



ST GEORGE'S
BRITISH INTERNATIONAL SCHOOL ROME

IB CURRICULUM & OPTIONS 2023-24





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WELCOME TO THE SIXTH FORM AT ST GEORGE'S

A very warm welcome to the Sixth Form at St George's British International School.

In the Sixth Form at St George's (Year 12 and Year 13) our pupils follow the International Baccalaureate Diploma Programme (IBDP), an ambitious and inspiring qualification which is widely regarded as the world's leading pre-university qualification.

The IBDP combines study in a breadth of academic disciplines with the development of a profile beyond the classroom, via the Creativity, Activity and Service programme and the embedding of key skills in preparation for university. Through the study of the Theory of Knowledge course and completion of an Extended Essay, IBDP pupils are presented with unique academic opportunity and challenge.

In addition, through the focus on the IB Learner Profile, pupils are encouraged to reflect not only on what they are learning, but who they are becoming which provides them with an invaluable ability to develop into lifelong learners ready for entry into higher education and the profession of their choosing.

St George's has an exceptionally strong legacy of delivering an outstanding International Baccalaureate Diploma Programme and the school consistently receives the highest results of any school in Italy and amongst the highest of any school of its type across continental Europe. We offer over 30 separate courses. Details of each are enclosed within this booklet.

Mary-Clare Startin

Vice Principal & Head of Senior School

LIFE IN THE SIXTH FORM

In joining our Sixth Form, pupils can look forward to two years in an enriching and ambitious academic environment, and they will enjoy pastoral support that includes comprehensive university and careers guidance. As pupils progress into our Sixth Form, they will also be given considerable privileges such as smaller class sizes, different subject choices, a new dress code and more independence in learning and study methods. As a result of these privileges as young adults, the school has high expectations of pupil conduct. Our Sixth Formers are role models for younger pupils, and they will be expected to be immersed fully in the life of the school and the local community.

The IB is a challenging academic programme, requiring self-reliance and organisation from the very start. At its heart is the Core Programme. There are numerous Creativity, Activity, Service (CAS) opportunities designed to foster an understanding of, and involvement with, the wider community. The Theory of Knowledge course enables pupils to connect their learning across their IB subjects as they explore what knowledge is and investigate how they learn. The Extended Essay, a 4000-word research essay on a subject of a pupil's choice, involves conducting independent research, with one-on-one supervision from a dedicated tutor.

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

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

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

I look forward to welcoming you into our Sixth Form.

Fran Vulpiani

Assistant Head, Head of Sixth Form



IB LEARNER PROFILE

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

IB learners strive to be:

Inquirers

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

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 fore-thought 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.



DIPLOMA OVERVIEW

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

IB Diploma students are required to study:

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

The Diploma candidate must meet three additional requirements:

- Submission of an Extended Essay research project
- Submission of a Theory of Knowledge essay and exhibition commentary
- Completion of Creativity, Activity and Service (CAS) programme

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

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

Group	Group title	Subjects offered
1	Studies in Language and Literature	English A Language and Literature English A Literature French A Literature Italian A Language and Literature Italian A Literature Mandarin A Language and Literature
2	Language Acquisition	Classical Language (Latin) English B French B German B Italian B Italian Ab Initio (SL only) Mandarin B Spanish B Spanish Ab Initio (SL only)
3	Individuals and Societies	Art History (SL only) Business Management Economics Environmental Systems and Societies (SL only) Geography History Psychology
4	Sciences	Biology Chemistry Computer Science Environmental Systems and Societies (SL only) Physics Sports, Exercise and Health Science
5	Mathematics	Analysis and Approaches Applications and Interpretation (SL only)
6	Arts and Electives	Music Theatre Visual Arts • Biology Chemistry Computer Science Physics • Business Management Economics Geography History Psychology • French B Spanish B

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

CONDITIONS FOR THE AWARD OF THE DIPLOMA

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

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



REQUIREMENTS FOR ENTRY

In selecting IB subjects, pupils are encouraged to consider their interests, future university and career choices, and their strongest IGCSE (or equivalent) results. Each pupil will be guided by the Sixth Form Team and option choices and recommendations will be discussed with pupils prior to joining Year 12. The table below contains requirements for entry based upon prior performance at IGCSE. In circumstances where an IGCSE has not been obtained, St George's will review subject choices in light of equivalent qualifications from international institutions during the Sixth Form interview.

Subject	Recommended minimum IGCSE Grade for Higher Level Entry	Recommended minimum IGCSE Grade for Standard Level Entry
English A Language and Literature	6 in English Language and English Literature	4 in English Language and English Literature
English A Literature	6 in English Language and English Literature	4 in English Language and English Literature
French A Literature	French A pre-IB course or confident bilingual/native speaker	French A pre-IB course or confident bilingual/native speaker
Italian A Language and Literature	Italian A pre-IB course or confident bilingual/native speaker	Italian A pre-IB course or confident bilingual/native speaker
Italian A Literature	Italian A pre-IB course or confident bilingual/native speaker	Italian A pre-IB course or confident bilingual/native speaker
Mandarin A Language and Literature	Mandarin A pre-IB course or confident bilingual/native speaker	Mandarin A pre-IB course or confident bilingual/native speaker
Classical Languages (Latin), French, German, Italian, Mandarin or Spanish B	8 in relevant language or high level of proficiency in speaking and writing	6 in relevant language or at least two years of exposure with the language
English B	6 in English as a Second Language	4 in English as a Second Language
Italian or Spanish Ab Initio	N/A	N/A
Art History	N/A	4 in English and Maths
Business Management	6 in English and Maths	4 in English and Maths
Economics	6 in English and 7 in Maths	4 in English and Maths
Geography	6 in a humanities subject	4 in a humanities subject
History	6 in a humanities subject	4 in a humanities subject
Psychology	6 in English and Biology	4 in English and Biology
Biology	7 in Biology/Double Award	5 in Biology/Double Award
Chemistry	7 in Chemistry/Double Award	5 in Chemistry/Double Award
Computer Science	7 in Computer Science	5 in Computer Science
Environmental Systems and Societies	N/A	4 in Science and Maths
Physics	7 in Physics/Double Award	5 in Physics/Double Award
Sports, Exercise and Health Science	7 in Biology or PE	5 in Biology or PE
Mathematics - Analysis and Approaches	9 in Maths	7 in Maths
Mathematics - Applications and Interpretation	N/A	4 in Maths
Music	6 in Music or instrumental grade	4 in Music or instrumental grade
Theatre	6 in Drama or performance piece	4 in Drama or performance piece
Visual Arts	6 in Art or a portfolio	4 in Art or a portfolio



LANGUAGE A: LANGUAGE & LITERATURE

Group 1

Overview	<p>At St George's, the Language and Literature A courses offered are English, Italian and Mandarin. Language and Literature is a varied, interesting and challenging course for pupils that are curious about the way meaning is both generated and interpreted. They will explore a wide range of texts, both visual and written. The course examines the fact that whilst texts are autonomous entities, they are also related to cultural contexts, time and place. The development of analytical skills, the ability to write structured academic essays and to explore ideas in formal oral assessments are all crucial to pupils' success.</p>
Curriculum Topics	<p>Higher level candidates will study at least six literary texts and six non-fiction bodies of work. Standard level will study at least four literary texts and four non-fiction bodies of work. The literary texts will be taken from different genres, and a minimum of one (Standard level) or two (Higher level) will be read in translation. The non-fiction bodies of work will cover a range of text types, such as advertising campaigns, speeches and essays.</p> <p>The exact texts and works studied will vary depending on the teacher but are guaranteed to be culturally diverse and related to a range of global issues.</p>
Assessment	<p>Although marking criteria and exam papers differ slightly, the method of assessment for both Higher and Standard levels is broadly the same:</p> <p>External assessment</p> <p>Paper 1: Guided textual analysis of one (Standard level) and two (Higher level) non-literary passages (35%)</p> <p>Paper 2: Comparative essay based on two works studied (Standard level 35% and Higher level 25%)</p> <p>Internal assessment</p> <p>Individual oral (15 minutes) of an extract from one non-literary text and one from a literary work (Standard level 30% and Higher level 20%)</p> <p>Higher level essay on one non-literary or literary text or work studied during the course (20%)</p> <p>For Higher level candidates, external assessment through written examinations and coursework accounts for 80% of the final grade; moderated internal assessment for 20%. For Standard level, external assessment accounts for 70% of the final grade, moderated internal assessment for 30%.</p>
Future Pathways	<p>Studying Language and Literature at Higher level would lead naturally to studying English/Italian/Mandarin at university. However, it is also a very good Higher level subject to offer for those who want to study any subject requiring textual analysis and excellent communication skills (business related subjects, law, medicine, marketing, media etc.). Whether at Higher or Standard level, this course will develop the ability to analyse information, identify how language influences understanding and how to present ideas clearly and persuasively. These are essential skills for a whole host of degree and career options.</p>



LANGUAGE A: LITERATURE

Group 1

Overview	<p>At St George's, the Language A courses offered are English, Italian and French. Literature is a wide-ranging, stimulating and enjoyable course. Pupils will read a wide variety of texts and write essays and critical commentaries showing their analytical skills. Exploring ideas in class discussion and debate, as well as formal assessment activities, are key components of the course.</p> <p>This is a course for pupils who love to read, to explore the 'big issues' and to broaden their understanding of the world.</p>
Curriculum Topics	<p>The scope of the Literature course is huge. Pupils will range across prose, drama, poetry and non-fiction and study texts from different cultures and traditions. Many of the text types may be new to them, such as graphic novels, biographies and song lyrics, and will truly expand their understanding of literature.</p> <p>Higher level pupils will study at least 13 texts. Standard level will study at least nine texts. The works will be taken from different genres, and three (Standard level) or four (Higher level) will be read in translation. Text choices will vary from year to year, depending on the teacher.</p>
Assessment	<p>Although marking criteria and exam papers differ slightly, the method of assessment for both Higher and Standard levels is broadly the same:</p> <p>External assessment</p> <p>Paper 1: Guided literary analysis of one (Standard level) and two (Higher level) literary passages (35%)</p> <p>Paper 2: Comparative essay based on two works studied (Standard level 35% and Higher level 25%)</p> <p>Internal assessment</p> <p>Individual oral (15 minutes) of an extract of a work in the language studied and one from a work studied in translation (Standard level 30% and Higher level 20%)</p> <p>Higher level essay on one literary text or work studied during the course (20%)</p> <p>For Higher level, external assessment through written examinations and coursework accounts for 80% of the final grade; moderated internal assessment for 20%. For Standard level, external assessment accounts for 70% of the final grade and moderated internal assessment for 30%.</p>
Future Pathways	<p>This is one of the most versatile IB courses and will serve to develop skills of analysis and communication. Whilst this course might lead naturally to studying Literature at university, IB Literature is also highly regarded by tutors considering admissions to courses as diverse as Medicine and Accounting.</p> <p>Former Literature students have gone on to work in the fields of investment banking, law, international politics and journalism.</p>



LANGUAGE B

Groups 2 and 6

Overview	All pupils must study a second language at either Higher or Standard level. Language B is a foreign language programme for pupils who have previous experience of learning the language, at least to IGCSE level or equivalent. The Language B courses available at St George's are English, Italian, French, Spanish, German and Mandarin . The skills of listening, speaking, reading and writing are developed through the study of a wide range of oral and written material alongside the further study of grammatical structures. At the end of the course, pupils should be able to communicate accurately and effectively in speech and in writing and be able to understand and respond to the language in a range of contexts. The curriculum model develops the ability to communicate in the target language through the study of language, themes and texts. The courses, through a list of five prescribed themes, study the life and culture of the countries where the language is spoken. Higher level candidates will also study two works of literature in the language.				
Curriculum Topics	The programme will be delivered through the use of five themes and related topics: <ul style="list-style-type: none">▪ Identities: lifestyles, health and wellbeing, beliefs and values, subcultures, language and identity.▪ Experiences: leisure activities, holidays and travel, lifestories, rites of passage, customs and traditions, migration.▪ Human ingenuity: entertainment, artistic expressions, communication and media, technology, scientific innovation.▪ Social organization: social relationships, community, social engagement, education, the working world, law and order.▪ Sharing the planet: the environment, human rights, peace and conflict, equality, globalization, ethics, urban and rural environment				
Assessment	<table border="0"><tr><td data-bbox="384 1283 877 1585">Assessment 1 Writing 1hr15minSL 1hr30minHL 25% weighting</td><td data-bbox="877 1283 1375 1585">Internal Assessment Individual oral 12-15 min + 15 min SL and 20 min HL of preparation 25% weighting</td></tr><tr><td colspan="2">Assessment 2 Receptive skills – listening and reading (separate sections) Listening comp. – 45 min SL 1 hr HL Listening comp. – 45 min SL 1 hr HL Reading comp. – 1 hr 50% weighting</td></tr></table>	Assessment 1 Writing 1hr15minSL 1hr30minHL 25% weighting	Internal Assessment Individual oral 12-15 min + 15 min SL and 20 min HL of preparation 25% weighting	Assessment 2 Receptive skills – listening and reading (separate sections) Listening comp. – 45 min SL 1 hr HL Listening comp. – 45 min SL 1 hr HL Reading comp. – 1 hr 50% weighting	
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Assessment 2 Receptive skills – listening and reading (separate sections) Listening comp. – 45 min SL 1 hr HL Listening comp. – 45 min SL 1 hr HL Reading comp. – 1 hr 50% weighting					
Future Pathways	Studying languages enables access not only to language degrees but develops the conceptual analysis needed for many courses such as linguistic courses, social sciences, and joint honour degrees. This enables pupils to access lots of cultural studies in degree programmes such as Anthropology, Psychology and International Relations. Applications to these university courses are supported by the academic discipline required in the IB Languages courses and skill development illustrated.				





CLASSICAL LANGUAGES (LATIN)

Group 2

Overview	Latin is offered as a Classical Language option in Group 2, and serves as a continuation from the IGCSE Latin course. IB Latin provides an opportunity for pupils to explore the language, literature and cultures of ancient Rome. This ancient civilisation has played a vital part in shaping many modern societies and cultures. The language itself is versatile and finely structured, and has had a major influence on the development of most modern European languages.
Curriculum Topics	<p>Prescribed core texts are longer extracts from literary works. As part of the course, SL pupils must read one core text, either prose or verse. HL pupils must read two core texts, both one prose and one verse. Prose texts include works by Cicero and Livy. Verse texts include works by Vergil and Ovid.</p> <p>Prescribed companion texts are shorter extracts of literary works, from different time periods and styles. As part of the course, SL and HL pupils must read any two prescribed companion texts. Prose texts include works by Sallust, Seneca, Pliny the Younger, Aulus Gellius and Eutropius. Verse texts include works by Horace, Ovid, Catullus, Lucretius and Tibullus.</p>
Future Pathways	Studying Latin as a classical language enables access not only to language and literature degrees but develops the conceptual analysis needed for many courses such as linguistic courses, social sciences, and joint honour degrees. This enables pupils to access lots of cultural studies in degree programmes such as Classical Studies, Anthropology, Literature. Applications to these university courses are supported by the academic discipline required in the IB Languages courses and skill development illustrated.





LANGUAGE AB INITIO

Group 2

Overview	Language Ab Initio is a language acquisition course designed for pupils with little or no prior understanding of the language. It is only available at Standard level but students must be aware that this course covers grammar and vocabulary at a very fast pace. Pupils at St George's have a choice between Italian Ab Initio and Spanish Ab Initio, but a course will only run if enough pupils opt for it. The courses cover five themes: identities, experiences, human ingenuity, social organisation and sharing the planet.				
Curriculum Topics	Identities Personal attributes Personal relationships Eating and drinking Physical wellbeing	Experiences Daily routine Leisure Holidays and tourism Festivals and celebrations	Human ingenuity Transport Entertainment Media Technology	Social organization Neighbourhood Education The workplace Social issues	Sharing the Planet Climate Physical geography Environment Global issues
Assessment (SL only)	Assessment 1 / Paper 1 Writing 1 hr 25% weighting Assessment 2 / Paper 2 Receptive skills – listening and reading (separate sections) Listening comprehension – 45 min Reading comprehension - 1 hr 50% weighting		Internal Assessment Individual oral 7-10 min + 15 min of preparation 25% weighting		
Future Pathways	The Ab Initio course encourages the learning of new skills in an unfamiliar context, which is highly desirable to universities looking for candidates with a breadth of skills. An Ab Initio course specifically develops the conceptual analysis needed for many courses such as linguistics, social sciences, and joint honour degrees. This enables pupils to access a variety of cultural studies in degree programmes such as Geography and Environment Studies, Leisure and Tourism and Sociology, based on the breadth of topics illustrated above.				





ART HISTORY

Group 3

Overview	<p>Pupils in Rome are ideally located for the study of Art History. Lessons are centred on discussion of images, and during the course, participants will be expected to make presentations and lead discussion on areas that they have researched. First-hand experience of art works is fundamental to the course, and pupils visit sites and museums in and around Rome and further afield. They are also required to visit works for themselves. They are guided in their reading around the subject in order to develop informed critical responses. Emphasis is placed on an analytical approach in both written and oral work. It is not necessary for pupils to have practical artistic skills.</p>						
Curriculum Topics	<p>The course, which is in Group 3: Individuals and Societies, offers pupils the opportunity to develop a detailed knowledge and understanding of the cultural heritage of Rome and Italy, and its relationship to other cultures. Learning focuses on two historical periods in-depth, and examines art and architecture within its context, addressing such issues as the development of style, iconography (meaning), how art can convey a political or cultural message, techniques and materials, relationships between artists and their patrons, and how artworks convey identity.</p>						
Assessment (SL only)	<p>Pupils have the opportunity to research any aspect of global Art History of their choice for the Coursework component, completing a 2000-word comparative essay. The course is assessed by the coursework (30%) and final examination (70%). The examination comprises a picture question paper, based on keyworks (30%) and an essay paper (40%).</p> <p>Standard level</p> <table><tr><td>Paper 1: Questions on 2 keyworks</td><td>30%</td></tr><tr><td>Paper 2: Essay Paper (2 essays choice of 12)</td><td>40%</td></tr><tr><td>Internal Assessment</td><td>30%</td></tr></table>	Paper 1: Questions on 2 keyworks	30%	Paper 2: Essay Paper (2 essays choice of 12)	40%	Internal Assessment	30%
Paper 1: Questions on 2 keyworks	30%						
Paper 2: Essay Paper (2 essays choice of 12)	40%						
Internal Assessment	30%						
Future Pathways	<p>IB Art History allows pupils to develop a life-long interest in all aspects of Art and Architecture, as well as to build up a range of transferable skills. Some pupils go on to study Art History at university, and the course would be a useful step towards careers in exhibition and museum curating, restoration, tourism, and the art market.</p>						





BUSINESS MANAGEMENT

Groups 3 and 6

Overview	<p>Business Management in the IB programme studies business functions, management processes and decision-making in contemporary contexts of strategic uncertainty. It examines how business decisions are influenced by factors internal and external to an organisation, and how these decisions impact upon its stakeholders, both internally and externally. The course covers all key areas found within a business, including finance, marketing, operations management and human resources. Business Management also explores how individuals and groups interact within an organisation, how they may be successfully managed and how they can ethically optimise the use of resources in a world with increasing scarcity and concern for sustainability.</p> <p>The relationship between concepts, the contexts and content of the discipline of business management can be illustrated with a triangular diagram. The concepts of creativity, change, ethics and sustainability are anchored in the tools, techniques and theories of the subject and come alive through case studies and examples. Together, these help pupils to acquire a holistic and integrated understanding of business management.</p> <p>Other common subjects to consider with the Higher level course include Maths Higher level and/or Geography; though Business Management fits well with a whole range of subjects and suits many different types of students.</p>
Curriculum Topics	<p>This is a new syllabus with the first examinations taking place in May 2024. All pupils undertake the following units.</p> <p>Unit 1: Business organisation and environment Unit 2: Human resource management Unit 3: Finance and accounts Unit 4: Marketing Unit 5: Operations management</p> <p>Those taking Business Management at Higher level will study them either in more depth or with additional Higher Level (HL) components.</p>
Assessment	<p>Higher level - Three external written examinations, 4 hours 30 minutes total (80%) and ONE internal assessment.</p> <p>The internal assessment is a research project of 1800 words - investigating and reporting on a real business issue or problem facing a particular organisation using a conceptual lens. (20%).</p> <p>Paper 1: Pre-seen case study, 2 sections - structured questions and extended responses (essays) 1 hour 30 mins 30%</p> <p>Paper 2: Unseen case studies, 2 sections - structured questions and extended responses (essays) 1 hour 45 mins 25%</p> <p>Paper 3: Unseen case study, one compulsory extended response (essay) on social enterprise 1 hour 15 minutes 25%</p> <p>Standard level - Two external written examinations, 3 hours total (70%) and one internal assessment</p> <p>The internal assessment is a research project 1800 words (30%) - investigating and reporting on a real business issue or problem facing a particular organisation using a conceptual lens.</p> <p>Paper 1: Pre-seen case study, structured questions and extended response (essays) 1 hour 30 mins 35%</p> <p>Paper 2: Data response unseen - structured questions and extended response (essays) 1 hour 30 mins 35%</p>
Future Pathways	<p>Whether as a potential subject to study at university or as a new humanities subject, choosing IB Business Management enables pupils to understand how organisations operate in all fields. While not a prerequisite for studying Business Management at university, this course will equip students with a comprehensive introduction to the key concepts and provides a basis for many interdisciplinary degrees.</p>



ECONOMICS

Groups 3 and 6

Overview	<p>Economics is the study of how societies can use the earth's limited resources. As a social science it examines the production, distribution and consumption of goods and services within a theoretical framework. Individuals, businesses and governments must constantly make choices, and the use of economic theory and knowledge helps to evaluate whether the appropriate choices are made to maximise society's welfare, or not.</p> <p>Emphasis in the IB course is placed on the theories of microeconomics and macroeconomics, and how these can then be applied to real world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability. The ethical dimensions involved in the application of economic theories and policies permeate throughout the economics course as pupils are required to consider and reflect on human end-goals and values. Confidence in both written and numerical accuracy are important skills for a student of economics to have, indeed at Higher level students also studying Higher level Maths and Physics is a common combination of subject choice, equally students of History or Geography study economics alongside.</p> <p>The Economics course encourages pupils to develop their numerical skills, as well as fostering international perspectives, promoting a concern for global issues. It raises student awareness of their own responsibilities at a local, national and international level.</p>										
Curriculum Topics	<p>These following subjects will be studied by Higher and Standard level pupils.</p> <p>The main difference for those studying at Higher is the quantitative nature of additional topics and additional, more complex content found throughout the syllabus. Maths based topics are assessed at both SL and HL level in paper 2, just more so for HL as there is an additional paper. Both SL and HL involve extended pieces of writing in the final assessments.</p> <p>Section 1: Introduction to Economics Section 2: Microeconomics (including behavioural theory and the theory of the firm at HL) Section 3: Macroeconomics Section 4: The global economy (which includes international trade and development)</p>										
Assessment	<p>Higher level - three external written examinations, four hours 30 minutes total (80%) and three internal assessments, 800 words each (20% HL).</p> <table border="0"><tr><td>Paper 1: Extended response (essays) 1 hour 15 mins</td><td>20%</td></tr><tr><td>Paper 2: Data response and extended response paper 1 hour 45 mins</td><td>30%</td></tr><tr><td>Paper 3: Policy paper (numerical paper and essays) 1 hour 30 mins</td><td>30%</td></tr></table> <p>Standard level - two external written examinations, three hours total (70%) and three internal assessments, 800 words each (30%)</p> <table border="0"><tr><td>Paper 1: Extended response (essays) 1 hour 15 mins</td><td>30%</td></tr><tr><td>Paper 2: Data response 1 hour 45 mins</td><td>40%</td></tr></table>	Paper 1: Extended response (essays) 1 hour 15 mins	20%	Paper 2: Data response and extended response paper 1 hour 45 mins	30%	Paper 3: Policy paper (numerical paper and essays) 1 hour 30 mins	30%	Paper 1: Extended response (essays) 1 hour 15 mins	30%	Paper 2: Data response 1 hour 45 mins	40%
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Paper 1: Extended response (essays) 1 hour 15 mins	30%										
Paper 2: Data response 1 hour 45 mins	40%										
Future Pathways	<p>Whether as a potential subject to study at university or as a new humanities subject, studying IB Economics enables us to understand better the world in which we live. The interactions between people, governments and organisations form the basis of everyday life, and economics develops the ability to analyse these critically. It is worth noting that for degree level study in economics that the Higher Level maths is usually required, but economics can be enjoyed as a stand alone IB subject in its own right.</p>										



GEOGRAPHY

Groups 3 and 6

Overview	Geography at IB level is an all-encompassing subject. It combines many skills including ICT, Geographic Information Systems, essay writing, data interpretation, use of infographics and debating skills. The syllabus explores topics including climate change resilience, energy security, hazard response, the spread of disease, resource management, international relations and terrorism. A field trip takes place in Year 12 and has previously seen pupils travel to Bath, Valencia and Venice.
Curriculum Topics	<p>Both the Higher and Standard level courses have the same demands in terms of knowledge and understanding. Higher level is simply more Geography.</p> <p>Core themes: Standard and Higher level</p> <ol style="list-style-type: none">1. Population2. Global Climate Change3. Global Resource Consumption. <p>Higher Level only:</p> <ol style="list-style-type: none">4. Power, Places and Networks5. Human Development and Diversity6. Global Risks and Resilience <p>Optional Themes: Standard and Higher level:</p> <ol style="list-style-type: none">1. Leisure, Tourism and Sport2. Geophysical Hazards <p>Higher level:</p> <ol style="list-style-type: none">3. Food, Health and Disease
Assessment	<p>Standard level: Two exam papers and an Internal Assessment (25%)</p> <p>Higher level: Three exam papers and an Internal Assessment (20%)</p>
Future Pathways	<p>Geography is an increasingly popular choice at university as it allows progression into diverse careers, from hazard mitigation to governmental advisor. Geographers are seen as amongst the most skilled graduates and can apply for a range of degree programmes.</p> <p>Each year a large proportion of the Geography class continues their geographical studies at university and destinations have included St Andrews, UCL, Exeter and Bristol, all of which are in the top 10 rated universities for the study of Geography.</p>





HISTORY

Groups 3 and 6

Overview	A number of pupils who take IB History choose to continue this highly academic subject at university. Studying History at university provides a student with skills which are not confined to the study of the past. Skills of analysis are invaluable in many jobs, and the ability to analyse and then prioritise information is vital to decision making.
Curriculum Topics	<p>The IB History course investigates 20th Century Modern World History. Students at both levels follow a core course focusing on the following topic areas:</p> <p>Topic 1: Causes, Practices and Effects of War Areas for study are WWI, WWII, Spanish Civil War, Cuban / Chinese Civil War</p> <p>Topic 2: Authoritarian States Areas for study can include: USSR (Stalin), Germany (Hitler), Italy (Mussolini), Cuba (Castro), China (Mao). Plus: Paper 1 Source Paper: Move to Global War: Case Studies - Japanese expansion in East Asia (1931–1941) German and Italian expansion (1933–1940)</p> <p>At Higher level, pupils will also be examining in detail the following areas:</p> <p>Topic 1: Europe and the First World War (1871–1918) Topic 2: European states in the inter-war years (1918–1939) Topic 3: Versailles to Berlin: Diplomacy in Europe (1919–1945)</p>
Assessment	<p>Standard level</p> <p>Paper 1: Document Based Questions 30% Paper 2: 2 Essays from core topics 45% IA: 2,200 word historical investigation 25%</p> <p>Higher level</p> <p>Paper 1: Document Based Questions 20% Paper 2: 2 Essays from core topics 20% Paper 3: 3 Essays from HL Topics 35% IA: 2,200 word historical investigation 25%</p>
Future Pathways	Many pupils who take IB History choose to study a number of related subjects at university such as Politics, International Relations, PPE and Law. Any career that rewards clear thinking, good writing, articulate speaking and the ability to ask and answer complicated questions about how the world works will be open to a student of history.





PSYCHOLOGY

Groups 3 and 6

Overview	<p>Psychology is the rigorous and systematic study of mental processes and behaviour. It is a complex subject which draws on concepts, methods and understandings from a number of different disciplines. There is no single approach that would describe or explain mental processes and behaviour on its own as human beings are complex animals, with highly developed frontal lobes, cognitive abilities, involved social structures and cultures. The study of behaviour and mental processes requires a multidisciplinary approach and the use of a variety of research techniques whilst recognising that behaviour is not a static phenomenon, it is adaptive, and as the world, societies and challenges facing societies change, so does behaviour.</p>
Curriculum Topics	<p>At the core of IB Psychology is an introduction to three different approaches to understanding behaviour:</p> <ul style="list-style-type: none">- biological approach, including information about genetics and brain structure- cognitive approach, including learning about memory processes- sociocultural approach, including stereotyping and group behaviour <p>The knowledge, concepts, theories and research that have developed the understanding in these fields will be studied and critically evaluated to answer some of the questions being asked by psychologists today. These may include questions such as “why does someone commit crime?”, “why do people conform?” and “how can we measure cognitions?”.</p> <p>The contribution and the interaction of the three approaches can be best understood through the options. There are four options in the course. They focus on areas of applied psychology: abnormal psychology, developmental psychology, health psychology and psychology of relationships.</p>
Assessment	<p>Higher Level</p> <p>Paper 1 (2 hours) Section A: Three short-answer questions on the core approaches to psychology (27 marks) Section B: One essay from a choice of three on the biological, cognitive and sociocultural approaches to behaviour (22 marks)</p> <p>Paper 2 (2 hours) Two questions; one from a choice of three on each of two options (44 marks)</p> <p>Paper 3 (1 hour) Three short-answer questions from a list of six static questions (published in this guide) on approaches to research (24 marks)</p> <p>Internal assessment: Experimental study A report on an experimental study undertaken by the student (22 marks)</p> <p>Standard Level</p> <p>Paper 1 (2 hours) Section A: Three short-answer questions on the core approaches to psychology (27 marks) Section B: One essay from a choice of three on the biological, cognitive and sociocultural approaches to behaviour (22 marks)</p> <p>Paper 2 (1 hour) One question from a choice of three on one option (22 marks)</p> <p>Internal assessment: Experimental study A report on an experimental study undertaken by the student (22 marks)</p>
Future Pathways	<p>Criminology, Environmental Studies, Forensic Science, Nursing, Nutrition, Neuroscience, Psychology, Psychiatry, subjects allied to medicine, Sport Therapy</p>



BIOLOGY

Groups 4 and 6

Overview	<p>The field of Biology is currently going through a rapid transformation with great leaps forward in research and application of these findings, particularly in the areas of biotechnology and genetics. The IB Biology course reflects these rapid changes, stimulating and challenging students academically and promoting debate on where they stand, ethically, on many of the controversial issues facing today's societies.</p> <p>Work in class involves a blend of independent and group based tasks, both pupil and teacher led. The course is broad, relevant and challenging and requires significant study outside of taught lessons. Pupils are encouraged to read current publications, both in the library and online.</p> <p>Practical skills are integral to the course. Pupils have the opportunity to carry out investigations both with guided methods and of their own design and to develop their analytical and evaluative skills. They write laboratory reports digitally and these are a mix of recorded findings, background research, data presentation and discussion of the results.</p>
Curriculum Topics	<p>Both Higher and Standard level pupils study the themes of unity and diversity, form and function, interaction and interdependence and continuity and change. These are applied to all levels of organisation, from molecules to cells to organisms to systems.</p>
Assessment	<p>Standard level</p> <p>36% Paper 1: Multiple Choice questions, experimental and data analysis questions (1.5h) 44% Paper 2: Short answer and extended response questions (1.5h) 20% Internal Assessment (10h)</p> <p>Higher level</p> <p>36% Paper 1: Multiple Choice questions, experimental and data analysis questions (2h) 44% Paper 2: Short answer and extended response questions (2.5h) 20% Internal Assessment (10h)</p>
Future Pathways	<p>Biology is a popular Group 4 option choice for many pupils. Often combined with the study of Chemistry, it provides a thorough grounding for graduates to go on to study a wide range of courses at university. These range from medicine and dentistry to forensic science, genetics, biomedical science and environmental management, to name but a few.</p>





CHEMISTRY

Groups 4 and 6

Overview	<p>Chemistry is at the forefront of progress in many facets of human life and the study of chemistry allows pupils to become part of this evolutionary whirlwind as they discover the principles behind progress in medicine, industry and technology, all of which employ molecules or materials chosen for their special properties.</p> <p>Activities in class include both theory and practical, group and individual work. The course is both stimulating and demanding, and pupils balance their classroom learning with a significant amount of preparation, practice and research outside the classroom.</p> <p>The coursework element is an exciting opportunity to design and carry out an investigation independently, combining the knowledge and skills acquired during the course.</p>
Curriculum Topics	<p>Both Higher and Standard level candidates study the core topics of chemical reactions, atomic structure, the periodic table, energetics, acids and bases, organic chemistry and measurement in chemistry. Higher level students study each topic in greater depth. Pupils will study one of the options from biochemistry, energy and medicinal chemistry.</p>
Assessment	<p>Standard level</p> <p>36% Paper 1: Multiple Choice questions, experimental and data analysis questions (1.5h) 44% Paper 2: Short answer and extended response questions (1.5h) 20% Internal Assessment (10h)</p> <p>Higher level</p> <p>36% Paper 1: Multiple Choice questions, experimental and data analysis questions (2h) 44% Paper 2: Short answer and extended response questions (2.5h) 20% Internal Assessment (10h)</p>
Future Pathways	<p>Chemistry is an increasingly popular choice of Group 4 subject and is often successfully combined with either Physics or Biology. Pupils who choose Chemistry are ideally placed to apply to many university courses: those among the most popular being chemical engineering, medicine, pharmacy and forensic science.</p>





COMPUTER SCIENCE

Groups 4 and 6

Overview

The Computer Science course is the study of computational systems, and the use and programming of computers to solve real world problems. It studies the theory, design, and architecture of each of these.

The course is the study of the theory, design and architecture of computational systems, use of computers, and programming of digital devices to solve real world problems. Computer science requires an understanding of programming, systems architecture and the underlying concepts of computational thinking. An awareness of the ethical issues related to, and the influence of, computer science on culture and society is an integrated part of the course.

Computer science enables us to model, analyse, discover, and create systems to address highly complex problems. It facilitates and empowers us to innovate, explore and the acquire further knowledge and skills.

This will be a new syllabus for first teaching in 2023. As such all below details are from the draft and must be taken as provisional.

Curriculum Topics

	Systems in theory	Systems in practice	Systems in context
Abstraction	Computational thinking [2 hrs] SDLC overview [1 hr] Planning and analysis [2 hrs] Operating systems [6 hrs] Fundamentals of computer systems [5 hrs] Network organisation [12 hrs]	Thinking computationally [2 hrs] Data types and Data structures [10 hrs]	Introduction to systems [2 Hours] Networks [5 hours]
Design	Software design [4 hrs] Network security design [5 hrs]	Software modelling [5 hrs]	Analysis of systems design [8 hours]
Development	Fundamentals of program development [5 hrs] OOP principles [4 hrs] Development tactics [5 hrs] Databases [10 hrs] Theory of ADTs [12 hrs]	Development of software [10hrs] Programming with objects [12 hrs] Development strategies [5 hrs] Application of databases [10 hrs] Application of ADTs [21 hrs]	Usability and accessibility [2 hours] System documentation [4 hours]
Evaluation	Vulnerabilities [10 hrs]	Beta testing [3 hrs] Evaluating and maintaining the system [4 hrs]	Impacts of emerging technology on society [4 hours] Real world vulnerabilities [5 hours]
Hours (draft)	34 core + 49 AHL	51 core + 31 AHL	20 core + 10 AHL

Core hours = 105 hours; AHL hours = 90 hours

The Internal assessment component and the Group 4 project accounts for 45 hours.

Assessment

Paper 1: Duration: 1 ¼ hours (SL), 2 hours (HL), Weighting: 40% (HL and SL)

- Paper based on Systems in theory and Systems in practice.

Paper 2: Duration: 1 ¼ hours (SL), 2 hours (HL) Weighting: 40% (HL), 30% (SL)

- Paper based on Systems in context.

Internal Assessment: Duration: 45 hours, in class, Weighting: 20% (HL), 30% (SL)

- Individual computational solution development project
- The IA is assessed against 4 criteria:
 - A: Planning
 - B: Systems design overview
 - C: Development and Programming
 - D: Evaluation
- The IA comprises a maximum of 24 pages with a maximum word count.

Future Pathways

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



ENVIRONMENTAL SYSTEMS AND SOCIETIES

Groups 3 and 4

Overview	<p>Environmental Systems and Societies is a trans-disciplinary subject, as it is located in more than one option group and can satisfy the requirements of both Group 3 – Humanities, and Group 4 – Experimental Sciences.</p> <p>Environmental Systems and Societies will help pupils to:</p> <ul style="list-style-type: none">▪ Understand and engage with complex environmental issues of global importance▪ Develop the skills required by careers in the quickly growing environmental sector▪ Become a truly global citizen, aware of the diversity of environmental perspectives▪ Create innovative solutions to environmental issues by engaging actively in local and global contexts▪ Develop expertise in the use of scientific research to identify issues and inform responses
Curriculum Topics	<p>Topics Covered:</p> <p>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</p> <p>Practical work:</p> <p>Pupils will undertake a wide variety of practical activities both in the laboratory and around the school site, providing the opportunity to gain and develop skills and techniques which will consolidate their understanding of the concepts the course covers.</p> <p>Field Investigations:</p> <p>There are two required fieldtrips during the course. The first will be to a local National Park in Year 12. The aim of this field trip is to gain first-hand experience in studying Topics 2 and 3, and provide an opportunity to gather data for internal assessment projects. The second fieldtrip will be a single day trip to Sutri to study water pollution in Year 13.</p>
Assessment (SL only)	<p>Paper 1: Case Study - Resource book and structured questions (1 hour) 25% Paper 2: Knowledge and Understanding Paper on Topics 1-8 (2 hours) 50%</p> <p>Section A: Short answer and data-based questions Section B: Two structured essay questions (20 marks each)</p> <p>Internal Assessment – Internal, individual investigation into an ESS issue. (10 hours)</p>
Future Pathways	<p>As a transdisciplinary subject, Environmental Systems and Societies works well with other subjects. It can complement Higher level Biology or Higher level Geography for those who wish to study Environmental Sciences, Geography or Natural Sciences at University. In addition, it can be useful for a career in design or engineering, as ESS students develop the ability to identify an issue and find innovative solutions.</p>



PHYSICS

Groups 4 and 6

Overview	<p>Physics is the most fundamental of the experimental sciences as it seeks to explain the universe itself, from the very smallest particles (such as quarks), to the vast distances between galaxies. The course includes a look at the quantum world as well as consideration of theories of the large scale universe.</p> <p>There is an emphasis on practical experimentation throughout the course. Pupils utilise their ICT skills both in data collection and in data analysis. All pupils research and conduct a practical project worth 20% of the final grade. Within this project, there is much scope for individual initiative.</p>
Curriculum Topics	<p>IB Physics is a very wide-ranging course covering aspects of the subject from highly theoretical areas, such as quantum theory, to highly practical areas such as structural engineering. The core themes focus on many principles which will be familiar to pupils from IGCSE. However, they are studied in more depth and with greater mathematical rigour. Topics range from the concept of energy and the study of kinematics, to the modern theories of relativity and sub-atomic physics. At both Higher and Standard level an option is chosen from amongst the four topics of Astrophysics, Engineering Physics, Imaging and Relativity.</p>
Assessment	<p>Standard level</p> <p>36% Paper 1: Multiple Choice questions, experimental and data analysis questions (1.5h) 44% Paper 2: Short answer and extended response questions (1.5h) 20% Internal Assessment (10h)</p> <p>Higher level</p> <p>36% Paper 1: Multiple Choice questions, experimental and data analysis questions (2h) 44% Paper 2: Short answer and extended response questions (2.5h) 20% Internal Assessment (10h)</p>
Future Pathways	<p>IB Physics is a very well-regarded preparation for any STEM subject at degree level. It is often a prerequisite for the plethora of university courses in engineering, whether it be bio-engineering or design engineering, marine or aeronautical, micro-electronic or material engineering. Pupils who have recently completed IB Physics at St George's have gone on to study STEM courses across several continents and at some of the world's most prestigious universities.</p>





SPORTS, EXERCISE AND HEALTH SCIENCE

Group 4

Overview	<p>The IB course in Sports, Exercise and Health Science involves the study of the science that underpins physical performance. The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition. Pupils cover a range of topics and carry out practical (experimental) investigations in both laboratory and field settings. This provides an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyse human performance. Sports, Exercise and Health Science is available at Standard level only.</p>								
Curriculum Topics	<p>All pupils will undertake the following units:</p> <p>SL/HL</p> <p>Unit 1: Anatomy Unit 2: Exercise physiology Unit 3: Energy systems Unit 4: Movement analysis Unit 5: Skill in sport Unit 6: Measurement and evaluation of human performance</p> <p>In addition at HL</p> <p>Unit 7: Further anatomy Unit 8: Endocrine system Unit 9: Fatigue Unit 10: Friction and Drag Unit 11: Skill acquisition and analysis Unit 12: Genetics and athletic performance Unit 13: Exercise and immunity</p> <p>Options</p> <p>There are four options. Pupils are required to study any two options.</p> <p>A. Optimising physiological performance B. Psychology of sports C. Physical activity and health D. Nutrition for sports, exercise and health</p>								
Assessment	<table><tr><td>Paper 1: 45 mins SL / 1hr HL</td><td>20%</td></tr><tr><td>Paper 2: 1hr 15mins SL / 2hr 15mins HL</td><td>35%</td></tr><tr><td>Paper 3: 1hr SL / 1hr 15mins HL</td><td>25%</td></tr><tr><td>Individual investigation</td><td>20%</td></tr></table>	Paper 1: 45 mins SL / 1hr HL	20%	Paper 2: 1hr 15mins SL / 2hr 15mins HL	35%	Paper 3: 1hr SL / 1hr 15mins HL	25%	Individual investigation	20%
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Individual investigation	20%								
Future Pathways	<p>Whether as a potential area/subject to take at university or as a new science subject, choosing IB SEHS allows pupils to gain a deep understanding of the human body and performance in the world of sport. Many pupils who take IB SEHS choose to study a number of related subjects at university such as Sports Science, Physiotherapy, Sports Psychology, Sports Coaching and Sports Technology.</p>								



MATHEMATICS

Group 5

Overview	<p>IB Diploma Programme pupils take one of three available Mathematics courses.</p> <p>Analysis and Approaches (AA) - Higher Level is essentially a Pure Mathematics course intended for the most able mathematicians. It is a course appropriate for keen mathematicians, those with an interest in analytic methods. In order to be successful in this course, pupils will not only need to have gained the highest grade at IGCSE Mathematics (or equivalent), Grade 9/A*, but they should also have studied, understood, and, most importantly, thoroughly enjoyed the Pure Mathematics 1 extension course, or other further mathematics such as components of A-Level courses or GCSE Further Mathematics in KS4.</p> <p>Analysis and Approaches (AA) - Standard Level is a Pure Mathematics course designed for pupils who wish to pursue degrees with a mathematical component, and therefore need a strong knowledge of calculus, functions, trigonometry, or probability and statistical modelling. In order to be successful in this course, pupils will need to have gained one of the highest grades at IGCSE Mathematics (or equivalent), Grade 7/A or above, and be very competent in algebraic manipulation, functions, coordinate geometry, and in answering multi-step problems involving more than one topic.</p> <p>Applications and Interpretation (AI) - Standard Level is a more Practical Mathematics course which allows pupils to understand the wide range of mathematics that can be used in the world. Pupils will learn statistical models, functions, trigonometry, calculus, and probability models in a range of practical and abstract contexts. In order to be successful in this course, pupils will need to have gained a good grade at IGCSE (or equivalent) Mathematics, Grade 4/C or above.</p> <p>All courses require the use of a TI-84 Plus CE-T graphing calculator.</p>																				
Assessment	<p>Analysis and Approaches Higher Level (AA HL)</p> <table><tr><td>Paper 1: Non-calculator paper</td><td>30%</td></tr><tr><td>Paper 2: Calculator paper</td><td>30%</td></tr><tr><td>Paper 3: Problem solving paper</td><td>20%</td></tr><tr><td>Internal Assessment: Mathematics Exploration</td><td>20%</td></tr></table> <p>Analysis and Approaches Standard Level (AA SL)</p> <table><tr><td>Paper 1: Non-calculator paper</td><td>40%</td></tr><tr><td>Paper 2: Calculator paper</td><td>40%</td></tr><tr><td>Internal Assessment: Mathematics Exploration</td><td>20%</td></tr></table> <p>Applications and Interpretation Standard Level (AI SL)</p> <table><tr><td>Paper 1: Calculator paper</td><td>40%</td></tr><tr><td>Paper 2: Calculator paper</td><td>40%</td></tr><tr><td>Internal Assessment: Mathematics Exploration</td><td>20%</td></tr></table>	Paper 1: Non-calculator paper	30%	Paper 2: Calculator paper	30%	Paper 3: Problem solving paper	20%	Internal Assessment: Mathematics Exploration	20%	Paper 1: Non-calculator paper	40%	Paper 2: Calculator paper	40%	Internal Assessment: Mathematics Exploration	20%	Paper 1: Calculator paper	40%	Paper 2: Calculator paper	40%	Internal Assessment: Mathematics Exploration	20%
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Future Pathways	<p>Pupils who take the Mathematics: Analysis and Approaches Higher Level course typically pursue Mathematics at university or a Mathematics related degree such as Engineering, Physical Sciences or Mathematics-based Economics.</p> <p>Successful completion of the Mathematics: Analysis and Approaches Standard Level course may facilitate entry into degree courses with some mathematical component.</p> <p>The Mathematics: Applications and Interpretation Standard Level course provides a broad skill set for pupils wishing to explore a wide range of non-mathematical disciplines at university level, including Social Sciences, Business, Psychology and Design.</p>																				



MUSIC

Group 6

Overview	The IB music course fosters pupils' musicianship and shapes their musical identities as researchers, creators and performers. These three skills are strengthened through work on four different areas of inquiry: music for sociocultural and political expression, music for listening and performance, music for impact, movement and entertainment, as well as music technology in the electronic and digital age. The course will deepen their knowledge of a variety of music as well as improve their technical proficiency on their chosen instrument and creative skills.
Curriculum Topics	Unit 1: Exploring music in context Unit 2: Experimenting with music Unit 3: Presenting music Unit 4: The contemporary music-maker (HL only)
Assessment	<p>UNIT 1 - Exploring music in context (External) Pupils select samples of their work for a portfolio submission (maximum 2,400 words). Pupils submit:</p> <p>a. written work demonstrating engagement with, and understanding of, diverse musical material</p> <p>b. practical exercises:</p> <ul style="list-style-type: none">▪ creating: one creating exercise (score maximum 32 bars and/or audio 1 minute as appropriate to style)▪ performing: one performed adaptation of music from a local or global context for the student's own instrument (maximum 2 minutes) <p>c. supporting audio material (not assessed)</p> <p>UNIT 2 - Experimenting with music (Internal) Pupils submit an experimentation report with evidence of their musical processes in creating and performing in two areas of inquiry in a local and/or global context. The report provides a rationale and commentary for each process. Pupils submit:</p> <p>a. a written experimentation report that supports the experimentation (maximum 1,500 words)</p> <p>b. practical musical evidence of the experimentation process</p> <ul style="list-style-type: none">▪ three related excerpts of creating (total maximum 5 minutes)▪ three related excerpts of performing (total maximum 5 minutes) <p>UNIT 3 - Presenting music (External) Pupils submit a collection of works demonstrating engagement with diverse musical material from four areas of inquiry. The submission contains:</p> <p>a. Presenting as a researcher</p> <ul style="list-style-type: none">▪ programme notes (maximum 600 words) <p>b. Presenting as a creator • composition and/or improvisation (maximum 6 minutes)</p> <p>c. Presenting as a performer</p> <ul style="list-style-type: none">▪ solo and/or ensemble (maximum 12 minutes)▪ excerpts, where applicable (maximum 2 minutes) <p>UNIT 4 - The Contemporary Music Maker (Internal) Pupils submit a continuous multimedia presentation documenting their real-life project. Pupils submit multimedia presentation (maximum 15 minutes), evidencing:</p> <p>a. the project proposal</p> <p>b. the process and evaluation</p> <p>c. the realized project, or curated selections of it</p>
Future Pathways	Studying music gives pupils the power to engage more deeply as a performer, listener and composer. The theoretical study of music history and theory is sufficiently rigorous that it is accepted as a serious academic subject for entry to all university courses. There are many Music and Music Technology courses available at universities and conservatoires, from which music graduates enter a broad range of professions both in and out of the world of music and the creative arts. Possible careers in music include performing, composing and arranging, education and music therapy, music administration and management, music production and the wider creative industries.



THEATRE

Group 6

Overview	IB Theatre is an extremely challenging, but rewarding, multifaceted theatre-making course of study. It gives pupils the opportunity to make theatre as creators, designers, directors and performers, encouraging discovery through experimentation, the taking of risks and the presentation of ideas to others. Theatre pushes pupils to gain a richer understanding of themselves and the world around them through the processes of researching, creating, preparing, presenting and critically reflecting on theatre. Whilst pupils with theatrical experience are most likely to thrive in IB Theatre, candidates can take this subject without previous study of drama or theatre.
Curriculum Topics	In IB Theatre, the research of theatre is hands-on. Students explore dramaturgical skills through directing, designing sets and costumes, bringing texts to life from page to stage, as well as performing a range of exciting roles and characters to the highest possible standard. Pupils should be prepared to look beyond traditional western theatre styles and study a variety of theatre traditions and conventions from around the world.
Assessment	<p>IB Theatre is assessed in four tasks:</p> <p>Written task: Production Proposal (SL and HL) Internal Assessment SL 30% HL 20% Pupils choose a play text they have not previously studied and formulate a vision for the design and theoretical staging of the entire play text for an audience.</p> <p>Research task: Research Presentation (SL and HL) External Assessment SL 30% HL 20% Pupils plan, deliver and video record an individual research presentation in which they provide evidence of their academic and practical exploration and learning of a world theatre tradition they have not previously studied.</p> <p>Performance task: Collaborative Project (SL and HL) External Assessment SL 40% HL 25% Pupils collaboratively create and perform an original piece of theatre lasting 7–10 minutes, from a starting point of their choice. The piece is presented to an audience and each student submits a reflective project report.</p> <p>Theory and performance task: Solo Theatre Piece (HL only) External Assessment 35% Pupils research a theatre theorist they have not previously studied, identify an aspect of theory and create and present a solo theatre piece that demonstrates the practical application of this theory to an audience. Each pupil submits a report of both their research and their artistic intentions, as well as a video recording of the piece.</p>
Future Pathways	IB Theatre pupils are well prepared for further studies and careers in a wide range of areas including Broadcast Journalism, Theatre and Performance Arts, Film and Game design, and any field which requires intellectual and creative risk taking. IB Theatre students demonstrate a high degree of emotional intelligence and the resilience that is needed to flourish in people-centred roles. Like any of the fine arts, theatre exercises intangible thinking and communication skills which will serve any life, or lifestyle. Even if theatre is not part of your future career, the skills you learn can be part of your future.



VISUAL ARTS

Group 6

Overview

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

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

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

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

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

Assessment

Standard Level

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

Higher Level

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

Future Pathways

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





THEORY OF KNOWLEDGE

Theory of Knowledge (TOK) is one of three core requirements of the IB Diploma for all diploma candidates. It is a course about critical thinking and inquiring into the process and nature of knowing. The TOK course examines how we know and what we claim to know. It does this by encouraging students to explore knowledge questions through analytical arguments supported by examples. A distinction between shared knowledge and personal knowledge is made. Pupils will study a variety of different themes encompassing knowledge and the knower, and various areas of knowledge such as the Arts, Mathematics and the Natural Sciences. While philosophical in flavour and rigour, TOK is not a course in the history of philosophy. It develops critical thinking skills central to life within and beyond the curriculum.

In both years of the programme pupils must complete various class assessments, like mini-exhibition tasks or essays, developing their skills for the formal IB assessment of TOK. At the end of Year 12 pupils will complete their Internal Assessment, an exhibition based on three objects chosen by the pupil and connected to a knowledge question (IA prompt). This is internally assessed and externally moderated.

The second formal IB assessment task is the externally assessed essay; pupils choose one of six prescribed titles to respond to, drawing upon their TOK lessons and IB subjects as resources. The IB publishes these titles in September of Year 13. The exhibition counts for one-third of the final grade, while the essay counts for two-thirds.





EXTENDED ESSAY

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

Presented as a formal piece of scholarship containing no more than 4,000 words, the Extended Essay is completed independently and with the support and guidance of a supervisor. It provides pupils with an opportunity to engage in personal research in a topic of their own choice. This leads to a major

piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen.

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

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

CAS

Creativity, Activity, Service (CAS) is an integral part of the Diploma Programme, enabling valuable educational experiences to take place outside of the classroom. In order to fulfil this mandatory component of the Diploma Programme, pupils must maintain a balance of creativity, activity and service experiences that total about 2-3 hours per week, and plan and implement at least one 8-week CAS project (an ongoing experience with defined purpose and collaborative engagement).

They must also demonstrate, through reflections on ManageBac and periodic interviews, that they have achieved the Seven Learner Objectives, based on personal growth, challenge, and engagement.



With the support of the CAS Coordinator, each pupil develops a personal programme based on their interests and skills. Some of their CAS work will come as a natural part of their St George's experience, such as the Umbria retreat in Year 12, house charity week, and CORE creativity days. Pupils round out their CAS profiles through existing interests and co-curricular activities. Pupils may be engaged in suitable activities outside of school, so long as they are undertaken regularly, and can be validated by an instructor or other responsible adult.



RECOGNITION OF IB DIPLOMA FOR ADMISSION TO ITALIAN UNIVERSITIES AND COLLEGES

Italiano

Ministero dell'istruzione, dell'università e della ricerca

Dipartimento per la Programmazione e la gestione delle risorse umane, finanziarie e strumentali Direzione Generale per gli Affari Internazionali – Uff. I -

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

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

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

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

VISTO Il D.D.G. del 10 marzo 1999, concernente Il punteggio complessivo del diploma di Baccellierato internazionale, rilasciato dalla scuole di Baccellierato Internazionale e dai Collegi del Mondo Unito, riconosciute dall'Ufficio di Baccellierato Internazionale di Ginevra ed iscritte nell'elenco, previsto dal

D.P.R. 18 aprile 1994, n. 777;

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

ART. 1

Domanda di iscrizione nell'elenco e relativa documentazione

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

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

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

Alla domanda deve essere allegata la seguente documentazione:

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



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

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

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

ART. 2

Iscrizione nell'elenco

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

ART. 3

Visite ispettive

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

ALLEGATO A - Tutte le materie possono essere di Higher level o Standard level, a meno che non sia specificato di seguito

Liceo Linguistico	Liceo Scientifico	Liceo Classico	Liceo Scienze Umane
Prima lingua HL	Prima lingua	Prima Lingua	Prima lingua
Seconda lingua	Seconda lingua	Latino	Seconda lingua
Storia, Economia, Geografia, Psicologia	Storia o Economia o Geografia o Psicologia	Storia o Economia o Geografia o Psicologia	Storia HL
Chimica, Fisica, Biologia, Informatica, Scienze Ambientali	Fisica o Chimica o Biologia	Chimica o Fisica o Biologia o Informatica o Scienze Ambientali	Chimica o Fisica o Biologia o Informatica o Scienze Ambientali
Matematica	Matematica HL	Matematica	Matematica
Terza Lingua	Chimica o Biologia o Scienze Ambientali Informatica o Latino o Arte	Greco	Economia o Geografia o Arte o Psicologia

ALLEGATO B - Tabella di conversione in centesimi Il punteggio complessivo del diploma di baccellierato

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

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

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



ENGLISH TRANSLATION

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

Option: Languages	Option: Sciences	Option: Classics	Option: Human Sciences
First Language HL	First Language	First Language	First Language
Second Language	Second Language	Latin	Second Language
History or Economics or Geography or Philosophy or Psychology or Anthropology	History or Economics or Geography or Psychology	History or Economics or Geography or Psychology	History HL
Chemistry or Physics or Biology or Computer Science or Environmental Science	Chemistry or Physics or Biology	Chemistry or Physics or Biology or Computer Science or Environmental Science	Chemistry or Physics or Biology or Computer Science or Environmental Science
Mathematics	Mathematics HL	Mathematics	Mathematics
Third Language	Chemistry or Biology or Environmental Science or Computer Science or Latin or Arts	Greek	Economics, Psychology Geography or Arts

In the context of the four options of study, the studied branches listed above should include three subjects at Higher level and three subjects at Standard level. One obligatory subject characteristic for the option should be studied at Higher level as listed below:

- Option languages: First language
- Option sciences: Mathematics
- Option social studies: History
- Option classics: not offered at St George's

The Languages option does not have to include Italian as one of the three languages. However, pupils can be asked to sit an exam in Italian to assess their level of Italian if it is not included. Furthermore IB Diplomas must be legalised at the Italian Consulate in Geneva, after which pupils can register directly at the university if the equipollenza combination of subjects is respected. Please contact the IB Legalization Service at legalization@ibo.org for more detailed information. Please speak with the IB Coordinator for further information, and where in doubt, check with the admissions office at the university that you are considering applying to.



UNIVERSITY GUIDANCE

Pupils in the Sixth Form are supported closely by the Head of University Guidance and Careers, as well as by the Head of Sixth Form, Head of Year and Form Tutors as they research, prepare for and apply to universities.

When choosing the subjects to study for the Diploma, pupils should be aware of the entry requirements for the university courses that they may consider applying to. As well as requiring IBDP pupils to take specific subject combinations in order to be eligible for admission to certain degree programmes, some countries have national restrictions on IBDP courses that they will accept to be eligible to apply to any university in that country, including Italy.

Pupils are encouraged to explore the information on Unifrog, as well as higher education websites to familiarise themselves with the entry requirements. Most universities offer virtual tours and virtual open days, and virtual university events are advertised on a weekly basis through the following communication channels: Google Classroom, School TV screens, The Week @ St George's newsletter and Sixth Form notice board. There are also a number of dedicated sessions led by university representatives specifically for the St George's community.

The following websites are important sources of information for preparing applications to respective countries:

Country	Website	Information
United Kingdom	www.ucas.com	For researching and applying to universities in the UK
USA	www.collegeboard.org	Collegeboard: Use this site for researching universities and colleges, entrance requirements, essay writing, financial aid, as well as for information on PSAT and SAT tests.
	www.commonapp.org	
	www.coalitionforcollegeaccess.org	Use the other sites for information on how to apply and for applications.
	www.applytexas.org	
	https://apply.universityofcalifornia.edu/my-application/login	
Canada	www.ouac.on.ca	OUAC: For researching and submitting applications to universities in Ontario. Visit individual university websites for all other states in Canada.
	www.studyincanada.com	
Netherlands	www.studyinholland.nl	University guidance for studying in the Netherlands
Australia	www.studyinaustralia.gov.au	University guidance for studying in Australia
Europe	www.eunicas.ie	General guidance for courses in EU countries
Germany	www.daad.de/en	University guidance for studying in Germany. Strict restrictions on subjects: one HL course must be Mathematics or a Natural Science. German B2 or C1 is required.
Ireland	www.cao.ie	For researching and submitting applications to the majority of universities in Ireland.
Switzerland	www.swissuniversities.ch	University guidance for studying in Switzerland. Strict restrictions on IB subjects.



Unifrog

Throughout the Sixth Form, pupils will frequently use Unifrog - a portal for researching career interests and university courses related to those. Pupils will also use Unifrog as a storage facility for all documents such as CVs, Awards and Certificates. Each pupil is provided with a password encoded page on Unifrog which they keep throughout their time at St George's. Pupils have access to all the search tools and apps on Unifrog to begin exploring future options and thus guiding them to the 'best fit' IB course choices. It is important to note that documentation required by universities during the application process can be securely sent directly to the universities via Unifrog. Pupils must therefore list all higher education institutions that they are thinking of applying to on their Unifrog portal. Alumni will also have access to this service which is very useful if a pupil decides to transfer to a new institution or apply to a different course within the same institution during their first year of studies.

Degree Programmes Taught in English

Away from popular destinations such as the UK, US, Canada, Australia and Ireland, there are many countries offering degree programmes taught wholly in English. Some examples are included in the table below - this list is by no means exhaustive. For each university, please check with the individual institution for their IB entry requirements.

Country	Information
Austria	Modul University, Webster University
Belgium	Vesalius College, United Business Institute
France	American University of Paris, Ecole Polytechnique, Sciences Po, ESMOD, ESSEC, Parsons Paris: The New School for Design, Institut Français de la Mode, International University of Monaco, SKEMA Business School
Germany	Bard College Berlin, Carl Benz School of Engineering (KIT), Jacobs University Bremen, University College Freiburg
Italy	American University of Rome, Bocconi University, Humanitas University, John Cabot University, La Sapienza University, Loyola University, LUISS, NYU Florence, Temple University Rome, Università Cattolica del Sacro Cuore, University of Padova, Università Vita-Salute San Raffaele
Luxembourg	University of Luxembourg, LUNEX, United Business Institute
Netherlands	18 Research Universities, 40 Universities of Applied Sciences, 10 University Colleges
Spain	ESADE, IE University, Ramon Llull University, University of Barcelona, University of Navarra
Switzerland	Ecole Hôtelière de Lausanne, Franklin University, International University in Geneva, EU Business School, Sommet Education (Glion Institute, Les Roches), SUMAS, Swiss Education Group (César Ritz, HIM, SHMS), University of St Gallen, Webster University
Malaysia	Monash University, University of Nottingham, University of Southampton
Singapore	Nanyang Technological University, National University of Singapore, Singapore Management University



IB Subject Entry Requirements for University Courses

UK institutions

Each course has required subjects, required levels in those subjects (HL v SL) and required minimum points in those subjects. HL subjects are very important for top tier universities. Search on www.ucas.com for further specifics.

Dutch institutions:

The Dutch system is ruled by an equivalency policy. The IB Diploma is equivalent to the VWO in the Netherlands. Some courses such as Engineering may have strict Mathematics and Science requirements. Each university/course website lists their specific requirements. Mathematics AI at Standard Level is not accepted for some courses. See www.studyinholland.nl

Swiss institutions:

Swiss public universities have very strict rules as listed on the Swiss Universities website. Choice of IB Diploma subjects is restrictive as are the minimum entry points and the language of instruction. See www.swissuniversities.ch

German institutions:

German public universities operate on an equivalency system. Choice of subjects can be restrictive especially with regard to the languages. German at B2/C1 level is a requirement at the public universities.

Italian institutions:

Italian public universities also operate an equivalency system. Please refer to the previous section in this booklet, Recognition of IB Diploma for Admission to Italian Universities and Colleges, for further information.

IB SUBJECTS OFFERED AT ST GEORGE'S

Group	Group title	Subjects offered
1	Studies in Language and Literature	English A Language and Literature English A Literature French A Literature Italian A Language and Literature Italian A Literature Mandarin A Language and Literature
2	Language Acquisition	Classical Language (Latin) English B French B German B Italian B Italian Ab Initio (SL only) Mandarin B Spanish B Spanish Ab Initio (SL only)
3	Individuals and Societies	Art History (SL only) Business Management Economics Environmental Systems and Societies (SL only) Geography History Psychology
4	Sciences	Biology Chemistry Computer Science Environmental Systems and Societies (SL only) Physics Sports, Exercise and Health Science
5	Mathematics	Analysis and Approaches Applications and Interpretation (SL only)
6	Arts and Electives	Music Theatre Visual Arts • Biology Chemistry Computer Science Physics • Business Management Economics Geography History Psychology • French B Spanish B

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



ST GEORGE'S
BRITISH INTERNATIONAL SCHOOL ROME

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