

International Baccalaureate Programme

MARYMOUNT
INTERNATIONAL SCHOOL ROME

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I. GENERAL INFORMATION

The International Baccalaureate Diploma Programme is designed as an academically challenging and balanced program of education with final examinations that prepare students, aged 16 to 19, for success at university and life beyond. The program is taught over two years.

From the time of its foundation in 1968 the program has:

- Provided a package of education that balances subject breadth and depth and cross disciplinary study through the unique theory of knowledge course,
- Encouraged international-mindedness,
- Gained a reputation for its rigorous external assessment and global standards, and
- Emphasized the development of the whole student – physically, intellectually, emotionally and ethically.

Only schools officially authorized by the IB may offer the Diploma Programme and register candidates for an IB examination session. Marymount has been an IB World School since 1985.

Research shows that IB students are well prepared for university-level work. Programme impact studies published by the IBO show that:

Diploma Programme (DP) students are more likely than A level students to enroll at a top 20 higher education institution (HEI) in the UK, achieve first-class honors in most subjects, be employed in graduate level and in higher-paid occupations, and go onto further study.

Of DP students (domestic and international) who attend college in the US, most enroll directly in somewhat selective or more selective four-year institutions, and generally graduate at higher rates than the institutional averages.

II. THE CURRICULUM

All Diploma candidates must satisfy assessment requirements in six subjects, one from each of the six groups listed below. At least three and not more than four subjects must be studied at a higher level and the others at standard level.

Group 1	**Studies in Language and Literature (Language A)**
Group 2	**Language Acquisition (Language B or Ab Initio)**
Group 3	**Individuals and Society**
Group 4	**Sciences**
Group 5	**Mathematics**
Group 6	**The Arts**

Exceptions

A candidate may choose a second language A, instead of a Group 2 subject.

Instead of a Group 6 subject, a candidate may choose an additional subject chosen from Groups 1 to 4.

Prohibitions

No candidate may count toward the diploma:

- the same subject at higher level and standard level
- the same language for Groups 1 and 2
- any two of mathematics

Core Requirements

In addition to completing six subjects, diploma candidates must also:

- follow, and meet assessment requirements for a **Theory of Knowledge** (TOK) course
- demonstrate consistent engagement over 18-months with a program of extra-curricular activities known as **Creativity, Activity, Service** (CAS), and
- complete a 4,000 word student directed **Extended Essay**

IB Diploma Programme candidates can be registered for one or more **additional subjects if approved by the School and the IBO**. This may be useful in order to meet certain university requirements, but adds considerably to a candidate's workload. An additional subject cannot contribute towards a candidate's combination of diploma subjects.

III. BILINGUAL DIPLOMA

A bilingual diploma is awarded to any candidate who, in addition to all other diploma requirements,

- completes two A languages with the *award of a grade 3 or higher in both* (or)
- completes one subject from Group 3 or Group 4 in a language that is not the same as his/her language A. The candidate *must attain a grade 3 or higher in both the Group 1 language and the subject from Group 3 or 4*.

Traditionally, over 25% of Marymount students obtain a Bilingual Diploma.

IV. THE IB AT MARYMOUNT INTERNATIONAL SCHOOL

The IB Programme was first introduced to Marymount International School in 1985. At the time Marymount was a girls' boarding school run by Sister Anne Marie Hill. The Headmistress believed strongly in the IB system and saw that the rigors and international-mindedness encouraged by the IB Diploma fit with the ethos of Marymount and its network of schools.

> At Marymount … We seek to guide students of diverse cultural and religious backgrounds towards the achievement of their potential by offering an excellent program of studies and extracurricular activities.
>
> … We strive to develop students who are capable, honest, and respectful, and who are prepared both academically and spiritually to be lifelong learners and leaders of tomorrow.
>
> - *Excerpt from Marymount International School Mission Statement*

Further, both MMI and the IBO aim to prepare students for life in a globalized 21st century. Marymount's Learner Profile was inspired, in part, by the profile of an IB Learner (See Appendix A) and by the IB Approaches to Learning (ATL) briefly outlined below.

Over the years the IB Diploma Programme has become an integral component of Marymount's Secondary School. In 1985 ten IB courses were offered at the school. In MMI's first examination session the school registered ten certificate candidates and one full IB Diploma candidate. Now Marymount offers over 30 IB subjects. In any given year, approximately 90% of Grade 11 and 12 students work towards obtaining IB

course certificates or the IB Diploma.

The popularity of the Programme and the dedication of the IB teachers are reflected in student results, which are consistently above world averages. This is particularly significant considering the school's relatively open IB admission policy. A ten-year study of Marymount's IB results is located in Appendix B. A list of colleges and universities where Marymount students have been accepted can be found on the school's website.

V. APPROACHES TO TEACHING AND LEARNING

Within the context of an international education the IBO mandates that all schools must develop teaching and learning by giving particular attention to global engagement, multilingualism and intercultural understanding. IB teachers and coordinators are given guidance on the approaches to teaching and learning (ATL) expected of IB World Schools.

> Approaches to teaching and learning are deliberate strategies, skills and attitudes that permeate the teaching and learning environment … and are intrinsically linked with the IB learner profile.
> *Taken from ATL in the DP Guide (January 2015)*

The IB groups cognitive, metacognitive and affective skills into five ATL categories: thinking skills, communication skills, self-management skills, social skills and research skills.
Approaches to teaching are based on six pedagogical principles. Teaching must be: based on inquiry; focused on conceptual understanding; developed in local and global contexts; focused on effective teamwork and collaboration; differentiated to meet the needs of all learners; and, informed by formative and summative assessment.

At Marymount these approaches to teaching and learning are fully implemented in all IB courses and non-IB courses and embedded in our own Marymount Learner Profile.

VI. ENROLLMENT IN THE IB

In the First Semester of Grade 10 Marymount students are invited to attend a 'Pre-Registration' Transition Meeting. Students subsequently are scheduled into individual meetings with the IB Coordinator, High School Assistant Principal (Academic) and Secondary Principal about course selections and college admission requirements. At the same time, parents are invited to the Grade 11 Transition meeting, where the IB Diploma Programme is also presented to them; thereafter, students select their course of study for the following year.

Students who opt, and who meet the requirements for enrollment in the full IB Diploma programme must:

- select their courses in such a way as to also fulfill the Marymount requirements for an accredited American High School Diploma, and

The requirements for entrance into the full IB Diploma Programme at Marymount International School are indicated below:

- A minimum cumulative 2.9 grade point average on the Grade 10 Report Card.
- No failing conditions in core classes
- Teacher's approval and successful completion of prerequisite courses, when applicable, for entrance into a Higher Level Course.

The Secondary School Principal and Head of School have final say in all academic matters. An appeal may be made to them, and to the IB Coordinator, for admission into the IB Diploma Programme if the conditions above are not met.

VII. REGISTRATION

The process of registering students for final IB exams begins in September of their senior year. The IB Coordinator electronically registers students using the IB Information System. The following categories of registration are available:

Anticipated
Candidates intending to complete the requirements for one or two standard level subjects (excluding *ab initio* languages) at the end of the first year of the Diploma Programme.

Diploma
Candidates intending to complete the requirements for the award of an IB diploma.

Course
Candidates intending to design their own program of study and/or take fewer than six subjects.

Subject grades awarded for individual course certificates cannot subsequently contribute to the award of the IB diploma.

Retake
Previous IB diploma candidates who are seeking to improve on their results. The highest grade obtained for a subject will contribute towards the IB Diploma.

A maximum of three examination sessions are allowed in which to satisfy the requirements for the award of the IB diploma.

Registration and subject fees, based on the annual IB fee scale, are charged for participation in one or more IB courses. Please see the school's list of fees for more details.

VIII. COURSE SELECTION

The IB courses offered at Marymount follow in line with the scope and sequence of each of the school's academic departments. A brief summary of course curricula is provided below.

GROUP 1 – Studies in Language and Literature (Language A)

The A language course should be taken in the student's best language. English and Italian are the Group 1 languages regularly offered at Marymount.

Language A Literature – The focus of this course is to develop students' skills in critical reading and textual analysis of literary works. The selection of both authors and works of study is made by the school from the IB prescribed book list (PBL) for the language studied and from the IB prescribed world literature list (PWL). The major difference between Higher Level and Standard Level is the number of literary texts studied and the degree of sophistication required in expression and analytical skills.

Language A: Language and Literature – The aim of this course is to develop students' skills of textual analysis and understanding of both literary and non-literary texts. The study of literature and media texts allows students to access the experiences and ideas of people sharing their own and other's cultural backgrounds. The course challenges students to develop their powers of expression and understanding in a variety of language domains. The major difference between Higher Level and Standard Level is the number

of literary texts studied and the degree of sophistication required in expression and analytical skills.

It is sometimes possible for a student to study another Language A: Literature courses at standard level which aligns with their academic mother tongue. In this case, enrollment in a School Supported Self-Taught Languages (SSST) course under the guidance of a teacher-mentor may be appropriate. In these cases, arrangements must be made in advance with the Secondary School Principal and a qualified private tutor must be approved. Families may also choose to enroll in the SSST course offered through Pamoja if their language of choice is offered. *Payment of the tutor or the Pamoja fee rests with the family.*

GROUP 2 – Language Acquisition (Second Language)

A variety of Group 2 options are available at Marymount.

Language B – The main focus of Language B courses is language acquisition and development of receptive and productive language skills. A wide range of written and spoken materials are studied including, at higher level only, two literary works. Several modern Language B courses are offered at the school: Arabic, Chinese, English, French, German*, Italian and Spanish. Each is available at either HL or SL. *Students may not study their first language at the B level*. The classical languages of Latin and Ancient Greek are also available in this subject group.

Ab Initio – This is an intensive course for students who are just beginning the language. Students familiarize themselves with everyday life situations and themes organized according to: individuals and society; leisure and work; and, urban and rural environment. Currently, Italian *Ab initio* is available. The subject is offered at Standard Level.

Additional Language B and Ab Initio courses are offered via Pamoja, the IB approved online learning platform. *Enrollment in these courses would require an additional fee be paid by the family.*

GROUP 3 – Individuals and Societies

Group 3 courses offered at Marymount are History, Economics, Psychology. and Environmental Systems and Societies, which is a hybrid course that may be chosen as a group 3 or group 4 subject.

History – Students study themes in 20th century world history with a focus on events in Europe and their effect worldwide. Students are required to develop skills needed for the analysis of primary documents and of varied interpretations of historical events. More detailed content and assessment on the history of Europe are required at the Higher Level.

Business Management - Students study business functions, management processes and decision-making in contemporary contexts of strategic uncertainty. Students examine how business decisions are made and how these decisions influence stakeholders, both internally and externally. Students also explore how individuals and groups interact within an organization. *This course is only offered online via the Pamoja platform in an asynchronous format.*

Economics – The SL course provides preparation for students to analyze economic developments while the more advanced HL course explores the subject matter of economics in greater depth and detail. Students take either macroeconomics or microeconomics in their first year, followed by the other in their second year.

Psychology – Psychology is the scientific study of cognition and behaviour and how psychologists use evidence to describe, explain and improve lives. Students explore human behaviour through concept-based learning, integrating psychological approaches (biological, cognitive and sociocultural) with real-world contexts. Throughout the course, students develop research skills by completing class practicals and critically evaluating claims and data, and they complete an internal assessment in the form of a research proposal.

Environmental Systems and Societies - Environmental Systems and Societies is an interdisciplinary course that can count as a Group 3 or Group 4 subject for IB students. It combines a scientific exploration of environmental systems with an exploration of cultural, economic, ethical, political, and social interactions of societies with the environment. The course challenges students to develop solutions to problems using a systems approach to environmental understanding and encourages them to think holistically about environmental issues.

GROUP 4 - Experimental Sciences

The Group 4 courses offered at Marymount are Biology, Chemistry, Physics, and Environmental Systems and Societies. These are advanced and rigorous subjects intended to prepare students for university level study in the Sciences.

Biology – Biology is taught through concept-based learning that connects biological knowledge to contexts and develops scientific thinking. The course is organized around key themes and concepts, supported by nature of science, approaches to learning, and skills in the study of biology, and is underpinned by a broad experimental programme. Practical work remains central, and students complete an internal assessment based on a scientific investigation, building inquiry, analysis and evaluation skills.

Chemistry – Chemistry develops students' understanding of matter and chemical change through a curriculum organized around two key concepts: structure and reactivity. Learning emphasizes the interconnectedness of concepts, contexts and content, alongside practical and investigative skill development. Practical work remains central to the course and supports students' ability to plan, analyse and evaluate investigations, including the internal assessment scientific investigation.

Physics – In this course, students have an opportunity to understand the nature of the universe and its physical laws. Conceptual and theoretical work is accompanied by assessed lab work involving scientific investigations. HL students are required to study additional topics and investigations.

Environmental Systems and Societies - Environmental Systems and Societies is an interdisciplinary course that can count as a Group 3 or Group 4 subject for IB students. It combines a scientific exploration of environmental systems with an exploration of cultural, economic, ethical, political, and social interactions of societies with the environment. The course challenges students to develop solutions to problems using a systems approach to environmental understanding and encourages them to think holistically about environmental issues.

GROUP 5 – Mathematics

Group 5 courses offered at Marymount include Mathematics Analysis & Approaches Higher Level or Standard Level and Mathematical Applications and Interpretations Standard Level.

Mathematics: Analysis and Approaches – This course is available at HL and SL. It is intended for students with a strong background in mathematics and who are competent in a range of analytical and technical skills. The majority of these students will be expecting to include mathematics as a major component of their university studies, either as a subject in its own right or within courses such as physics, engineering and technology.

Mathematics: Application and Interpretation – This course is available at SL. This is designed for students who enjoy the more practical side of mathematics. In this course, students are encouraged to solve real-world problems, construct and communicate this mathematically and interpret the conclusions or generalizations. The course is designed for those students who may find algebraic approaches to Mathematics more challenging and wish to develop strong technology skills.

GROUP 6 – The Arts

The Group 6 courses currently offered at Marymount are Visual Arts, Music and Theatre Arts.

Visual Arts – Visual arts is a creative, practice-based course in which art-making as inquiry is central. Students learn to create, connect and communicate as artists by developing personal lines of inquiry, working with a variety of art-making forms and creative strategies, and reflecting on the relationships between artist, artwork, context and audience. Assessment is non-examined and includes curated evidence of inquiry in an art-making inquiries portfolio, a contextual study (SL connections study / HL artist project), and an internally assessed coherent body of resolved artworks.

IB Music – is a broad study of musical education suitable as an end in itself or as a foundation for further study. Students learn to listen analytically and comment on selections of music using technical vocabulary. The course includes exploring, experimenting and presenting music. HL candidates plan and collaboratively create a project that draws on the competencies, skills and processes in all of the musical roles of the music course, and is inspired by real-life practices of music-making.

IB Theatre - is composed of both the practical exploration of theater and performance and coursework involving research and reflection. Students will use three core syllabus areas to examine theater: Theatre in context, Theatre processes and presenting Theatre. Students are required to investigate the core syllabus areas from the perspectives of creator, designer, director, performer and spectator through creating theater based on theater theory (HL only), working with play texts, collaboratively creating original theater and examining world theater traditions and performance practices.

The chart below summarizes the courses offered at Marymount. Please note the following clarifications:
**Available on reques*t
** *Subject to sufficient student interest*

GROUP	HIGHER LEVEL (HL)	STANDARD LEVEL (SL)
Group 1 Language A	Literature: Arabic** Literature: Chinese** Literature: English Literature: French** Language & Literature: English Language & Literature: Italian	Literature: Arabic** Literature: Chinese** Literature: English Literature: French** Language & Literature: English Language & Literature: Italian
Group 2 Second Language	Arabic B** Chinese B** English B French B German B** Italian B Spanish B Latin** Classical Greek**	Arabic B** Chinese B** English B French B German B** Italian Ab Initio Italian B Spanish B Arabic B** Latin** Classical Greek**
Group 3 Individuals and Society	Business Management (via Pamoja) History of Europe Economics Psychology	Business Management (via Pamoja) History Economics Psychology

		Environmental Systems and Societies
Group 4 Experimental Sciences	Biology Chemistry Physics	Biology Chemistry Physics Environmental Systems and Societies
Group 5 Mathematics	Mathematics: Analysis and Approaches	Mathematics: Analysis and Approaches: Mathematics: Applications and Interpretation
Group 6 The Arts	Visual Arts Music** Theatre **	Visual Arts Music** Theatre**

IX. CORE REQUIREMENTS

Theory of Knowledge

TOK is a required course for the IB Diploma. It is designed to provide a forum for discussion, reflection and instruction that considers the nature of human knowledge and supports the development of interdisciplinary understanding. The course is assessed internally by an individual exhibition and externally by a 1600 word essay on a topic prescribed by the IBO.

For the TOK essay students complete a written reflections page, which records three interactions that have taken place with the teacher. This form is uploaded electronically along with the final essay. For the exhibition, students are required to create an exhibition of three objects that connect to one of the 35 “IA prompts” provided in the “IA prompts” section of the IB guide. Marks awarded by teachers on the exhibition are subject to moderation through sampling of the uploaded forms.

The Extended Essay

All IB Diploma candidates must complete a 4000 word Extended Essay on a topic of their choice. The International Baccalaureate Organization defines this essay as "an in-depth study of a focused topic, undertaken either through a subject-focused approach or an interdisciplinary approach combining two DP subjects". The Extended Essay provides students with the opportunity to investigate an academic research question of individual interest and in the process develop the research and writing skills expected for further education.

Work on the essay is expected to occupy approximately 40 hours and must be done under the supervision of a teacher at the school. Students may choose to either write a subject-specific extended essay anchored in one of the IB courses they are taking for their diploma, or to write an interdisciplinary essay which combines two subjects. For the interdisciplinary approach they must be enrolled in at least one of the subjects used for the Extended Essay.

Students are required to meet interim due dates for completion of each stage of the essay writing process. In addition, they must conduct at least three mandatory meetings with their advisors. Notes from these meetings will help students to write the mandatory 500 word reflection which is submitted in addition to their final Extended Essay. Students submit the final copy of the essay through Turnitin, sign a statement attesting to the authenticity of their work and complete a concluding *viva voce* interview with their supervisor.

Candidates may earn up to a total of 3 core points for their results in TOK and the Extended Essay. Points are determined based on the point matrix below. Please note it is a *failing condition (FC) for the IB Diploma*

if a student receives a failing grade on either the EE or TOK.

TOK/EE GRADE POINT MATRIX

Extended Essay	***Theory of Knowledge***				
	(A) Excellent	**(B) Good**	**(C) Satisfactory**	**(D) Mediocre**	**(E) Elementary**
(A) Excellent	3	3	2	2	FC
(B) Good	3	2	2	1	FC
(C) Satisfactory	2	2	1	0	FC
(D) Mediocre	2	1	0	0	FC
(E) Elementary	FC	FC	FC	FC	FC
(N) Not submitted	N	N	N	N	N

FC (failing condition)

CAS

All students must complete a program of extra-curricular activities known as Creativity, Activity, Service (CAS). Participation in this program broadens students' educational experience through their involvement in artistic pursuits, sports, and community service work. The CAS programme formally begins at the start of the Diploma Programme and continues regularly for at least 18 months with a reasonable balance between creativity, activity, and service..

To complete CAS successfully, students must demonstrate, through written reflection and three formal documented interviews with their CAS advisor compiled in a CAS portfolio, that through their activities they have achieved the seven learning outcomes of the program and completed a CAS project.

Further information regarding CAS can be found in the CAS Booklet available on our Portal, so that students may plan and monitor work and progress.

IX. GRADING AND ASSESSMENT

Performance in each of the six IB Diploma subjects is graded on a scale of 1 point (very poor) to 7 points (excellent), which together with the possibility of 3 core points for the TOK and Extended Essay result in a maximum point score of 45. At Marymount International School, Rome, all IB courses are assessed using the IB grading scale, and through the application of IB criteria, descriptors and mark schemes. Only IB-type assessments are included in the final grade. Summative assessments replicate IB examination conditions. Formative assessments are not included in the final grade.

The following grading conversion scale is applied for IB courses at MMI:

CLASS GRADING, REPORT CARDS, TRANSCRIPTS			REPORT CARDS AND TRANSCRIPTS ONLY	
IB score	Grade boundary	Percentage	Unweighted	Honors classes (IB)
7	100-88	100%	4.0	4.7
6	87-75	86%	3.7	4.4
5	74-62	71%	3.0	3.7
4	61-52	57%	2.0	2.7
3	51-36	43%	1.0	1.7
2	35-28	29%	0	0
1	27-0	14%	0	0

For the purposes of IB Examinations, an 'N' (no grade) is awarded when a student does not complete all the components of a course. An 'N' in any course is a failing condition for the IB Diploma.

A candidate can only receive the overall diploma certificate if all of the following conditions are met:

- CAS requirements are met.
- The candidate has achieved at least 24 total points.
- A grade has been awarded in all subjects, TOK and the EE.
- A grade of at least a 2 has been awarded in all subjects.
- There are no more than two grade 2s awarded (SL or HL).
- There are no more than three grade 3s or below awarded (SL or HL).
- The candidate has at least 12 points on HL subjects.
- Candidates have at least 9 points on SL subjects.

The numeric grade awarded in each course is based on combined results students obtain on all assessed work. External components are either uploaded electronically by the students, or mailed to examiners by the IBDP Coordinator. Internal assessment in each IB course is graded directly by the subject teachers with samples sent for moderation by external IB examiners.

Students' results are determined by their performance against standards-based criteria.

A brief summary of the assessment components, and mark distribution, for each IB course offered at Marymount is outlined below.

GROUP 1 – Studies in Language and Literature (Language A)

LITERATURE - HIGHER LEVEL	LITERATURE - STANDARD LEVEL
External Assessment (80%) Paper 1 Exam (Guided Literary Analysis) 35% Paper 2 Exam (Comparative Essay) 25% Literary Essay 20% **Internal Assessment (20%)** Individual Oral (recorded)	**External Assessment (70%)** Paper 1 Exam (Guided Literary Analysis) 35% Paper 2 Exam (Essay) 35% **Internal Assessment (30%)** Individual Oral (recorded)

LANGUAGE & LITERATURE - HL	LANGUAGE & LITERATURE - SL
External Assessment (80%) Paper 1 Exam (Guided Textual analysis) 35% Paper 2 Exam (Comparative Essay) 25% Essay 20% **Internal Assessment (20%)** Individual oral commentary (recorded)	**External Assessment (70%)** Paper 1 Exam (Guided Textual analysis) 35% Paper 2 Exam (Comparative Essay) 35% **Internal Assessment (30%)** Individual oral commentary (recorded)

GROUP 2 – Language Acquisition (Second Language)

Language B (HL/SL)	Language *Ab Initio* (SL)
External Assessment (75%) Paper 1 Exam (Written productive skills) 25% Paper 2 Exam (Receptive skills: Listening and Reading) 50% **Internal Assessment (25%)** Individual oral (recorded)	**External Assessment (75%)** Paper 1 Exam (Written skills) 25% Paper 2 Exam (Receptive skills:Listening and Reading) 50% **Internal Assessment (25%)** Individual oral (recorded) 25%

Classical Languages	
HIGHER LEVEL	**STANDARD LEVEL**
External Assessment (80%) Paper 1 Exam (Unseen Text) 35% Paper 2 Exam (Questions on Seen Text) 35% Higher Level Composition 20% **Internal Assessment (20%)** Research dossier	**External Assessment (70%)** Paper 1 Exam (Unseen Text) 35% Paper 2 Exam (Questions on Seen Text) 35% **Internal Assessment (30%)** Research dossier

GROUP 3 – Individuals and Societies

ECONOMICS	
HIGHER LEVEL	**STANDARD LEVEL**
External Assessment (80%) Paper 1 Exam (Extended Response) 20% Paper 2 Exam (Data Response) 30% Paper 3 Exam (Policy) 30% **Internal Assessment (20%)** Three commentaries 20%	**External Assessment (70%)** Paper 1 Exam (Extended Response) 30% Paper 2 Exam (Data Response) 40% **Internal Assessment (30%)** Three commentaries 30%

ENVIRONMENTAL SYSTEMS and SOCIETIES	
HIGHER LEVEL	**STANDARD LEVEL**
External Assessment (80%) Paper 1 Exam (Case Study) 30% Paper 2 Exam (short answers and structured essays) 50% **Internal Assessment (20%)** Individual Investigation 20%	**External Assessment (75%)** Paper 1 Exam (Case Study) 25% Paper 2 Exam (short answers and structured essay) 50% **Internal Assessment (25%)** Individual Investigation 25%

HISTORY	
HIGHER LEVEL	**STANDARD LEVEL**
External Assessment (80%) Paper 1 Exam (Source Evaluation) 20% Paper 2 Exam (2 Essay Questions) 25% Paper 3 Exam (3 Essay Questions) 35% **Internal Assessment (20%)** Historical Investigation 20%	**External Assessment (75%)** Paper 1 Exam (Source Evaluations) 30% Paper 2 Exam (2 Essay Questions) 45% **Internal Assessment (25%)** Historical Investigation 25%

PSYCHOLOGY	
HIGHER LEVEL	**STANDARD LEVEL**
External Assessment (80%) Paper 1 Exam (Short Answer Questions; Essay) 25% Paper 2 Exam (Short Answer Questions) 25% Paper 3 Exam (Questions on approaches to research) 30% **Internal Assessment (20%)** Research Proposal 20%	**External Assessment (70%)** Paper 1 Exam (Short Answer Questions; Essay) 35% Paper 2 Exam (Short Answer Questions) 35% **Internal Assessment (30%)** Research Proposal 30%

GROUP 4 – Experimental Sciences

BIOLOGY – CHEMISTRY – PHYSICS
HIGHER & STANDARD LEVEL
External Assessment Exams (80%) Paper 1A / 1B (Multiple Choice & Short Answer Questions) 36% Paper 2 (Short Data Questions) 44% **Internal Assessment (20%)** Scientific Investigation 20%

ENVIRONMENTAL SYSTEMS and SOCIETIES	
HIGHER LEVEL	**STANDARD LEVEL**
External Assessment (80%) Paper 1 Exam (Case Study) 30% Paper 2 Exam (short answers and structured essays) 50% **Internal Assessment (20%)** Individual Investigation 20%	**External Assessment (75%)** Paper 1 Exam (Case Study) 25% Paper 2 Exam (short answers and structured essays) 50% **Internal Assessment (25%)** Individual Investigation 25%

GROUP 5 – Mathematics

MATHEMATICS: ANALYSIS and APPROACHES	
HIGHER LEVEL	**STANDARD LEVEL**
External Assessment (80%) Paper 1 (Short Answer/Extended Response Questions: No technology allowed) 30% Paper 2 (Short Answer/ Extended Response Questions. Technology required) 30% Paper 3 (Problem Solving questions: Technology required) 20% **Internal Assessment (20%)** Mathematical Exploration 20%	**External Assessment (80%)** Paper 1 (Short Answer/ Extended Response Questions No technology allowed) 40% Paper 2 (Short Answer/ Extended Response Questions. Technology required) 40% **Internal Assessment (20%)** Mathematical Exploration 20%
MATHEMATICS: APPLICATIONS and INTERPRETATION (SL)	
HIGHER LEVEL	**STANDARD LEVEL**
Not Offered at **Marymount International School Rome**	**External Assessment (80%)** Paper 1 (Short Answer Questions. Technology allowed) 40% Paper 2 (Extended Response Questions. Technology required) 40% **Internal Assessment (20%)** Mathematical Exploration 20%

GROUP 6 – The Arts

VISUAL ARTS	
HIGHER LEVEL	**STANDARD LEVEL**
External Assessment (60%) Art-Marking Inquires Portfolio 30% Art Project 30% **Internal Assessment (40%)** Exhibition 40% *5 resolved artworks selected from a body of 8 and rationale*	**External Assessment (60%)** Art-Marking Inquires Portfolio 40% Connections Study 20% **Internal Assessment (40%)** Exhibition 40% *5 resolved artworks and rationale*
MUSIC	**THEATRE**
HIGHER & STANDARD LEVEL	**HIGHER & STANDARD LEVEL**
HL&SL Assessment Components Exploring Music in Context (HL:20%/ SL: 30%) Experimenting with Music (HL:20%/ SL: 30%) Presenting Music (HL:30%/ SL: 40%) **HL Only Component** The contemporary music maker 30%	**HL&SL Assessment Components** Production Proposal (HL:20%/ SL: 30%) Research Presentation (HL:20%/ SL: 30%) Collaborative Project (HL:25%/ SL: 40%) **HL Only Component** Solo Theater Piece 35%

A list of in-school due dates for Internal and External assessments can be found on ManageBac.

X. ACADEMIC HONESTY

Academic Honesty is an important focus of both the International Baccalaureate Organization and Marymount International School. It is the expectation that any work a student submits for assessment is authentically his or her own.

Marymount provides students with the tools they need in order to consistently be academically honest. Students are taught how to use various research methods, they receive instruction on the use of JSTOR, EBSCO and the Turnitin originality check software program and an Extended Essay seminar is given to all IB Diploma candidates in their Junior Year.

Ultimately, however, it is the candidate's own responsibility to ensure that the final version of any work submitted for assessment is authentic.

> "Candidates themselves must bear the consequences if they submit any work for assessment that is not their own, regardless of whether the plagiarism was deliberate or a careless act. The same principle applies to collusion."- Taken from the *Diploma Program Handbook,* Article D3

The IB defines malpractice as "behavior that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components." Students must use great care to always clearly acknowledge the ideas and words of other persons used in their work. Under no circumstance may students rely on outside help, such as a tutor, to write any piece of IB work being submitted for assessment.

In the unlikely event that a student is suspected of malpractice an investigation will take place and

procedures outlined for responding to a violation of academic honesty will be followed (please see policies and procedures section of this document)

Students and their parents are required to sign an Academic Honesty contract at the outset of Grade 11 and read the IB General Rules and Regulations. An abridged copy of the Marymount Academic Honesty Policy is included in Appendix D.

XI. EXAMINATIONS AND ISSUE OF RESULTS

All final examinations take place in May under strictly followed examination procedures set by the International Baccalaureate Organization. The IBO stipulates that candidates must not disclose or discuss the content of any examination paper with any person outside their immediate school community within 24 hours after an examination. This includes any form of communication, whether verbal, written or electronic.

Individual candidate results are issued via the World Wide Web. Candidates receive from the IBDP Coordinator a unique username and personal identification number (PIN) along with the site address and all necessary school information so that they may access their results.

Results for the May session are available from July 6th.

IB candidates may avail of IBO results services to appeal IB results. IBO procedures for appealing grades are outlined on page 19.

IB diplomas and individual course certificates are sent to the school approximately two months after the examination session. Certificates indicate the results obtained in individual subjects. An IB diploma candidate who fails to satisfy requirements for the award of the IB diploma will be awarded a certificate indicating the grades obtained in individual subjects, together with the results in TOK, the Extended Essay and the completion of a CAS programme. Documentation can be picked up from the school when it arrives in September.

XII. RETAKING EXAMS

The International Baccalaureate offers examinations in two different sessions, May and November. Marymount International School is a May session school; however those students who were not successful in obtaining the diploma in May are permitted by the IBO to retake exams in November.

The school is not obliged to have a November session and there is no guarantee that students will have the possibility of re-sitting exams at Marymount after six months. Further, not all examinations offered in May are available in November.

If a November session is held, candidates retaking exams must carry forward Internal Assessment marks obtained in the May session. If a candidate waits until the following May session it is usually possible for internal assessment to be redone. *Registration deadlines are communicated by the IB and the school each session; families should follow the school's published internal deadline.* After this date candidates must wait until May to re- sit exams.

XIII. IB DIPLOMA RECOGNITION IN ITALY

The Italian Ministry of Public Education recognizes the International Baccalaureate Diploma for admission into Italian universities and other institutions providing the candidate selects a program, which conforms to the requirements of the State.

A summary of the course options available to Marymount International School students is provided below.

The complete Italian government document can be found in Appendix E.

DIPLOMA IN LANGUAGES	DIPLOMA IN SCIENCE	DIPLOMA IN HUMANITIES	DIPLOMA IN CLASSICS
First Language **(Must be at HL)**	First Language	First Language	First Language
Second Language	Second Language	Second Language	**Latin HL**
History (or) Economics (or) Psychology	History (or) Economics (or) Psychology	History (or) Economics (or) Psychology **(History or Psychology must be at HL)**	History (or) Economics (or) Psychology
Chemistry (or) Physics (or) Biology (or) Environmental Systems and Societies	Physics (or) Chemistry (or) Biology	Chemistry (or) Physics (or) Biology (or) Environmental Systems and Societies	Chemistry (or) Physics (or) Biology (or) Environmental Systems and Societies
Mathematics	Mathematics **(Must be at HL)**	Mathematics	Mathematics
Third Language	Chemistry (or) Biology (or) Environmental Systems and Societies (or) Art	History (or) Economics (or) Art	Classical Greek

XIV. CONTACT INFORMATION

Further information regarding the International Baccalaureate Programme can be obtained from the school website (www.marymountrome.com), the school's IB Coordinator (tel.06/36291027) and by visiting the International Baccalaureate website at www.ibo.org.

For information on the CAS programme and College Counseling at the school please contact the College Counselor or CAS Coordinator at either 06/3629101 or 06/36291078.

POLICIES and PROCEDURES related to the IB DIPLOMA PROGRAMME

Admissions Policy

Academic Honesty Policy

Assessment Policy

Inclusive Education Policy

Language Policy

Procedures for appealing IB predicted grade before submission to IBIS

Procedures for appealing IB results

Procedures for appealing predicted grades for university applications

Procedure for establishing predicted or forecasted grade for IB Diploma Candidates

Procedures for responding to a violation of Academic Honesty

- APPENDICES -

APPENDIX A

THE IB LEARNER PROFILE

The learner profile is the IB mission statement translated into a set of learning outcomes for the 21st century. Its purpose is to inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose.

The International Baccalaureate identifies IB learners as those who 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 recognize and approach complex problems, and make reasoned, ethical decisions.

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

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

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

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

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

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

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

APPENDIX B

MARYMOUNT INTERNATIONAL SCHOOL RESULTS STATISTICS RECENT IB RESULTS

YEAR	MMI Candidates & Diploma Recipients	MMI Pass	World Pass	MMI Mean Grade	World Mean Grade	MMI Mean Score	World Mean Score
MAY, 2010	IB Diploma Candidates: 36 Candidates awarded Diploma: 33	92%	78%	5.2	4.7	32	29.5
MAY, 2011	IB Diploma Candidates: 36 Candidates awarded Diploma: 35	97%	78%	5.2	4.6	33	29.6
MAY, 2012	IB Diploma Candidates: 46 Candidates awarded Diploma: 42	91%	78%	5.1	4.6	32	29.8
MAY, 2013	IB Diploma Candidates: 45 Candidates awarded Diploma: 41	91%	78%	5.24	4.7	33	29.9
MAY, 2014	IB Diploma Candidates: 42 Candidates awarded Diploma: 38	91%	78%	5.28	4.7	33	29.8
MAY, 2015	IB Diploma Candidates: 45 Candidates awarded Diploma: 44	98%	78%	5.4	4.7	33	29.8
MAY, 2016	IB Diploma Candidates: 43 Candidates awarded Diploma: 42	98%	78%	5.28	4.7	32	29.5
MAY, 2017	IB Diploma Candidates: 33 Candidates awarded Diploma: 33	100%	78%	5.39	4.81	34	29
MAY, 2018	IB Diploma Candidates: 30 Candidates awarded Diploma:29	97%	78%	5.27	4.79	34	29.8
MAY, 2019	IB Diploma Candidates: 47 Candidates awarded Diploma: 45	94%	77%	5.2	4.76	34	29.6
MAY, 2020	IB Diploma Candidates: 45 Candidates awarded Diploma:45	100%	85%	5.57	5.08	35	31.34
MAY, 2021	IB Diploma Candidates: 54 Candidates awarded Diploma: 54	100%	88%	5.82	5.33	37	32.98
MAY, 2022	IB Diploma Candidates: 59 Candidates awarded Diploma:	100%	86%	5.63	5.13	36	32
MAY, 2023	IB Diploma Candidates: 46 Candidates awarded Diploma: 45	98%	80%	5.29	4.84	33	30.24
MAY, 2024	IB Diploma Candidates: 54 Candidates awarded Diploma: 51	96%	80%	5.45	4.84	34	30.32
MAY, 2025	IB Diploma Candidates: 59 Candidates awarded Diploma: 59	100%	80%	5.25	4.9	34	30.58

YEARLY RESULTS

AVERAGE MEAN POINT SCORE

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
MMI	32	33	33,8	33.2	32.4	34.12	34.48	34	35	37	36	33	34	34
World	29.8	29.9	29.8	29.9	29.5	29.9	29.8	29.6	31.34	33.02	32	30.24	30.32	30.58

AVERAGE PASS RATE

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
MMI	91%	91%	91%	98%	98%	100%	97%	94%	100 %	100 %	100 %	98%	96%	100 %
World	78%	79%	79%	78%	75%	78%	78%	77%	85%	88%	86%	80%	80%	80%

HIGHEST DP SCORE

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
MMI	42	41	45	43	43	44	42	42	45	40	45	44	43	44	44
PERCENTILE	97th	96th	100th (top 0.2)	99th	99th	99th	97th	97th	100th (top 0.2)	88th	100th (top 0.2)	99th	99th	99th	99th

APPENDIX C

CONDITIONS FOR AWARD OF THE DIPLOMA PROGRAMME

A candidate can only receive the overall diploma certificate if all of the following conditions are met:

- CAS requirements are met.
- The candidate has achieved at least 24 total points.
- A grade has been awarded in all subjects, TOK and the EE.
- A grade of at least a 2 has been awarded in all subjects.
- There are no more than two grade 2s awarded (SL or HL).
- There are no more than three grade 3s or below awarded (SL or HL).
- The candidate has at least 12 points on HL subjects.
- Candidates have at least 9 points on SL subjects.

APPENDIX D

Academic Honesty Policy

In all its policies, Marymount International School Rome seeks to act according to the ethos of the School as rooted in our school Mission and the Mission of the Religious of the Sacred Heart of Mary 'That all may have life and live it to the full'. Our commitment to this ethos and to being a Catholic school requires that we always strive primarily for diversity, equity, and inclusion within our community and in our interactions with the wider world. We consider these goals moral imperatives that go beyond legal requirements. In addition, the School undertakes a continual process of review to ensure that policies remain both effective and consistent with our ethos.

1. Purpose

Enshrined in the Mission of Marymount International School of Rome and the Teaching and Learning Statement are the commitments:

To develop students who are capable, honest, and respectful, and who are prepared both academically and spiritually to be lifelong learners and leaders of tomorrow.

To stimulate students to think independently, critically and without prejudice.

In line with the International Baccalaureate guiding documents on Academic Integrity, the School is committed to developing an academic honesty *ethos* and promoting an understanding of academic misconduct.

2. Scope

This Policy applies to students, parents, faculty and staff of Marymount International School Rome.

3. Definition

Marymount International School Rome chooses to focus on the positive aspects of Academic Honesty by regarding it as '*a choice to act in a responsible way whereby others can have trust in us as individuals*' (Academic Integrity, IBO, 2019).

The School has based its own Academic Honesty Policy on the guidelines set out in this IB document and *Academic Honesty in the IB educational context, IBO* and Academic Integrity, IBO. The School is committed to developing these values and skills in students through the guiding example of faculty, staff and parents.

Plagiarism is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear, and explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.

Collusion is defined as supporting academic misconduct by another student, for example allowing one's work to be copied or submitted for assessment by another.
Misconduct during an examination includes taking unauthorized material into an examination room, disruptive behavior and communicating with others during the examination.
Duplication of work is defined as the presentation of the same work for different assessment components and/or Diploma Programme requirements.

4. Academic Honesty in practice

Marymount International School Rome expects all students to:

- Act with honesty and integrity in their work at all times
- Avoid plagiarism: submit their own work in their own words at all times. If using the words, phrases or ideas of others, students must point out or reference that they have done so.
- Use appropriate and recognized research and age-appropriate techniques regarding paraphrasing, references, citations and quotations.
- Read and sign the Academic Honesty contract attached to this policy
- The use of artificial intelligence softwares is not expressly forbidden by the School. However, if a student uses the text (or any other product) produced by an AI tool they must clearly reference the AI tool in the body of their work and add it to the bibliography.

The in-text citation should contain quotation marks using the referencing style already in use by the School and the citation should also contain the prompt given to the AI tool and the date the AI generated the text.
Reference: IB Academic Integrity Policy - Appendix 6: Guidance on the use of artificial intelligence tools

5. Procedure investigating Academic Honesty

If a teacher or advisor suspects academic dishonesty, s/he will investigate the matter thoroughly, gather supporting evidence, inform the Principal, Assistant Principal, or IB Coordinator, and then refer to the Student/Parent Handbook to establish an appropriate course of action.

6. Consequences of Academic Dishonesty

Students should note that the range of sanctions for academic dishonesty vary depending on the seriousness of the breach of academic honesty.

If the misconduct is repeated and egregious, it may lead to exclusion or forfeiting the right of sitting an examination. In all cases students will receive a '0' for the piece of work and be required to redo it. Further disciplinary action may be taken in the form of detention, reference in the student academic records, especially if the student concerned has been found guilty of academic dishonesty on a previous occasion.

When there is a serious allegation of academic misconduct, the Principal will contact the parent or guardian and invite them to meet together with the student.

The School also recognizes that instances of academic dishonesty may be an indicator of student academic struggle which has not been identified. In this case the Principal will evaluate the support necessary to redress the student's problem as part of the closure of the incident.

7. References

Understanding Academic Honesty, IBO
Academic Honesty in the IB educational context, IBO
Academic Integrity, IBO
School Mission Statement

8. Further Information

Questions regarding the content of this Policy should be directed to the Principal / Headmistress.

IB ACADEMIC HONESTY CONTRACT

The program of teaching and learning at Marymount International School aims at developing in students the values reflected in the School's Mission, the Goals and Criteria of the RSHM Schools, and, in the Secondary School, the mission of the International Baccalaureate Organization. The Marymount Learner Profile clearly and succinctly describes these values. In particular, in encouraging students to be thinkers and inquirers who are principled, the Marymount Learner Profile stresses the importance of showing independence in learning, making reasoned and ethical decisions, and acting with integrity. In our increasingly competitive world, with its explosion of disreputable Internet sites, the temptation for students to engage in academic misconduct continues to grow, and so, consequently, does the need for ethical academic practice. Such practice helps students to avoid the serious consequences of academic misconduct and to gain the knowledge and skills truly needed to succeed.

Please read the Marymount Learner Profile, the *IB General Rules and Regulations,* and the information below before signing this Academic Honesty Contract. Electronic copies of these documents can be found on the International Baccalaureate links on Managebac and on the School's website www.marymountrome.com. By signing this contract, you recognize that students who breach it are subject to disciplinary action by the School and may be disqualified by the International Baccalaureate Organization from pursuing IB courses.

1. I will always work independently on schoolwork that is required to be completed on my own. I am aware that it is not permitted to receive unauthorized assistance on any IB work being submitted for internal or external assessment.
2. I will use my own words and ideas on IB work and will properly acknowledge the words and ideas of others when used. I understand that plagiarism, i.e., using the words or ideas of others, in whole or in part, and submitting them as one's own without giving proper acknowledgement to the original authors, is forbidden.
3. I will respect the ethical requirements of all examinations. I am aware that it is not permitted to consult any unauthorized information during exams and that it is not permitted to communicate exam information or answers during or following an exam.
4. I will always use accurate information. I am aware that it is not permitted to falsify or fabricate data or observations on any work.
5. I will submit original work for every class. I am aware that it is not permitted to turn in a paper or project more than once for different classes or assignments.
6. I will submit only my original work for uploading on IBIS.

We have read and we understand the Marymount Learner Profile, the *IB General Rules and Regulations,* and this Academic Honesty Contract. We will follow the rules stated above.

Student Name (Print) _____Date _____

Student Signature _____

Parent Name (Print) _____Date_____

Parent Signature_____

APPENDIX E

REQUIREMENTS FOR IB DIPLOMA RECOGNITION IN ITALY

Repubblica Italiana – Consiglio di Stato – Allegato A

LICEO LINGUISTICO	LICEO SCIENTIFICO	LICEO CLASSICO	LICEO SCIENZE UMANE
Prima lingua	Prima lingua	Prima Lingua	Prima lingua
Seconda lingua	Seconda lingua	Latino	Seconda lingua
Storia o Economia o Geografia o Filosofia o Psicologia o Antropologia	Storia o Economia o Geografia o Filosofia o Psicologia o Antropologia	Storia o Economia o Geografia o Filosofia o Psicologia o Antropologia	Storia o Economia o Geografia o Psicologia o Antropologia o Sociologia o Pedagogia
Chimica o Fisica o Biologia o Informatica o 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 o Studi Matematici	Matematica	Matematica o Studi Matematici	Matematica o Studi Matematici
Terza Lingua	Chimica o Biologia o Scienze Ambientali o Informatica o Latino o Arte	Greco	Filosofia o Storia o Economia o Geografia o Arte

Nell'ambito dei 4 corsi di studio, i programmi sopra elencati devono prevedere 3 materie a livello avanzato e 3 materie a livello medio.
Si segnala tuttavia l'esigenza che sia fissata almeno una materia obbligatoria a livello avanzato caratterizzante il corso di studio per ogni tipo di liceo come sotto elencate:

- per il liceo classico: latino o greco;
- per il liceo linguistico: prima lingua;
- per il liceo scientifico: matematica;
- per il liceo delle scienze umane: Antropologia o Psicologia o Sociologia o Storia o Filosofia

TABLE OF CONVERSION IN PERCENTAGES

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

MARYMOUNT
INTERNATIONAL SCHOOL ROME

Via di Villa Lauchli, 180 - 00191 Rome. Italy
Telephone (+39) 06 362 9101
Website: www.marymountrome.com

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