

*St. Theodore Guerin Catholic
High School*



**International Baccalaureate
Programme Handbook**

2011-2012

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Dear Students and Parents,

Welcome to Guerin Catholic High School's International Baccalaureate (IB) Diploma Program. The IB program engages students in the rigorous and broad-based pre-collegiate curriculum during the junior and senior years. This program maintains the strengths of a liberal arts curriculum and incorporates the best educational practices of several different countries. In addition to the required course work in six core subject areas, all diploma students complete an interdisciplinary course called Theory of Knowledge (TOK), write an extended essay with original research, and participate in 150 hours of CAS (creativity, action, service).

The International Baccalaureate Organization, established in 1968, is a chartered foundation based in Geneva, Switzerland. As of September 2011, there are 3,295 IB world schools in 141 different countries offering the diploma program.

IB emphasizes five key concepts with each individual course throughout the program:

- Concurrency of learning (six varied subjects over two years + TOK)
- Internationalism
- Academic integrity
- Breadth and depth of study
- Education of the whole person

We have created this handbook to assist you in learning about and planning your next couple of years at Guerin Catholic. Please call on us to answer any other questions you may have.

Gob bless you,

Dr. Peg Dispenzieri
Assistant Principal/
IB Coordinator

Mr. Rick Wagner
Principal

Mr. Martin Kirkwood
Director of Guidance

International Baccalaureate Philosophy

Through comprehensive and balanced curricula coupled with challenging assessments, International Baccalaureate Organization aims to assist schools in their endeavors to develop the individual talents of young people and teach them to relate classroom experience to the realities of the world.

Beyond intellectual rigor and high academic standards, strong emphasis is placed on the ideals of international understanding and responsible citizenship. To that end, IB students will become critical and compassionate thinkers, lifelong learners, and informed participants in local and world affairs, conscious of the humanity that binds all people together while respecting the variety of cultures and attitudes that makes for the richness of life.

IB Learner Profile

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

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

Thinkers ~ They exercise initiative in applying thinking skills critically and creatively to make 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.

Risk takers ~ They approach unfamiliar situations 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.

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

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.

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

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.

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.

**International Baccalaureate Faculty
Guerin Catholic High School**

Principal	Rick Wagner
Asst. Principal/IB Coordinator	Peg Dispenzieri
Director of Guidance	Martin Kirkwood
Group 1 – English	Jeff Buckner Shelley Horn Krista Stubbs
Group 2 – World Languages	
Spanish	Rita Preuss
Latin	Nancy Yust
Group 3 – Individuals and Societies	
History	Anna Maurer Sara Reeves
Business & Management	Tanya Carson
Group 4 – Experimental Sciences	
Biology	John Wallace
Chemistry	Jeanine Conklin
Group 5 – Mathematics	
Math	Joe Lustig
Group 6 – The Arts	
Visual Arts	Beth Wagoner
Music-Group	John Webber
Theory of Knowledge	Jason Adams
CAS Coordinator	Jason Adams
Extended Essay	Marcia Murphy

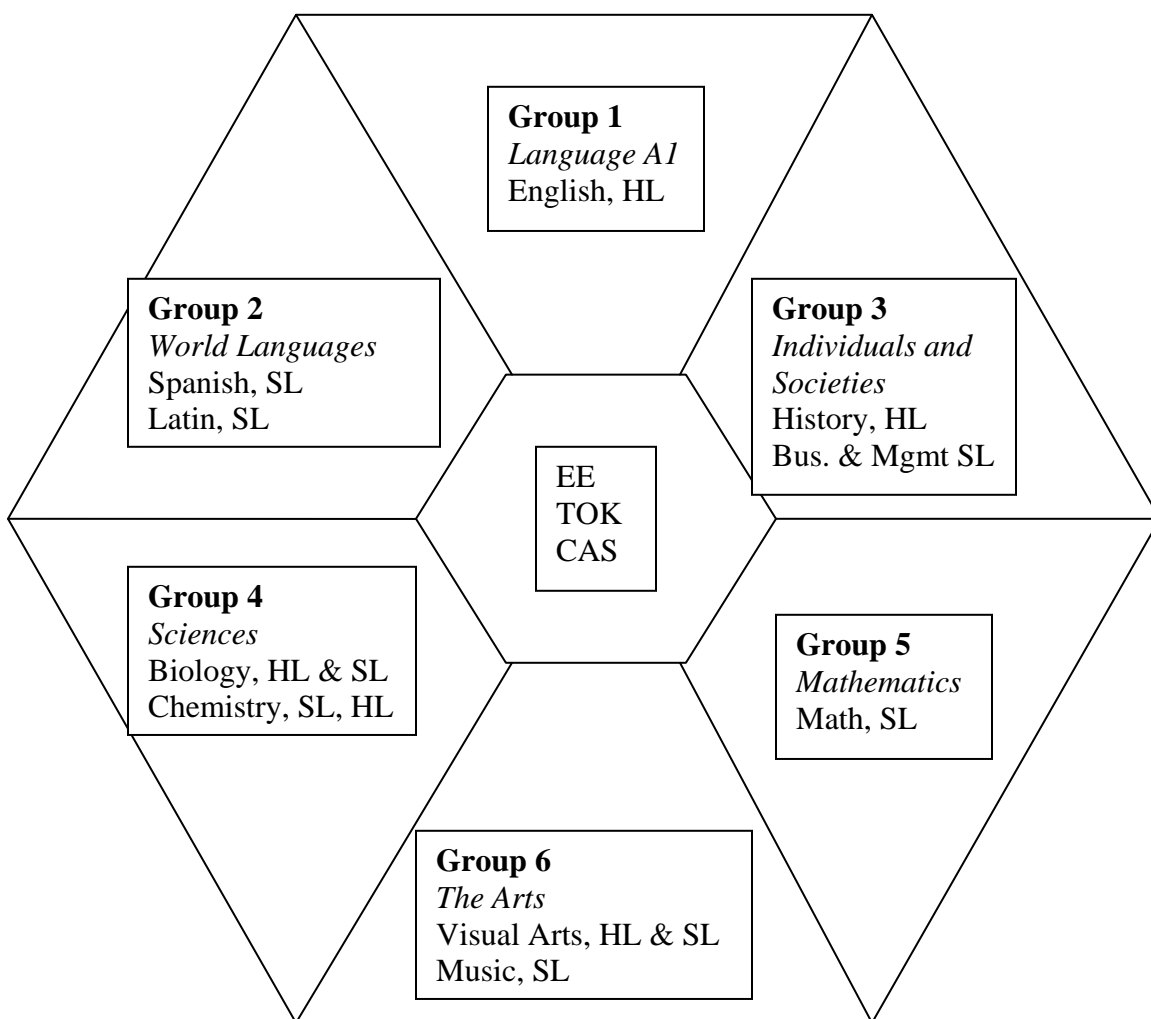
Glossary of Terms

EE	Extended Essay	A four thousand word independent research paper submitted by full diploma students during the senior year. Students formulate an argument, use research to support that argument, and reach a conclusion.
SL	Standard Level	Designates a course that is 150 hours.
HL	Higher Level	Designates a course that is 240 hours.
CAS	Creativity, Action, Service	Students must attain at least 150 hours among the three categories—creativity, action, service—during the course of two years
IBO	International Baccalaureate Organization	IB Organization as a whole, which includes offices in Geneva, Switzerland; Cardiff, Wales; and various regional offices
TOK	Theory of Knowledge	A required course for diploma candidates. Students explore the bases for knowledge and judgment.
Internal Assessment		Evaluative work (presentations, oral interviews, papers, etc.) that are assigned and scored by the high school IB teacher using IBO’s scoring criteria. The IA is then externally moderated by IBO.
External Assessment		Work sent to examiners and moderators of the IBO to be evaluated. Work is sent to examiners in over one hundred different countries. IB exams are graded this way.

Guerin Catholic High School IB Program Courses

The curriculum is displayed in the shape of a hexagon with six academic areas surrounding the core. Subjects are studied concurrently, and students are exposed to the humanities and the sciences.

Students wishing to take the full diploma must ensure that they take six subjects, one from each of the groups. At least three, and at the most four, of those subjects taken must be at the higher level, with the remaining at the standard level.



General Questions about the IB Program

Why participate in the IB program?

While the IB program is a rigorous pre-collegiate curriculum, it also challenges students to think about global issues, cultural assumptions, and our place in the world community. When taken in its entirety, the program requires a broad focus in many areas, both academic and non-academic. Through TOK students are challenged to think about what knowledge means in various disciplines. Ideally, these elements converge through the experience of designing and executing an individual research question or project in the Extended Essay.

What are the elements of an IB class?

All IB classes stem from a curriculum designed and revised every five years by the IBO in Cardiff, Wales. Teachers are trained by IB in a particular area of expertise and then design a curriculum that meets the needs of the Guerin Catholic students, the state of Indiana, and the IBO standards.

All IB classes have some form of internal assessment (IA); these are activities assessed by the classroom teacher using IB rubrics and assessment standards and then externally moderated (samples of student work may be sent off to IB faculty around the world to be re-graded and to ensure quality in grading standards).

IB classes terminate in exams during the month of May the senior year that are externally assessed. Students' marks from these exams become available in July. IB Diploma students are required to take exams in six subject areas. Non-diploma candidates in IB classes are to sit for exams in the subjects they take.

Two Ways to Participate in the IB Program

Option A

The Diploma Program

- Participate in and complete all internal and external assessments for six IB courses
- Complete Theory of Knowledge (TOK)
- Submit an original Extended Essay (EE)
 - No more than 4,000 words
 - Approximately forty hours
- Complete a Creativity, Action, Service (CAS) plan
 - 150 hours divided among the three categories
 - Completed over two years

Testing Requirements

- Diploma students must test in all courses except the TOK
- To earn the IB diploma, students must receive either a total of 24 points with each HL score at 3 or higher. If a 2 is scored on an HL class or an “E” is received on either TOK or the EE, then a score of 28 is required. Students may also earn up to 3 extra points for their EE and TOK marks. Failure to complete the EE and TOK requirements or elementary scores in both these assessments will lead to the failure to earn an IB diploma.

Eligibility

All students may begin this program if they meet the 9th and 10th grade prerequisites

Option B

Individual Subject Certificates

- All students invited to participate
- Complete all internal and external assessments for the classes in which student is enrolled
- Sit for IB exam for classes in which student is enrolled
- Students who pass subject level exams will receive certificates from IBO and may choose to apply for college credit and advanced standing as available

General Overview of the Two-Year Calendar

This is a general calendar to help you plan. Dates are subject to change.

Month	Junior Year	Senior Year
August		
September	<ul style="list-style-type: none"> Sept. 22 – IB parent meeting 	
October		<ul style="list-style-type: none"> Sept. 15th - EE draft due to EE coordinator Registration with IBO
November	<ul style="list-style-type: none"> Final Exams 	<ul style="list-style-type: none"> Nov. 2 – EE 2nd draft due to EE coordinator CASPORT due Exam registration sent home for verification Final Exams
December		<ul style="list-style-type: none"> Dec. 1 – EE Final copy due to IB coordinator
January		
February	<ul style="list-style-type: none"> EE topic chosen, meet with sponsor EE title checked by EE sponsor Final Exams 	<ul style="list-style-type: none"> Final Exams
March	<ul style="list-style-type: none"> Working bibliography with at least 10 sources EE work date 	<ul style="list-style-type: none"> March 3 – Final CASPORT due to CAS coordinator
April	<ul style="list-style-type: none"> EE bulleted outline due to EE sponsor 	<ul style="list-style-type: none"> Internal Assessments finished in all classes*
May	<ul style="list-style-type: none"> EE rough draft due Final Exams CASPORT due to CAS coordinator 	<ul style="list-style-type: none"> IB Exams Graduation
June-July	<ul style="list-style-type: none"> EE sponsors and students must meet three times over the summer at Guerin to discuss EE progress 	<ul style="list-style-type: none"> IB Exam scores available on-line by July 6, 2012

*Internal assessments are assignments done in class using the IB rubrics; these are part of the final score along with the exam in each of the six subject areas. Dates for these activities will vary slightly from year to year. IA's may include: TOK essay, TOK oral, history paper, English oral, English world lit. paper, foreign language oral, science lab notebook, group IV project, math portfolio and project, art design notebook, and music performance and composition work.

Overview of Course Offerings

Group 1

Language A1 – English (HL)

All IB students are expected to study their own language; it is assumed that for most students that language will be English.

Skills

Study of literature is the main focus of this course. The course promotes the clear presentation of ideas, arguments, or responses, which are assessed both orally and in written form. Students engage in detailed critical examination of texts and, as appropriate for an international education, they have the opportunity to explore the literature of different cultures.

Content

- Part One: World literature – 3 works:
Students focus on books in translation, chosen from an extensive list of works originally written in a language other than English.
- Part Two: Texts for detailed study – 4 works:
The IB provides a list from which these works are chosen
- Part Three: Group of works – 4 works:
The IB groups the works of certain authors by genre, one genre being chosen for study by the school. One work in this group will be chosen from the world literature list.
- Part Four: School's free choice – 4 works:
This component includes works from the prescribed list plus one work from the list of world literature.

Assessment

- Part One: Assessment will be through the external evaluation of two essays worth 20% of the final grade.
- Part Two and Four: There will be two internally assessed and externally moderated oral components—an oral presentation on a student-chosen topic and a formal oral commentary on a selected passage—which will form 30% of the final grade.
- Part Three: Assessment will be by two written examinations assessed externally and worth 50% of the final grade. Paper (exam) 1 is a commentary, and paper (exam) 2 is a comparative essay.

Group 2

Language B—Spanish (SL)

Prior knowledge of Spanish is essential; this is not a beginner's course. Emphasis is put on communicative competence. The overall aims of the course are to promote the ability to cope with the language demands of day-to-day transactional and social contacts, to provide students with an efficient tool for the study of other subjects in the target language, and to help students gain insight into how users of other languages think.

Skills

Aural comprehension, oral expression, reading comprehension, and written expression

Content

To expand these skills, lessons are conducted almost exclusively in the target language. A variety of authentic material is used (films, videos, newspapers, literature); language B, however, is not literature based, although certain texts intended to expand students' cultural awareness will be studied.

Assessment

Oral (30%) and written (70%) examinations are based on themes and topics, which have been covered in the course.

Classical Languages—Latin (SL)

Latin focuses on the development and cultural achievement of ancient Roman society. Linguistic skills are at the heart of the course. Surviving texts are studied in the original language and additional texts are utilized for the study of translation, but the foundation of the course remains the acquisition of language skills.

Assessment

An internal assessment worth 20% and two externally assessed examination papers (80%) determine the course grade.

Group 3—Individuals and Societies

History (HL)

The learning of facts and dates is only the first step in history at the IB level, although a detailed familiarity with events is essential for what comes after the first step. The IB History student must also understand the ideas and philosophies behind modern historical developments. The main goal is to gain insight into why things have happened and to reach conclusions based on wide and informed reading.

Content

IB History (HL) is a two-year course in which the student will understand the discipline of history and develop a sense of internationalism in history. As juniors, the students take IB History of the Americas, exploring three major topics for in-depth study: (a) Movements of Independence, which includes the American Revolution and the Latin American Wars of Independence, (b) The Civil War, and (c) The emergence of the Americas in global affairs, 1880-1929. The 11th grade curriculum also includes the completion of a historical investigation. In their senior year, students will study topics in 20th century world history, focusing on the following: (a) the rise and rule of single-party states, (b) causes, practices, and effects of war, and (c) the Cold War.

Skills

The way in which knowledge of the subject is built up and expressed is not by the simple question and answer approach, but through essay writing as well as debates and presentations in class. The development of skills in essay writing and oral presentation are vital aspects of the course. During the course students also learn how to read and interpret historical sources, how history is actually studied and reported. Skills in using such sources, while being a separate and distinct part of the syllabus, are also the main means by which the skills and knowledge in the other parts are acquired.

Assessment

Assessments consist of externally assessed written examinations (80%) and an in-depth historical investigation, internally assessed and externally moderated (20%).

Business & Management (SL)

Business and management is a rigorous and dynamic discipline that examines business decision-making processes and how these decisions impact on and are affected by internal and external environments. It is the study of both the way in which individuals and groups interact in an organization and of the transformation of resources.

Content

The business and management course is designed to develop an understanding of business theory, as well as an ability to apply business principles, practices and skills. The application of tools and techniques of analysis facilitates an appreciation of complex business activities. The course considers the diverse range of business organizations and activities and the cultural and economic context in which business operates. Emphasis is placed on strategic decision-making and the day-to-day business functions of marketing, production, human resource management and finance. Links between the topics are central to the course, and this integration promotes a holistic overview of business activity.

Skills

At the conclusion of this course students should be able to demonstrate knowledge and understanding of business terminology, concepts, principles and theories; make business decisions by identifying the issue(s), selecting and interpreting data, applying appropriate

tools and techniques, and recommending suitable solutions; analyze and evaluate business decisions using a variety of sources; evaluate business strategies and/or practices showing evidence of critical thinking; apply skills and knowledge learned in the subject to hypothetical and real business situations; and communicate business ideas and information effectively and accurately using appropriate formats and tools.

Assessment

Assessments consist of externally assessed written examinations (75%) and a written commentary on a real-life business issue, internally assessed and externally moderated (25%).

Group 4—Experimental Sciences

Biology (HL and SL)

Biology is a rigorous academic course that involves detailed study of living organisms and emphasizes experimentation in the biological field. The level and content of the course is set to provide sound preparation for college/university studies. Students attempting HL Biology should have a sound basis in science.

Content

Major areas covered include the following: the biochemical basis of life, cells, genetics, ecology, human biology, classification, and plant science. Two options must also be studied and these can be taken from Evolution, Neurobiology and Behavior, Applied Plant and Animal Science, or Ecology and Conservation.

Skills

It is the intention that students should be able to do the following:

- Demonstrate an understanding of scientific facts and concepts, scientific methods/techniques, scientific terminology and methods of presenting scientific information
- Apply and use scientific facts and concepts, scientific methods/techniques, and scientific terminology to communicate effectively as well as to apply and use appropriate methods to present scientific information
- Construct, analyze, and evaluate hypotheses, research questions and predictions, scientific methods/techniques, and procedures and scientific explanations
- Demonstrate the personal skills of cooperation, perseverance and responsibility appropriate for effective scientific investigation and problem-solving
- Demonstrate the manipulative skills necessary to carry out scientific investigation with precision and safety

Assessment

Group 4 students will be expected to spend approximately 25% of the course duration on practical work. This will consist of a group 4 project (an investigation across various scientific disciplines) and a variety of hands-on experiments to reinforce the theory. The

overall contribution of internal assessment of the total mark will be 24%; the remaining 76% is assessed externally by examination.

Chemistry (SL and HL)

Chemistry is a rigorous academic course that involves detailed study of analytical chemistry as well as human biochemistry and chemical applications in the business world. The level and content of the course is set to provide sound preparation for college/university studies. Students attempting Chemistry HL should have a sound basis in science and mathematics.

Content

Major areas covered include the following: quantitative chemistry, atomic structure, periodicity, bonding, kinetics, acids and bases, oxidation and reduction, equilibrium, energetics, organic chemistry and measurement and data processing.

Skills

It is the intention that students achieve the following objectives.

- Demonstrate an understanding and be able to apply scientific facts and concepts, scientific methods and techniques, scientific terminology and methods of presenting scientific information.
- Construct, analyze and evaluate hypotheses, research questions and predictions; scientific methods and techniques and scientific explanations.
- Demonstrate the personal skills of cooperation, perseverance and responsibility appropriate for effective scientific investigation and problem-solving
- Demonstrate the manipulative skills necessary to carry out scientific investigation with precision and safety

Assessment

Group 4 students will be expected to spend approximately 25% of the course duration on practical work. This will consist of a group 4 project (an investigation across various scientific disciplines) and a variety of hands-on experiments to reinforce the theory. The overall contribution of internal assessment of the total mark will be 24%; the remaining 76% is assessed externally by examination.

Group 5—Mathematics

Mathematics (SL)

Mathematics is aimed at those who anticipate a need for a sound mathematical background in their future studies.

Content

The core areas are algebra and trigonometry, statistics and probability, functions and calculus, and Matrices and vectors.

Skills

- Know and use mathematical concepts and principles
- Read and interpret a given problem in appropriate mathematical terms
- Organize and present information/data in tabular, graphical and/or diagrammatic forms
- Know and use appropriate notation and terminology
- Formulate a mathematical argument and communicate it clearly
- Select and use appropriate mathematical techniques
- Understand the significance and reasonableness of results
- Recognize patterns and structures in a variety of situations and draw inductive generalizations
- Demonstrate an understanding of, and competence in, the practical applications of mathematics
- Use appropriate technological devices as mathematical tools

Assessment

Assessment consists of an externally assessed examination (80%) and a project, an individual piece of work completed during the course involving the collection and/or generation of data, and the analysis and evaluation of that data (20%). Projects may take the form of mathematical modeling, investigations, applications, statistical surveys, etc. The project is internally assessed and externally moderated by the IBO.

Group 6—The Arts

Music-Group (SL)

Music is designed to promote greater awareness and understanding of the power and variety of musical experiences for those who have a general interest in music and for those who intend to continue their study of music. Candidates are exposed to a broad spectrum of music, ranging from classical and Western traditions to that of other regions and culture. At both levels, the creative and practical aspects of music are evenly balanced with the theoretical or the academic. All students study musical perception and analysis and undertake studies of a wide range of musical genres and styles. All students participate in the creation of music through composition, performance, or both.

Content

Group performance option—2 compulsory parts:

- Musical perception and analysis
 - Study of a prescribe work
 - Study of musical genres and styles
 - Musical investigation
- Group performance: two or more public performances

Assessment

External assessment (50%)

Internal assessment (50%): presentation of two public performances (15-30 minutes) This component will be internally assessed by the teacher and externally moderated by the IBO.

Visual Arts (HL and SL)

This class is suitable for students who are eager to explore and develop their own creative potential through any of the main media techniques of the visual arts. The main prerequisites for this course are enthusiasm, commitment, and a willingness to become involved in practical and theoretical inquiry into aspects of the visual arts.

Content

The studio course will include opportunities for structured learning and personal research of a more experimental nature; many art techniques and media will be used.

Skills

The purpose of the research workbook is to encourage adventurous and critical personal investigation. It will take the form of a working journal, containing both visual and verbal information, including records of exhibitions visited, consideration of the visual arts of other cultures and the historical context of artworks being studied, as well as references to the student's own studio practice.

Assessment

Assessment for the studio course is through external evaluation of a final exhibition of the student's work produced during the two years; the students have individual interviews with the examiner to facilitate the process. Students will undertake studio work and an investigation workbook (IWB) during the course. HL students' work consists of 40% IWB and 60% studio work. SL students will be able to choose one aspect of the work as their main focus, although a certain amount of research will be expected to inform practical work and vice versa. Assessment of the IWB is both internal and external.

Colleges and the IB Diploma

How are diploma points awarded?

Students will earn their IB diploma when they accrue 24 to 45 points. This includes a total of twelve points in HL subjects. If a student scores a two in an HL or receives an “E” on either the TOK or EE, the student must then total 28 points in order to receive the diploma. IB exams (papers) are marked on a scale of one to seven. Students take six exams. In addition, students may earn up the three points for combined work on the extended essay and in TOK. Every year 80% of students worldwide attempting the full diploma achieve it.

Universities offer differing levels of recognition depending upon the number of diploma points earned. For instance, Boston College's IB policy is that it will grant advanced placement for higher level exam scores of six or seven. Indiana University will award up to eight semester hours of advanced standing for each higher level exam where a grade of five or better is earned. At Rice University, students who earn the International Baccalaureate (IB) diploma will receive credit for higher level exams for which they receive a score of six or seven. University of Chicago awards credit for IB work, recognizing that good scores on the higher level examinations signal college-level proficiency. Students may receive up to a year's worth of credit in a given subject for scores of six or seven on the higher level exams. Scores of five on the higher level exams are subject to faculty review.

How do colleges award credit?

Many colleges award credit for HL exams with a score of 5 or higher. Some colleges are beginning to award credit, or in some cases, advanced standing for SL courses as well. Ultimately, different colleges have different policies. The best way to get current information is to go to <http://www.ibo.org/diploma/recognition/> or the Indiana Department of Education.

How do colleges consider IB in the admissions process?

Colleges report that they are interested in students who take the most challenging and rigorous curriculum available. Students presenting a transcript with IB courses cannot count on getting in to the school of their dreams; but, they can be assured that their application will be given serious consideration.

The latest survey of a North American IB class (2002) indicated that with respect to almost every selective college, IB students had a higher acceptance rate than the general applicant pool. Duke, for example, accepts 23% of the general population of applicants, whereas 39% of IB Diploma candidate applicants are accepted. At Washington University in St. Louis, 24% of the general population of applicants is accepted, and 67% of IB diploma candidate applicants are accepted. Harvard accepts 11% of the general population applicants and 15% of the IB diploma candidate applicants.

How is IB different from AP (Advanced Placement)?

While both IB and AP offer rigorous curriculum for highly motivated students, the IB program represents a comprehensive international standard of excellence while AP represents the US national standard. AP exams have no external feedback loop, and students choose to take individual classes. Currently there is not a comprehensive AP program, and AP exams do not offer a diploma.

IB exams are scored one to seven; IB scores are based in part on graded class work (internal assessments) performed during the year. AP exams are scored one to five.

Overall, IB is a holistic program, and although students can receive college credit/advanced standing, the goals of the program are larger. IB students are asked to become “critical and compassionate thinkers, lifelong learners and informed participants in local and world affairs, conscious of the shared humanity that binds all people together while respecting the variety of cultures and attitudes that makes for the richness of life” (IBO Mission Statement, 2005).

What is Theory of Knowledge?

Focus: The focus of the IB Theory of Knowledge (TOK) course is to examine **what we know** in the various fields of knowledge and **how we know it**. The students investigate knowledge, knowledge claims, faith, reason, logic and the assumptions of philosophical and personal systems of thought from a Roman Catholic perspective.

Rationale: The subjects that we study in our high school careers are, perhaps of necessity, compartmentalized—history, sciences, mathematics, foreign language, literature, etc. It is rare that students can view these disciplines under any larger perspective. This is essentially the aim of the Theory of Knowledge course—to view the knowledge disciplines from the perspective of knowledge itself, noting the similarities and differences in the formations of knowledge, and noting the strengths and limitations in the various approaches to knowledge.

Goals: The Theory of Knowledge course will engage students in critical reflection of the sources and bases of knowledge in various systems of thought and belief and how they relate to Roman Catholic epistemology (philosophy of knowing). Students will be able to understand and evaluate the sources, modes, biases, strengths and limits of knowledge claims. Students will deepen their understanding of their own knowledge claims and experience as a “knower.” Students will understand the difference between a relativistic perspective and the truth of Catholic faith.

AIMS of the Theory of Knowledge course:

- Develop an understanding of the value of critical thinking
- Develop skills to critically evaluate knowledge claims and beliefs
- Understand the necessity of an absolute or universal truth in the search for truth
- Connect with other academic work and disciplines
- Understand the strengths and limits of human knowledge within both individual and cultural perspectives in discovering truth and truth claims.
- Recognize the responsibilities inherent in possessing knowledge
- Develop values of academic integrity and intellectual thoroughness in articulating knowledge claims.

TOPICS of the Theory of Knowledge course:

- Introduction to the Theory of Knowledge
- Basic Logic and fallacies
- Knowledge and Faith
- Absolute or Universal Truth vs. Relative Truth
- Various Truth claims – Schools of Thought
- Knowledge claims in world Religions
- Language
- Knowledge in Science
- Knowledge in Mathematics
- Knowledge in Social and Human Science
- Knowledge in History
- Truth and Beauty in the Arts
- Morality and Ethics

The Extended Essay

The extended essay provides the diploma candidates with an opportunity to engage in independent research. “Emphasis is placed on the process of engaging in personal research, on the communication of original ideas and information in a logical and coherent manner, and on the overall presentation of the essay in compliance with the guidelines.”

What are the requirements?

The essay must be no more than four thousand words and be written in a specified IB subject area. Candidates select a topic within this subject area and must then craft a narrowly focused research question. The paper presents an extended argument, supported by research that reaches a conclusion. All essays must follow the IB guidelines for formal presentation and must be written to meet the IB subject area and general criteria. The extended essay may not be duplicated by the student for other assessments submitted to IB, i.e. TOK paper, history internal assessment, etc.

When does the writing occur?

The writing and planning of the EE should take place gradually over the course of two years. The process will be worthwhile and gratifying if the deadlines are followed.

What resources are available?

All students will have an in-school sponsor. Guidelines, scoring rubrics, and examples of past EE’s are available from the IB coordinator. Because all essays require some amount of research, the media specialist has IB training and is available to support students. Also, a university field trip and a research lock-in will take place during the junior year.

How much work will the essay really be?

Students are encouraged to follow the IB guideline of forty hours and to plan out blocks of time over a one-year period. The essay is an important part of the diploma; failure to submit an essay or elementary performance on both the essay and the TOK assessment is a failing condition for the diploma. Nonetheless, students must seek balance. The IB diploma carries a heavy load in addition to other common non-IB commitments. Students should not focus solely or exclusively on the EE to the detriment of all other areas.

Evaluation of the Extended Essay

The EE is evaluated on both general assessment criteria (~66%) and subject specific criteria (~34%). The subject specific criteria vary widely, and students should not write an EE without thoroughly reading the criteria and having them in hand.

Extended Essay General Criteria

These general assessment criteria are applicable to all extended essays, irrespective of the subject in which the extended essay is registered. However, each extended essay will be

assessed against these criteria in the context of the subject in which the extended essay is registered.

Research question

The extent to which the focus of the essay is expressed and specified. This need not be in the form of a question. An example of an alternative form is a hypothesis.

Approach to the research question

The extent to which the essay appropriately addresses and develops the specific research question, including the collection of any relevant information.

Analysis/interpretation

The extent to which relevant materials, sources, data and evidence are considered appropriately in the essay. Where the research question does not lend itself to systematic investigation in the context of an extended essay, the maximum level that can be awarded is 2.

Argument/evaluation

The extent to which the essay develops an argument relevant to the research question from the materials/information considered. Where the research question does not lend itself to systematic investigation in the context of an extended essay, the maximum level that can be awarded is 2.

Conclusion

The extent to which the essay incorporates a conclusion consistent with its argument, not necessarily in the form of a separate section.

Abstract

The adequacy of the formal abstract as a synopsis of the essay.

Formal presentation

The layout, table of contents, references, bibliography, appendices, title, quotations, illustrations and organization, where appropriate. General descriptors of the different achievement levels can be found on the following page.

Holistic judgment

An overall assessment of qualities such as personal engagement, initiative, depth of understanding, insight, inventiveness and flair. Achievement levels 0, 1, 2, 3 or 4 will be determined by the examiner based on the extent to which these qualities are demonstrated in the essay. The supervisor's report may also be taken into account.

Extended Essay Subjects

The following list of subjects is intended to give a brief overview of possible areas. Once a student has decided on a subject, a copy of the general guidelines and pertinent subject area guidelines will be given to the student.

Candidates must follow the guidelines for their particular subject. Each subject has different grading criteria. Failure to observe these criteria could lead to an unsuccessful essay.

Language A—English

Intensively explore a literary topic, engage in personal judgment of literature, compare to established critical comment, voice views persuasively. There are two categories to choose from within the language A: an essay based entirely on literature in the first language or a comparison of a first language work with something written in another language (translated).

Examples:

- A comparison of Aldous Huxley's *Brave New World* and George Orwell's *1984*.
- Clergymen in Jane Austen's novels
- Portraits of Poverty in the 19th Century: A Comparison of *Nana* by Zola and *Little Dorrit* by Dickens

Language B (written in a second language)

Study of an issue related to language, or culture and society, or literature, or a combination.

Example:

- The Belgian Press and Bilingualism

Biology

Apply a range of skills while researching a topic of personal interest in biology.

Example:

- The Ozone, UV Radiation, and Its Possible Effect on the Growth of *Lepidium Sativum*

Business and Organization

Undertake in-depth study of an organizational activity. Undertake personal research and relate theory to the problems associated with an organization.

Example:

- Comparing Approaches in Social Responsibility in ABC and XYZ.

Chemistry

Investigate a particular aspect of the materials of our environment—must be characterized by a particular chemical emphasis within a more general set of scientific criteria.

Examples:

- The analysis of the red dyes present in different brands of tomato ketchup by thin layer chromatograph

Classical Greek and Latin

Investigate in depth areas of particular personal interest in the context of ancient Greek and Roman worlds.

Example:

- The function of wit and humor in Cicero's *Pro Caelio*

Design Technology

Concerns the balance between familiarity with the behavior of materials and systems, the application of knowledge and skills, and the creativity and resourcefulness of people. Provides opportunity to explore the processes involved in design and development of products or systems, and to make an assessment of their impact on individuals.

Example:

- A Study of How Ergonomics Can Be Used to Improve the Design of the Telephone for Physically Impaired People

Economics

Undertake research in economics and exercise disciplined skills of economic reasoning and analysis in an area of particular interest.

Examples:

- Competition Among Gas Stations in my Area
- Do Interest Rates Affect Investment Decisions?

Environmental Systems

Explore questions in terrestrial, freshwater, or marine environments. The characteristic nature of an essay in this subject will lie in the application of a systems approach to an environmental issue.

Examples:

- Lead Pollution: Impacts and Control in Toronto
- Impacts of Chernobyl on a Welsh Dairy Farm

Geography

Apply a range of skills in the study of a rural or urban environment; the geographical nature is characterized by an emphasis on spatial processes and the application of geographical theory and techniques.

Examples:

- The Effects of Location on Characteristics of Kiosks in Nairobi
- To What Extent Do Temperature Changes Over the Past 150 Years in Vienna Support Evidence for Global Warming?

History

Undertake an in-depth study of a limited topic containing a valid historical question.

Examples:

- Explanation of the Collapse of the Mayan Civilization

- The Role of the Pan-African Movement in the Downfall of Kwame Nkrumah in 1966

Information Technology in a Global Society

Research a topic of personal interest in the field of ITGS and its effects on individuals, institutions/organizations, or communities.

Examples:

- A Study on the Impact of Virtual Reality on People's Leisure
- Gender: An Analysis of the Degree of Bias of the Internet Towards Male Users

Mathematics

Demonstrate an appreciation of any aspect of math: applicability of math to solve real and abstract problems; beauty of math as in, for instance, geometry or fractal theory; elegance of math in the proving theorems, as in number theory; origin and subsequent development of a branch of math over a period of time.

Example:

- Prime Numbers in Cryptography

Music

Undertake research into a topic of particular musical interest. Music is the primary source material. Particular pieces of music should be at the center of the essay. The candidate should strive for coherent verbal analysis and interpretation of the music in relation to the research question.

Example:

- The Influence of Protest Music During the Vietnam War

Philosophy

Undertake a philosophical investigation into a topic.

Examples:

- A Study of the Sense-Datum Theory
- Doing Versus Being: Language and Reality in the Mimamsa School of Indian Philosophy

Physics

Apply a range of skills while researching a topic of personal interest in the field of physics.

Examples:

- Wind Power: A Clean Source of Energy?
- On Blowing Bubbles in Liquid: Effects of Detergent on Surface Tension

Politics

Undertake an in-depth study of a limited topic on a valid political question.

Examples:

- US Intervention in Grenada: A Study of the War Powers Act and the War Making Powers of the US President
- The Concept of "the Dictatorship of the Proletariat" in Marxism-Lenin

Psychology

Study human experience and behavior; need at least an introductory understanding of the subject and its methodology.

Example:

- Can cognitive development in children be accelerated?

Social Anthropology

Develop and demonstrate an awareness of what makes a distinctly anthropological approach to a study of a particular group, society, or topic.

Examples:

- Contemporary Academic Views of Asian Americans: Problems of Representation
- The Elderly in American Society: Changing Images and Their Implications

Theater Arts

Undertake research in a limited topic; it should involve imaginative, personal, and critical evaluation combined with thorough and accurate research.

Examples:

- Contrasting Female Stereotypes in a Selection of Brecht's Plays
- A Study of the Effects of the Use of Fabrics and Lighting in *The Tempest*

Visual Arts

Research a topic of particular interest in the arts.

Example:

- Kasmir Malevich: A Study of the Perception of Power

Other Key Points for the EE

- All essays must include an abstract of the EE; the abstract will be three hundred words or less.
- Appendices are not an essential section of the EE and examiners are not required to read them.
- Videotapes of supporting material are not permissible.
- Audiotapes are permissible, but not encouraged.
- Specimens may not be submitted but photographic evidence may be used instead.

Malpractice/Plagiarism

“IBO defines malpractice as the attempt to gain an unfair advantage in any assessment component. Collusion is when a candidate knowingly allows his or her work to be submitted for assessment by another candidate. Plagiarism is defined by the IBO as the submission for assessment of the unacknowledged work, thoughts, or ideas of another person as the candidate's own. In order to avoid charges of plagiarism, candidates must always ensure that they acknowledge fully and in detail the words and/or ideas of another person. The same piece of work, or two versions of the same work, cannot be submitted to meet the requirements of both the extended essay and another assessment component of a subject contributing to the diploma” (Vade Mecum).

What is CAS?

The IB Diploma Program is a comprehensive curriculum that includes six academic areas as well as three other core elements that provide integration of learning with personal development. Creativity, Action and Service (CAS) is the core element that allows for experiential learning outside of the classroom. It is designed to provide students with new experiences and a process whereby they reflect on these experiences. The IB Organization has identified specific aims and objectives for student involvement in CAS. While these are not explicitly connected to those of our Catholic faith tradition, they reflect Catholic values of personal growth, development and love of neighbor.

Philosophy

Catholic philosophy of education encompasses the entire person. As stated in the Vatican Document, *The Catholic School*, by the Sacred Congregation for Catholic Education:

“[The Church] establishes her own schools because she considers them as a privileged means of promoting the formation of the whole [person], since the school is the center in which the specific concept of the world, of man, of history is developed and conveyed.” (paragraph #8)

Educating or forming the whole person necessarily entails learning outside the classroom. Forming the mind through academics is only one dimension of learning. Experiential learning is also a vital part of the education process and can form students in both faith and knowledge.

The International Baccalaureate Diploma Program includes in its requirements a component that expresses this same value of learning outside the classroom. This is the Creativity, Action and Service component of the Diploma Program or CAS. While the International Baccalaureate Program approaches this value from a non-religious perspective, the general Catholic philosophy of educating the whole person is reflected in CAS as well as specific values associated with Creativity, Action and Service.

The Catholic school as the center of human formation is guided by those Catholic values that help students understand their experience and discover truth. This naturally takes place in the arenas of the fine arts, athletics, and charity. Catholic teaching has long held that truth is found in beauty, in discovering God’s gifts to us and our potential and most of all in helping our sisters and brothers.

The CAS program at Guerin Catholic embodies both the Catholic and IB values of experiential learning whereby students discover their God given gifts and our responsibility toward our fellow human beings as part of a world-wide Church.

CAS Aims and Objectives

The following are aims and objectives taken directly from the IB Diploma Programme Guide:

AIMS

The aims of the CAS requirement are to enable students to develop:

- an appreciation of the potential of the human mind and spirit
- knowledge, skill and understanding
- an awareness of humanitarian issues across the world
- a recognition that education imposes lifelong ethical responsibilities
- a willingness to inquire and enjoyment of discovery
- confidence in their ability to initiate change, both individually and collaboratively
- autonomy and self-reliance
- an appreciation of their own and others' talents

OBJECTIVES

Having completed the CAS requirement, candidates should be able to demonstrate:

- self-confidence and modesty
- attitudes and values which respect human dignity and which transcend barriers of race, class, religion, gender and politics
- an awareness of humanitarian and environmental issues, and the development of an ethical position on them from a local, national and international perspective
- a willingness to interact meaningfully with others
- a sense of responsibility toward all members of the local, national and global communities, and a commitment to be of value to those communities
- personal qualities of curiosity, honesty and self-criticism
- an ability to reflect on and learn from experiences
- a spirit of discovery, commitment, initiative, determination and perseverance
- the ability to meet challenges and an awareness of personal limitations
- practical skills which can be used in the service of others and in a future career.

Students are required to:

*self-review at the beginning of their CAS experience and set personal goals for what they hope to achieve through their CAS programme

*plan, do and reflect (plan activities, carry them out and reflect on what they have learned)

*undertake at least one interim review and a final review with their CAS adviser

*take part in a range of activities, including at least one project, some of which they have initiated themselves

*keep records of their activities and achievements, including a list of the principal activities undertaken

*show evidence of achievement of the eight CAS learning outcomes.

Students should have opportunities to choose their own CAS activities and to undertake activities in a local and international context as appropriate. This means that, as far as possible, students should “own” their personal CAS programs. With guidance from their mentors/advisers, students should choose activities for themselves, initiating new ones where appropriate.

What Qualifies for CAS and What Does Not

The IB Diploma Programme Guide gives general descriptions of what constitutes each area: Creativity, Action and Service. Activities or projects need to reflect one or more of these areas and IB candidates are encouraged to participate in activities or projects that reflect more than one area.

CREATIVITY

Creativity should be interpreted broadly and includes student involvement in many learning and creative experiences outside the normal curriculum. A candidate involved in dance, theatre, music, art are obvious creative endeavors. Less obvious activities that may qualify for creativity area are school club activities and any activities or projects that the student creates or develops.

ACTION

Participation in any number of physical activities outside the normal curriculum may be considered part of the action area of CAS. Any school team or individual sports will qualify. Candidates are encouraged to undertake new roles and learning a new sport or activity, such as karate, scuba diving, etc. will qualify.

SERVICE

One of the most beneficial and transforming elements of CAS is the service component. While Guerin Catholic students have participated in works of service prior to becoming an IB candidate, the CAS program challenges the candidate to broaden their experience and include significant reflection as part of their service work. Most community service may qualify. Service that challenges the candidate with new experience and involves working directly with and for others is preferred.

CAS Requirements

IB Diploma candidates must complete 150 hours of co-curricular activities and projects during their two years of IB Diploma study, a minimum of 50 hours in each area over the two year period. These experiences must include a written reflection called a Reflective

Summary (RS). Personal goals determined by the IB student determined prior to beginning each activity is strongly recommended.

A list of activities and reflections are to be kept in an electron CAS Portfolio called a CASPORT. Students should document their CAS activities, noting in particular their reflections upon their experiences. This documentation may take many forms, including weblogs, illustrated displays and videos, and written notes. Its extent should match the significance of the particular activity to the student. While it is important for students to make an early start on their CAS log, there is no point in writing lengthy accounts about relatively routine experiences.

Other specifics of the CAS requirement include:

- A minimum of fifty hours (50) in each of the three CAS areas, totaling 150 hours.
- Submitting electronic documentation for each activity or project
- Develop an CAS Portfolio (CASPORT), according to specifications, which must include:
 - an index listing all activities and projects with the number of hours for each activity or project
 - brief electronic Reflective Summaries (RS) on each activity or project based on specific questions
 - a electronic Final Summary Essay

Examples of Pre-approved Activities (Not an exhaustive list)

Creativity

- Drama**
- Fall Drama
- Spring Musical
- Tech
- Music**
- Golden Voice
- Pep Band
- Clubs**
- Academic Superbowl
- Student Council
- Tech Club
- Latin Club
- Spanish Club
- Art Club
- History Club
- Many more...

Action

- Athletics**
- Football
- Soccer
- Volleyball
- Tennis
- Golf
- Cross Country
- Basketball
- Wrestling
- Baseball
- Softball
- Lacrosse
- Track
- Coaching
- Many more...

Service

- Mission Trip
- March for Life
- Community Service
- Parish Work
- Many more...

ACTIVITIES AND PROJECTS THAT DO NOT QUALIFY FOR CAS

- Any class, activity or project that is for credit or required for a credit class
- Any activity in which the student is personally rewarded financially or with some other material benefit
- Any passive pursuit (visiting a museum) or spectator activity
- All forms of duty or service within the immediate or extended family
- Any activity or project that does not directly benefit the human community (work at animal shelter, etc.)
- Any religious devotion (prayer, church choir, etc.) or any activity which can be interpreted as proselytizing
- Any project or activity in conflict with Catholic teaching
- Any project or activity that involves any organization whose mission or activity is in conflict with Catholic teaching.

All activities or projects must be pre-approved by the CAS Coordinator.

All these should be pre-approved by the CAS Coordinator

Hiking Trip
Organizing a group to plant trees
Cleaning up the environment
Volunteer at Hospital or Nursing Home
Website work for non-profit organization
Band
Scuba Lessons
Dance Lessons
Work at food pantry
Habitat for Humanity
Model UN
Language Camps
Peer tutoring (not for credit)
Weight training
Coaching a youth sport or activity
Conducting a fundraiser for approved non-profit

Contact Information

For general information about the International Baccalaureate program:

<http://www.ibo.org>

For information about colleges and university accepting credits:

<http://www.ibo.org/diploma/recognition/>

For information about transcripts:

<http://www.ibo.org/graduates/transcripts/>

For information on IB fees and services:**

<http://www.ibo.org/programmes/services/assessment/>

**Please note that the only additional cost to IB students at this point is if a student drops a class(es) after the November 15 deadline for test registration (approx. \$250 for the first class + \$100 for each additional class) or if a student/parent wishes to have a particular student test rescored by IB (\$100/rescore).