unified programme of studies grew from the concern of teachers in international and multi-national schools throughout the world for the special problems of their mobile student populations.

3. *To what extent has the International Baccalaureate become recognized as an international educational benchmark?*

At the latest count 3,706 schools in 147 countries around the world have implemented IB courses.

4. *Why did St. Paul's become an IB centre?*

Because it was felt that the implementation of these courses met the needs of many of our students and their parents.

The IGCSE examinations provide a base for IB programmes and fourth year options have been changed to ensure that students can follow through directly into an IB study programme.

5. *Is the IB fully accepted in Brazil?*

In Brazil, at present, the successful completion of the first year of the IB Diploma is given equivalent status to completion of "Ensino Médio", but university candidates must still sit "Vestibular" examinations.

6. *Is the IB Diploma recognised in the United Kingdom?*

The IB Diploma is recognised by every faculty of every University in the UK. We have sent Old Pauleans to many Universities, including Bath, Bristol, Cambridge, Edinburgh, Kent, Kings, Leeds, Loughborough, LSE, Manchester, Nottingham, Royal Holloway, Sheffield, St Andrews, Southampton, UCL, Warwick, Reading and Birmingham.

7. *Is the Diploma recognised in North America?*

Almost all Universities and Colleges recognise the IB Diploma for purposes of admission, course credit/advanced standing or advanced placement, or a combination of these. As there is no national system of education, each institution is responsible for its own policy.

Even when there is a well-established policy, its application to the individual candidate depends on the grades reported on the Diploma.

Recognition of the IB most often benefits the candidate after admission, but the IB Diploma can also serve as an admissions credential. It is becoming steadily more used for college admissions as the most rigorous programme available to teenagers. Furthermore, enrolment in an IB programme will usually weigh in the applicant's favour in the college's evaluation of the student's academic record.

St. Paul's has sent diploma holders to UCLA, Pace, Bentley, Notre Dame, Babson, Boston College, Boston University, Bandeis, U.Penn (Wharton), Brown, Tufts, Yale, Duke, McGill, UBC, Pepperdine, University of Michigan, Columbia, NYU, University of Southern California, University of Toronto, Guelph University and Bard.

At the same time, the fact that hundreds of students have had their IB credentials recognised should encourage applicants in applying for such recognition at these institutions, and many others not listed, because they have not had IB applicants in the past. Whether or not recognition is received, the student is better prepared to enter post-secondary education as a result of completing the IB course.

8. *Is the IB Diploma accepted by other countries as a standard for University entrance?*

Subject to proof that the candidate has adequate proficiency in the teaching language, the IB is accepted worldwide. Some countries require diplomas to be legalised. For further information consult the IB Co-ordinator.

9. *Do all students entering Lower Sixth have to follow an IB Diploma course?*

Yes, all students follow the IB Diploma Programme.

10. What is the point of students who intend going to a Brazilian University staying on at St. Paul's?

IB courses, especially those at Higher Level, go far beyond the requirements of "Vestibular". On completion of the Upper Sixth, students have the options of either entering Brazilian universities with a June intake immediately, or of taking a six-month "cursinho" in preparation for the December "Vestibular".

The IB disciplines of an Extended Essay, guided coursework and the Theory of Knowledge programme provide an excellent preparation for university where students are expected to work on their own and act as independent learners.

Old Pauleans who have completed an IB course say they have a considerable advantage over their classmates. For instance, they have commented favourably on the IB emphasis on practical work in the Sciences.

11. What are the requirements for an IB Diploma?

There are four parts to the IB Diploma course:

- (a) Six academic subjects, three of which are taken at Higher Level and three at Standard Level.
- (b) An Extended Essay in any recognised IB subject, provided that the school has a qualified teacher to offer guidance.
- (c) A course in the Theory of Knowledge.
- (d) Extra-Curricular activities which may be creative, aesthetic or physical. Social service is also a requirement. This component is known as CAS (creativity, action, service).

12. How does a candidate select his/her six subjects?

The IB course is designed to provide a broad educational basis. A candidate selects subjects from the following categories:

Group 1	Language A	English Literature HL and SL
		English Language & Literature HL and SL
		Portuguese Literature HL and SL
		Portuguese Language & Literature HL & SL

N.B. Fluent speakers of English and Portuguese (i.e. most St. Paul's pupils will choose 2 subjects from Group 1 rather than one subject from Group 1 and one from Group 2.

Group 2	Language B	French HL and SL Spanish HL and SL Portuguese HL and SL
Group 3	Individuals and societies	History HL and SL Geography HL and SL Economics HL and SL Business and Management HL and SL
Group 4	The Experimental Sciences	Biology HL and SL Chemistry HL and SL Physics HL and SL
Group 5	Mathematics	Mathematics HL Mathematics Standard SL Mathematical Studies SL
Group 6	The Arts/Electives	Visual Arts HL and SL Theatre HL and SL Film HL and SL Music HL and SL or a second subject from Groups 2, 3 or 4

13. Which Language A should I choose?

In order to obtain the prestigious bilingual diploma, as most St. Paul's students do, IB candidates must take two subjects from Group 1. The vast majority of St. Paul's students will take both English and Portuguese as Language A, with the option of pure literature or language and literature in either subject. The pure literature course will be the more traditionally academic and the more conventionally challenging of the two.

Further information on all language courses offered is given in the subject section.

14. How are IB exams marked?

The marking scheme in use for IB examinations is as follows:

1 = very poor	5 = good
2 = poor	6 = very good
3 = mediocre	7 = excellent

4 = satisfactory

Subject to certain conditions, the International Baccalaureate Diploma is awarded to candidates whose total point score reaches or exceeds 24 points. Bonus points may be awarded for the Extended Essay and Theory of Knowledge course.

15. *How are the IB subjects assessed?*

In addition to written examinations, there are oral examinations, coursework assignments, and practical assessment in the Sciences. Every attempt is made to reach a fair assessment. Failure to write an Extended Essay or produce a satisfactory CAS Report are failing conditions.

16. *When are the examinations held?*

Examinations are held in May of the student's second year. Examination fees are payable the previous November, six months before the examination period.

17. *Can candidates re-sit examinations?*

IB examinations can be attempted a total of three times. However, St. Paul's does not offer the retake option at school.

18. *In which languages are the exams written?*

Examinations are printed in English, French, Spanish, and German. However, candidates must answer their exams in the teaching language of the school, which is English at St. Paul's.

19. *Is it possible to transfer to another IB school?*

Yes. However, as very few schools offer the whole range of subjects covered by the International Baccalaureate, a student may find it necessary to change some of his/her courses. Even within subjects, different schools select different texts and different options.

20. *How do International Baccalaureate exams compare with "A" level?*

The IB programme is as demanding as "A" levels, but concentrates on breadth rather than depth.

21. *How does the International Baccalaureate programme differ from an “A” level course?*

A student following an “A” level course is restricted to three, at most four, subjects which are often interrelated. This encourages specialisation in one field of knowledge at an early stage. By contrast, the structure of an IB academic programme, together with the other pre-requisites for the diploma, ensures that the student has a balanced, well-rounded education which avoids the pitfalls of early specialisation.

22. *How do IB students compare with other undergraduates?*

All the evidence is that IB students perform as well, and in some cases, much better than undergraduates with national credentials. The International Baccalaureate has an on-going review on this question.

23. *How do I apply for a place at a British university?*

With the exceptions of the University of Buckingham and the Cranfield Institute of Technology, application for admission to full-time undergraduate courses is made through UCAS the Universities and Colleges Admissions Service, Cheltenham, Glos. GL52 3LZ. The School has a substantial library of British University prospectuses and other useful information. We have information about some North-American Universities and guidance counselling is available. More information can be found on the following pages: www.ucas.ac.uk and www.commonapp.org

24. *Where do I apply for a place?*

Application forms for the following year are available from 1st June and the opening date for receipt of applications is 1st September.

Candidates who include Oxford or Cambridge (candidate may not apply to both) among their entries must submit the UCAS application form by 15th October, having already (by the end of September) submitted a preliminary application form to either a Cambridge college or the Oxford Colleges Admissions Office.

Information about British universities may be obtained from the UCAS guide “How to apply for admission to a University” or at its site: www.ucas.com. Further information is available in the “Applying for British Universities” booklet at School and the University Counsellor.

25. How much does a university course cost?

Precise and fully up-to-date information about tuition fees can be obtained only from the universities themselves as fee levels for students from overseas are much higher and are referred to as “full cost” fees. If you have doubts as to your fee status, you are strongly advised to contact your University of choice. U.S. University fees vary from school to school depending on various factors. Most Universities post such information in brochures or on their respective websites.

The decision as to which students are to be classified as “overseas students” is taken by the individual university.

26. What happens if my native language is not English?

Most British universities and institutions of higher education will expect applicants, whose native tongue is not English, to provide a certificate or similar document showing their level of proficiency in English. Some institutions may accept an assessment made through the test of the English Language Testing Service (ELTS). This test is available through the British Council.

Non Americans are normally required to produce proof of proficiency in English by American universities. For this TOEFL exams are held quite regularly at Alumni, Morumbi.

27. Where can I obtain more information about courses in Britain?

The University Counsellor can provide guidance. In addition, the Anglo-Brazilian Information Service (ABIS), sponsored jointly by the British Council and the Sociedade Brasileira de Cultura Inglesa de São Paulo, maintains a full collection of British University, and College Prospectuses and provides information on all aspects of studying in Britain.

The address is:

Rua Ferreira de Araújo, 741

05428-002 São Paulo, SP

Tel. 3038-6950

IB SUBJECTS

■ **ENGLISH**

Literature – Higher and Standard Levels

English Literature is a new course requiring a critical thinking and personal engagement in a two-year study of world-class classic and contemporary literature. It aims to develop an appreciation of literature, enhance candidates' communication skills and their understanding of the impact of the cultural context of reading and writing.

Works from literary traditions other than English are a central part of the programme. Through the study of literature in translation (or in the original) students gain a broadened and international perspective on literature and human thought.

Literature written in English is, of course, the focus of study. Many see English as the preeminent literary language. Knowledge of English literature is a key characteristic of an educated citizen of the world: universities all over the world, whatever the language of the country, set great store by an acquaintance with Shakespeare and the great classics of English Literature.

Both Higher and Standard Level courses:

- encourage a personal appreciation of literature;
- develop an understanding of the techniques involved in literary study and criticism
- introduce students to classics as well as to a range of contemporary writing and different literary genres;
- promote a lifelong enriching interest in literature;
- support students in becoming confident and skilled in exploration of complex ideas;
- enable students to discuss their reading and express themselves convincingly through a variety of oral and written activities.

The Higher and Standard Level courses are very similar but Higher Level candidates will read more texts and undergo more rigorous assessment, especially in terms of oral work. Both courses are assessed through a mixture of written coursework, oral presentations and the final examination, in which candidates write both on texts they have previously studied and on unprepared material.

Language and Literature – Higher and Standard Levels

English Language and Literature is a new course which balances the acquisition of insight into the rich tradition of English literature with the exploration of language and its use in culture and the media. Candidates will be exposed to and be required to demonstrate skill in writing a wide variety of text types.

This course is particularly useful for those wishing to study any subject (other than English) at an English speaking university.

The English Language and Literature course aims to:

- promote understanding of how all texts are produced within a cultural context;
- develop students' powers of expression in written and spoken English as an effective tool for further study;
- introduce students to a range of styles in the spoken and written language, including literature, non-fiction and various media texts;
- encourage students to develop their abilities to criticise written texts in detail.

The Higher and Standard Level courses are very similar, but Higher Level candidates will sit longer exams and undertake additional study questions for the coursework. Both courses are made up of half and half literary language study. At Higher Level, six literary texts are studied; standard covers four. Language study covers mass communication and language in its cultural context. Assessment is made up of conventional written exams, various types of oral coursework and short pieces of written coursework.

■ PORTUGUESE

Portuguese A: Literature - Higher and Standard Levels

Portuguese A: Literature is a new course requiring a critical thinking and personal engagement in a two-year study of world-class classic and contemporary literature written in Portuguese. It aims to develop an appreciation of literature, enhance candidates' communication skills and their understanding of the impact of the cultural context of reading and writing.

The course is built on the assumption that literature is concerned with our conceptions, interpretations and experiences of the world. The study of literature can therefore be seen as an exploration of the way it represents the complex pursuits,

anxieties, joys and fears to which human beings are exposed in the daily business of living. It enables an exploration of one of the more enduring fields of human creativity, and provides opportunities for encouraging independent, original, critical and clear thinking. It also promotes respect for the imagination and a perceptive approach to the understanding and interpretation of literary works.

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

Both Higher and Standard Level courses:

- encourage a personal appreciation of literature;
- develop an understanding of the techniques involved in literary study and criticism;
- introduce students to classics as well as to a range of contemporary writing and different literary genres;
- promote a lifelong enriching interest in literature;
- support students in becoming confident and skilled in exploration of complex ideas;
- enable students to discuss their reading and express themselves convincingly through a variety of oral and written activities.

The Higher and Standard Level courses are very similar but Higher Level candidates will read more texts and undergo more rigorous assessment, especially in terms of oral work. Both courses are assessed through a mixture of written coursework, oral presentations and the final examination, in which candidates write both on texts they have previously studied and on unprepared material.

Portuguese A: Language and Literature – Higher and Standard Levels

The study of the texts produced in a language is central to an active engagement with language and culture and, by extension, to how we see and understand the world in which we live. A key aim of the Portuguese A: Language and Literature course is to encourage students to question the meaning generated by language and texts, which, can be rarely straightforward and unambiguous. The course will assist students to

focus closely on the structure of the texts they study and to become aware of the mechanisms and resources that link form and content, to explore their role in shaping its meaning.

The Portuguese A: Language and Literature course aims to develop skills of textual analysis where an understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined. Therefore, it may serve as a good introduction to critical thinking and reading through a variety of types of texts and media. Additionally, the course encourages links with Theory of Knowledge, a core IB subject, as well as its commitment to the intercultural understanding through the study of works in translation and the investigation of their contexts.

The Portuguese Language and Literature course aims to:

- promote understanding of how all texts are produced within a cultural context;
- develop students' powers of expression in written and spoken English as an effective tool for further study;
- introduce students to a range of styles in the spoken and written language, including literature, non-fiction and various media texts;
- encourage students to develop their abilities to criticise written texts in detail.

The Higher and Standard Level courses are very similar, but Higher Level candidates will sit longer exams and undertake additional study questions for the coursework. Both courses are made up of half and half literary language study. At Higher Level, six literary texts are studied; Standard covers four. Language study covers mass communication and language in its cultural context. Assessment is made up of conventional written exams, various types of oral coursework and short pieces of written coursework.

Language B

Language B is a language acquisition course 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. The course is, therefore, an additional language-learning course designed for students with some previous learning of Portuguese. It may be studied at either SL or HL. The main focus of the course is on language acquisition and development of language skills. These language skills should be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, and should be related to the culture(s) concerned. The difference between the two levels regards the mandatory Literary Component (2 works) for HL.

Both must cover Core Component (Social and Cultural issues) as well as two other non-literary options. Since the aims of the course are to broaden awareness of the implications of learning a second language and its relationship with the environment in which it is spoken, the course has a straight link with Theory of Knowledge, an IB core subject.

The programme meets the needs of the following IB students:

1. bilingual students who study the best of their languages as Language A1 and require a course of study to bring their other language to a similar level;
2. students who have previously studied Portuguese at a secondary level and will have surpassed the foreign learner stage, whilst not being considered native speakers of the language.

Portuguese B aims to:

- promote awareness of relationship between clear expression of ideas and links between other Areas of Knowledge.

Higher and Standard Level Courses are very similar and consist of two parts: Topic Options and, for HL, Literary Text Component. Topics are essentially Culture and Society.

The Literary Text option involves reading 2 works in the target language..

Assessment consists of both written and oral work.

■ **FRENCH OR SPANISH** **Language B**

The new Language B programme (for first examination in May 2013) is designed for students who have already studied French or Spanish as a Foreign Language for between two and five years and is available at both Higher and Standard levels.

The aims of the course are:

1. to develop the student's power of expression in oral and written French/Spanish in day-to-day situations as well as in more formal surroundings such as lectures and seminars;
2. to provide the student with a tool which can be used for further study or job opportunity;

3. to provide enjoyment and intellectual stimulation as well as providing an insight into French/Spanish culture and literature.

At HL and SL the programme is based on three major themes which form the basis of the Core element of the course:

- Social Relationships
- Media and communication
- Global issues.

These are exploited using a range of resources in the classroom: written and spoken, visual and audio-visual, literary and non-literary.

Language B students will also study 2 of the following 5 options (depending on the teacher's choice and class dynamics):

- Leisure
- Health
- Cultural Diversity
- Customs and Traditions
- Science and Technology

Assessment is based on a series of oral tests worth 30%, both group and individual, which take place during the second year and on two written papers which are sat at the end of the course - one requiring the manipulation of a variety of texts (25%) and the other requiring candidates to write a composition (one for SL candidates or two compositions for HL candidates). The essay paper is worth 25%.

A written task (coursework) has been included in the new syllabus, which means all Language B candidates will have to produce one written task in timed conditions during the final year of the programme, which will then be submitted for external assessment. This component makes up 20% of the final mark.

For HL students the written task must be based on one of the two compulsory literature texts which will be studied over the course of the two-year programme. For SL students, the written task must be based on one of the CORE subjects.

SL students need not study any literature.

HL student will need to have studied two complete works of literature in French/Spanish by the end of the two-year programme.

■ **HISTORY**

IB History involves the study of events and themes mostly from the Twentieth Century, many of which you will have come across at IGCSE. Standard Level candidates sit two papers and Higher Level candidates three. All candidates complete an Internal Assessment coursework. The papers are as follows:

Paper 1

1 hour Evidence Paper on the Arab-Israeli Conflict, from its origins through to 1979. Students will have to become proficient in dealing with a number of sources and analysing both their content and usefulness.

Paper 2

90 minute paper, two essays. One essay on The Cold War. You will study the origins of the Cold War, it's nature as well as key points in the Cold War and the it's end. One essay on The Rise and Rule of Single-Party States where you will study 3 or 4 different leaders depending on which level you take. Leaders include Mao, Stalin, Hitler and Mussolini.

Paper 3 (Higher Level only)

2 hours and 30 minutes, three essays on 18th - 20th Century Europe. Topics include Czarist and Revolutionary Russia, French Revolution, and German Unification.

History involves the collection, analysis and communication of information - equipping you for any job that requires these things (most do!). It is seen as particularly useful preparation for careers in law and journalism because the skills are very similar, so anyone interested in those fields might want to consider Higher Level. Standard Level History can complement other courses well by giving a contextual knowledge of the contemporary world and it is invaluable for those who want to be active, responsible citizens, i.e. those who understand more about the world and how it works rather than relying on simple news headlines.

■ **GEOGRAPHY**

Why Geography?

People enjoy studying Geography and find it useful for three main reasons:

1. We cover topics that are **intrinsically interesting** in their own right: political, economic and social issues at the local, national and international scale plus leisure and tourism, environmental issues, patterns of migration, how our cities are changing, plate tectonics and how we “manage” hazards etc. If you are interested in our planet and how its resources and space represent both opportunities and constraints for us, then you will find many of the issues we cover of interest;
2. Learning and applying **useful skills**. Geographers are known to be good problem-solvers and confident users of skills that are of benefit to work in any profession. We are good at collecting, presenting and analyzing data, identifying trends and explaining patterns and anomalies, as well as predicting future outcomes and thinking of creative ways of avoiding future problems. We can see how issues are affected by a range of complex factors at different scales.
3. The breadth of topics we cover, mean that Geography **links very effectively with other subjects** and therefore complements them well, whilst also helping to make it a very accessible subject.

In short, geographical knowledge is essential for decision-makers of tomorrow.

Course Outline and Assessment

Common Core Themes for SL and HL

We look at four subject areas at different scales:

- Population change
- Disparities in wealth and development
- Patterns in environmental quality and sustainability
- Patterns in resource consumption

These topics are assessed in a short-answer, data-response style paper, with some case study questions.

Optional Themes – Three for HL and SL

Hazards and disasters

Leisure, sport and tourism

Urban environments

These topics are examined in an exam in which you complete one question (with a choice available) for each theme, with a mix of shorter and longer-answer questions

Higher Level extension.

An extensive range of topics are looked at, all under the generalised heading of Global Interactions. These topics include: causes and consequences of “globalization”, different financial flows on the global scale, cultural diffusion and cultural imperialism, environmental degradation, separatist movements and trade blocs (and issues of sovereignty).

This topic is examined in an exam in which you write one structured essay, from a choice.

Coursework for HL and SL

One piece of coursework (2500 words) looking at the development and impact of tourism along São Paulo state’s coast between Guarujá and Toque Toque. Data is collected on a three day field trip in November.

Should I study Standard or Higher Level?

There are common Exam Papers with questions of equal difficulty and similar Coursework requirements, although Higher Level candidates are required to study a wider variety of themes and produce more detailed fieldwork reports, the degree of difficulty is the same.

Entrance requirement

A pass at IGCSE Geography, although students have been very successful at IB level without having studied IGCSE Geography.

■ ECONOMICS

The subject is offered at standard and higher level.

The syllabus is divided into 5 sections:

1. Resources and Markets: studying basic terminology and economic concepts.
2. Business Economics: viewing economic issues and decision making in a dynamic business environment.
3. Macroeconomic Arguments: where macroeconomic issues of inflation, growth, national wealth, unemployment and income distribution are examined.

4. International Issues: studying why countries trade, the problems involved and how these problems can be addressed.
5. Development Economics: applying economic concepts on a global scale for an understanding of the problems experienced by Less Developed Countries in comparison to the more developed world.

HL and SL are examined internally and this represents 20% and 25% of the final grade respectively. Candidates complete a portfolio of brief commentaries on recent articles selected from various sources. Reading around the subject and a knowledge of current affairs is, therefore, essential. The external examinations consist of multiple choice, data response, and essay papers. Due to the theoretical nature of the subject a good degree of mental dexterity is recommended.

■ **BUSINESS AND MANAGEMENT**

The subject is offered at Higher and Standard Level

This subject is a very popular IB choice and is ideal for preparing students interested in pursuing business related courses at university. Business and Management is the critical study of the ways in which individuals and groups interact in a dynamic business environment. The course studies how business decisions are made and how these decisions impact upon internal and external environments.

The Business and Management Department aim to enhance students understanding of the subject by regularly inviting outside speakers from the business world and promoting organisational visits. An emphasis is placed on understanding the role of technical innovation, and on the business functions of marketing, human resource management and finance.

The syllabus is divided into 6 sections as follows:

Module 1: An Introduction to Business Organisations

Module 2: The External Environment

Module 3: Marketing

Module 4: Human Resource Management

Module 5: Operations Management

Module 6: Accounting and Finance

The course will be examined by two exam papers and a project. The papers are worth 75% of the marks, the project 25%. The project is internally assessed but externally moderated, and will total about 2000 words. Business and Management is a popular subject in which to undertake an Extended Essay. It is valued by potential employers due to the wide range of skills acquired in its study.

The Business and Management course is designed to enable pupils to assimilate the principles and practices of business, and to become critical and effective participants in local and world affairs.

■ **SCIENCE**

Science is the Group 4 component of the IB Diploma and is therefore studied in one form or another by all Sixth Form students at St. Paul's School. All three Sciences, Biology, Chemistry and Physics are offered at both, Higher Level, HL and Standard Level, SL, so there should be something to cater for everybody's interests or potential career paths.

The syllabi follow a common format. Therefore, to avoid repetition, the basic structure of the courses and the assessment techniques used will be summarised here instead of under each individual Science.

Structure

As with the other subjects, the HL requires 240 hours of lessons, while SL needs 150 hours. Since all the Sciences are experimental, a significant amount of this time (60 hours at HL and 40 hours at SL) is spent doing practical work, investigations and projects. This generates "coursework" including a 10 hour individual Internal Assessment investigation which is worth a potential 20% of the final IB grade. A shared component of the practical programme is the Group 4 Project. This has proved a rewarding exercise and gives all three Sciences a chance to work together on a common research topic or theme for an extended investigation.

The rest of the course consists of a SL core (95 hours) and additional material on top for HL (60 hours). Finally one Options (15 hours for SL and 25 hours for HL) take certain aspects of the syllabi a stage further or look at new and interesting topics not normally encountered in a "standard" pre-university course.

Assessment

The Practical Investigation accounts for 20% of the final grade, the rest coming from written exams. Two papers on theory contribute around 60%, the remainder coming from a third paper based on the Option.

Biology

(This should be read in conjunction with the beginning of this section "IB Science").

Biology is the study of living organisms from their composition at cellular level to their behaviour in the biosphere. It is a subject that has entered the public consciousness more and more in recent years as we wrestle with major issues such as genetic technology, embryo research, environmental pollution and the safe production of our food. Through the study of Biology at this level, it is hoped students will develop a broad and interesting foundation in the science and feel confident of making the important decisions which will be necessary in the future. Practical work makes up a significant proportion of the course, and includes a five day field course at the beginning of the second year.

Standard Level

The Standard Level course provides an interesting balance between the study of the human body, including the major organ systems and human health, and wider contemporary issues of Biology, such as our use of genetic technology and environmental concerns. The six Core topics are Statistical Analysis, Cell Biology, Molecular Biology, Genetics, Ecology, Evolution & Biodiversity and Human Physiology. Currently, Ecology and Conservation, Neurobiology & Behaviour, Biotechnology & Bioinformatics and Human Physiology are some of the additional Option courses to choose from. Students considering studying Biology at this level should have a sound knowledge of IGCSE Chemistry.

Higher Level

The Higher Level course is more wide-ranging and involves study to a considerable depth. In addition to the Core syllabus stated above, five further extension Topics are followed, including Nucleic Acids, Metabolism, Cell Respiration & Photosynthesis, Plant Biology, Genetics & Evolution and Animal Physiology. Two Option courses, Further Human Physiology and Ecology and Conservation are also studied. A broad confidence in the three scientific disciplines (with Biology & Chemistry in particular) is essential for entrants to this course. Prospective pupil should expect to attain an A* or A at IGCSE Biology.

The Higher Level course would provide the required university entry qualification for students of Biological Sciences, Biochemistry, Medicine, Dentistry, Veterinary Medicine and Environmental Sciences.

Chemistry

(This should be read in conjunction with the beginning of this section "IB Science").

Chemistry is the study of materials in our World, their properties and how they interact with each other. Laboratory practical work plays a key role in the course, demonstrating important scientific concepts and providing practice in the techniques of chemical analysis. Chemistry is often called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems.

Both the Standard and Higher level courses cover physical, organic and inorganic chemistry, and last two years. They provide students with knowledge of the subject, an ability to apply this knowledge, and an awareness of the impact of chemistry on our lives and our increasingly technological environment.

Standard Level

The Standard Level course provides a good foundation in the subject. It consists of eleven core topics: Stoichiometric relationships, Atomic Structure, Periodicity (the periodic table and its patterns), Chemical bonding and structure, Energetics, Kinetics (rates of reaction), Equilibrium, Acids and Bases, Oxidation and Reduction, and Organic Chemistry. In addition, one optional topic is chosen from: Materials, Biochemistry, Energy and Medicinal Chemistry. Students require at least a C in IGCSE Chemistry to attempt this course.

Higher Level

The Higher Level course includes all of the Standard Level core topics, but covers them in greater depth. It is more descriptive and requires greater mathematical skills. One optional topic is chosen from: Materials, Biochemistry, Energy and Medicinal Chemistry.

The Higher Level course can lead to a variety of careers, including Medicine, Veterinary Science, Material Science, Pharmaceuticals, Chemical Engineering, Biochemical Research and the food industry.

Students should consider studying SL Mathematics or HL Mathematics in conjunction with this level and will ideally be expecting an A or better in IGCSE Chemistry.

Physics

(This should be read in conjunction with the beginning of this section “IB Science”)

Physics is the study of the fundamental laws that govern the way nature and the universe behaves. Originally it was devoted to the study of the behaviour of non-living objects. Today Physics is known to be important in all branches of Science.

The course is designed to provide a wide-ranging as well as detailed preparation for students intending to study anything from traditional architecture and engineering courses to sports science, Biomedical Physics and Medicine. Other careers include Material Science, Communications and Electronics. It also provides the opportunity to develop analytical skills and to discover the philosophical aspects and practical implications of Physics which have made an impact on the world.

The syllabus for both Higher level and Standard level contains the same “core” subject areas (Measurement, Mechanics, Thermal Physics, Waves, Electricity & Magnetism, Circular motion and gravitation, Atomic & Nuclear Physics, Energy production) which are generally a progression from IGCSE work.

Standard Level

In addition to the core subject topics students are required to choose one out of four options which are examined. Astrophysics, Imaging or Engineering Physics are likely choices. The mathematical requirements of the course are such that students studying Mathematics (SL) would cope adequately.

Higher Level

This contains a more profound approach and requires good analytical and mathematical sciences. Higher level is suitable for students whose future is more directly linked to the subject. All of the core subject areas are extended and studied at a higher level. There is a choice of studying one out of four options covering the same material as Standard level together with extension work

Physics is a science whose analysis is often mathematical. The course is *not* Calculus-based and therefore can be dealt with by students studying SL Mathematics. However, those opting for Mathematical Studies or those weak in mathematics may well encounter some problems in certain areas of the syllabus. An A or A* in IGCSE Physics would be recommended for anyone aiming to undertake this course.

■ **MATHEMATICS**

Mathematics is a compulsory subject in the IB Programme. Students may study Maths at one of three levels; Higher, Standard and Studies. The three courses are designed to meet the needs of particular groups of students, depending on their mathematical background and career aspirations. Ample guidance is given to individual students to ensure that the right choice is made. The following paragraphs contain, for each of the three courses, a profile of the typical student for whom it is intended, a summary of the syllabus content, the method of assessment and the usual entry requirements.

Mathematics HL

This caters for students with a good background in Mathematics who are competent in a broad range of analytical and technical skills. The majority of these students will be expecting to include Mathematics as a major component of their university studies, either as a subject in its own right or within courses such as Physics, Engineering, Economics and Technology.

Syllabus core content:

Algebra	Functions and equations
Circular functions and trigonometry	Vectors
Statistics and probability	Calculus

Additionally, an Optional Topic is covered, with students also required to submit a Mathematical Exploration, which is an extended piece of mathematical writing. This will count as 20% towards the final grade.

External Assessment is by three examinations, a total of 5 hours. The first two papers (one calculator and one non-calculator – both worth 30%) cover the syllabus content and the third paper (worth 20%) covers the Optional Topic.

Students joining this course will have normally been in the top set in Form 5 and be looking to achieve a grade A or A* in their IGCSE. It should be noted that mathematics HL requires a lot of time input from students and so *should not be chosen by pupils who are not used to working hard*.

Mathematics SL

This caters for students who anticipate a need for a sound mathematical background in preparation for their future studies. These studies are likely to have a significant mathematical content, for example, Chemistry, Geography, Psychology and Business Administration.

Syllabus content:

Algebra	Functions and equations
Circular functions and trigonometry	Vectors
Statistics and probability	Calculus

As with Higher Level, students are also required to submit a Mathematical Exploration, counting as 20% towards the final grade.

External Assessment is by two examinations (one calculator and one non-calculator – both worth 40%), a total of 3 hours.

Students joining this course will have normally taken the Extended Option at IGCSE and would be looking to achieve a grade A or B at this level.

Mathematical Studies SL

This caters for students of varied backgrounds and abilities, but whose main interests and strengths lie outside the field of Mathematics. For most mathematical studies candidates this is likely to be their last formal Mathematics course. The programme is designed to build confidence and encourage an appreciation of Mathematics in students who will not need the subject in their future studies.

Syllabus content:

Number and algebra	Descriptive statistics
Logic, sets and probability	Statistical applications
Geometry and trigonometry	Mathematical models
Introduction to differential calculus	

In addition to this, students are required to complete a research project, which is worth 20% of the final grade.

External Assessment is by two examinations, both worth 40%, a total of 3 hours.

Students who enter the IGCSE at Core level should do this course. It is possible that some students who do Extended level at IGCSE will also be strongly persuaded to do so as well, especially those who achieve a grade C.

Please also note that with all three courses all students will need to be in possession of a suitable graphical calculator. Both students' understanding of key topics and ability to join in classroom activities will be severely impaired should they not have one. Details regarding the exact models that students should have will be sent to parents via a letter at the end of Form 5. Parents are requested not to purchase any model before consulting the letter.

■ **VISUAL ARTS**

Introduction

The IB Visual Arts course is designed for students who have a genuine interest in art and who either have past experience by attending the art lessons or through independent practice. Different to other academic subjects, much of this course is pursued independently and outside lesson times, for which reason students will be successful if they possess much self-motivation and if they are prepared to put in those extra hours throughout the two years of IB! Creativity, imagination, enjoyment, self-knowledge, two major field trips and several museum visits, as well as open class discussions on topics as far ranging as politics, local and international culture, sports, aesthetics, and so on are all fascinating components of the course. However, their importance and relevance to the course are lost without continuous dedication, seriousness to the subject and the incessant pursuit of aesthetic understanding, technical quality, cultural awareness and an independent attitude.

Programme Outline

The IB Visual Arts course is composed of two compulsory parts: Studio Work and a Research Workbook (HLA/ SLA worth 60% studio work and 40% Investigation Workbook or HLB/SLB Investigation Workbook 60% and studio work 40%). Both parts are closely related and must be developed in conjunction throughout the two years of Form 6 Lower and Upper. It is important to note that research is an integral part of the course, which includes over 200 pages of visual material on other artists, drawings, sketches and specific project studies carried out by the student, in addition to critical writing showing an in-depth awareness of art historical, technical and cultural issues. The first year is structured as a "Foundation Course" and the second as the student's "Specialisation."

IB Visual Arts is offered at two levels in St. Paul's: Higher Level and Standard Level. The Higher Level is described as a course "designed for the specialist visual arts student, with creative and imaginative abilities, who may pursue the visual arts at university or college level." In this case, the student will be at an advantage if he/she has had some artistic experience in the past. However, this is not a compulsory requirement. Students who have no artistic background or technical skills must, nonetheless, possess a genuine interest in art and a keen disposition for consistent and hard work! The Standard Level, slightly less demanding, is "designed for the visual arts student with creative and imaginative abilities." The structure of the course remains similar for both levels.

The aims of the Visual Arts course at Higher Level and Standard Level are to:

- provide students with opportunities to make personal, socio-cultural and aesthetic experiences meaningful through the production and understanding of art.
- exemplify and encourage an inquiring and integrated approach towards visual arts in their various historical and contemporary forms.
- promote visual and contextual knowledge of art from various cultures.
- encourage the pursuit of quality through experimentation and purposeful creative work in various expressive media
- enable students to learn about themselves and others through individual and, where appropriate, collaborative engagement with the visual arts.

Course Structure

Year One: Foundation Course

The first IB Visual Arts year is dedicated to technical experimentation and artistic exploration of diverse concepts and media. Throughout the year, alongside a selection of specific projects and technical exercises set by the teacher, students are encouraged to develop their personal work and continue developing their drawing techniques and others artistic skills on a continuous basis, both independently and during lesson times.

Year Two: Specialisation

The second year of IB Visual Arts is dedicated to the development of the student's specialised area of interest/ expertise. Analysing all the work produced in Year 1, the student is encouraged to find one conceptual or technical area to focus on for the rest of the course. If the student's interest is more technical, for example, he/she must explore all aspects of one particular technique, relating all formal elements to the

ideas and concepts studied. In Painting, this would mean an in depth study of the techniques used, including colour studies, different types of paint and supports, abstract and figurative forms, shading, perspective, brushstrokes, mixed media techniques, texture, etc. On the other hand, if the student adopts a more conceptual approach, he/she may not focus on one technique, but follow a particular line of research based on his/her ideas. A student could thus focus his/her work on the relationship between fashion and art, and devise work in media as varied as performance, video, painting, costumes, sculpture, objects, and so on. In both cases, all research, both technical and theoretical/conceptual, must be fully documented in workbooks.

The course will vary significantly according to each student's line of research. The teacher's role is to guide the students throughout each project, be sensitive to the students' difficulties and have prompt suggestions to make at each stage of production.

The teacher collects workbooks every week and ensures that students keep up their research and documentation. Both teacher and student must keep looking ahead analysing each project within the coherence of the body of work as a whole, in preparation for the final display/examination.

■ ***THEATRE***

Introduction

The Theatre course is designed to encourage students to examine theatre in its diversity of forms around the world. This may be achieved through a critical study of the theory, history and culture of theatre, and will find expression through practical exploration in lessons (seven periods a week), involving workshopping, devised work and/or scripted performance.

The course emphasizes the importance of working individually and as a member of an ensemble. Students are encouraged to develop the organizational and technical skills needed to express themselves creatively in theatre. At the core of the theatre course lies a concern with clarity of understanding, critical thinking, reflective analysis, effective involvement and imaginative synthesis—all of which should be achieved through practical engagement in theatre.

The Programme

Theatre students at both SL and HL are presented with a common core syllabus that encourages the development of certain skills, attributes and attitudes. Due to the

nature of the theatre course, there may be no great difference in the complexity or artistic merit of the work produced by students at SL and HL. However, the difference lies in a clear distinction between the demands made on students both in the length and depth of the assessment tasks they will undertake. It is expected that students at HL will use extra time to develop their personal research and practice in theatre, and to extend their understanding of the ideas, practices and concepts encountered during the course.

Course components

Theatre in the Making: The focus is on the process of theatre making rather than the presentation of theatre. It encompasses the acquisition and development of all skills required to create, present and observe theatre. It is exploratory in nature.

- **HL:** Study two different stimuli and, from these, develop two action plans for performance.
- **SL:** Study one stimulus and, from this, develop an action plan for performance.

Theatre in Performance: The focus is on the application of skills developed in theatre in the making. This involves students in various aspects of presenting theatre, where their practical skills can be applied in different roles (as performers, directors, designers, audience, etc.), while also building upon the knowledge they have acquired in other areas.

- **HL:** Participate in at least three performances in three different roles/capacities.
- **SL:** Participate in at least two performances in two different roles/capacities.

Theatre around the World: The focus is on a practical and theoretical exploration of a range of theatre traditions and cultural practices around the world. It allows students to explore the origins and traditions of a variety of theatre conventions and practices from diverse cultural and historical contexts.

- **HL/SL:** Study at least two contrasting theatrical practices.

Independent Project: The focus is to pursue a specialized interest with rigour and imagination.

- **HL:** Choose one of two options (A) Devising practice, and (B) Exploring practice. This exercise will involve both theory and practice.
- **SL:** Create and present an original work inspired by any source, of any origin.

Students at both HL and SL should keep a Journal from the outset of the course, this being their own record of their development, challenges and achievements. It will be expected that much of the students' assessed work will emerge from it.

Assessment

Pupils do not write a final exam in May. However, they will be assessed in the following:

Research Investigation - externally assessed (25%): Students must undertake personal dramaturgical research into an unfamiliar theatrical practice for the production of a play or theatre piece. Term 2 of Lower Sixth

- **HL**: 2,000–2,500 words plus visual documentation and a critique of the sources used in the investigation.
- **SL**: 1,500-1,750 words plus visual documentation.

Practical Performance Proposal – externally assessed (25%): Students must adopt a directorial perspective and write a rationale, outline and detailed description (the latter not in essay form but as a creative portfolio) of a proposal for staging a performance. This proposal will originate from one of the IBO prescribed performance stimuli and will be undertaken during a period of four week in Term 2 of Upper Sixth.

Theatre Performance and Production Presentation – internally assessed and externally moderated (25%): Students must give an oral presentation on their involvement in the performance and production aspects of all areas of the core syllabus.

- **HL**: 30 minutes with 7-10 images
- **SL**: 20 minutes with 5-7 images

Independent Project Portfolio – internally assessed and externally moderated (25%):

- **HL**: Students are required to produce 3,000 words on their independent project (either Option A or Option B).
- **SL**: Students are required to produce 2,000 words on their independent project.

■ **FILM**

Introduction

Films are a popular art form, an international industry, an influential ideological force, and a source of considerable pleasure. Studying films gives an insight into psychology, culture, society, politics and economics, as well as being very enjoyable.

IB Film Studies uses a combination of analysis, research, theory and creative work to study examples from British, American and World Cinema, examining their production, form and reception, and relating these to cultural, social and political contexts.

The course would be of interest to anyone who enjoys watching, discussing and is keen to learn more. IB students wanting to choose a creative subject but not confident about their ability in Music and Art will find that the basic technical knowledge & skills required for practical film-making can be learnt quite quickly & easily. Although no prior study is required, it is expected that students would be able to demonstrate a deep interest in the subject.

Programme Outline

The IB Film Studies course is composed of three compulsory parts: Textual Analysis, Film Theory and History, and Creative Process (film production).

In Textual Analysis, students should move between close textual analysis of specific scenes and analysis of films as a whole. They should use the key concepts of film language, genre, audience, institution, narrative and representation to generate initial questions about the texts they are analysing.

Moreover, students will be expected to learn about the theory and history of film. They will be expected to study films from a variety of cultures to enhance their understanding of films that are already familiar to them, as well as introducing them to films from other countries that may be less familiar.

Finally, Students will have the opportunity to develop skills in film production. This is a complex process and one that always involves close collaboration with others. Students should learn the overall structure of filmmaking, the nature of the relationships in a production team, and the need for discipline and protocol on set or location. Students should be encouraged to work in a variety of roles to enable them to explore their skills and aptitude in different fields. These roles include: director, writer, cinematographer, sound designer and editor.

IB Film Studies is offered at two levels in St. Paul's: Higher Level and Standard Level. Both courses share the same structure but Higher Level students will study more films in more depth and do more practical filmmaking.

Assessment

In IB Film Studies, students will be assessed on the following:

Independent study: externally assessed (25%)

Write a script for a documentary production, including a rationale and an annotated list of resources (for HL approx 12-15 pages, for SL approx 8-10 pages)

Oral presentation: externally assessed (25%)

An oral presentation of a detailed textual analysis of an extract from a film (for HL- up to 15 mins, for SL- up to 10 mins)

Film Production: internally assessed (50% including documentation)

One completed film project, including titles (for HL, film of 6-7 minutes and an associated trailer of 40-60 seconds; for SL, film of 4-5 minutes only)

Documentation in relation to the film production: internally assessed

Rationale for film (HL and SL 100 words max)

Rationale for trailer (HL only- 100 words max)

Written commentary (HL- 1750 words max; SL – 1200 words max)

■ **MUSIC**

IB Music is designed to offer students the opportunity to build on prior musical experience while encouraging a broad approach to the subject and developing new skills, techniques and ideas.

Covering a wide range of musical genres from Jazz to Nationalist Russia, Indian Rag to Electronica, the course provides an excellent foundation for further study in music at university level or in music career pathways. The skills encompassed in the study of practical and academic music at this level also provide an enriching and valuable learning experience for those students who may choose to pursue other careers. Certainly this course will provide students with the opportunity to engage in the world of music as lifelong participants.

The syllabus is divided into three components:

Musical perception	(50%)	compulsory for SL and HL students
Creating	(50% SL; 25% HL)	compulsory for HL and SLC* students
Solo/Group performing students	(50% SL; 25% HL)	compulsory for HL and SLS/G* students

* SL students must choose either creating (SLC), solo performing (SLS) or group performing (SLG). This is the primary difference between Standard and Higher Level Music.

Musical Perception is all about listening to, interpreting and analysing music, both aurally and from a score. Students will study two set works which, for 2013/14, are Symphony no. 1, 'Classical', by Sergei Prokofiev and Yellow River Piano Concerto by Xian Xinghai. In addition, students will study (in less detail) a breadth of musical genres throughout history. This component is assessed via a written listening paper (30%) in which students are required to write two analytical essays about their set works and produce several 'instant' analyses of previously unseen and unheard extracts (these may be of any genre of music).

Students will also conduct a Musical Links Investigation (20%) in which they will research significant musical links between two (or more) pieces of their own choice but which are from distinctly contrasting musical cultures. So, for example, a student could discuss the rhythmic and scalar similarities between a Miles Davis number and Stravinsky's The Rite of Spring or perhaps the programmatic links between Pink Floyd's Dark Side of the Moon and a tone poem by Strauss. Findings are to be presented in the form of a 2000-word media project i.e. podcast, article, short film etc.

Creating means composing. Having studied composition techniques, rudiments and harmony during the Lower 6th, students will compose two (SL) or three (HL) pieces. The genre/style is of their choosing and students may use music software where appropriate to maximise their potential.

Students will perform throughout the course and, towards the end of the Upper 6th, students are required to submit 15-20 minutes of solo material or, if choosing the SL Group Performing option, 20-minutes of ensemble material. In order to be sufficiently prepared for this component of the course, students should already have been receiving instrumental lessons for a number of years and have some performance experience.

In short, an IB Music candidate should meet the following requirements:

- have good instrumental skills or vocal training within a broad range of styles
- have a 30 minute instrumental/vocal lesson at school each week
- have a sound working knowledge of basic musical theory (clef notation at least)
- be willing to / have the ability to work co-operatively in an ensemble
- be a member of at least a choral and an instrumental school musical ensemble
- attend monthly visits to Sala São Paulo
- be actively supportive of all musical events in school
- be perseverant / resilient when facing long tasks

- be self-motivating in order to work independently outside of timetabled lessons

The CORE elements of the IB Diploma Programme

■ *THEORY OF KNOWLEDGE*

The Theory of Knowledge course, or TOK, is a compulsory part of the IB programme.

The TOK course provides the candidate with the opportunity to understand the relationships between subjects in school; it brings all subjects together to give the whole programme coherence.

TOK stimulates critical thinking on the origins, validity and value of beliefs and knowledge gained within and outside the classroom. Students compare and contrast the methods of the different subjects and try to uncover the basic means through which we interpret the world. TOK aims to help students become more actively involved in their education, and more aware of the strengths as well as the limitations of various kinds of knowledge.

The course considers the nature of knowledge itself, examines the role of language and thought in knowledge and introduces logic and formal systems of reasoning. The course also examines the different ways of knowing in Mathematics, Natural Sciences, Human Sciences and History. We also examine Moral, Political and Aesthetic judgments.

In their first year, students are taught a resumé of the whole course, linking the classics of Philosophy to current concerns. In the second year, they will decide which areas have most captured their interest and produce an in depth essay of 1.600 words as part fulfillment of their assessment. The remaining assessed element is in the guide for an oral presentation, generally 10 minutes long, or a chosen topic. The topic should

reflect the interest of the candidate and should explore a variety of knowledge claims. There is no final exam.

■ CAS

CAS stands for:

Creativity
Action
Service

“CAS is: The heart of the IB Diploma Programme.
 The quality difference of the IB Diploma.
 An experiential learning Programme.
 An inside vibration, it is how and not how much.”

“CAS seeks to develop a lifelong attitude of open-mindedness to the surrounding reality and personal commitment towards all members of the local, national and international community.”

Candidates are expected to devote a minimum of 150 hours to weekly activities during the two year Diploma Programme, distributed evenly over the three areas. To satisfy the CAS requirements, candidates must demonstrate quality, balanced content and genuine commitment.

Students at St Paul’s work independently in the three areas under the supervision of a CAS Supervisor. Creativity includes all artistic endeavours outside the normal curriculum. Action will involve participation in sports and Outward Bound type expeditions. Service involves interaction with others and doing things with and for them. Students are required to do voluntary work in any institution of their choice. The most meaningful CAS activities will often be a combination of two of the three areas. Students must be involved in a **long-term project** (spreading over 18 months) involving **at least two** of the three CAS areas and it must be a **group project**.

Evaluation is according to performance criteria established by the IBO which encourage candidates to show evidence of personal development in their attitudes, values and skills. During the two years students must keep an accurate record of all activities and projects and complete a self-evaluation form for each one. At the end of the course a final summary report and self-assessment is submitted. The CAS Supervisor also evaluates the candidate’s response to each activity or project. All

records are kept by the CAS Co-ordinator for final submission to the IB. The Diploma will only be awarded to candidates who have completed a successful CAS Programme.

■ **EXTENDED ESSAY**

(extracted from <http://www.ibo.org/diploma/curriculum/core/essay/>)

Part of the Core requirements from the IB Diploma Programme, the extended essay is an independent, self-directed piece of research, culminating in a 4,000-word paper. As a required component, it provides practical preparation for the kinds of undergraduate research required at tertiary level and an opportunity for students to engage in an in-depth study of a topic of interest within a chosen subject.

Emphasis is placed on the research process:

- formulating an appropriate research question
- engaging in a personal exploration of the topic
- communicating ideas
- developing an argument.

Participation in this process develops the capacity to analyse, synthesize, and evaluate knowledge.

Students are supported throughout the process with advice and guidance from a supervisor (a teacher at the school).