



# Senior school Curriculum International Baccalaureate Diploma Supplement and Curriculum Guide



Classes II and I2  
for Students Graduating 2018

# Introduction

I am delighted to introduce the International Baccalaureate (IB) Diploma Programme to parents and the community at large. All the fine qualities of a Steiner education that produce a love of learning and a natural inquisitiveness about the world are integral to the IB philosophy. In this way, we are partnering with the most recognised global qualification for senior secondary students.

The IB is a celebrated curriculum recognised worldwide for its integrity and holistic principles of learning. The Diploma course aims to play its part in producing young people who are intellectually curious, skilled in a range of academic fields, and who seek to be creative, active and compassionate members of the wider-world community. In these ways, the IB Diploma has become a symbol of academic integrity and intellectual promise throughout the world of international education. The IB Diploma is a sound preparation for life and a 'passport to the future' for students seeking entrance to universities and colleges in Australia, and overseas.

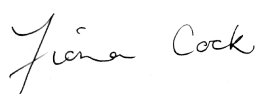
Sophia Mundi is renowned for its highly specialist, thoughtful and caring approach to mentoring student's academic and personal growth. Sophia Mundi is a Child Safe School, which works together with parents to provide every possible assistance and support for the wellbeing of all students in our care. This will never change. With the IB Diploma in senior classes only, senior students are enjoying broader pathways to graduate and satisfy a wide-range of university entrance requirements. I can reassure existing and prospective parents that our students will be intellectually and pedagogically well equipped for the IB Diploma.

We are committed to the principles of teaching the International Baccalaureate, which means our IB teachers have, attended IB workshops as part of our on-going commitment to the principles of IB teaching expertise. And we are not alone as the IB network of schools work collaboratively and well together.

The full IB Diploma is taught in Years 11 and 12 with examinations taking place in the November session of Year 12. Results are available the following January. In the full Diploma programme, each student studies a maximum of three Higher Level (HL) and three Standard Level (SL) subjects. IB candidates are also required to write an Extended Essay, complete studies in the Theory of Knowledge (TOK), and actively engage in Creativity, Action and Service (CAS) components. Selecting the 'right' IB subjects is of critical importance though: indeed, as it is with any curriculum. We will patiently assist each student in subject selection.

The School hosts several IB Information Evenings throughout the year, and I encourage parents and students to attend these. In the meantime, your IB Handbook is designed to assist in familiarising yourself with the IB programme in specific and practical ways.

I wish all our students the very best as they embark on an exciting educational journey.  
Warm regards,



Fiona Cock  
Principal

## 2 What is the IB Diploma?

### International Baccalaureate Organisation Mission Statement

The International Baccalaureate Organisation aims to develop enquiring, knowledgeable and caring young people who help create a better and more peaceful world through intercultural understanding and respect.

To this end, the IBO works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## 2.1 Background

The International Baccalaureate Diploma is a two-year, pre-university Diploma for senior college students, designed and administered by the International Baccalaureate Office (IBO) in Geneva and examined by the International Baccalaureate of Curriculum and Assessment (IBCA) in Cardiff, Wales.

The IBO was founded in the 1968 and evolved from an international effort by some schools, particularly international schools, to establish a common curriculum and university entry credential for geographically mobile students. It offers a continuum of high quality education that encourages international mindedness and a positive approach to education. The IB Diploma now has worldwide acceptance and is held in high esteem throughout the world. Today the IBO has 838,000 students in 3,004 participating IB world schools in more than 139 countries around the world.

## 2.2 The IB programme

The IB is a programme designed to:

- Develop a positive attitude to learning that prepares students for tertiary studies and lifelong learning
- Encourage students to develop a sense of international mindedness through an understanding of not only their own cultural and national identity, but through the study of a second language
- Emphasise the development of the whole student – physically, intellectually, emotionally and ethically
- Nurture the development of socially responsible citizens of the world by developing skills that help them to live and work in a variety of international contexts
- Provide students with a balanced, comprehensive and rigorous academic programme
- Enable students to move between countries and cultures without affecting their education
- Consider the nature of knowledge across disciplines and to foster critical thinking and analytical skills

The IB is recommended for students who aspire to study at a university in Australia or overseas and are interested in a qualification that is recognised internationally for its in-depth academic study and its activities that encourage social responsibility, self-discovery and a sense of adventure.

## 2.3 The IB Learner Profile

At the heart of all IB teaching and learning is the IB Learner Profile.

**IB learners strive to be:**

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

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

**Thinkers:** They exercise the 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 limitation in order to support their learning and personal development.

## 2.4 The Diploma Programme

The Diploma model is displayed in the shape of a hexagon with six academic areas or subject groups surrounding a core of Diploma requirements. Students study a subject from each of the groups and this is balanced with the involvement of three other programmes: Extended Essay, Theory of Knowledge (ToK) and Creativity, Action and Service (CAS).



To be eligible for the Diploma, students are required to:

Study six subjects, one from Groups 1 to 5, with the sixth subject being drawn from either Group 6 or another Group.

Complete at least three of these at the Higher Level and the remainder at the Standard Level

Plus satisfactorily complete the following three requirements:

### **Theory of Knowledge (TOK)**

Theory of Knowledge is a required interdisciplinary applied philosophy course, which stimulates critical thinking and reflection upon the knowledge and experience gained inside and outside the classroom. It explores the nature of knowledge and how we learn.

### **Extended Essay**

Undertake an in-depth research study of a limited topic within a subject and write an Extended Essay of 4,000 words, working one-on-one with a teacher mentor.

### **Creativity, Action, Service (CAS)**

The CAS requirement takes seriously the importance of life outside the world of academic rigour and focuses on a broad range of extra-curricular activities.

- **Creativity**

Students must undertake a range of creative activities that involves some form of new skill learning. Students may choose to be involved in individual or group activities offered by the Music, Visual Arts and Drama departments.

- **Action**

A range of physical activities including competitive sports, non-competitive sports and outdoor education activities will be available to students.

- **Service**

This will involve students undertaking service-based activities with the primary purpose of benefiting the community in some way. By actively providing service for others in the community, particularly those who are disadvantaged, mutual acceptance and understanding can be developed.

Sophia Mundi is particularly fortunate to be situated at the Abbotsford Convent, where a number of community endeavours are situated.



## 2.5 Assessment

Each subject is graded on a scale of 1 (minimum) to 7 (maximum).

Three additional points can be gained from a student's performance in the Extended Essay and Theory of Knowledge, while the CAS requirement must be satisfactorily completed.

All subjects have an internal assessment component; with final examinations in most subjects (Visual Arts and Theatre have different examination procedures).

## 2.6 Award of the Diploma

The award of the Diploma requires a minimum total of 24 points (with a maximum of 45 points possible), and:

- The satisfactory completion of the Extended Essay, ToK and CAS
- The completion of one subject from each of the six groups with at least three, and not more than four, of the subjects at Higher Level and the others at Standard Level
- The meeting of the IB passing conditions (see attached at the end of this booklet)

## 2.7 IB Diploma subjects offered in 2016/ 2017

### Group 1: First Language

English HL/SL

### Group 2: Second Language

French B SL

French ab initio SL

Spanish ab initio SL (online)

### Group 3: Individuals and Societies

History HL/SL

Psychology HL/SL

### Group 3 / 4: Transdisciplinary Subject

Environmental Systems and Societies (ESS) SL

### Group 4: Experimental Sciences

Biology HL/SL

Chemistry SL

Physics SL

### Group 5: Mathematics

Mathematical Studies SL

Mathematics HL/SL

### Group 6: Arts & Electives

Visual Arts HL/SL

Music SL/HL

Theatre Arts HL/SL

### Compulsory requirements:

- Theory of Knowledge
- Creativity, Action and Service (CAS)
- Extended Essay

Subjects offered are dependent upon sufficient student demand, ultimately determined by the Principal.

## 2.8 Online courses

In order to give students more IB subject options, SMSS is offering a selection of online IB courses run by Pamoja Education. The IB evaluates and provides ongoing review of Pamjoa's course content, teacher selection/training and course delivery in order to facilitate high-quality student experience and academic achievement.

SMSS students wishing to undertake an online learning course must be aware of the following;

- There is fee in addition to regular tuition. The amount is dependent on how many students choose to undertake online courses.
- There is a limit of one online course per student.
- Students must have reliable access to internet at home.

In order to facilitate completion of the course chosen, any SMSS student who undertakes an online course would be granted;

- Time inside school to work on their coursework.
- Regular meetings with the SMSS online education coordinator.
- Physical space on school grounds with a reliable internet connection.

## 2.9 Example of a student timeline

During the two years, students are required to complete a range of activities, both academic and extra-curricular. The final examinations are held in the second year in November and it is important that the requirements are completed before then to give students time for subject revision and examination preparation. The timeline below gives an example of start and completion dates over the two years.

### Year II

#### Term 1

- Academic subjects commence
- CAS activities commence
- Theory of Knowledge commences

#### Term 2

- Internal Class II examinations

#### Term 3

- Extended Essay begins
- Internal Assessments

#### Term 4

- Internal Assessments
- Internal Class II examinations

### Year I2

#### Term 1

- Internal Assessments
- Extended Essay-draft
- TOK Essay due
- Theory of Knowledge Oral presentations

#### Term 2

- Internal Assessments
- Extended Essay completed
- Theory of Knowledge Essay
- Completion of CAS activities

#### Term 3

- Internal Assessments

#### Term 4

- Practice examinations
- External examinations

## 2.10 Prerequisites Year II

There are no set entry requirements to courses at Year II. However performance in Year IO is an important guide to the suitability of subjects at IB level.

Considering the IB students will be faced with a range of subjects or subject names that will be new, they should read carefully the course outlines contained within this document. The IB Coordinator will be able to answer questions.

## 2.II Cost

The IB examinations cost AUD \$987 and will be payable by the end of Term 2, Year I2 with additional fees for any online courses. (This is subject to fluctuation due to exchange rates and/or a change in the fees set by the IBO themselves)

## 2.I2 Tertiary Entrance

IB Diploma holders are able to gain admission to universities throughout the world. These include some of the prominent universities such as Oxford, Cambridge, Yale, Harvard, Heidelberg, and The Sorbonne. An increasing number of universities also offer advanced standing or course credit to students with high IB results or who have undertaken study in particular subjects at Higher Level. The IB Coordinator has details regarding this information.

Passing IB Score for 2013 entry	2013 ATAR
45	99.95
44	99.80
43	99.60
42	99.25
41	98.70
40	98.05
39	97.30
38	96.30
37	95.50
36	94.30
35	92.85
34	91.35
33	89.75
32	88.00
31	85.80
30	83.25
29	80.75
28	78.75
27	76.80
26	74.60
25	72.20
24	69.35

In Victoria, IB students are assigned an Australian Tertiary Admission Rank (ATAR) score awarded on the basis of their Diploma results (as below). In addition, most university faculties have defined IB prerequisites for their courses (see the IB Coordinator for specific details).

The Victorian Tertiary Admission Centre (VTAC) has a separate application category for IB students, to cater for the change of preferences that suit the early January release of IB results.

Note: This information has been collected from the Victorian Tertiary Admissions Centre, May 2013.



## 3 Selecting the most appropriate course

### 3.1 Considering a course in year 11 and 12

#### 1. Basic Questions

To determine subject choices a student should ask the following questions:

- Which subjects interest me?
- Which subjects am I good at?
- What sort of career do I hope to pursue when I leave school?
- Is there a Tertiary Course necessary or desirable, for entry to that career?
- Which subjects [pre-requisites] are needed for entry into that Tertiary Course?

Students should refer to the pre-requisite information contained in the VICTER Booklets [See 3.2] that are available in the Senior School IB office. Prerequisites change from time to time and students must ensure that they use the correct VICTER for the appropriate year of University entry. Specific IB prerequisites are available directly from the specific university.

When students cannot, by the end of Year 10, say definitely what they would like to do, their general employment interests at least need to be identified. These can provide a guide to which subjects should be pursued in the future.

#### 2. Tertiary Study

There are three forms of tertiary study available: University; College of Technical and Further Education (TAFE); and private providers (e.g. Melba Memorial Conservatorium of Music).

### 3.2 Further education and training

The Victorian Tertiary Admission Centre (VTAC) administers a joint selection system on behalf of the Victorian Tertiary Institutions and TAFE Colleges. The VTAC publication VICTER 2016 contains the entrance requirements and specific course requirements for the tertiary institutions and TAFE Colleges.

The institutions set these requirements. Students are strongly advised to consult the relevant publication to check the entry requirements for courses of interest.

Students studying the IB should read all literature produced by the relevant institution to ensure their studies meet prerequisite and minimum study score requirements. Information can be obtained directly from the University.

#### Course requirements

Once students have satisfied the minimum entrance requirements, they will also need to satisfy specific course requirements for each course for which they wish to apply. Students need to look at the detailed requirements for each course. Being eligible for a course however, does not guarantee selection. An applicant must also be selected in competition with all other eligible candidates.

## Special requirements

Many courses have prerequisite studies and obligatory special requirements (e.g. interviews, tests, completion of extra forms, etc.), which applicants must fulfil to be eligible for the course. Where courses have such requirements, they are noted under the course's entry in the VTAC Guide.

## Steps in choosing the IB Diploma

### Step ONE

#### Select your CAREER(S)

- Career Advisor
- Career Information Centre
- Industry Contacts
- University Open Days

### Step TWO

#### Establish COURSE or TRAINING required for entry to your chosen career

- Jobs Guide
- University entrance requirements

### Step THREE

#### Establish PREREQUISITES for entry to course or training required

- APPRENTICESHIP (Maths, Eng, Technology Subj & Science)
- TRAINEESHIP (contact employing body)
- UNIVERSITY DEGREE (VICTER 2014 & IB prerequisites specified by the relevant university)
- TAFE COURSE (VICTER 2014)
- COURSELINK

### Step FOUR

#### Choose your IB Subjects

- 3 Higher Level Subjects (240 hours)
- 3 Standard Level Subjects (150 hours)

## 4 The IB Diploma

### Assessment Procedures

There are two kinds of assessment in the IB Diploma: internal and external assessments. Every subject in the IB has a mixture of external and internal assessment. Internal assessments vary between subjects but usually consist of coursework and a set number of tasks. The external assessment may take the form of examinations set by the IBO or will be assessed by IBO External Examiners, as in the case of Visual or Theatre Arts.

In addition, students will receive, separate from their IB results (out of a maximum score of 45), an Australian Tertiary Admission Rank (ATAR) from the Victorian Tertiary Admissions Centre, which will be used for tertiary selection. The ATAR is designed specifically for use by universities for selection into their faculties. The conversion table is available on page 8.

### The General Achievement Test (GAT)

The General Achievement Test (GAT) is a test of general knowledge and skills in writing, mathematics, science and technology; humanities, the arts and social sciences. The GAT is a part of the Victorian assessment procedures.

The GAT is also used by the Victorian Curriculum and Assessment Authority to check its own marking of school-assessed work and of examinations. These checks are an important part of ensuring that the IB diploma is fair to everyone. Therefore, if you are enrolled to study the IB Diploma, you must sit the GAT unless the school Principal exempts you. There must be a good reason for this. The cost of the GAT is approx. \$67.00.



## 5 IB subject outlines

### 5.1 Group 1 First Language

#### 5.1.1 English (Literature) HL/SL

##### Introduction

The IB Language A1 course serves as an introduction to international awareness and attempts to foster a sense of world spirit through the opportunities it offers for the appreciation of the ways in which cultures influence and shape the experience of life common to all humanity.

While the course encourages students to view writing as an art form, and authors as craftspeople whose methods can be analysed, there are also tangible objectives. They include:

Developing the power of expression.

- Revealing the possibilities of language in all its variety.
- Providing access to masterpieces of Literature.
- Developing individual appreciative and critical faculties.

Literature is concerned with our conceptions, interpretations and experiences of the world. The discussion of Literature and literary heritage requires the clear expression of ideas, both orally and in writing. The IB provides students with efficient tools to do so, both within the study of this subject and in the study of other subjects.

##### Course content

The Language A1 course runs over two years and involves the study of at least 13 texts for Higher Level and 10 for Standard Level. The syllabus divides the texts for study into four main parts;

Course Component	Number of Works Studied	
	SL	HL
Works in Translation	2	3
Detailed Study	2	3
Literary Genres	3	4
Options	3	3

Assessment Task	Weighting	
	SL	HL
Paper I: Guided Literary Analysis (SL) or Commentary (HL)	20%	20%
Paper II: Essay	25%	25%
<b>Written Reflection &amp; Essay</b> <ul style="list-style-type: none"> <li>• Reflective statement: 300–400 words.</li> <li>• Essay: 1,200–1,500 words</li> </ul>	25%	25%
<p>Internal Assessment—these tasks are marked by the teacher and moderated by the IBO.</p> <ul style="list-style-type: none"> <li>• <b>Oral Commentary</b> (individual) SL students present a commentary and answer questions on an extract of one work studied in part 2 of the course.  HL students will present a commentary, answer questions on one extract as well as discuss a second work from part 2 of the course.</li> <li>• <b>Oral Presentation</b> (individual)</li> </ul>	15%	15%
	15%	15%

### 5.2 Group 2 Second Language

#### 5.2.1 French ab initio SL

##### Introduction

The ab initio French course is a modern language course for beginners, designed for students who have no previous experience of learning French. By the end of the course, students should have acquired enough language to be able to cope in a variety of everyday situations. The aim of the course is to develop a variety of language skills and a basic awareness of the cultures of countries where French is spoken. All ab initio languages are only ever offered at Standard Level.

## Content

The content is arranged around three central themes;

- The Individual and Society
- Leisure and Work
- The Urban and Rural Environment

## Assessment

The assessment, which takes place at the end of the course, will consist of:

Assesment Task	Weighting
<b>Paper 1: Text Handling</b> This paper is 1½ hours in length. The paper consists of reading comprehension exercises based on four written texts.	30%
<b>Paper 2: Written Production</b> This paper is 1 hour in length. The paper consists of a short writing task and an extended writing task.	25%
<b>Written Assignment</b> This paper is 2 hours in length. The paper consists of a piece of writing, with references, 200–300 word limit, in French, carried out in class under teacher supervision.	20%
<b>Internal Assessment: Speaking Component</b> Consists of a 10 minute interview in three parts with the teacher: presentation of a chosen visual stimulus by the student; follow up questions on the visual stimulus; and general conversation, including reference to the Written Assignment.	25%

5.22 French B SL

## Introduction

The Language B French course is a modern language course offered to students with some previous experience of the target language. It focuses on language acquisition and usage through the development of the four language skills: listening, speaking, reading and writing. It aims to develop the student's ability to communicate effectively in speech and in writing in a range of contexts and to offer insights into the culture of the countries in which the

language is spoken. Through the study of selected topics the students will develop higher communicative competence in the French language and a greater appreciation of Francophone cultures.

## Standard Level and Higher Level

Students will be introduced to a variety of text types, including literary texts. The skills, which are developed through the selected topics, are text-handling (comprehension, grammatical and vocabulary exercises), written production and speaking/listening skills (oral component).

Through a student-centred approach, students will be given the opportunity to develop their confidence, self-expression and sensitivity to the Language other than English (LOTE) culture. Students will be encouraged to become independent learners and to practise the language in and outside the classroom.

## Content

The course comprises five topics. Chosen topics will be dealing with different areas of study, chosen to stimulate understanding of significant aspects of the culture. At HL, students must read two works of literature.

Core (all students)	Options
Communications and Media	Cultural Diversity
Global Issues	Customs and Traditions
Social Relationships	Health
	Leisure
	Science and Technology

## Assessment

At Standard Level the assessment consists of various tasks undertaken in the four language skills (listening, speaking, reading, and writing). These four skills are organised according to three distinct but interrelated areas. These three areas form the basis of the assessment criteria.

- Language – handling the language system accurately
- Cultural interaction – selecting language appropriate to a particular cultural and social context



- Message – understanding ideas and how they are organised in order to communicate them appropriately.

Students will be encouraged to keep a personal dossier. The dossier is personal to each student and could take many forms. It would consist of: a collection of material related to the LOTE (such as articles, advertisements etc.) and some responses to the material, produced by the student (such as letters to the editor in response to an article or advertisement).

#### Assesment Outline:

Assesment Task	Weighting	
	SL	HL
<b>Paper 1: Text Handling</b> <ul style="list-style-type: none"> <li>• SL-based on four written texts based on the core topics</li> <li>• HL-based on five written texts based on the core topics.</li> </ul>	25%	25%
<b>Paper 2:</b> <ul style="list-style-type: none"> <li>• SL Students-one writing task based on the options</li> <li>• HL-two writing tasks based on the options</li> </ul>	25%	25%
<b>Written Assignment</b> <ul style="list-style-type: none"> <li>• SL-inter-textual reading and a 300-400 word written exercise with a 100 word rationale, based on the core topics</li> <li>• HL-500-600 word creative writing piece plus a 100 word rational based on the literature texts.</li> </ul>	20%	20%
<b>Internal Assessment</b> These activities are marked by the teacher and moderated by the IBO. <ul style="list-style-type: none"> <li>• <u>Individual Oral</u>-8-10 minutes, based on the options.</li> <li>• <u>Interactive Oral</u> Based on three activities chosen by the teacher based on the core topics.</li> </ul>	20%	20%
	10%	10%

## 5.2.3 Spanish ab Initio SL \*

Spanish ab initio is a language acquisition course for students having little or no experience with the Spanish language. Learning a language is more than simply acquiring vocabulary and understanding some grammatical rules. It enables learners to interact in a new cultural context and function in a society different from their own. The Spanish ab initio course develops students' functional literacy in the language as well as their appreciation for cultural diversity in general and for the cultural riches in Spanish-speaking societies in particular.

The language ab initio course aims to develop the four primary language skills (listening, speaking, reading and writing) to a similar level of communicative competence. While providing a solid framework in terms of grammar and vocabulary, the Spanish ab initio course is organised into a number of cultural and thematic topics in which grammatical structures and vocabulary can be practised. The topics provide the students with opportunities to practise and explore the language as well as to develop intercultural competence. Through the development of receptive, productive and interactive skills, students are enabled to communicate and interact appropriately in a defined range of everyday situations

#### Assessment Outline:

Assessment Task	Weighting
<b>Paper 1: Text Handling</b> The paper consists of reading comprehension exercises based on four written texts.	30%
<b>Paper 2: Written Production</b> The paper consists of a short writing task and an extended writing task.	25%
<b>Written Assignment</b> The paper consists of a piece of writing, with references, 200-300 word limit, in Spanish, carried out in class under teacher supervision.	20%



<b>Internal Assessment: Speaking Component</b>  Consists of a 10 minute interview in three parts with the teacher: presentation of a chosen visual stimulus by the student; follow up questions on the visual stimulus; and general conversation, including reference to the Written Assignment.	25%
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### 5.3 Group 3 – Individuals and Society

## 5.3.1 History HL/SL

### Introduction

History is more than the study of the past. It is the process of recording, reconstructing and interpreting the past through the investigation of a variety of sources. It is an exploratory subject that poses questions without providing definitive answers. Historical study involves both selection and interpretation of data and critical evaluation of it. Students of history should appreciate the relative nature of historical knowledge and understanding, as each generation reflects its own world and preoccupations and as more evidence emerges. A study of history both requires and develops an individual's understanding of, and empathy for, people living in other periods and contexts.

Diploma Programme history consists of a standard level (SL) and higher level (HL) core syllabus comprising an in-depth study of an individual prescribed subject and two topics. For Sophia Mundi students, this core will encompass the main developments in 20th century world history. Specifically, we will look at The Move to Global War, Authoritarian and Single Party States & The Cold War. For those students who choose the HL option, we will be looking at events in Asia and Oceania from 1941 to 2000 including an in-depth study of Australia during this period.

### Assessment Outline

Assessment Task	Weighting	
	SL	HL
Paper I: Source Handling	30%	20%
Paper II: Essay Students write two essays each from a different topic.	45%	25%
Paper III: Regional Option Students write three essays based on the regional option chosen.	N/A	35%
<i>Internal Assessment</i> Historical Investigation	25%	20%

## 5.3.2 Psychology HL/SL

Psychology is the systematic study of behaviour and mental processes. Psychology has its roots in both the natural and social sciences, leading to a variety of research designs and applications, and providing a unique approach to understanding modern society.

IB psychology examines the interaction of biological, cognitive and sociocultural influences on human behaviour, thereby adopting an integrative approach. Understanding how psychological knowledge is generated, developed and applied enables students to achieve a greater understanding of themselves and appreciate the diversity of human behaviour. The ethical concerns raised by the methodology and application of psychological research are key considerations in IB psychology

Syllabus Component	Weighting	
	SL	HL
Part 1: Levels of Analysis Biological Cognitive Socio-cultural	50%	35%
Part 2: Options Abnormal Developmental Health Human Relationships Sports	25%	25%
Paper III: Qualitative Research Methods	N/A	20%
<i>Internal Assessment</i> Simple Experimental Study	25%	20%

## 5.4.1 Environmental Systems & Societies

### Introduction

As an interdisciplinary subject, Environmental Systems and Societies is designed to combine the techniques and knowledge associated with Group 3 (individuals in society) with those associated with Group 4 (the experimental sciences). By choosing to study an interdisciplinary course such as this as part of their diploma, students are able to choose another subject from any hexagon group.

The intent of this course is to provide students with coherent perspectives of the relationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues. It is intended that students develop a sound understanding of the interrelationships between environmental systems and societies, rather than a purely journalistic appreciation of environmental issues.

The course seeks to give students an understanding of environmental processes at a variety of scales, from local to global, skills that can be used in the critical analysis in environmental issues and with regard to diversity of cultural perspectives. To recognize and appreciate the roles of technology and international collaboration plays in resolving current and future problems for human societies.

Content:

Topic 1: Foundations of environmental systems and societies

Topic 2: Ecosystems and ecology

Topic 3: Biodiversity and conservation

Topic 4: Water and aquatic food production systems and societies

Topic 5: Soil systems and terrestrial food production systems and societies

Topic 6: Atmospheric systems and societies

Topic 7: Climate change and energy production

Topic 8: Human systems and resource use

Assesment Task	Weighting
Paper I	25%
Paper II	50%
Internal Assesment	22%

### 5.5 Group 4-Experimental Sciences

## 5.5.1 Biology HL/SL

### Introduction

Biology is an experimental science that combines academic study with the acquisition of practical and investigational skills. The course is designed to increase the student's understanding of theoretical and physical concepts in Biology through experimentation, discussion and application of ideas through worked problems.

The IB Biology programme consists of a common core plus a project and an additional optional unit. The IB Biology course covers many of the same areas as other courses such as the VCE. However, it differs in the depth of the subject matter that the student covers over the two years. The variety of optional units offered allows students to gain the required qualifications or particular needs for entry into higher education in the sciences.

Biologists have accumulated huge amounts of information about living organisms and it would be easy to confuse students by teaching large numbers of seemingly unrelated facts. In IB Biology, it is hoped that students will acquire a limited body of facts and at the same time develop a broad, general understanding of the principles of the subject.

### Standard Level

Standard level provides a general education in Biology. In addition to the common core subjects studied by SL students, they will also complete one option.

### Higher Level

Higher level is a more rigorous programme. The core subjects are studied in more depth and will mean more class hours than at Standard Level. In addition to the common core subjects Higher Level students will also study one option.

## Content

### Core

Cell biology

Molecular biology

Genetics

Ecology

Evolution and biodiversity

Human physiology

### Additional Higher Level Topics (55 hours covers)

#### Core

Nucleic acids

Metabolism, cell respiration and photosynthesis

Plant biology

Genetics and evolution

Animal physiology

#### Options

A. Neurobiology and behaviour

B. Biotechnology and bioinformatics

C. Ecology and conservation

D. Human physiology

### Assessment Outline-Biology

Assesment Task	Weighting	
	SL	HL
Paper I	20%	20%
Paper II	40%	36%
Paper III	20%	24%
Internal Assesment Practicals Group 4 Project	20%	20%

## 5.5.2 Chemistry SL

### Introduction

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. The course is designed to

increase the student's understanding of theoretical and physical concepts in Chemistry through experimentation, discussion and application of ideas through worked problems.

The IB Chemistry programme consists of a common core plus a project and an additional number of optional units. The IB Chemistry course covers many of the same areas as other courses such as the VCE. However, it differs in the depth of the subject matter that the student covers over the two years. The variety of optional units offered allows students to gain the required qualifications or particular needs for entry into higher education in the sciences.

### Standard Level

Standard level provides a general education in Chemistry, which, to some extent, can be related to everyday life. In addition to the common core subjects studied by SL students, they will also complete the two options.

### Higher Level

Higher level is a more rigorous programme. The core subjects are studied in more depth and will mean more class hours than at Standard Level. In addition to the common core subjects Higher Level students will also study the two options.

### Content

<b>Core</b>
Stoichiometric Relationships
Atomic Structure
Periodicity
Chemical Bonding & structure
Energetics
Chemical kinetics
Equilibrium
Acids and Bases
Redox Processes
Measurement and Data Processing
Organic chemistry
Measurement & Data Processing

### Options

Option A: Materials

Option B: Biochemistry

Option C: Energy

Option D: Medicinal Chemistry

Assesment Task	Weighting	
	SL	HL
Paper I	20%	20%
Paper II	40%	36%
Paper III	20%	24%
Internal Assessment Practicals Group 4 Project	20%	20%

### Practical Work

Chemistry is a practical subject and the experimental work is an integral part of both the Chemistry course and the IB assessment. Apart from the regular practical work there is ample opportunity for students to complete their own individual research as part of the Group 4 project involving all the IB science subjects or an Extended Essay.

In the practical work students will be encouraged to develop the ability to question the validity and reliability of data and appreciate the value of scientific method and reasoning. The criteria for practical assessment at both levels are inseparable from the aims of the theory work. Students will be assessed on interpersonal skills, laboratory skills, planning experiments, interpretation of results, evaluation and analysis.

The practical coursework occupies approximately 25% of class teaching time.

## 5.5.3 Physics SL/HL

### Introduction

Physics is an experimental science that combines academic study with the inclusion of practical and investigational skills. The variety of optional units offered allows students to gain the required qualifications or particular needs for entry into higher education in the sciences.

The course is designed to increase the student's understanding of theoretical and physical concepts in Physics.

Group 4 students at standard level (SL) and higher level (HL) undertake a common core syllabus, a common internal assessment (IA) scheme and have some overlapping elements in the option studied.

While the skills and activities of group 4 science subjects are common to students at both SL and HL, students at HL are required to study some topics in greater depth, in the additional higher level (AHL) material and in the common options. The distinction between SL and HL is one of breadth and depth.

### Standard Level

Standard level provides a general education in Physics, which, to some extent, can be related to everyday life. In addition to the common core subjects studied by SL students, they will also complete one option.

### Higher Level

Higher level is a more rigorous programme. The core subjects are studied in more depth and will mean more class hours than at Standard Level. In addition to the common core subjects Higher Level students will also study one option and in greater depth.

### Content

Core	Additional HL
Measurement & Uncertainties	
Mechanics	
Thermal Physics	
Waves	Wave Phenomena
Electricity and magnetism	Electromagnetic Induction
Circular Motion & Gravitation	
Atomic Nuclear & Particle Physics	Quantum and nuclear Physics
Energy Production	

In addition, students are required to study two 'options'. The School will offer two of the following options;

Option A (SL/HL): Relativity

Option B (SL/HL): Engineering Physics

Option C (SL/HL): Imaging

Option D (SL/HL): Astrophysics



## Assessment Outline-Physics

Assesment Task	Weighting	
	SL	HL
Paper I	20%	20%
Paper II	40%	36%
Paper III	20%	24%
Internal Assesment Practicals Group 4 Project	20%	20%

and/or generation of data, and the analysis and evaluation of that data.

Candidates are expected to have access to a graphic calculator at all times during the course. Each candidate is required to have access to clean copies of the IBO formulae booklet and statistical tables during the examination. The booklet and tables are provided by IBCA and are published separately.

## Assessment Outline-Math Studies :

Assessment Task	Weighting
Paper I 15 short responses based on the whole syllabus.	40%
Paper II 6 extended responses based on the whole syllabus	40%
Internal Assessment	20%

## Group 5 Mathematics

### 5.5.4 Mathematical Studies SL

#### Introduction

Mathematical Studies is available as a Standard Level (SL) subject only, and is designed to concentrate on mathematics which can be applied to contexts related as far as possible to other curriculum subjects, to common general world occurrences and to topics that relate to home, work and leisure situations.

#### Topics

The Mathematical Studies **Standard Level** (SL) syllabus consists of the study of eight compulsory core topics.

**Syllabus Content** 150 hours (All topics are compulsory).

Candidates are required to study all sub-topics in this part of the syllabus, and to be familiar with the topics listed as presumed knowledge.

#### Core

Number and algebra

Descriptive Statistics

Sets, logic and probability

Statistical applications

Geometry and Trigonometry

Mathematical models

Introduction to differential calculus

#### Project /Internal Assesment

An individual piece of work involving the collection

### 5.5.5 Mathematics SL

#### Introduction

Mathematics is a Standard Level (SL) subject only, and caters for students who anticipate a need for a sound mathematical background in preparation for their future studies. The nature of the subject is such that the programme focuses on introducing important mathematical concepts through the development of mathematical techniques. The intention is to introduce candidates to these concepts in a comprehensible and coherent way rather than insisting on mathematical rigor. The majority of concepts are included because they underpin important mathematical processes. These form a major part of the programme.

Students embarking on this course are expected to already possess knowledge of basic concepts and to be equipped with the skills needed to apply simple mathematical techniques correctly. It is a demanding course since it contains a broad range of mathematical topics.

The population of students most likely to select this subject will be those who expect to go on to study subjects which have a significant mathematical content, for example, chemistry, economics, geography, psychology and business administration.. Students

wishing to study subjects with a high degree of mathematical content should opt for the higher level programme rather than a standard level course.

## Course Content

### Core

Algebra

Functions & Equations

Circular Functions and Trigonometry

Vectors

Statistics & Probability

Calculus

Mathematical Exploration

## Assessment Outline-Mathematics SL

Assesment Task	Weighting
Paper I Section A: Compulsory short response based on the whole syllabus Section B: Compulsory extended response based on the whole syllabus.	40%
Paper II Section A: Compulsory short response based on the whole syllabus Section B: Compulsory extended response based on the whole syllabus	40%
Internal Assessment	20%

## 5.5.6 Mathematics HL

### Introduction

Mathematics Higher Level is a rigorous and intellectually demanding course intended for very capable students of mathematics who, most likely, but not exclusively, intend to pursue tertiary studies in mathematics, engineering or the physical sciences. Students will need to have an excellent background in Levels A - E Mathematics (algebra in particular), be logical and analytical thinkers, and be able to meet challenges and work through them with precision, persistence and attention to detail.

A prime focus of this subject is to develop mathematical concepts comprehensively and coherently. This is achieved by requiring students to appreciate mathematical rigor and comprehend some formal proofs as well as applying their understanding to modeling and solving real-life problems.

The core topics demand a similar level of mathematics to the current VCE Specialist Mathematics course. The option topic is more demanding and will be a greater academic challenge to the students. In the internally assessed component, the portfolio, the students will be able to demonstrate independence in their mathematical development.

### Content

#### Core:

Algebra

Functions and Equations

Circular functions and Trigonometry

Vectors

Statistics and Probability

Calculus

In addition, students must study one of the following options;

#### Options

Statistics and Probability

Sets, Relations and Groups

Calculus

Discrete Mathematics

## Assessment Outline-Mathematics HL

Assessment Task	Weighting
Paper I Section A: Compulsory short response based on the core Section B: Compulsory extended response based on the core syllabus.	30%
Paper II Section A: Compulsory short response based on the core Section B: Compulsory extended response based on the core syllabus.	30%
Paper III Compulsory extended response based on the syllabus options	20%
Internal Assessment	20%



## 5.6.1 Music SL/HL

### Introduction

The IB Diploma Music programme is designed to encourage students to develop their knowledge and understanding of music through the exploration of a diverse range of musical styles. Through participating in the study of music students are able to explore the similarities, differences and links in music from within their own culture and that of others across time, thus informing them more fully of the world around them, and the nature of humanity.

The Standard Level and Higher Level Music programmes give students the opportunity to study Western Art Music and World Music and to develop their music skills through performance, composition and listening activities. It provides an appropriate foundation for further study in music at university level or in music career pathways. The course provides all students with the opportunity to engage in the world of music as lifelong participants.

### Content

Standard Level (SL) students choose one of the following content options;

- Creating (SLC)
- Solo Performing (SLS)
- Group Performing (SLG)

### General Content Outline

Musical perception (all SL+HL)

Creating (HL +SLC\*)

Solo Performing (HL +SLS\*)

Group Performing (SLG only)

Assessment Task	Weighting	
	SL	HL
Listening Paper	30 %	30%
<u>Musical Links Investigation-</u> (MLI) a written media script (no more than 2000 words) investigating the musical links between two or more pieces from distinct musical cultures	20%	20%
<b>Internal Assessment</b>		
SL students choose one of the following;	50%	
Creating (HL compulsory)		25%
Solo Performing (HL compulsory)		25%
Group Performing (SL only)		—

## 5.6.2 Visual Arts HL/SL

### Introduction

The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

Students wishing to undertake IB Visual Arts should complete an Art or Design course to at least Level D.

The teachers at Sophia Mundi have designed a course that is relevant and of value to each candidate:

- The cultural background and personal needs of the student
- The location of the School and the influences of an indigenous culture
- The teacher's own training and specialist skills.

### Content & Assessment Outline-Visual Arts

The content of a Standard Level Course may be identical with that of a Higher Level, but the amount and maturity of work produced may be proportionate to the number of hours prescribed (150 for SL & 240 for HL).

Assessment Task/Option	Weighting	
	SL	HL
<ul style="list-style-type: none"> <li>• <b>Comparative Study</b> Students at HL analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artefacts from differing cultural contexts.</li> </ul>	20%	20%
<ul style="list-style-type: none"> <li>• <b>Process Portfolio</b> Students submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course</li> </ul>	40%	40%
<ul style="list-style-type: none"> <li>• <b>Exhibition</b> Students submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication.</li> </ul>	40%	40%

## 5.6.3 Theatre SL/HL

### Introduction

The IB Theatre Course is designed to help develop students understand the nature of theatre through research, creative interpretation and reflective analysis. Students participate in the interpretation of play texts and the production of plays. They develop skills in the areas of stagecraft and performance, and undertake focused studies in the areas of Dramaturgy and Direction. Students learn to analyse and review productions in performance, and explore various styles and interpretations of theatrical text. The driving focus in both content and style is the exploration of theatre within a global and historical context. Students may undertake Theatre at Standard Level (SL) or Higher Level (HL).

### Content

Presenting Theatre

Theatre In context

Theatre Processes

### Assessment Outline-Theatre

The content of a Standard Level Course may be identical with that of a Higher Level, but the amount and maturity of work produced may be proportionate to the number of hours prescribed (150 for SL & 240 for HL).

Assesment Task	Weighting	
	SL	HL
Task 1: Solo theatre piece (HL only) Students at HL research a theatre theorist they have not previously studied, identify an aspect(s) of their theory and create and present a solo theatre piece (4–8 minutes) based on this aspect(s) of theory.	N/A	35%
Task 2: Director's notebook (SL and HL) Students choose a published play text they have not previously studied and develop ideas regarding how it could be staged for an audience.	35%	20%

<p>Task 3: Research presentation (SL and HL)</p> <p>Students plan and deliver an individual presentation (15 minutes maximum) to their peers in which they outline and physically demonstrate their research into a convention of a theatre tradition they have not previously studied.</p>	30%	20%
<p>Task 4: Collaborative project (SL and HL)</p> <p>Students collaboratively create and present an original piece of theatre (lasting 13–15 minutes) for and to a specified target audience, create</p>	35%	25%

specific knowledge areas—bringing their expertise and pragmatic perspective to challenge students and enliven the discussion forums. .

### Assessment Outline

School-based assessment (measured each term) will be determined by essays, presentations (group or individual) and individual TOK journals. Assessment by the IBO is as follows. The essay contributes 67% of the final mark and the presentation contributes 33% of the final mark;

Assesment Task	Weighting
<p>Written Assessment</p> <ul style="list-style-type: none"> <li>Students are given a set of 6 questions/titles, one of which becomes the title of their essay. The essay must be between 1200–1600 words.</li> </ul>	10 Points
<p>Oral Presentation</p> <ul style="list-style-type: none"> <li>Students undertake a 10 minute oral presentation on a specific knowledge issue in a real life context.</li> </ul>	10 Points

### 5.7 Compulsory components

## 5.7.1 Theory of Knowledge

### Introduction

Theory of Knowledge (TOK) is a core subject for the IB Diploma. The course challenges students to reflect critically on “knowing” to consider the implications of knowledge and knowledge claims on the life of the individual and society.

### Content

In TOK students seek to understand the sources and structures of knowledge and knowledge claims. Identifying knowledge issues implicit in real life situations is a core aspect of the course and this is applied across the eight areas of knowledge (s) ( mathematics natural sciences, human sciences, history, the arts, ethics, religious knowledge systems & indigenous knowledge systems) via the eight different ways of knowing (Language, sense perception, emotion, reason, imagination, faith, intuition, memory.) In this way, TOK has a profound influence on the way students understand what knowledge is and how it changes across the curriculum and for themselves.

Coursework in TOK is centred around group discussions of real-life situations and case studies. Student’s participate in different presentation formats (e.g. debating) to develop their opinions and arguments. Guest speakers also contribute to

The Band Descriptors are

A	<p>Work of an excellent standard.</p> <p>Demonstrates sharp focus and good contextualization of the topic through very good knowledge and understanding; a high level of organization and an effective ability to assemble evidence/data/information in an intelligent and academic way facilitating analysis and evaluation, supported throughout by excellent communication, using language appropriate to the subject; clear insight and understanding leading to evidence of independent thinking; consistent, persuasive and effective argument</p>
B	<p>Work of a good standard</p> <p>Demonstrates focus and contextualization of the topic through good knowledge and understanding; clear organization and structure and an ability to assemble evidence/data/information in an intelligent and academic way facilitating analysis and evaluation, supported throughout by good communication using language appropriate to the subject; some evidence of independent thought; some persuasive and effective argument</p>
C	<p>Work of a satisfactory standard</p> <p>Demonstrates a satisfactory focus and partial contextualization of the topic through satisfactory knowledge and understanding; some degree of organization and structure and some ability to assemble relevant evidence/data/information, supported throughout by satisfactory communication, generally using language appropriate to the subject; work that is largely descriptive and with limited argument/analysis/evaluation</p>

D	Work of a mediocre standard Demonstrates limited focus and contextualization of the topic which shows limited knowledge and understanding; limited organization and structure and a limited ability to assemble evidence/data/information, hindered by unsatisfactory communication which generally does not use language appropriate to the subject; work that is largely descriptive with little evidence of argument
E	Work of an elementary standard Demonstrates a lack of focus and lack of contextualization of the topic which shows minimal knowledge and understanding; minimal organization and structure and an inability to assemble appropriate evidence/data/information, hindered by unclear communication which does not use language appropriate to the subject; work that is ineffectively descriptive or irrelevant to the topic; no evidence of argument

The Band descriptor is used both to determine the contribution of TOK to the overall diploma score and to provide the basis for reporting to schools on each student's TOK performance

## 5.7.2 Extended Essay

### Introduction

The extended essay is an in-depth study of a focused topic chosen from the list of available Diploma Programme subjects for the session in question. This is normally one of the student's six chosen subjects for those taking the IB diploma, or a subject that a course student has a background in. It is intended to promote academic research and writing skills, providing students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (an appropriately qualified member of staff within the school).

This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen. It is mandatory that all students undertake three reflection sessions with their supervisor, which includes a short, concluding interview, or viva voce, with their supervisor following the completion of the extended essay.

### Assessment

The Extended Essay is presented as a formal piece of sustained academic writing containing no more than 4,000 words accompanied by a reflection form of no more than 500 words.

- Title
- Acknowledgements
- Contents page

- Essay—introduction, body, conclusion and in-text referencing
- Maps, charts, diagrams, annotated illustrations and tables (if appropriate)
- Appendices (if appropriate)
- Bibliography.

### Time Allocation

The IB recommends that a student devote a total of approximately 40 hours of private study and writing time to the essay. Each student is assigned a supervisor from the School community to encourage and support the student throughout the research and writing process. Work on the Extended Essay will begin in Year II.

Ample time will be devoted in Year 10 to developing entry skills into this area of work.

### Please note:

The Extended Essay is a compulsory component of the IB Diploma. A student who fails to submit an Extended Essay or gains an 'E' grade will not be eligible for the IB Diploma. For more information about the role of Extended Essay in the Diploma, sample subjects and past essay titles, please refer to the Extended Essay booklet.

## 5.7.3 CAS (Creativity, Action, Service)

### Introduction

The aim of the IB Diploma is to educate the whole student and encourage responsible, compassionate citizens. The CAS programme encourages students to share their energy and special talents with others. Students may, for example, participate in theatre or musical productions, sports and community service activities. Abbotsford Convent offers rich opportunities. Students should, through these activities, develop greater awareness of themselves, concern for others, and the ability to work cooperatively with other people.

In addition, the School will have a CAS Coordinator to organise and facilitate CAS activities for IB students. All activities must meet the approval of the CAS Coordinator



Examples of CAS activities:

Creativity	Action	Service
Choir participation	Ballroom Dancing	Assisting exchange students
Debating	Basketball	Clean Up Australia
Dance	Coaching a sport	Aged care
Drama	Gymnastics	Hospital volunteer
Photography	Netball	Assisting junior school
Creative writing competitions	Sailing	Helping with orientation for new students
Hard Arts		

### Assessment

Each student involved in a CAS activity must have approval from the CAS Coordinator. Following their active participation, students are required to complete the self-evaluation CAS form and will ask the activity supervisor to sign the form, including the hours of involvement. The forms are kept in the student's CAS journal. The electronic journal is used as a record of each individual student's CAS programme. The journal is required as evidence of outcomes attained. Following a student's completion of CAS, they are required by the IBO to collate their various involvements.

### Time Allocation

#### The CAS programme:

Should be completed over the two year Diploma Programme i.e. 3 or 4 hours per week, with a balanced time distribution between creativity, action and service required.

May use the project approach with concentrated periods devoted to CAS.

Should be scheduled both within the normal school day and outside school hours.

#### Please note:

CAS is a compulsory component of the IB Diploma. There is no exam for CAS. Students must meet the set outcomes over the two years to be eligible for the IB Diploma, including the completion of the major project.

In addition, as a result of their CAS experience as a whole, including their reflections, there should be evidence that students have:

Increased their awareness of their strengths and area for growth

- Undertaken new challenges
- Planned and initiated activities
- Worked collaboratively with others
- Shown perseverance and commitment in their activities
- Engaged in issues of global importance
- Considered the ethical implications of their actions
- Developed new skills

All eight outcomes must be present for a student to complete the CAS requirement. Some may be demonstrated many times in a variety of activities but completion requires that there is some evidence of every outcome.

### Major Project

In addition, students should also be involved in at least one major project involving teamwork that integrates two or more of the creativity, action and service, and is of significant duration. Large-scale activities of this sort may provide excellent opportunities for students to engage with issues of global importance. Students are encouraged to think globally, act locally.

## 6 Conditions for the Award of the IB Diploma

### Article 15: Award of the Diploma

15.1 All assessment components for each of the six subjects and the additional IB Diploma requirements must be completed in order to qualify for the award of the IB Diploma, except under the conditions stipulated in section VII "Special cases C: incomplete assessment" of these general regulations.

15.2 The IB Diploma will be awarded to a candidate, provided all the following requirements have been met:

CAS requirements have been met.

1. The candidate's total points are 24 or more.
2. There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject.
3. There is no grade E awarded for theory of knowledge and/or the extended essay.
4. There is no grade I awarded in a subject/level.
5. There are no more than two grade 2s awarded (HL or SL).
6. There are no more than three grade 3s or below awarded (HL or SL).
7. The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
8. The candidate has gained 9 points or more on SL subjects (candidates who register for two SL
9. subjects must gain at least 5 points at SL).
10. The candidate has not received a penalty for academic misconduct from the Final Award Committee

15.3 A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB Diploma.



## SENIOR SCHOOL SUBJECT SELECTION FOR 2015

Please write clearly

Student's Name \_\_\_\_\_

Career Preferences \_\_\_\_\_

Tertiary Training Requires \_\_\_\_\_

Tertiary Prerequisites  
(IB Subjects) \_\_\_\_\_

IB Diploma Programme regulations require students to choose one subject from each Group 1 to 5 thus ensuring breadth of experience. The sixth subject may be an Arts subject chosen from Group 6, or the student may choose another subject from Groups 1 to 5.

At Sophia Mundi students have two options when making their choices

- Choose one subject from each group (1 to 6)

OR

- Choose an additional subject from either Group 3 or Group 4 as the sixth option. This is why they appear in the Group 6 column. These two subjects have been placed with Group 6 offerings in order to allow students to select a Maths/Science focus or a Humanities focus if desired. This selection will depend upon final offerings as determined by the Principal.

**PLEASE NOTE: SUBJECTS OFFERED IN A PARTICULAR YEAR WILL BE DEPENDENT ON STUDENT DEMAND AND DETERMINED BY THE PRINCIPAL.**



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## SENIOR SCHOOL SUBJECT SELECTION FOR 2015

Please write clearly

Student's Name \_\_\_\_\_

Career Preferences \_\_\_\_\_

Tertiary Training Requires \_\_\_\_\_

Tertiary Prerequisites  
(IB Subjects) \_\_\_\_\_

IB Diploma Programme regulations require students to choose one subject from each Group 1 to 5 thus ensuring breadth of experience. The sixth subject may be an Arts subject chosen from Group 6, or the student may choose another subject from Groups 1 to 5.

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## 7 IB Subject 2017

## Selection for

### IB DP or CC COURSE SELECTION CHECKLIST

Student's Name \_\_\_\_\_

Does the course chosen satisfy IB requirements?

- One subject from each of the six groups.
- At least three subjects at Higher Level.
- Ability to fulfil the requirements for CAS, Theory of Knowledge & the Extended Essay.
- IBCC: AtL, minimum 2 IB DP subjects and vocational subject

#### REQUIREMENT 1

One subject chosen from each of the six groups: YES / NO

#### REQUIREMENT 2

List your three Higher Level Subjects that have been chosen:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

#### REQUIREMENT 3

List three sample activities for your CAS requirements:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

#### REQUIREMENT 4

Read the International Baccalaureate Diploma Supplement to gain an understanding of the programme including: how each of the subjects are assessed and examined, how marks are allocated and the Diploma is awarded and what part TOK, CAS and the Extended Essay play in your IB Diploma.

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

IB Coordinator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_



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