

*St. Theodore Guerin Catholic
High School*



**International Baccalaureate
Programme Handbook**

2015-2016

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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 2015, there are 4,267 IB world schools in 146 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.

God bless you,

Dr. Peg Dispenzieri
Assistant Principal/
IB Coordinator

Mr. James McNeany
Principal

Mr. Martin Kirkwood
Director of Guidance

International Baccalaureate Mission Statement

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

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

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

IB Learner Profile



IB learner profile

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

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with foresight and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

**International Baccalaureate Faculty
Guerin Catholic High School**

Principal	James McNeany
Asst. Principal/IB Coordinator	Peg Dispenzieri
Director of Guidance	Martin Kirkwood
Group 1 - English	
English A: Literature HL	Jeff Buckner
English A: Literature SL	Sheryl Niccum
English A: Literature HL	Krista Stubbs
Group 2 – World Languages	
Spanish SL	Liane Foerder
Latin SL	Nancy Yust
Group 3 – Individuals and Societies	
History HL	Meaghan Neman
History HL	Zach Haselhorst
Business & Management SL	Neil Rafferty
Group 4 – Experimental Sciences	
Biology HL, SL	Marca Budzenski
Chemistry HL, SL	Jeanine Conklin
Computer Science SL	Bob Spoonmore
Group 5 – Mathematics	
Math HL, SL	Maureen Reichardt
Math SL	Amy Michel
Group 6 – The Arts	
Visual Arts HL, SL	Beth Wagoner
Music-Group SL	Joey Garcia
Theory of Knowledge	Robert Storey
CAS Coordinator	Robert Storey
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; 2 trimesters (Science = 3 trimesters)
HL	Higher Level	Designates a course that is 240 hours; 4 trimesters
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 circle 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, preferably one from each of the groups. Students may opt to omit the Arts in favor of taking two from another group. 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 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 minimum score 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
- All students who take subject level exams will receive certificates from IBO and may choose to apply for college credit and advanced standing as available

Overview of Course Offerings

Group 1

Language A Literature – English (HL, SL)

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 (HL and SL)

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.

Computer Science (SL)

Students will be able to study computer science SL successfully with no background in, or previous knowledge of, computer science. Their approach to study, characterized by specific IB learner profile attributes — inquirers, thinkers and communicators — will be sufficient.

Content

The Core areas include system fundamentals, computer organization, networks and computational thinking, problem-solving and programming. In addition, a unity on object-oriented programming will be explored.

Skills

- Know and understand relevant facts and concepts; appropriate methods and techniques; computer science terminology; and methods of presenting information
- Apply and use relevant facts and concepts; relevant design methods and techniques; terminology to communicate effectively; and appropriate communication methods to present information.
- Construct, analyze, evaluate and formulate success criteria, solution specification including task outlines, designs and test plans; and appropriate techniques within a specified solution.
- Demonstrate the personal skills of cooperation and perseverance as well as appropriate technical skills for effective problem-solving in developing a specified product.

Assessment

Assessment in Computer Science will be based on the external assignment (70%) and an Internal Assessment (30%). The internal assessment, consisting of about 40 hours of work will be made up of a solution to a computational problem and a Group 4 project.

Group 5—Mathematics

Mathematics (HL and 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 Performance (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 class 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, approximately 80% of students worldwide attempting the full diploma achieve it.

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 (2012) 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 12% of the general population of applicants, whereas 28% of IB Diploma candidate applicants are accepted. At UNC, Chapel Hill, 32% of the general population of applicants is accepted, and 63% of IB diploma candidate applicants are accepted. Boston University accepts 58% of the general population applicants and 70% of the IB diploma candidate applicants.

Examples of credits earned by Guerin Catholic graduates:

- St. Louis University - 6 credits
- Purdue University - 6 credits
- Indiana University - 12 credits
- Northwestern University - 6 credits
- Butler University - 21 credits
- Franciscan University – 30 credits, 26 credits, 18 credits, 24 credits
- CA School of the Arts – 20 credit hours

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. While both programs emphasize critical thinking, the IB program focuses strongly on proficiency in writing and speaking. These skills are incorporated into all IB assessments and play a major role in the final score.

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).

Thoughts from our graduates...

- *IB helped prepare me for college with a challenging workload. The transition from IB to college classes has seemed easier because I've become much better at time management and dealing with a lot of work outside of class.*
 - Nick Jukupco, 2014 Guerin Catholic graduate
- *IB has given me the backbone to succeed at a school like Notre Dame. I came into Notre Dame thinking I would be the underdog and at times I still feel overly challenged but the rigor of IB has given me the confidence to not only keep up and handle the workload, but also succeed among higher level thinkers.*
 - Chelsea Pratt, 2012 Guerin Catholic graduate
- *[The IB program] forced me to step out of my comfort zone and experience first-hand what it takes to set yourself apart and excel at tasks.*

Chris Miller, 2010 Guerin Catholic graduate
- *While IB directly taught me lessons like time management and paper writing, it also trained me to be self confident and proud of working hard to better my future.*

Samantha King, 2009 Guerin Catholic graduate

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

Each subject area has very specific guidelines for writing a successful essay. Students will need to be familiar with the writing and grading specifications for the subject area they have chosen in order to obtain a passing grade.

Language A—English	Literature and Performance
Language B (written as a second language)	
Biology	Mathematics
Business and Management	Music
Chemistry	Peace and Conflict Studies
Classical Greek and Latin	Philosophy
Computer Science	Physics
Dance	Politics
Design Technology	Psychology
Economics	Social and Cultural Anthropology
Environmental Systems	Sports, Exercise and Health Science
Film	Theater
Geography	Visual Arts
History	World Religions
Human Rights	World Studies
Information Technology in a Global Society	

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.

CAS Aims and Objectives

For student development to occur, CAS should involve:

- real, purposeful activities, with significant outcomes
- personal challenge—tasks must extend the student and be achievable in scope
- thoughtful consideration, such as planning, reviewing progress, reporting
- reflection on outcomes and personal learning.

All proposed CAS activities need to meet these four criteria. It is also essential that they do not replicate other parts of the student’s Diploma Programme work. Concurrency of

learning is important in the Diploma Programme. Therefore, CAS activities should continue on a regular basis for as long as possible throughout the programme, and certainly for at least 18 months. Successful completion of CAS is a requirement for the award of the IB diploma. CAS is not formally assessed but students need to document their activities and provide evidence that they have achieved eight key learning outcomes.

Responsibilities of the student

The relevant section of the IB *Programme standards and practices* document states that 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 programmes. With guidance from their mentors/advisers, students should choose activities for themselves, initiating new ones where appropriate. 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
- how evidence of achievement of the eight CAS learning outcomes.

CAS and GCHS Service Hours

CAS substitutes for GCHS Service Hours both Junior and Senior year. If a student chooses to leave the full diploma program they must complete missed GCHS service hours.

Students are encouraged to keep track of regular service hours in case they choose to leave the full Diploma Program.

What Qualifies for CAS

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

Includes arts, and other experiences that involve creative thinking. 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 consistently participate in co-curricular activities and projects from each CAS category during their two years of IB Diploma study, starting the first day of their Junior school year. Though there will be times when weekly commitments to each of the categories will not be equal, students should strive for balance between the three throughout the year. Students will create a portfolio where they compose meaningful reflections about their activities. Students are encouraged, but not required, to include photographic documentation of their work, videos, or original art.

There will be due dates throughout both years of the program, but the final portfolio is to be submitted online during April of the Senior Year.

Students must demonstrate that their work for CAS fulfills the eight IB Learning Outcomes

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 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.

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).