

International Baccalaureate Diploma

For Year 12 & 13 Students



St Mary
Magdalene
Academy

Welcome

Thank you for showing an interest in studying in the sixth form at St Mary Magdalene Academy.

The Academy has decided to offer two parallel courses in the Sixth Form certified by the International Baccalaureate Organisation (IBO):

- **International Baccalaureate Diploma (IBD)**
- **International Baccalaureate Careers Certificate (IBCC)**

The **International Baccalaureate Diploma (IBD)** is a purely academic course and suits students who are confident learners, able to express themselves well orally and in writing, and can cope with the demands of external written exams.

The **International Baccalaureate Careers Certificate (IBCC)** is a brand new qualification. It allows students to combine the academic rigour of the existing IBD subjects with core elements designed to develop the whole person and to accompany this with a choice of more vocational subjects. This option allows students to keep all options open: University, Further Education and employment.

This brochure deals with the specifications of the IBD. It explains the course and how to choose your options.

The aims of the International Baccalaureate Organisation fit very comfortably with our own vision to 'nurture fulfilled young people who are high achievers discovering their vocation in a global society.' They also complement our specialism in Humanities and Global Citizenship.

My commitment to the course is so whole hearted that I deliver elements of the core programme. Like myself, teachers at St Mary Magdalene Academy are experienced graduate subject specialists who have all received specific training from the International Baccalaureate Organisation. Students choosing to continue their studies at St Mary Magdalene Academy will benefit from working in small groups and being given close support and attention from their subject teachers.

The Academy has set ambitious targets for academic performance for all its students from Reception to Year 13 and to this end progress is recorded, monitored and reviewed regularly. Parents/carers receive four reports a year as well as additional opportunities to meet with the academic and pastoral staff.

It is our hope that the Sixth Form students from St Mary Magdalene Academy will leave as confident learners, high achievers, well equipped for the challenges of University or employment and prepared to take their place in the modern global society.

I hope that you will consider applying to our Sixth Form. Please do not hesitate to get in touch with us at IBenquiries@smmacademy.org if you have any queries.



Paul Hollingum,
Principal.

The new sixth form has made an excellent start to challenging students to meet the demands of the International Baccalaureate Diploma. While examinations have not yet been taken, observations of teaching and learning, discussions with students and scrutiny of their work confirm that the quality of provision is outstanding. Highly effective and inspirational provision contributes to students making good progress.

Sixth form teachers use a range of activities that are sharply and accurately focused on meeting individual student's needs.

Leaders are ambitious and expectations are high. These are reflected in a range of excellent initiatives which are shared and welcomed by staff, students and parents. There is a powerful thrust to deliver the very best for students. Consequently, training for staff is rigorous as is the approach to monitoring and reviewing student performance, self-evaluation and planning for high results.



International Baccalaureate Diploma

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Introduction

The International Baccalaureate is a two year course during which a total of six subjects are studied: three at Standard Level and three at Higher Level. You are not expected to be an expert in everything – just to have a wide range of interests.

Subjects are divided in to six groups as illustrated below: English, Modern Languages, Social Sciences, Experimental Sciences, Mathematics and the Arts with electives.

You select one subject from each group. It does not matter if you have not already taken a foreign language GCSE – you can learn one ab initio – from scratch! The electives in group 6 enable you to select a package suited to your strengths and future study ambitions. For example a linguist can choose a second language from Group 6, a medic or natural scientist could choose a second science from Group 6.

In addition everyone will follow the Core components: Creativity Action Service (CAS), Theory of Knowledge (ToK), and Extended Essay. These core components set it apart from any other qualifications and are the foundation of its reputation throughout the world. They enable students to develop and demonstrate critical thinking, high level research skills and personal development.

Scoring System

All subjects contain course work (internal assessment) and exams (external assessment) take place in May of Year 13.

In each subject a score of 0-7 is awarded. A maximum of 3 points is awarded for the Theory of Knowledge and Extended Essay giving a total of 45 points. A minimum of 24 points is required to pass the Diploma.

The Diploma you receive recognises your all round abilities, demonstrating the range and breadth of your knowledge. It is highly regarded and recognised by Universities in the UK and worldwide



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Subjects offered

This list on the right details the subjects offered by St Mary Magdalene Academy as part of the IBD. To help you, there is a column for you to tick the subjects you think you would like to study. Once you have done that, think next about which three subjects you would like to study at Higher Level and which three at Standard Level. Please note you are advised to take Higher Level in any subjects you might be considering for future degree studies.

In general, Higher Level demands a more in-depth study of topics which you are expected to demonstrate in assessments. Internal assessments (coursework) in general have a higher word count and external assessments (exams) will be longer.

Each week there are approximately 20 hours of learning sessions commencing at 8:45am and usually concluding at 3:30pm with a one hour lunch break.

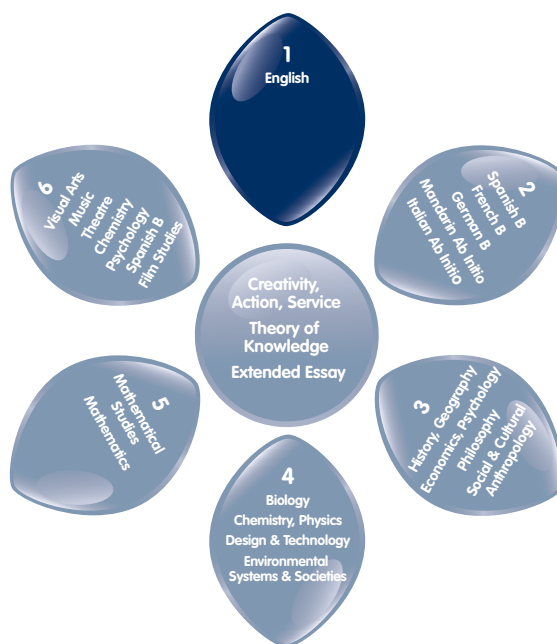
Standard level subjects: 3 hours in Years 12 and 13. Higher level subjects: 4 hours a week in Years 12 and 13 Theory of Knowledge (ToK): 1-2 hours a week.

The Extended Essay: about 40 hours outside class from June to October. Creativity Action Service (CAS): about 2 hours a week outside of class.

Group 1	Subject	Level	<input checked="" type="checkbox"/>
Language	English A1	SL/HL	<input type="checkbox"/>
Group 2	Subject	Level	
Modern Languages	Spanish B	SL/HL	<input type="checkbox"/>
	French B	SL/HL	<input type="checkbox"/>
	German B	SL/HL	<input type="checkbox"/>
	Mandarin Ab Initio	SL	<input type="checkbox"/>
	Italian Ab Initio	SL	<input type="checkbox"/>
Group 3	Subject	Level	
Social Sciences	History	SL/HL	<input type="checkbox"/>
	Geography	SL/HL	<input type="checkbox"/>
	Economics	SL/HL	<input type="checkbox"/>
	Psychology	SL/HL	<input type="checkbox"/>
	Philosophy	SL/HL	<input type="checkbox"/>
	Social & Cultural Anthropology	SL/HL	<input type="checkbox"/>
Group 4	Subject	Level	
Experimental Sciences	Biology	SL/HL	<input type="checkbox"/>
	Chemistry	SL/HL	<input type="checkbox"/>
	Physics	SL/HL	<input type="checkbox"/>
	Design & Technology	SL/HL	<input type="checkbox"/>
	Environmental Systems & Societies	SL	<input type="checkbox"/>
Group 5	Subject	Level	
Mathematics	Mathematical Studies	SL	<input type="checkbox"/>
	Mathematics	SL/HL	<input type="checkbox"/>
Group 6	Subject	Level	
Arts with electives	Visual Art	SL/HL	<input type="checkbox"/>
	Music	SL/HL	<input type="checkbox"/>
	Chemistry	SL/HL	<input type="checkbox"/>
	Drama	SL/HL	<input type="checkbox"/>
	Psychology	SL/HL	<input type="checkbox"/>
	Spanish B	SL/HL	<input type="checkbox"/>
	Film Studies	SL	<input type="checkbox"/>
Core Subjects	Subject		
(compulsory)	Creativity Actions Service (CAS)		
	Theory of Knowledge (ToK)		
	Extended Essay		

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Group 1 English

Literature is concerned with our conceptions, interpretations, and experiences of the world. The study of literature, therefore, can be seen as a study of all the complex pursuits, anxieties, joys and fears that human beings are exposed to in the daily business of living. Studying literature provides immense opportunities for encouraging independent, original, critical and clear thinking. It also promotes a healthy respect for the imagination and a perceptive approach to the understanding and interpretation of literary works. The discussion of literature is itself an art, which requires the clear expression of ideas both orally and in writing.

This course covers a wide range of English and world literature: novels, plays and poetry from the past and present. The inclusion of international texts will promote an understanding not only of other cultures, but also of your own.

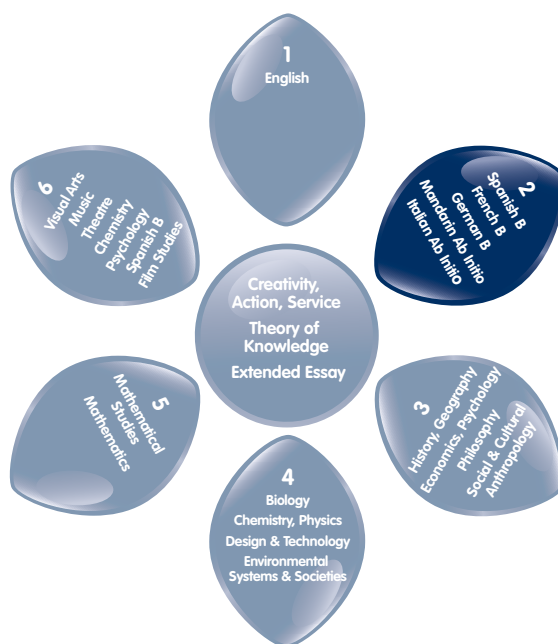
Higher Level students will study 13 works of literature. Standard Level will study 10. You will read from a socio-historical and political perspective being aware of how literature speaks about the human experience.

Assessment

	External Assessment	Internal Assessment
Standard Level	70%	30%
	2 papers (total 3 hours) 1 Assignment 1200–1500 words	2 oral activities
Higher Level	70%	30%
	2 papers (total 3 1/2 hours) 1 Assignment 1200–1500 words	2 oral activities

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Group 2 Modern Languages

Spanish, German, French, Italian, Mandarin

Learning a language provides you with an exciting opportunity to communicate with people of different cultures and societies. When studying a language, you will be studying its culture and history as well as reflecting on your experiences in relation to your own first language.

French, German and Spanish are all offered at Higher and Standard Level. If however you wish to learn a completely new language, Italian and Mandarin are offered ab initio. If you wish to study two languages, choose one from Group 2 and Spanish from Group 6.

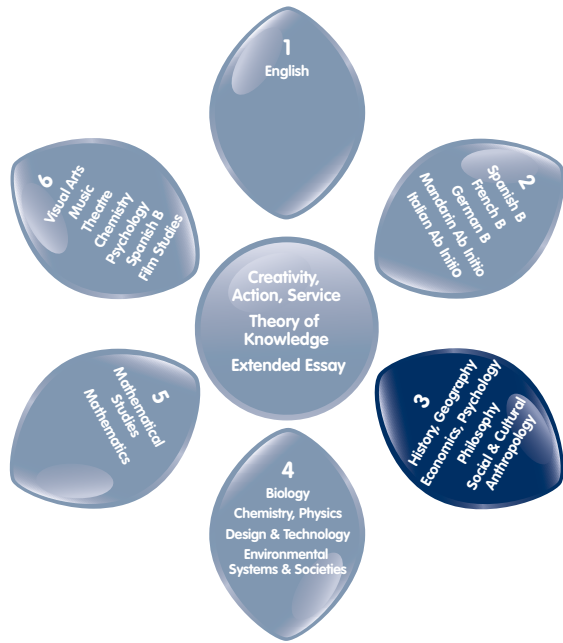
All courses are designed to develop your confidence in using the language. The focus is on the four aspects of communicative language: listening, speaking, reading and writing. You will have the opportunity to practise your conversational skills with native speakers of the chosen languages. The cultural context is explored through authentic texts, films, some literature, contemporary press and internet based resources covering a wide range of subjects.

Assessment

	External Assessment	Internal Assessment
Ab initio	70%	30%
	2 papers (total 3 hours)	2 oral activities
Standard Level	70%	30%
	2 papers (total 3 hours)	2 oral activities
Higher Level	70%	30%
	2 papers (total 3 hours)	2 oral activities

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Group 3 Social Sciences

History

This History course enables you to study the past as a means of understanding yourself and others. It is an exploratory subject that poses questions without always providing definite answers. It requires you to engage with historical sources, interpreting data and critically evaluating it. You will need to appreciate how the past has been interpreted through generations, allowing for alternative interpretations of events as well as developing empathy for people living in other periods and contexts.

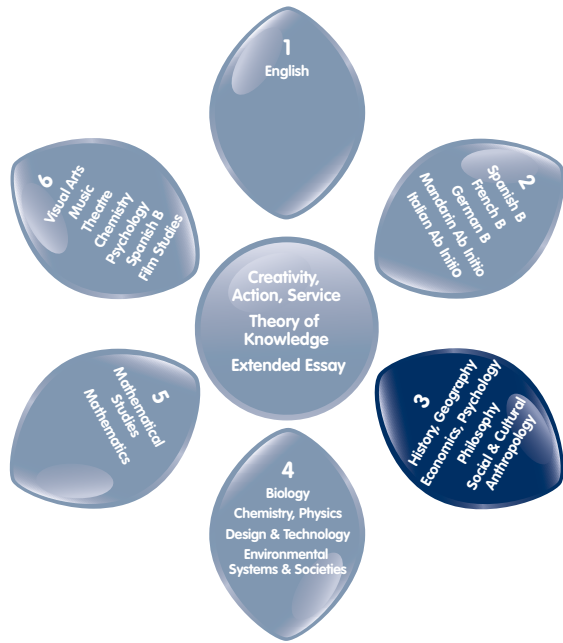
You will study a broad range of worldwide historical issues and controversies from the late 19th and 20th centuries including the rise and rule of single party states, the development and fall of communism and the causes, practices and effects of war, peacemaking and peacekeeping.

Assessment

	External Assessment	Internal Assessment
Standard Level	75%	25%
	2 papers (total 21 / 2hours)	free choice in-depth research
Higher Level	70%	30%
	3 papers (total 5 hours)	free choice in-depth research

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Group 3 Social Sciences

Geography

Geography is concerned with place, the way people live and their interaction with the physical environment. It is influential in many of the world's most pressing economic, social and environmental issues. The course will enable you to develop an understanding of this inter-relationship whilst allowing you to develop key skills using a range of geographical methodologies and research techniques.

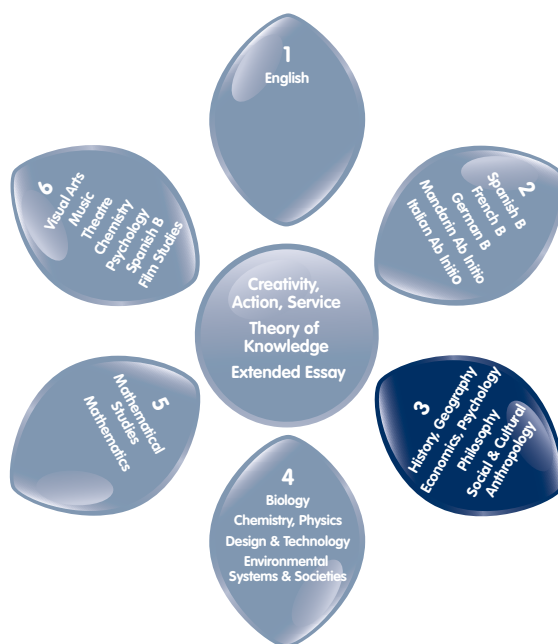
Internationalism is fundamental to the course and you will look at a wide range of social, political and economic issues from around the world. You will consider the concepts of global interdependence and the international impact on human activity of climate hazards, ecosystem destruction, globalisation, population growth and migration.

Assessment

	External Assessment	Internal Assessment
Standard Level	75%	25%
	2 papers (total 2hrs 50 mins)	Fieldwork
Higher Level	70%	30%
	3 papers (total 4hrs 30 mins)	Fieldwork

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Group 3 Social Sciences

Economics

Economics is a dynamic social science, forming part of the study of individuals and societies. The study of Economics is essentially about the concept of scarcity and the problem of resource allocation. Although Economics involves the formulation of theory, it is not a purely theoretical subject: economic theories are applied to real-world examples.

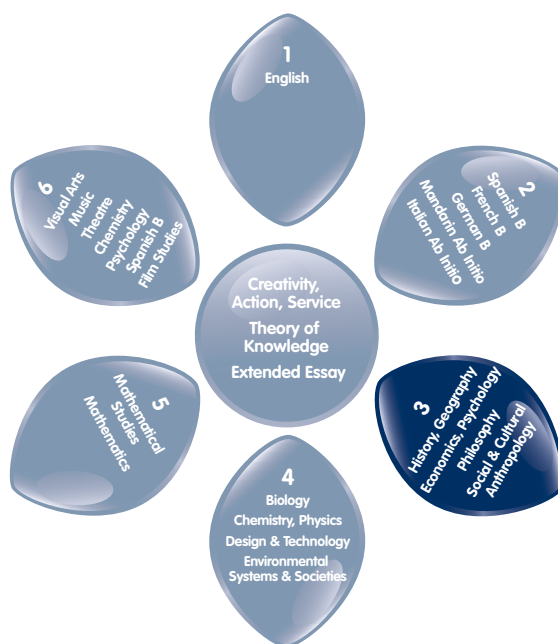
A key theme will be an awareness and understanding of internationalism in economics and you will look at issues of international and development economics. Internationalism can be defined as the ideal or practice of cooperation and understanding among countries. Economics has an important role to play in promoting such international cooperation and mutual understanding because of its focus on global issues.

Assessment

	External Assessment	Internal Assessment
Standard Level	80%	20%
	3 papers (total 3 hours)	a portfolio of 3 commentaries
Higher Level	80%	20%
	3 papers (total 4 hours)	a portfolio of 3 commentaries

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Group 3 Social Sciences

Psychology

Psychology is the study of human beings as individuals and as members of social groups. This course focuses on the study of human experience and behaviours with specific reference to different perspectives: biological, cognitive and sociocultural.

Cultural diversity is explored and you are encouraged to develop empathy for the feelings, needs and lives of others within and outside your own culture.

You will follow a practical course in research methods and statistics and will be expected to conduct and interpret psychological research.

Philosophy

Philosophy is the pursuit of wisdom and forces you to confront academic questions you may have been pondering for years. These are the essential, big questions which have puzzled and perplexed great minds the world over for millennia. This course provides the opportunity for you to develop your skills as a young philosopher and reflect on the important business of 'doing philosophy'.

The core theme explores 'What does it mean to be a human being?' covering issues of identity, artificial intelligence, free will and determinism. These and related philosophical themes are considered through the use a variety of media, cartoons, news articles and video clips. The characters of the set text, Plato's Republic provide a means to consider political philosophy, philosophy of education and ideas about justice.

Assessment

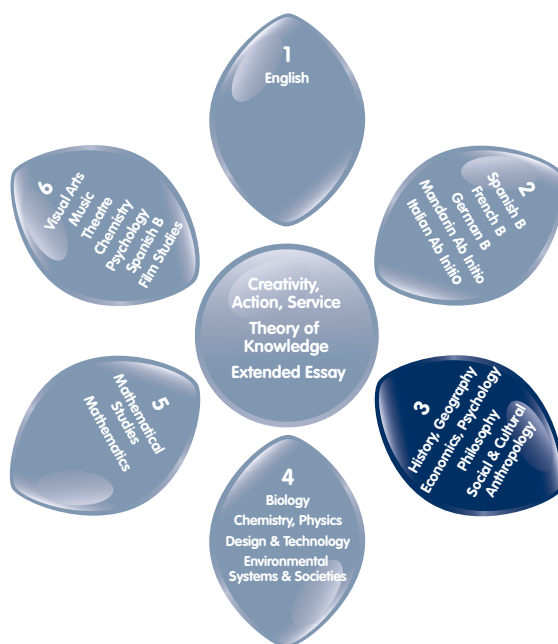
	External Assessment	Internal Assessment
Standard Level	80%	20%
	2 papers (total 3 hours)	simple experimental study
Higher Level	80%	20%
	3 papers (total 5 hours)	experimental study

Assessment

	External Assessment	Internal Assessment
Standard Level	70%	30%
	2 papers (total 2 1/2 hours)	1600-2000 word project
Higher Level	80%	20%
	3 papers (total 4 1/2 hours)	2000 word project

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Group 3 Social Sciences

Social and Cultural Anthropology

Social and cultural anthropology is the study of culture and human societies. Anthropology contributes to an understanding of contemporary issues such as war and conflict, the environment, poverty, injustice, inequality, and human and cultural rights. This understanding is reached through the study of societies and cultures and the exploration of the general principles of social and cultural life.

Recognising your own preconceptions and assumptions, you will explore the principles of social and cultural life and the characteristics of specific societies and cultures. You will learn the techniques and strategies used in the generation of anthropological data and appreciate the methodological issues involved in research.

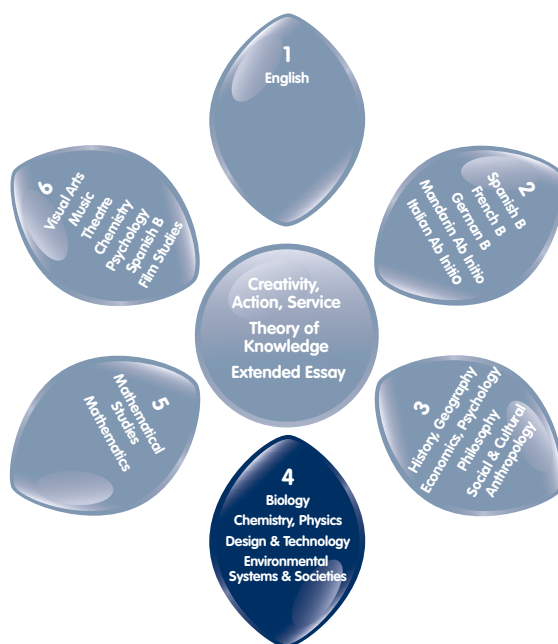
Social and cultural anthropology contributes a distinctive approach to intercultural awareness and understanding and fosters the development of citizens who are globally aware and ethically sensitive.

Assessment

	External Assessment	Internal Assessment
Standard Level	80%	20%
	2 papers (total 3 hours)	2 tasks
Higher Level	80%	20%
	3 papers (total 4 hours)	Fieldwork report (2000 words)

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Group 4 Experimental Sciences

Biology

Biology is the science of life. This course will help you to develop an appreciation and understanding of living things from the smallest cell organelle to the complex interactions of organisms within our global environment.

There are four basic biological concepts that run throughout the biology course: structure and function, universality versus diversity, equilibrium within systems and evolution. It is the concept of evolution that draws together the other themes.

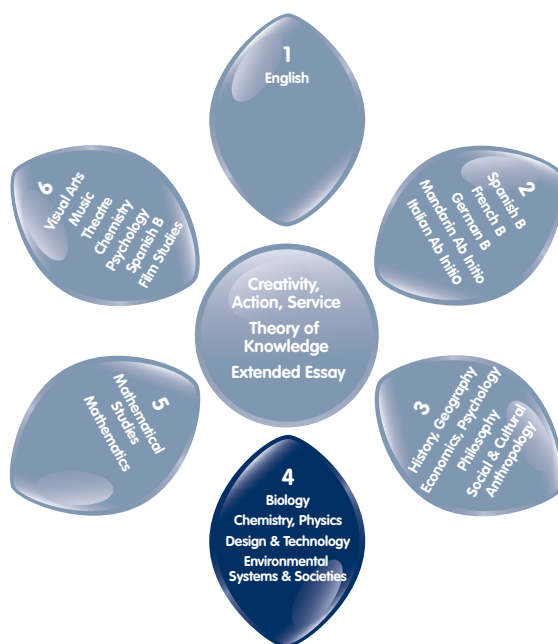
Studies are supported through practical work, the use of ICT and project based learning. All students participate in an interdisciplinary Group 4 project.

Assessment

	External Assessment	Internal Assessment
Standard Level	76%	24%
	3 papers (total 3 hours)	
Higher Level	76%	24%
	3 papers (total 4 1/2 hours)	

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Group 4 Experimental Sciences

Chemistry

Chemistry contributes to our quality of life by enabling us to make new substances ranging from detergents and plastics to anti-cancer drugs; by helping us to monitor the environment, detect crime and much more. It is hard to imagine any product of today which did not require the creative talents of a chemist at some stage in its development.

In this course you will study organic, inorganic and physical chemistry, considering numbers infinitely large and particles infinitesimally small. You will learn crucial facts, as well as a wider range of transferable skills which will last a life time. The global environmental issues connected with chemistry will provide an international dimension to the course.

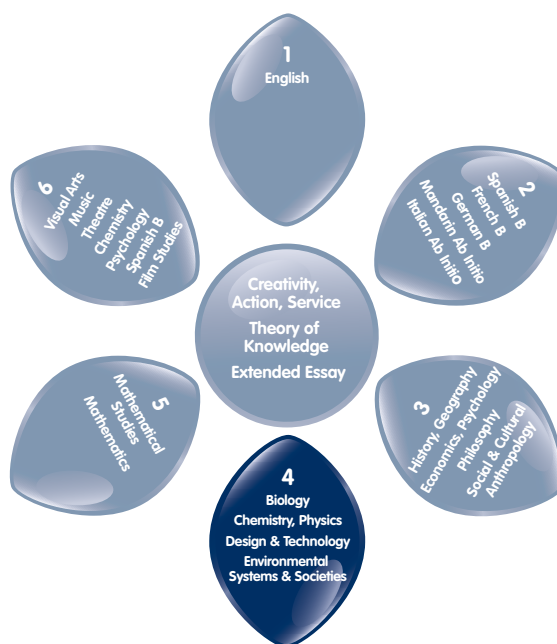
Studies are supported through practical work, the use of ICT and project based learning. All students participate in an interdisciplinary Group 4 project.

Assessment

	External Assessment	Internal Assessment
Standard Level	76%	24%
	3 papers (total 3 hours)	
Higher Level	76%	24%
	3 papers (total 4 1/2 hours)	

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Group 4 Experimental Sciences

Physics

Physics is concerned with the nature of matter, energy and addressing the momentous questions concerning the existence and properties of the Universe.

Physics is a truly international enterprise with constant communication and co-operation between physicists in different countries. The technological applications of physics have a huge impact across the globe. As well as acquiring rigorous knowledge of the subject and developing skills of scientific inquiry, you will also address the moral, social, ethical, economic and environmental aspects of Physics and its applications globally.

The core course topics include: astrophysics (Space), kinetics, forces, energy, waves, thermal physics, fields, atomic and nuclear physics and climate change.

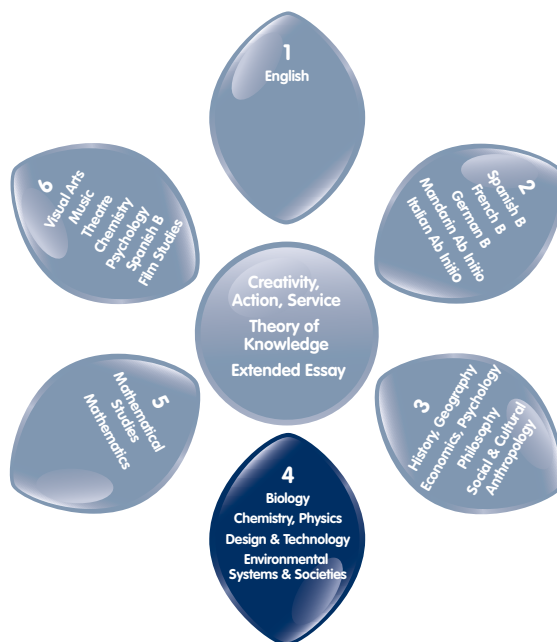
Studies are supported through practical work, the use of ICT and project based learning. All students participate in an interdisciplinary Group 4 project.

Assessment

	External Assessment	Internal Assessment
Standard Level	76%	24%
	3 papers (total 3 hours)	
Higher Level	76%	24%
	3 papers (total 4 1/2 hours)	

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Group 4 Experimental Sciences

Design & Technology

In Design & Technology you will use practical experimental investigation and project work to develop your skills and understanding. All activities are set against a background of problem solving using skill and knowledge to propose solutions that can be tested against original intentions.

Areas combine graphic and product design with an emphasis on industrial practices. Topics for investigation include: elasticity of materials, the electrical and thermal properties of material, the properties of plastic, superconductors, ceramics and glass.

The international dimension will include consideration of the ethical, moral, socio-economic and environmental implications of design and technology.

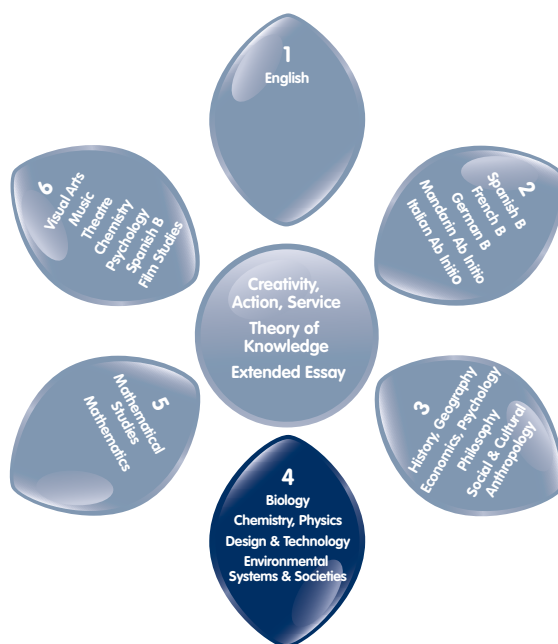
Students participate in an interdisciplinary Group 4 project.

Assessment

	External Assessment	Internal Assessment
Standard Level	64%	36%
	3 papers (total 3 hours)	major design project and portfolio
Higher Level	64%	36%
	3 papers (total 5 hours)	major design project and portfolio

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Group 4 Experimental Sciences

Environmental Systems and Societies

This course is offered at standard level only

Environmental Systems and Societies explores global environmental issues and sustainability, giving a balanced view of the major issues and the difficulties involved in addressing them.

Environmental Systems and Societies is for those of you who have a real interest in contemporary environmental issues. Through your studies you will develop an understanding of your own relationship with the environment and the significance of your lifestyle choices. The course will provide you with a good scientific perspective on the environment. It connects the fields of Biology, Geography, Chemistry and Physics covering aspects of climate, ecology, pollution, and land management.

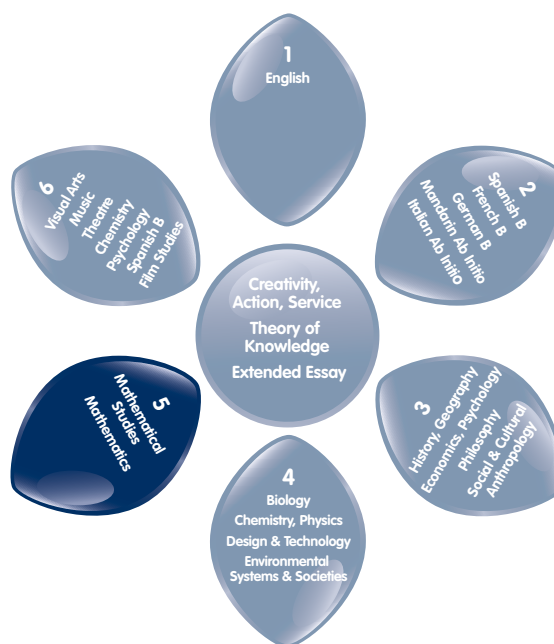
Studies are supported through practical work, the use of ICT and project based learning. Field work forms an integral part of the course.

Assessment

	External Assessment	Internal Assessment
Standard Level	80%	20%
	2 papers (total 3 hours)	Investigative practical work

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Group 5

Mathematics

There are three courses available:

Mathematical Studies Standard Level

Mathematics Standard Level

Mathematics Higher Level

Each course is designed to meet the needs of a particular group of students. When deciding which course will suit you best, you need to take into consideration your mathematical abilities, your future academic plans and possible career choices.

Mathematical Studies

Mathematical Studies is intended for students who do not plan to continue Mathematics at university. It has a high statistical content and so it is particularly suitable if you intend to study subjects such as Biology or the Social Sciences.

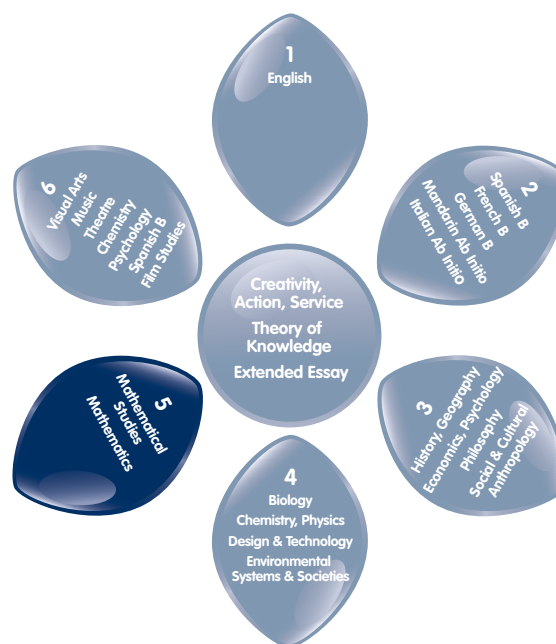
It is structured in a way to build and develop your confidence and fluency within Mathematics. The emphasis is on using maths as a tool to deepen understanding in other subject areas and real life problem solving. The project work aspect of the course enables you to explore your own interests using the mathematical techniques you have learnt.

Assessment

	External Assessment	Internal Assessment
Standard	80%	20%
	2 papers (total 3 hours)	project

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Group 5

Mathematics

These courses provide a mathematical experience for students with a clear interest in the subject. Opt for Higher Level if you intend to study a degree programme with a high mathematical content either as a pure subject or within such disciplines as Physics or Engineering. Standard level is suitable if you anticipate continuing to use Mathematics at university in courses such as Economics, Chemistry or Business Studies.

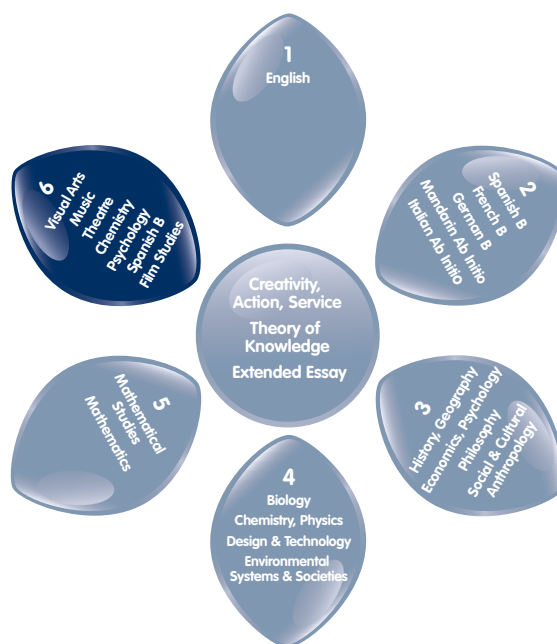
The courses focus mainly on pure Mathematics and will provide you with a solid working knowledge of higher level Maths. The core components include algebraic functions and equations, circular functions and trigonometry, matrices, vectors, statistics and probability, and calculus. The emphasis will be on developing the ability to use and apply mathematical techniques in a variety of contexts. The power and use of mathematics as an international language will also be highlighted.

Assessment

	External Assessment	Internal Assessment
Standard Level	80%	20%
	2 papers (total 3 hours)	2 tasks
Higher Level	80%	20%
	3 papers (total 5 hours)	2 tasks

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Group 6 The Arts and Electives

Art, Music, Theatre, Chemistry, Psychology, Spanish

Visual Arts

The study of visual arts offers a unique opportunity for you to develop your creative practice. You will be able to work in a variety of specialist areas including, 3D Design, Fine Art, Painting, Life Drawing, Sculpture and Ceramics as well as Digital Photography. You will record your research through sketchbook and reflective journals, developing your ideas towards more ambitious final pieces. You will also make visits to exhibitions, galleries and professional studios and engage with practicing artists.

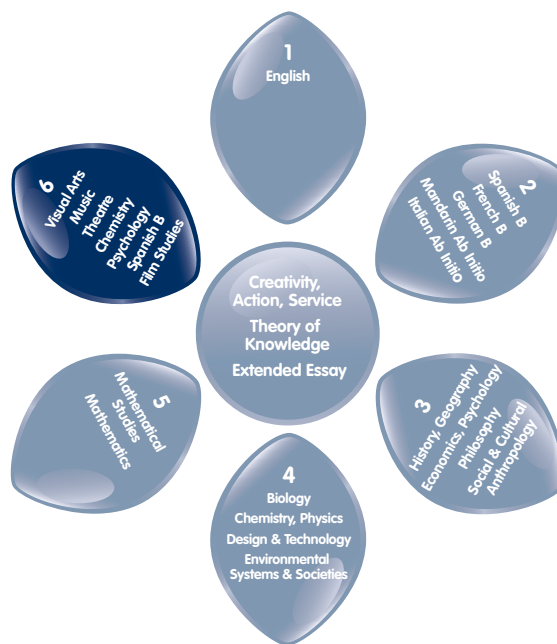
In addition you will develop aesthetic appreciation and engage in philosophical debate. You will explore three main areas: Visual Language, where you will develop skills working in different art, design and craft areas; Themes and Ideas, where you will develop your own ideas and interests looking at possibilities in art, design and craft contexts; and Social, Cultural and other Contextual references, where you will explore the global influences and experiences that affect your own work and that of other artists.

Assessment

	External Assessment	Internal Assessment
Standard Level	70%	30%
	studio exhibition of selected work	Sketch book and journal
Higher Level	60%	40%
	studio exhibition of selected work	Sketch book and journal

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Group 6 The Arts and Electives

Music

The Music course is ideal if you are passionate about music and want to develop your skills and understanding to an advanced level. The course covers a broad spectrum of musical styles and genres, encouraging you to engage with music from different times, places and cultures. It allows plenty of opportunity for you to pursue your own personal interests, increasing your practical skills both in composing and performing.

You will learn to work both independently and collaboratively to create and perform music. You will develop investigative and thinking skills to allow you to critically appraise the music you study and develop techniques for comparative analysis of different pieces of music.

All students will study musical perception and analysis. If you are studying for the Higher Level you will also study solo performance and composition, whilst those studying for the Standard Level will study solo performance, group performance or composition.

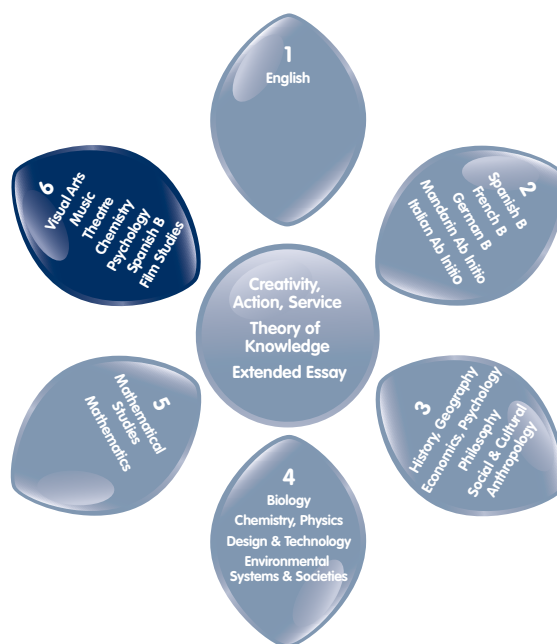
All students selecting this elective should continue with voice or instrumental lessons. Private music tuition is available at the Academy at a cost of £150 per term.

Assessment

	External Assessment	Internal Assessment
Standard Level	50%	50%
	2 papers (total 3 hours)	composition and performance
Higher Level	64%	36%
	2 papers (total 5 hours)	composition and performance

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Group 6 The Arts and Electives

Theatre

You will examine theatre in its diversity of forms around the world through a critical study of the theory, history and culture of 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 course emphasises the importance of working individually and as a member of an ensemble. You will be encouraged to develop the organisational and technical skills needed to express yourself creatively in theatre. A further challenge is for you to become aware of your own perspectives and biases and to learn to respect those of others.

You will be involved in several performances (Theatre in the Making – TiM), taking on a variety of performance and production roles. You will research, plan and deliver workshops as part of your assessments.

Electives

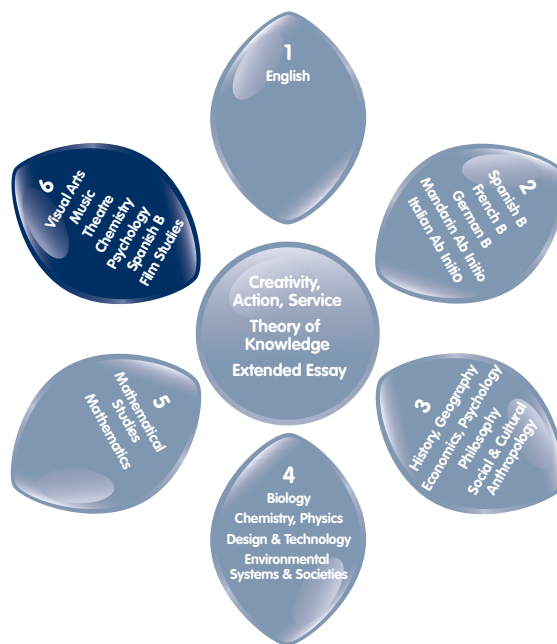
Chemistry, Psychology, Spanish.
For course content see previous pages.

Assessment

	External Assessment	Internal Assessment
Standard Level	50%	50%
	2 tasks	2 tasks presentation and portfolio
Higher Level	50%	50%
	2 tasks	2 tasks presentation and portfolio

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Group 6 The Arts and Electives

Film Studies

This course is offered at standard level only

Film is a powerful art form, and an important communication medium. This course aims to develop skills of critical analysis and practical filmmaking. You will use 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.

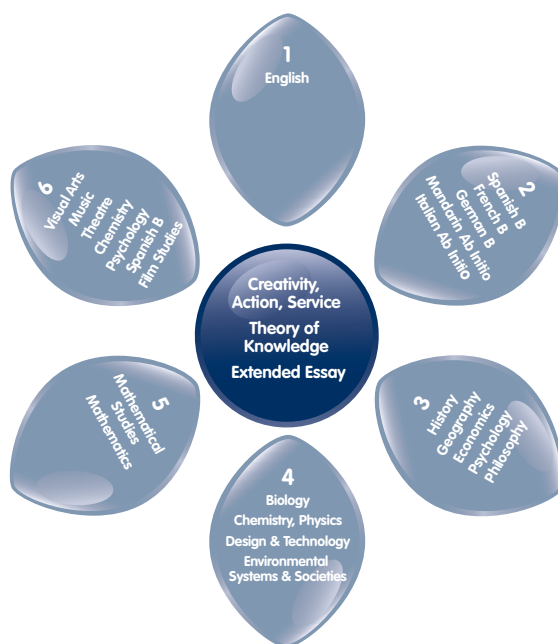
The course will encourage your creativity, inventiveness and imagination, and offers opportunities for both independent individual initiative and cooperative collaboration. You will make films of your own, learning the professional and technical skills of production, and engaging creatively in the art and craft of film.

Assessment

	External Assessment	Internal Assessment
Standard Level	50%	50%
	Independent study and 10 minute presentation	Production portfolio including a 4 to 5 minute film

International Baccalaureate Diploma

For Year 12 & 13 Students



Core Subjects

Creativity, Action, Service (CAS),
Theory of Knowledge (ToK),
Extended Essays

Creativity, Action, Service (CAS)

CAS is concerned with the education of the whole person. Through CAS you will be able to develop your interest in activities which lie outside the traditional academic curriculum. With the advice and support of a CAS adviser you will be encouraged to try new and challenging activities. You will keep a detailed journal of your activities recording not only your activity, but also what challenges you faced, and what you have learnt through your experiences.

Creative activities might include dance, theatre, art, music, website design, school magazine, photography, pottery or initiating and planning service projects.

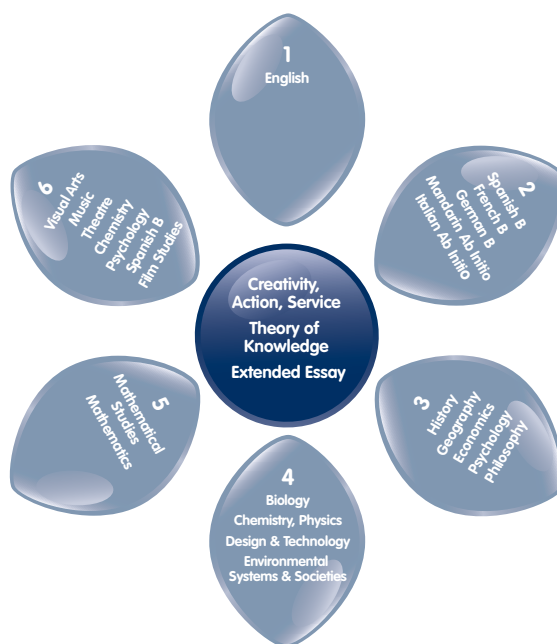
Action might be participation in team or individual sports or international projects. These activities should be focused on achieving a personal goal. Service activities may count as action if they are physical, such as environmental work or sports clubs in primary schools, or for the disabled or disadvantaged.

Service might be undertaken at the school or local community level, or at a national or international level. Service is doing something for others and with others and is often the most rewarding part of CAS. It might be, for example, teaching young children to swim or play a musical instrument.

It is hoped that completing CAS alongside the academic demands of the IBD will enable you to develop skills in time management and creating a work-life balance, beneficial in later life as well as offering a counterbalance to your academic study.

International Baccalaureate Diploma

For Year 12 & 13 Students



Core Subjects

Theory of Knowledge

Theory of Knowledge is integral to the IBD and compulsory for all students. It is designed to help you develop as a thinker, encouraging you to raise questions about the things you learn, to explore ideas and to judge for yourself what you want to believe. It encourages critical thinking about knowledge itself. Activities and discussions are designed to help you discover and express your views as well as learning to listen and learn from others.

Extended Essay

The Extended Essay is an in-depth study of a focused topic chosen from one of the areas of your study. It provides you with the opportunity to show knowledge, understanding and enthusiasm for a topic of your own choice. With individual support from a teacher who is a specialist in that subject, you will produce a 4000 word essay that draws on your research and incorporates your own findings and analysis. Universities see this as an excellent preparation for the level of independent research required in under-graduate studies.

The Extended Essay is externally assessed and the mark merged with the Theory of Knowledge to give a maximum total of three points.

Assessment

	External Assessment	Internal Assessment
	1200-1600 word essay	10 minute presentation to the class

Assessment

	External Assessment	Internal Assessment
	4000 word essay	N/A

International Baccalaureate Diploma

For Year 12 & 13 Students

Learner Profile

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

Inquirers – They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable – They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

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

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

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

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

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

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

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

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

Many parents are wary of the IBD as an alternative to A-levels, even though it is highly regarded by universities, worldwide. When my dad came to the open evening, he agreed that the course sounded excellent, and suited to my ambitions of working and studying internationally.

I have chosen English, Physics and Music as my higher level classes, and Mathematics, Geography and Mandarin Chinese as standard level ones. Having a broad range of subjects to study is one of the aspects I enjoy most. I'd not had the opportunity to learn a foreign language before; at SMMA I have been given that chance. Physics is especially fun, as we do lots of practical work and experiments, made even better by new, modern equipment and laboratory facilities.

There are three core subjects within the IBD: my favourite is CAS. It requires you to participate in 'creative, action, and service' activities. The activities can range from holding tea parties for a local community centre, to learning a new skill, or simply helping with the school's sports teams. Through CAS our Sixth Form have undertaken new challenges we would never have done otherwise.

The IBD is tough, but it's also satisfying and the teachers are very supportive.

I'm really glad to have picked it!

Daisy Peak
Y13 IB student.



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