

St. Theodore Guerin High School
International Baccalaureate
Diploma Program

DP Handbook
Class of 2019



Lead with Humility • Serve with Love • Trust in Providence

www.guerincatholic.org | 13500 Gray Rd., Noblesville, IN 46062 | T: 317-582-0120

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. The IB Program equips students with the skills and attitudes necessary for success in higher education and employment. This program maintains the strengths of a liberal arts curriculum and incorporates the best educational practices from around the world with three additional key features; the Extended Essay, Theory of Knowledge and CAS (Creativity, Activity, Service). Full diploma students will complete these three components as well as the required course work in six subject areas.

The International Baccalaureate Organization, established in 1968, is a chartered foundation based in Geneva, Switzerland. As of February 2018, there are 3,182 schools in 153 different countries worldwide offering the Diploma Program. With its emphasis on concurrency of learning, internationalism, academic integrity, broad focus and depth of study, the education of the whole person and supports our Catholic world-view, the IB Program serves as a great fit with our educational goals at Guerin Catholic.

We have created this handbook to assist you in learning about our IB Program and as an aid in planning for your junior and senior years with us. Please call or email one of us to answer any other questions you may have.

God Bless,

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St. Theodore Guerin Catholic High School Mission Statement

St. Theodore Guerin High School is a Roman Catholic college preparatory school serving students from diverse backgrounds and preparing them to be servant leaders through authentic faith formation, academic excellence, and student life opportunities.

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 programs of international education and rigorous assessments.

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

Glossary of Terms

EE	Extended Essay	A four-thousand-word, independent research paper submitted by all full diploma students during their senior year. Students will formulate an argument, use research to support that argument, and reach a conclusion. Students will begin this process during the last trimester of their junior year through their TOK class.
CAS	Creativity, Activity, Service	Students will work within the three categories to complete either an individual or group service project. Students will work with Campus Ministry to record and complete their projects over the two years.
TOK	Theory of Knowledge	A required course for full diploma candidates. Students explore the bases for knowledge. This is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge.
SL	Standard Level	Designates a course that is 2 trimesters (1 year)
HL	Higher Level	Designates a course that is 4 trimesters (2 years)
IA	Internal Assessment	The assessment of a student’s work that is carried out by a student’s teacher(s). Student work will be submitted to IB for grading as well.
	Learner Profile	A set of ten attributes which all members of the IB community – students, school leaders and teachers –

should be encouraged to develop. IB describes these as “a set of learning outcomes” for the 21st century.



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 forethought 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.



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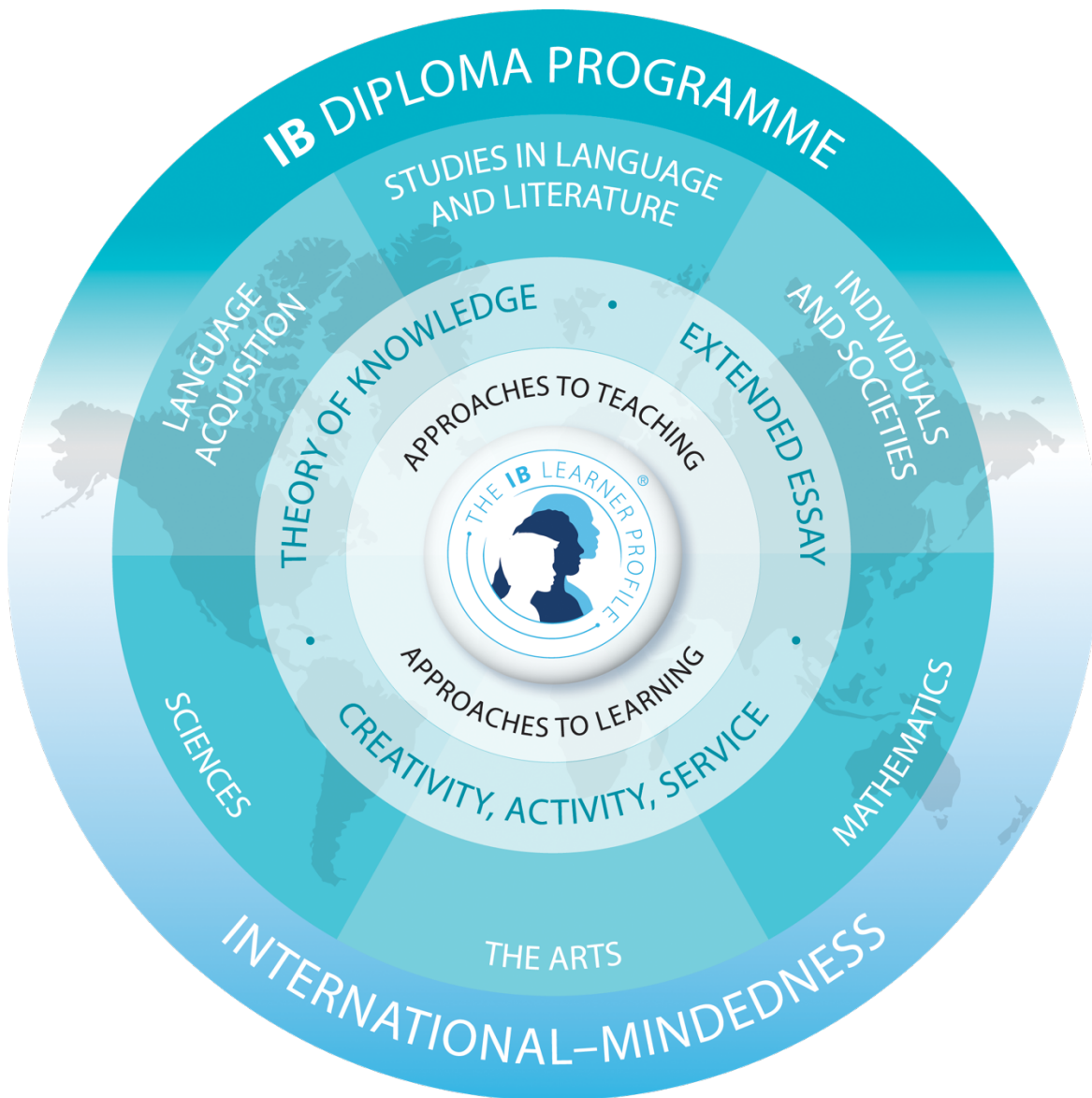
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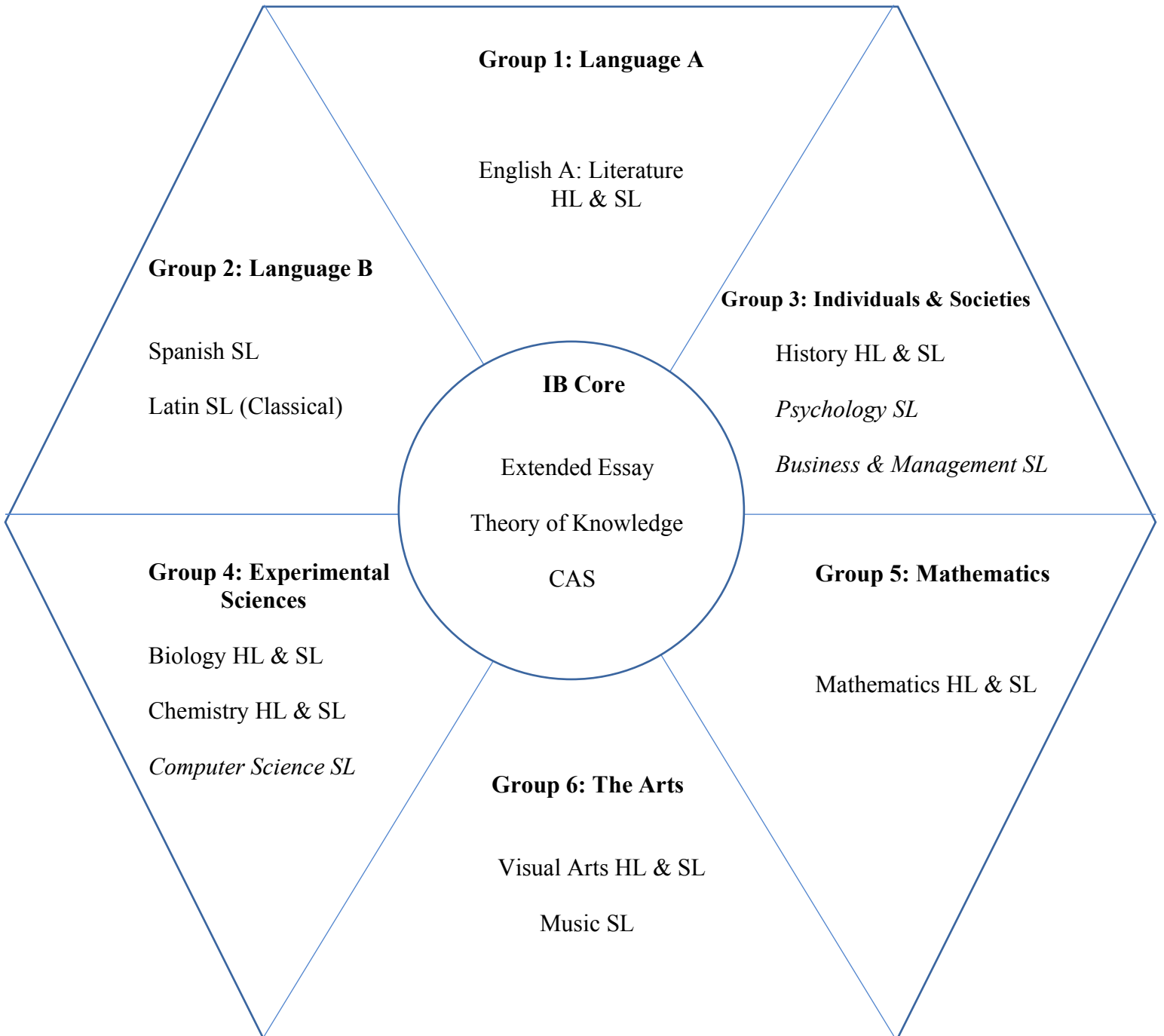
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The International Baccalaureate Diploma Program Courses at Guerin Catholic High School

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 track 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 no more than four, of those subjects must be taken at the higher level, with the remaining three at the standard level. A list of the courses offered at Guerin Catholic is provided on the following page. Electives available in lieu of the Group 6: Arts course are italicized.





PARTICIPATION IN THE IB PROGRAM

Participation in the IB Program is open to all Guerin Catholic students entering their junior or senior year. There are no prerequisites or testing prior to entry into the program. There are two ways in which a student may choose to participate in the IB Program at Guerin Catholic. We offer the full diploma or subject certificates for those students. Below is more information about both of these options.

Option A: The Diploma Program

Students who choose to participate will be considered as full diploma candidates and will be pursuing the IB Diploma upon graduation. Students will participate in and complete all internal and external assessments for six IB courses. It is also an expectation that students will receive passing grades in all six of their IB subjects. Students will also be expected to complete the Theory of Knowledge course, the Extended Essay and all of the requirements of the CAS program. Students must test in all of six of the subjects in May of their junior or senior year, depending on the courses chosen.

Option B: Individual Subject Certificates

All students are invited to participate in receiving subject certificates. Students may choose any number of the offered courses to complete for this option. Students are not required to complete the Theory of Knowledge course, the Extended Essay or CAS for this option.

All students, enrolled in either option, will need to complete the testing requirements for each subject in May of their junior or senior year. College credit can be earned through either option as well.

OVERVIEW OF IB COURSE OFFERINGS

IB Core

Theory of Knowledge (TOK)

Theory of Knowledge (TOK) is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It plays a special role in the Diploma Program by providing an opportunity for students to reflect on the nature of knowledge, to make connections between areas of knowledge and to become aware of their own perspectives and those of the various groups whose knowledge they share. It is a core element undertaken by all Diploma Program students. The overall aim of TOK is to encourage students to formulate answers to the question “how do you know?” in a variety of contexts, and to see the value of that question. This allows students to develop an enduring fascination with the richness of knowledge. Students investigate knowledge, knowledge claims, faith, reason, logic and assumptions of philosophical and personal systems of thought from a Roman Catholic perspective.

The aims of the TOK course are to:

- make connections between a critical approach to the construction of knowledge, the academic disciplines and the wider world
- develop an awareness of how individuals and communities construct knowledge and how this is critically examined
- develop an interest in the diversity and richness of cultural perspectives and an awareness of personal and ideological assumptions
- critically reflect on their own beliefs and assumptions, leading to more thoughtful, responsible and purposeful lives
- understand that Knowledge brings responsibility which leads to commitment and action

The topics of the TOK course are:

- Basic Logic and Fallacies
- Knowledge and Faith
- Absolute or Universal Truth v. Relative Truth
- Various Truth claims – Schools of Thought
- Knowledge claims in World Religions
- Language
- Knowledge in Science, History, Mathematics, Social and Human Sciences
- Truth and Beauty in the Arts
- Morality and Ethics

Assessment

All students in TOK will write an essay on a topic chosen from a prescribed list and complete a presentation. Both assessments will be weighted and together will account for the final TOK grade awarded by IB.

Extended Essay (EE)

The extended essay is a compulsory, externally assessed piece of independent research into a topic chosen by the student and presented as a formal piece of academic writing. The extended essay is intended to promote high-level research and writing skills, intellectual discovery and creativity while engaging students in personal research. This leads to a major piece of formally presented, structured writing of up to 4,000 words in which ideas and findings are communicated in a reasoned, coherent and appropriate manner. All full Diploma Program students will complete the Extended Essay through the TOK class.

Students are guided through the process of research and writing by an assigned supervisor (a teacher in the school). All students undertake three mandatory reflection sessions with their supervisor, including a short interview, or viva voce, following the completion of the extended essay.

Extended essay topics may be chosen from a list of approved Diploma Program subjects—normally one of the student’s six chosen subjects for the IB diploma or the world studies option.

The aims of the extended essay are to provide students with the opportunity to:

- engage in independent research with intellectual initiative and rigor
- develop research, thinking, self-management and communication skills
- reflect on what has been learned throughout the research and writing process.

Assessment

The extended essay, including the world studies option, is assessed against common criteria and is interpreted in ways appropriate to each subject. Students are expected to:

- provide a logical and coherent rationale for their choice of topic
- review what has already been written about the topic
- formulate a clear research question
- offer a concrete description of the methods used to investigate the question
- generate reasoned interpretations and conclusions based on their reading and independent research in order to answer the question
- reflect on what has been learned throughout the research and writing process.

Creativity, Activity, Service (CAS)

Creativity, Activity, Service is at the heart of the Diploma Program. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning.

CAS is organized around the three strands of creativity, activity and service defined as:

Creativity—exploring and extending ideas leading to an original or interpretive product or performance.

Activity—physical exertion contributing to a healthy lifestyle.

Service—collaborative and reciprocal engagement with the community in response to an authentic need.

A CAS experience is a specific event in which the student engages with one or more of the three CAS strands. It can be a single event or an extended series of events. A CAS project is a collaborative series of sequential CAS experiences lasting at least one month. Typically, a student's CAS program combines planned/unplanned singular and ongoing experiences. All are valuable and may lead to personal development. However, a meaningful CAS program must be more than just a series of unplanned/singular experiences. Students must be involved in at least one CAS project during the program.

The CAS program formally begins at the start of the students' junior year and continues regularly throughout until the end of the senior year, with a reasonable balance between creativity, activity and service.

A CAS experience must:

- fit within one or more of the CAS strands
- be based on a personal interest, skill, talent or opportunity for growth
- provide opportunities to develop the attributes of the IB learner profile

CAS students have guidance at the school level through a variety of resources including the school's CAS handbook, information sessions and meetings. In addition, students have three formal interviews with the school's CAS coordinator throughout the two-year program.

Typically, students' service experiences involve the following stages:

- Investigation, preparation and action that meets an identified need.
- Reflection on significant experiences throughout to inform problem-solving and choices.
- Demonstration allowing for sharing of what has taken place.

Group 1

Language A: Literature – English HL & SL

The IB Diploma Program language A: literature course develops understanding of the techniques involved in literary criticism and promotes the ability to form independent literary judgments. In language A: Literature, the formal analysis of texts and wide coverage of a variety of literature—both in the language of the subject and in translated texts from other cultural domains—is combined with a study of the way literary conventions shape responses to texts.

Students completing this course will have a thorough knowledge of a range of texts and an understanding of other cultural perspectives. They will also have developed skills of analysis and the ability to support an argument in clearly expressed writing, sometimes at significant length.

The aims of the Language A: Literature course at both Higher and Standard Levels are to:

- encourage a personal appreciation of literature and develop an understanding of the techniques involved in literary criticism
- develop the students' powers of expression, both in oral and written communication, and provide the opportunity of practicing and developing the skills involved in writing and speaking in a variety of styles and situations
- introduce students to a range of literary works of different periods, genres, styles and contexts
- broaden the students' perspective through the study of works from other cultures and languages
- introduce students to ways of approaching and studying literature, leading to the development of an understanding and appreciation of the relationships between different works
- develop the ability to engage in close, detailed analysis of written text
- promote in students an enjoyment of, and lifelong interest in, literature.

Assessment

Students must demonstrate their ability to provide literary commentary about prose and poetry, both in written form and orally. Students, in both levels, will complete three external assessments, including a written paper assignment that is completed during the junior year. Students will also complete two internal assessments, including an oral commentary and interview and an individual oral presentation. All of the assessments are completed over the course of a students' junior and senior year. The weighting of these assessments varies depending on the level (SL or HL) taken.

Group 2

Language B – Spanish SL

The IB Diploma Program Language B course provides students with the opportunity to acquire or develop an additional language and to promote an understanding of other cultures through the study of language. Language B is designed for students who possess a degree of knowledge and experience in the target language.

Aims of the Language B standard level course are to:

- develop students' intercultural understanding
- enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes
- encourage, through the study of texts and social interaction, an awareness and appreciation of the different perspectives of people from other cultures
- develop students' awareness of the role of language in relation to other areas of knowledge
- develop students' awareness of the relationship between the languages and cultures with which they are familiar
- provide students with a basis for further study, work and leisure through the use of an additional language
- provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language.

Assessment

The assessments aim to test all students' ability to understand and use the language of study as well as key concepts through:

- learning a language by engaging with its use and meaning within a social framework
- developing receptive, productive and interactive skills in the language of study.

Students will be assessed on their ability to:

- communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding
- use language appropriate to a range of interpersonal and/or cultural contexts
- understand and use language to express and respond to a range of ideas with accuracy and fluency
- organize ideas on a range of topics, in a clear, coherent and convincing manner
- understand, analyze and respond to a range of written and spoken texts.

Students will complete three external assessments, including a written paper assignment. Students will also complete two internal assessments, including an oral commentary and interview and an individual oral presentation.

Classical Languages – Latin SL

The Classical Languages Standard Level (SL) course can be taken in Latin or Classical Greek. The course provides students with the opportunity to study an historically significant language that is also embedded in many modern languages. Guerin Catholic High School offers Latin as the only classical languages option.

The Diploma Program Classical Languages course provides an opportunity for students to explore the languages, literatures and cultures of ancient Greece or Rome. The study of classical languages gives important insights into the cultures that produced them, and leads to a greater understanding of contemporary languages, literature and cultures. Fundamentally, the study of classical languages trains the mind, developing skills of critical thought, memory and close analysis, as well as an appreciation of the beauty and power of language.

Aims of the Classical Language course are to:

- Enable the student to reach an appropriate level of knowledge and understanding of the language and to use this understanding for a variety of purposes, including translation, comprehension and research.
- Develop the student's appreciation of the literary merit of classical texts and an awareness of the issues raised in them, as well as their connections and relevance to our times.
- Encourage, through the study of texts and other products of classical cultures, an awareness and appreciation in the student of the different perspectives of people from those cultures.
- Provide the student with an opportunity for intellectual engagement through the process of inquiry and the development of critical thinking and learning skills.
- Provide the student with a basis for further study, work and enjoyment in a variety of contexts.

Assessment

Students will complete two external assessments and one internal assessment. The internal assessment is a research dossier which is an annotated collection of seven to nine primary source materials relating to a topic classical history, literature, language, religion, mythology, art, archeology or some aspect of classical influence.

Group 3

Individuals and Societies – History HL & SL

The IB Diploma Program History course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility.

The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past. Teachers explicitly teach thinking and re- search skills such as comprehension, text analysis, transfer, and use of primary sources.

There are six key concepts that have particular prominence throughout the IB history course: change, continuity, causation, consequence, significance and perspectives.

Aims of the History course in both the Higher and Standard Levels are to:

- develop an understanding of, and continuing interest in, the past
- encourage students to engage with multiple perspectives and to appreciate the complex nature of historical concepts, issues, events and developments
- promote international-mindedness through the study of history from more than one region of the world
- develop an understanding of history as a discipline and to develop historical consciousness including a sense of chronology and context, and an understanding of different historical perspectives
- develop key historical skills, including engaging effectively with sources
- increase students' understanding of themselves and of contemporary society by encouraging reflection on the past.

Assessment

Students will complete an Internal Assessment (IA or the Historical Investigation) during their junior year. Students will complete two or three external assessments in addition to the paper, depending on

which course, HL or SL, is taken. The first paper is a source-based paper on a prescribed subject. The second and third papers are essay based and cover world history topics as well as national history. The weighting of these assessments varies depending on the level (SL or HL) taken.

Individuals and Societies – Psychology SL

The IB Diploma Program Psychology course aims to develop an awareness of how research findings can be applied to better understand human behavior and how ethical practices are upheld in psychological inquiry. Students learn to understand the biological, cognitive and sociocultural influences on human behavior and explore alternative explanations of behavior. They also understand and use diverse methods of psychological inquiry.

Aims of the Psychology course are to:

- encourage the systematic and critical study of human experience and behavior and environments
- develop the capacity to identify, analyze critically and evaluate theories, concepts and arguments about the nature and activities of the individual and society
- enable students to collect, describe and analyze data used in studies of behavior; test hypotheses; and interpret complex data and source material
- enable students to recognize that the content and methodologies are contestable and that their study requires the toleration of uncertainty
- develop an awareness of how psychological research can be applied for better understanding of human behavior
- ensure that ethical practices are upheld in psychological inquiry develop an understanding of the biological, cognitive and sociocultural influences on human behavior
- develop an understanding of alternative explanations of behavior
- understand and use diverse methods of psychological inquiry

Assessment

Students will complete an Internal Assessment paper, or study report, that details a simple study experimental study conducted by the student. External Assessments will consist of two paper exams, one exam includes short answer and essay prompts and the second paper will consist of an essay.

Individuals and Societies – Business & Management SL

The Business & Management course is designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyze, discuss and evaluate business activities at local, national and international levels. The course covers a range of organizations from all sectors, as well as the sociocultural and economic contexts in which those organizations operate.

The course covers the key characteristics of business organization and environment, and the business functions of human resource management, finance and accounts, marketing and operations management. Through the exploration of six underpinning concepts (change, culture, ethics, globalization, innovation and strategy), the course allows students to develop a holistic understanding of today's complex and dynamic business environment. The conceptual learning is firmly anchored in business management theories, tools and techniques and placed in the context of real-world examples and case studies.

The course encourages the appreciation of ethical concerns, at both a local and global level. It aims to develop relevant and transferable skills, including the ability to: think critically; make ethically sound and well-informed decisions; appreciate the pace, nature and significance of change; think strategically; and undertake long term planning, analysis and evaluation. The course also develops subject-specific skills, such as financial analysis.

Aims of the Business & Management course are to:

- encourage a holistic view of the world of business
empower students to think critically and strategically about individual and organizational behavior
- promote the importance of exploring business issues from different cultural perspectives
- enable the student to appreciate the nature and significance of change in a local, regional and global context
- promote awareness of the importance of environmental, social and ethical factors in the actions of individuals and organizations
- develop an understanding of the importance of innovation in a business environment.

Assessment

Students will complete an Internal Assessment (IA), also referred to as a written commentary, that is based on three to five supporting documents about a real issue or problem facing a particular organization. Students will also have two External Assessment exams that are short answer, document-based questions.

Group 4

Sciences – Biology HL & SL

Biology is the study of life. The vast diversity of species makes biology both an endless source of fascination and a considerable challenge. Biologists attempt to understand the living world at all levels from the micro to the macro using many different approaches and techniques. Biology is still a young science and great progress is expected in the 21st century. This progress is important at a time of growing pressure on the human population and the environment.

By studying Biology in the Diploma Program students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the sciences. Teachers provide students with opportunities to design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers and evaluate and communicate their findings

Aims of the Biology course are to:

- appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
- acquire a body of knowledge, methods and techniques that characterize science and technology
- apply and use a body of knowledge, methods and techniques that characterize science and technology
- develop an ability to analyze, evaluate and synthesize scientific information
- develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities
- develop experimental and investigative scientific skills including the use of current technologies
- develop and apply 21st century communication skills in the study of science
- become critically aware, as global citizens, of the ethical implications of using science and technology
- develop an appreciation of the possibilities and limitations of science and technology

- develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

Assessment

All students completing a Group 4 course will complete the Group 4 Project*. Additionally, students will complete and Individual Investigation (II) and three external assessments, which consist of short answers and extended response. The weighting of these assessments varies between the HL & SL levels.

Sciences – Chemistry HL & SL

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. Chemical principles underpin both the physical environment in which we live and all biological systems. Chemistry is often a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science.

Both theory and practical work should be undertaken by all students as they complement one another naturally, both in school and in the wider scientific community. The DP chemistry course allows students to develop a wide range of practical skills and to increase facility in the use of mathematics. It also allows students to develop interpersonal and information technology skills, which are essential to life in the 21st century.

By studying chemistry students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the subject. Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyze results and evaluate and communicate their findings.

Aims of the Chemistry course are to:

- appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
- acquire a body of knowledge, methods and techniques that characterize science and technology
- apply and use a body of knowledge, methods and techniques that characterize science and technology
- develop an ability to analyze, evaluate and synthesize scientific information
- develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities

- develop experimental and investigative scientific skills including the use of current technologies
- develop and apply 21st century communication skills in the study of science
- become critically aware, as global citizens, of the ethical implications of using science and technology
- develop an appreciation of the possibilities and limitations of science and technology
- develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

Assessment

All students completing a Group 4 course will complete the Group 4 Project*. Additionally, students will complete and Individual Investigation (II) and three external assessments, which consist of short answers and extended response. The weighting of these assessments varies between the HL & SL levels.

Sciences – Computer Science SL

The IB Diploma Program Computer Science SL course requires an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate. The course, under-pinned by conceptual thinking, draws on a wide spectrum of knowledge, and enables and empowers innovation, exploration and the acquisition of further knowledge. Students study how computer science interacts with and influences cultures, society and how individuals and societies behave, and the ethical issues involved. During the course the student will develop computational solutions. This will involve the ability to identify a problem or unanswered question, design, prototype and test a proposed solution and work with clients to evaluate the success of the proposed solution and make recommendations for future developments.

Aims of the Computer Science course:

- provide opportunities for study and creativity within a global context that will stimulate and challenge students developing the skills necessary for independent and lifelong learning
- provide a body of knowledge, methods and techniques that characterize computer science
- enable students to apply and use a body of knowledge, methods and techniques that characterize computer science
- demonstrate initiative in applying thinking skills critically to identify and resolve complex problems
- engender an awareness of the need for, and the value of, effective collaboration and communication in resolving complex problems
- develop logical and critical thinking as well as experimental, investigative and problem-solving skills
- develop and apply the students' information and communication technology skills in the study of computer science to communicate information confidently and effectively
- raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology
- develop an appreciation of the possibilities and limitations associated with continued developments in IT systems and computer science

- encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method.

Assessment

All students completing a Group 4 course will complete the Group 4 Project*. Additionally, students will complete and Internal Assessment (IA) which is also referred to as a Solution. This is a practical application of skills through the development of a product and appropriate documentation. Students will also have two external assessments mostly short answer or structured responses.

** The Group 4 Project is a collaborative activity where students from different group 4 subjects, within a school, work together. It allows for concepts and perceptions from across disciplines to be shared while appreciating the environmental, social and ethical implications of science and technology. It can be practically or theoretically based and aims to develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge. The emphasis is on interdisciplinary cooperation and the scientific processes.*

Group 5

Mathematics HL

The IB Diploma Program Higher Level Mathematics course focuses on developing important mathematical concepts in a comprehensible, coherent and rigorous way, achieved by a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve problems set in a variety of meaningful contexts. Development of each topic should feature justification and proof of results. Students should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas. They are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments.

Mathematics SL

The IB DP Mathematics Standard Level (SL) course focuses on introducing important mathematical concepts through the development of mathematical techniques. The intention is to introduce students to these concepts in a comprehensible and coherent way, rather than insisting on the mathematical rigor required for Mathematics HL. Students should, wherever possible, apply the mathematical knowledge they have acquired to solve realistic problems set in an appropriate context.

Aims of Mathematics courses are to:

- enjoy and develop an appreciation of the elegance and power of mathematics
- develop an understanding of the principles and nature of mathematics
- communicate clearly and confidently in a variety of contexts
- develop logical, critical and creative thinking, and patience and persistence in problem-solving

- employ and refine their powers of abstraction and generalization
- apply and transfer skills to alternative situations, to other areas of knowledge and to future developments
- appreciate how developments in technology and mathematics have influenced each other
- appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics
- appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives
- appreciate the contribution of mathematics to other disciplines, and as a particular “area of knowledge” in the TOK course.

Assessment

Students will complete an Internal Assessment (IA) also referred to as a Mathematical Exploration. The internally assessed exploration allows students to develop independence in mathematical learning. Students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas. The exploration also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas. Students will also complete two or three short response paper exams, depending on which level chosen. The weighting of these assessments varies between the HL & SL levels.

Group 6

Arts – Visual Arts HL & SL

The IB Diploma Program Visual Arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media.

Aims of the Visual Arts courses are to:

- enjoy lifelong engagement with the arts
- become informed, reflective and critical practitioners in the arts
- understand the dynamic and changing nature of the arts
- explore and value the diversity of the arts across time, place and cultures
- express ideas with confidence and competence
- develop perceptual and analytical skills.
- make artwork that is influenced by personal and cultural contexts
- become informed and critical observers and makers of visual culture and media
- develop skills, techniques and processes in order to communicate concepts and ideas.

Assessment

Students will complete original artwork throughout the duration of the course to submit for assessment. There are two external assessments, a comparative study and a process portfolio, which will include the student's original artwork. Students will also take part in the Guerin Catholic Art Show, held every February, to exhibit their work. This exhibition is also part of the assessment for the IB Program.

Arts – Music SL

The IB Diploma Program Standard Level Music course seeks to develop students' knowledge and potential as musicians, both personally and collaboratively. IB Diploma Program music students are required to study musical perception and actively listen to a wide range of music from different parts of the world, musical cultures and time periods. They also develop aural perception and understanding of music by learning about musical elements, including form and structure, notations, musical terminology and context. Through the course of study, students become aware of how musicians work and communicate.

Aims of the Music course are to:

- enjoy lifelong engagement with the arts
- become informed, reflective and critical practitioners in the arts
- understand the dynamic and changing nature of the arts
- explore and value the diversity of the arts across time, place and cultures
- express ideas with confidence and competence
- develop perceptual and analytical skills
- develop their knowledge and potential as musicians, both personally and collaboratively

Assessment

Students will complete two external assessments, the Musical Links Investigation and the listening paper exam. The listening paper is based on musical perception, reflected through analysis and examination of pieces of music. Section A relates to two prescribed works, of which students' study one. Section B relates to music from different times and places, encompassing jazz/pop, western art music and world music. In the musical links investigation, through the study of pieces from two distinct musical cultures, students are encouraged to explore, analyze and examine the musical connections existing between two (or more) pieces of music. Through investigative study and analysis of the similarities and differences between the selected pieces of music, students learn to demonstrate significant musical links. Students participating in the course will submit group performance recordings. For the group performing option, a submission is made for students in the group of pieces selected from two or more public performances that is 20–30 minutes in length.

CONDITIONS OF EARNING THE IB DIPLOMA

Our Diploma candidates must study six subjects and the three core subjects (Extended Essay, Theory of Knowledge and complete the requirements of CAS. Candidates must also take the corresponding exams for the six subjects of study in May of their junior and/or senior year. **Candidates must accumulate no fewer than 24 points on these assessments.**

The IB diploma is awarded based on performance across all parts of the DP, including:

- Each subject is graded 1–7, with 7 being the highest grade.
- These grades are also used as points (that is, 7 points for a grade 7, 6 points for a grade 6, and so on) in determining if the diploma can be awarded.
- TOK and the EE are graded A–E, with A being the highest grade. These two grades are then combined in the diploma points matrix to contribute between 0 and 3 bonus points to the diploma total.
- The overall maximum points from subject grades, TOK and the EE is therefore 45: $((6 \times 7) + 3)$.
- The minimum threshold for the award of the diploma is 24 points. If a candidate scores less than 24 points, the diploma is not awarded.

Additionally, students will not be awarded the Diploma if the following requirements are not met:

- CAS requirements have been met.
- There is no “N” awarded for TOK, the EE or for a contributing subject.

- There is no grade E awarded for TOK and/or the EE.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (SL or HL).
- There are no more than three grade 3s or below awarded (HL or SL).
- The candidate has gained 12 points or more on HL subjects. (For candidates who register for four HL subjects, the three highest grades count.)
- The candidate has gained 9 points or more on SL subjects. (Candidates who register for two SL subjects must gain at least 5 points at SL.)
- The candidate has not received a penalty for academic misconduct from the final award committee.

Diploma Points Matrix

TOK/EE Grade	A	B	C	D	E
A	3	3	2	2	Failing Condition
B	3	2	2	1	Failing Condition
C	2	2	1	0	Failing Condition
D	2	1	0	0	Failing Condition
E	Failing Condition	Failing Condition	Failing Condition	Failing Condition	Failing Condition

COLLEGES AND THE IB DIPLOMA

Many colleges award credit for Higher Level (HL) exams with a score of 5 or higher. There are also many colleges in recent years that are awarding credit for Standard Level (SL) courses with a score of 5 or higher. Ultimately, different colleges have different policies in awarding advanced credit. The best way to get current information is to go to <https://ibo.org/university-admission/> or the Indiana Department of Education. Students are also encouraged to contact their potential college or university about specific credit requirements.

Colleges report that they are interested in students who take the most challenging and rigorous curriculum available. Students presenting a transcript with IB scores cannot count on admission into their dream school; but they can be assured that their application will be given serious consideration. Research has shown that “the benefits of an IB education are especially strong when it comes to higher education. Top universities from around the world have shown how they value the IB’s credentials by building special pathways for IB students; by granting credit or advanced standing for performance on IB exams; or even by providing scholarships for IB students” (IBO, 2018).

How is IB different from AP (Advanced Placement)

While both the IB and AP programs offer a 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 can choose to take individual classes. The IB program works to incorporate all subjects into learning for the student, to see connections made across the curriculum, so learning is not done in isolation. While both programs emphasize critical thinking, the IB program focuses strongly on proficiency in writing and speaking as well. These skills are incorporated into all IB assessments and play a major role in the final score in a subject.

IB exams are scored one to seven with grades based on both internally and externally assessed work. AP exams are scored one to five and only reflect one external exam.

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 “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 programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right” (IBO Mission Statement, 2018).

ACADEMIC HONESTY POLICY

All IB courses offered at Guerin Catholic High school will follow the guidelines outlined in the school’s Academic Honesty Policy. Any academic honesty policy infraction in an IB course will also be submitted to the IB with the student’s coursework. This offense may result in the students removal from the course and failure to receive credit from the IB.

TESTING POLICIES

It is the policy of Guerin Catholic High School that all students enrolled in an IB course will take the corresponding exam in May of their junior or senior year, depending on the course the student is enrolled in. The school pays for all exam testing fees charged from the IB, so there is no cost to the student or family for these exams.

The school will also handle the registration process for all students to take exams. However, the registration deadline for IB is November 15th and there will be fees assessed to the student if changes are made to the schedule after this date that affect an IB course. These fees are assessed at the discretion of the school administration and guidance department on a case by case basis and the amount assessed will vary depending on the changes that are made. Students are informed of this policy in early September to

allow for any possible changes to be made before that November 15th deadline. Additionally, if a student misses a scheduled exam, additional fees made be incurred.

TRANSCRIPT REQUESTS FOR GRADUATES

Every student that takes at least one IB course will have the opportunity to request an IB transcript to be sent to the school or university of their choice in May of their senior year. Students will receive a form to complete and turn in with their request. The school will process this request at no cost to the student or family. However, if an additional transcript is requested the student should contact the IB Coordinator for further details on how to have additional transcripts sent to a university. These requests can be made at any point after graduation from Guerin Catholic High School.

EXAM SCHEDULE INFORMATION

All exams will be conducted at Guerin Catholic High School within the time limits of the normal school day. There are two testing sessions that IB dictates for exams, a morning session and an afternoon session. The exact begin and end times for exams will be established by the school, not the IB. However, IB does not allow exams to be rescheduled for any reason so it is important that the student be present to sit for the scheduled exam(s).

Exam Schedule – May 2019

Date	Subject	Exam	AM or PM
Friday, May 3	Business & Management SL	Paper 1	PM
Monday, May 6	Business & Management SL	Paper 2	AM
Tuesday, May 7	Music SL	Paper 1	AM
	History HL & SL	Papers 1 & 2	PM
Wednesday, May 8	History HL	Paper 3	AM
Thursday, May 9	Biology HL & SL	Papers 1 & 2	PM
Friday, May 10	Biology HL & SL	Paper 3	AM

	Psychology SL	Paper 1	PM
Monday, May 13	Psychology SL	Paper 2	AM
	Mathematics HL & SL	Paper 1	PM
Tuesday, May 14	Mathematics HL & SL	Paper 2	AM
	Latin SL	Paper 1	PM
Wednesday, May 15	Latin SL	Paper 2	AM
	Mathematics HL	Paper 3	AM
Thursday, May 16	English A: Lit HL & SL	Paper 1	PM
Friday, May 17	English A: Lit HL & SL	Paper 2	AM
Monday, May 20	Computer Science SL	Paper 1	PM
Tuesday, May 21	Computer Science SL	Paper 2	AM
	Spanish B SL	Paper 1	PM
Wednesday, May 22	Spanish B SL	Paper 2	AM
	Chemistry HL & SL	Papers 1 & 2	PM
Thursday, May 23	Chemistry HL & SL	Paper 3	AM