

# The IB Diploma



## Marymount International School London

*Guide for Parents and Students  
Entry September 2009*

## **Mission Statement of the IB**

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.

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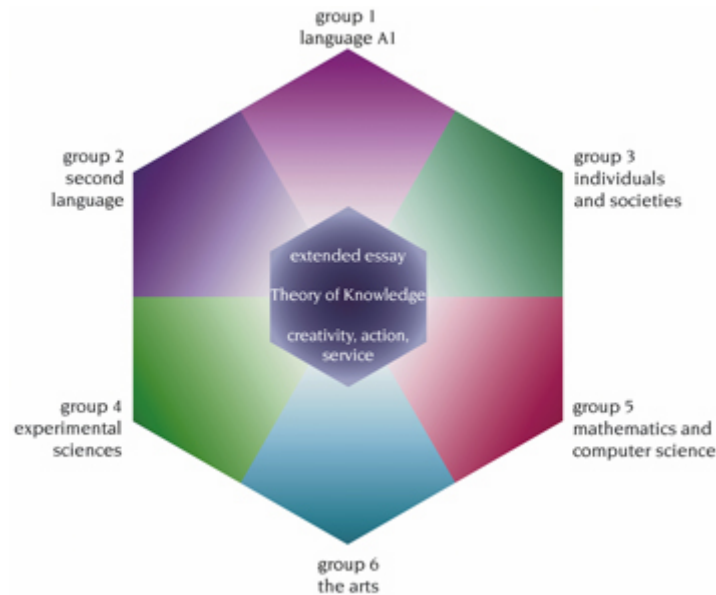
## What is the IB Diploma Programme?

The IB Diploma programme is a two-year pre-university course, designed to meet the needs of students in international schools throughout the world. The curriculum of the IB offers a broad and balanced education. It leads either to the IB Diploma or to individual subject certificates. The IB Diploma is recognised as a university entrance qualification world-wide.

The IB Diploma candidate must study and be examined in six subjects, one from each of the six Groups listed below, three at Higher Level and three at Standard Level.

- Language A1 - including a study of World Literature in translation (Language A1 is generally the student's native tongue, "first language.")
- Second modern language - designated A2, B or ab initio.
- Individuals and society (history, economics, geography).
- Experimental Science (biology, chemistry, physics).
- Mathematics or Mathematical Studies.
- Art, Music, Theatre Arts, or an additional option chosen from Groups 2, 3 or 4.

In addition, all diploma candidates must follow a common course in the Theory of Knowledge (which demonstrates the interdependence of the various subjects). They must also submit an Extended Essay (4,000 words) on preferably one of her chosen Higher Level subjects, as well as pursuing an individual, documented CAS (Creativity, Action and Service) programme of voluntary extra-curricular activities.



## **IB Diploma Assessment**

An International Board of Chief Examiners is responsible for the conduct of the final examination, setting papers and moderating grades. The Board is assisted by many assistant examiners in different countries and language areas.

All subjects are tested by written papers, including multiple-choice questions and essays and languages by oral examination as well. At both Higher and Standard Level, each examined subject is graded on a 7 point scale, as follows:

1. Very Poor; 2. Poor; 3. Mediocre; 4. Satisfactory; 5. Good; 6. Very Good; 7. Excellent.

TOK and the Extended Essay are given grades from E (lowest) to A (highest). An E grade in either is a failing condition. A matrix table converts the combined letter grades for TOK and the extended essay into a points score from 0 to 3. CAS does not contribute to the points total, but authenticated participation in CAS is a requirement without which the diploma cannot be awarded.

The award of the IB diploma requires a minimum total of 24 points (subject to certain criteria relating to the distribution of points across subjects) and satisfactory completion of the CAS programme. Core points are awarded for the Theory of Knowledge course and the Extended Essay and these are included in the Diploma score. The maximum points awarded is 45 (6x7 points per subject, plus 3 core points).

Although HL and SL workloads and time commitments are different, the IBO awards the same number of points to both HL and SL courses. This is in order to encourage students to regard their SL courses as equally important to their HL courses, and to achieve their best across all disciplines.

All students, if appropriately qualified, may take the full IB Diploma, but it is possible for a student, if she so wishes, to take one or more IB examinations in individual subjects, in which case a certificate is awarded for the IB examinations passed.

Higher Level examinations are valued as equivalent to Advanced Placement by the vast majority of colleges and universities in the United States and can earn credit. Full IB Diploma holders may obtain sophomore standing.

In the United Kingdom, the UCAS Tariff equates IB Diploma points totals to UK A-levels on a scale as follows: from 24 points, the Diploma minimum passing score (= BBC at A-level) to 45 points, the maximum or “perfect” Diploma score (six to six and a half A-levels at Grade A). Other tariffs equate HL grades of 7 and 6 to A at A-level, and 5 to B at A-level.

## The IB Learner Profile

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

IB learners strive to be:

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

## Courses Offered at Marymount in the IB Diploma Programme (Grades 11 & 12)

### IB Group 1: Languages A1 (Literature)

- English A1
- Chinese A1
- French A1
- German A1
- Japanese A1
- Spanish A1

### IB Group 2: Languages A2, B, ab initio (Second language)

- English A2
- English B
- French B
- French *ab initio*
- Spanish B
- Spanish *ab initio*

### IB Group 3: Individuals & Societies

- Economics
- Geography
- History

### IB Group 4: Experimental Sciences

- Biology
- Chemistry
- Physics

### IB Group 5: Mathematics

- Mathematics HL
- Mathematics SL
- Further Maths
- Mathematical Studies

### IB Group 6: The Arts

- Music
- Theatre Arts
- Visual Arts

**For a full description of each course, including prerequisites and assessment, please refer to the Curriculum Guide.**

Students are also required to take courses in:

- IB Theory of Knowledge (TOK)—required for the IB Diploma
- PE
- Religion
- PSE

## Languages in the IB Diploma Programme

The International Baccalaureate makes it possible for almost any language to be examined at either Standard or Higher Level, although in certain cases permission must be obtained from the IB organisation in the penultimate year of study. All languages are internally and externally assessed, by coursework and examination, oral and written.

Normally candidates offer *one* Language from Group 1 (A1) and *one* from Group 2 (A2, B, or *ab initio*). [Exceptionally, a candidate may offer two languages A1.]

Classes at Marymount are currently scheduled in

- *six* Languages A1 (Chinese, German, English, French, Japanese and Spanish),
- *four* Languages B (German, English, French and Spanish)
- *two* Languages *ab initio* (French and Spanish).

[NB: Other languages may be studied by special arrangement, *either* with a private tutor (subject to a supplementary fee) *or* (A1 SL only) ‘Self-taught’ under the guidance of a designated faculty-member: see note on next page].

### Group 1

A literature course (to include World Literature) for native or near-native speakers, **Language A1** is designed to meet the needs of students for whom the Language A1 is normally their best language.

Designed to foster independent critical judgment and sound expressive competence, this intensive two-year course in literature requires students to undertake supervised independent work involving research skills (appropriate use of secondary sources) as well as fostering the development of interpretative methods and analytic techniques applied to a close reading of primary sources (literary texts) that fuses subjective and objective perspectives (personal response and critical discernment), conveyed in oral and written forms specified by IB curricular regulations: exposé, essay, commentary, each developed through practice of relevant structural compositional strategies and each assessed by a criterion-referenced set of published IB assessment-criteria.

### Group 2

The second-language programme comprises the following options:

**Language A2** is a language/literature course for highly competent users of the language. It is based on a combination of Topic Options (Future/Change, Global Issues, Language & Culture, Media & Culture, Society) and Literature Options (three texts per option). Four options are required at HL, three at SL.

**Language B** is a foreign language course for students with previous experience of learning the language. Active language-use is emphasized, and the focus is strongly practical. Courses are taught via: Themes (Exploring Change, Exploring Groups and Exploring Leisure), Texts (literary, informative, journalistic, etc.), Language Acquisition and Skills Development (listening, oral, text handling and written production).

**Language *ab initio*** is a foreign language-learning programme designed to enable ‘absolute beginners’ (i.e. students who have little or no previous experience of that language) to fulfil IB Diploma 2<sup>nd</sup> Language requirements. Course topics comprise education, transport and communication, shopping, food and drink, the individual, environment, leisure, health, and emergency services. The language-specific syllabus lists essential grammar and basic vocabulary to be tested.

### **Other Languages A1**

Languages A1 other than Chinese, English, French, German, Japanese and Spanish, are not offered as part of the regular curriculum. In cases where a student with a different mother-tongue wishes to pursue her literary studies through the medium of that language (IB offers over sixty Languages A1), the school will endeavour to make arrangements for her to have tuition. These lessons would be scheduled at times convenient to both tutor and student (within the normal timetable or otherwise) and would be subject to a supplementary fee. If a student wishes to study such a language A1 at SL, she can alternatively do so as a ‘Self-Taught’ option under the guidance of a designated faculty-member. In either case, any arrangement would be subject to a supplementary fee.

### **Group 3—Individuals & Societies**

Marymount offers three options in this group: Geography, History and Economics.

#### **Geography\***

Topics covered in Geography include: Geographical skills (locate and differentiate elements of the Earth’s surface; read, interpret, analyse and produce maps; interpret Topographic maps where appropriate to the optional themes; read, interpret, analyse and construct graphs; undertake statistical calculations to show patterns and changes; undertake geographical investigation). Core themes: Population, Resources, Development; and Optional themes (please see Curriculum Guide for HL and SL requirements): Drainage Basins and their management, Coasts and their management, Arid Environments and their management, Lithospheric processes and Hazards, Ecosystems and human activity, Climatic hazards and change, Contemporary issues in geographical regions, Settlements, Productive activities: aspects of change, Globalization, and Topographic mapping.

\*The Geography curriculum is currently being updated by the IBO and may change slightly for 2009-2010.

#### **History**

The History course includes: One prescribed subject: the USSR under Stalin, 1924 to 1949, or Arab-Israeli Wars; two 20<sup>th</sup> Century world history topics studied in depth; and a regional option – Europe approx 100 years (HL only); Historical Investigation on a topic chosen by the student.

**Economics**

Topics covered in the Economics Course include: Introduction to Economics; Microeconomics (Markets, Elasticities, Market failure, Theory of the Firm [HL only]); Macroeconomics (Measuring National Income, Introduction to Development, Macroeconomic Models, Demand-side and Supply-side Policies, Unemployment and Inflation, Distribution of Income); International Economics (Reasons for Trade, Free Trade and Protectionism, Economic Integration, World Trade Organisation (WTO), Balance of Payments, Exchange Rates, Balance of Payment Problems, Terms of Trade); Development Economics (Sources of Economic Growth and/or Development; Consequences of Growth; Barriers to Economic Growth and/or Development; Growth and Development Strategies; Evaluation of Growth and Development Strategies).

**Group 4: Sciences**

Marymount offers three options in this group: Biology, Chemistry and Physics.

**Biology**

The syllabus for the Biology course is divided into three parts: the Core, the Additional Higher Level material and the Options. The Core topics include: Statistical Analysis, Cells, the Chemistry of Life, Genetics, Ecology and Evolution, Human Health and Physiology. Additional Higher Level topics include: Nucleic Acids and Proteins, Cell Respiration and Photosynthesis, Plant Science, Genetics, and Human Health and Physiology. Both SL and HL students must take two Options from the following choices: Human Nutrition and Health (SL), Physiology of Exercise (SL), Cells and Energy (SL), Evolution (SL/HL), Neurobiology and Behaviour (SL/HL), Microbes and Microbiology (SL/HL), Ecology and Conservation (SL/HL), or Further Human Physiology (HL)

**Chemistry**

The syllabus for the Chemistry course is divided into three parts: the Core, the Additional Higher Level material, and the Options. The core topics include: Quantitative Chemistry, Atomic Structure, Periodicity, Bonding, Energetics, Kinetics, Equilibrium, Acids and Bases, Oxidation and Reduction, Organic Chemistry, Measurement and data processing. Additional Higher Level topics include: Further Atomic Structure, Further Periodicity, Further Chemical Bonding, Further Energetics, Further Kinetics, Further Equilibrium, Further Acids and Bases, Further oxidation and reduction, and Further Organic Chemistry. Both SL and HL students must take two Options from the following choices: Modern Analytical Chemistry (SL/HL), Human Biochemistry (SL/HL), Chemistry in Industry and Technology (SL/HL), Medicines and Drugs (SL/HL), Environmental Chemistry (SL/HL), Chemical Industries (SL/HL), Food Chemistry (SL/HL), or Higher Physical Organic Chemistry (SL/HL).

## **Physics**

Physics is the most fundamental of the natural sciences, in that it seeks to explain the fundamental laws of nature and their relationship between the interaction of matter, fields, waves and energy. Both SL and HL students will study a core curriculum from the following topics: Physics and Physical Measurement, Mechanics, Thermal Physics, Oscillations and Waves, Electric Currents, Fields and Forces, Atomic and Nuclear Physics, Energy, Power and climate change. Additional material is taken for those students who are studying HL Physics: Motion in Fields, Thermal Physics, Wave Phenomena, Electromagnetic Induction, Quantum Physics and Nuclear Physics, and Digital Technology. Both SL and HL students must take two Options from the following list: Sight and wave phenomena (SL), Quantum Physics and Nuclear Physics (SL), Digital Technology (SL), Relativity and Particle Physics (SL), Astrophysics (SL / HL), Communications (SL / HL), Electromagnetic Waves (SL / HL), Relativity (HL), Medical Physics (HL), or Particle Physics (HL).

## **Group 5: Mathematics**

### **Mathematics HL**

The course consists of the study of seven core topics and one option topic. The core topics include: Algebra, Functions and Equations, Circular Functions and Trigonometry, Matrices, Vectors, Statistics and Probability, and Calculus. The option topics include: Statistics and Probability; Sets, Relations and Groups; Series and Differential Equations; or Discrete Mathematics.

### **Mathematics SL**

The course consists of the study of seven core topics, including: Algebra, Functions and Equations, Circular Functions and Trigonometry, Matrices, Vectors, Statistics and Probability, and Calculus.

### **Mathematical Studies (SL only)**

The course consists of the study of eight topics: Introduction to the Graphic Display Calculator; Number and Algebra; Sets, Logic and Probability; Functions; Geometry and Trigonometry; Statistics; Introductory Differential Calculus; and Financial Mathematics.

### **Further Mathematics (SL only)**

The course consists of the study of all four HL option topics: Statistics and Probability; Sets, Relations and Groups; Series and Differential Equations; and Discrete Mathematics. There is also an additional topic: Advanced Geometry.

## **Group 6: The Arts**

### **Music (HL and SL)**

The study of music encourages an exploration of the shared human perceptions and emotions which temper our lives: those common or singular experiences which by other means are imperfectly expressed, or cannot be expressed at all. Thus, students taking either the HL or SL Music course will be expected to develop their skills, knowledge and understanding in: Musical Performance; Musical Composition; Musical Perception and Analysis; Writing about music, using appropriate musical language and terminology; and Music in relation to time and place. Students will undertake an in-depth study of a prescribed work as well as a study of a wide variety of musical genres and styles. Through this comprehensive analysis, students will learn about: Musical structure, function and expressive character; Musical elements: melody, harmony, rhythm, texture, timbre; Musical terminology and notations; and Historical and cultural contexts. Students are also expected to carry out an independent Musical Investigation into the relationship between two identifiable and distinct musical genres, from any tradition, culture or region of the world. In addition, students studying music at Higher Level are expected to develop their composition and performance skills by preparing a folio of at least three compositions and a 20-minute solo recital respectively. Students studying music at Standard Level only need to complete either the composition or the performance component.

### **Theatre**

The aims of the programme in Theatre is to help students understand the nature of the theatre; to understand it by making it as well as by studying it; to understand it not only with their minds but with their senses, their bodies and their emotions; to understand the forms it takes in culture other than their own; and through this understanding better to understanding themselves, their society and their world. Theatre has enormous value as part of any student's education, teaching her to think analytically as well creatively. The Course Content includes: Performance Skills; World Theatre Studies; Play Analysis and Interpretation; Theatre Production; Individual Project (HL Only).

### **Visual Arts (HL/SL A/SL B)**

Expression in the visual arts is characterized by forms of visual representation which reflect the cultures of different societies. Artistic expression ranges from traditional forms embedded in particular societies and cultures to the varied and dispersed practices associated with design, craft, electronic media, drawing, painting, textiles, printmaking and sculpture. Engagement in the arts promotes a sense of identity and makes a unique contribution to the development of each student. Study of the visual arts provides students with the opportunity to develop a critical and intensely personal view of themselves in relation to the world. Each Visual Arts course consists of two linked compulsory parts, with many activities integrating work in the studio with workbook research. In common to each course are core elements, which include the: introduction to art concepts, criticism and analysis; acquisition of studio technical and media skills; and relation of art to socio-cultural and historical contexts.

## **Other Core Components of the IB Diploma**

### **Extended Essay\***

Each IB Diploma candidate is required to submit an Extended Essay, of no more than 4,000 words, preferably on one of her chosen Higher Level Subjects. The Extended Essay offers the opportunity to investigate a topic of special interest and acquaints students with the independent research and writing skills expected at university.

### **Theory of Knowledge (TOK)\***

The TOK course is obligatory for every IB Diploma candidate because it is a key element in the educational philosophy of the IB. Its purpose is to stimulate critical reflection upon the knowledge and experience of students both in and outside the classroom. Therefore it is 'philosophical' inasmuch as the students acquire a critical awareness of what they and others know through analysing concepts and arguments, and examining the bases of value judgements which all human beings have to make. By the end of the course students should be able to: demonstrate an understanding of the strengths and limitations of the various Ways of Knowing and of the methods used in the different Areas of Knowledge; demonstrate a capacity to reason critically; make connections between personal experience and different Ways of Knowing and Areas of Knowledge; demonstrate an understanding of knowledge at work in the world; identify values underlying judgements and knowledge claims pertinent to local and global issues; demonstrate an understanding that personal views, judgements and beliefs may influence their own knowledge claims and those of others; and use oral and written language to communicate ideas clearly.

\*The combined achievement in the Extended Essay and Theory of Knowledge can result in the awarding of up to three core points. An E grade in either is a failing condition.

### **Creativity, Action and Service (CAS)**

Participation in the Creativity, Action, Service (CAS) requirement encourages students to be involved in creative pursuits, physical activities and service projects in the local, national and international contexts. All activities must be documented and reflected upon prior to submission to the IBO. Completion of the minimum number of hours (50 in each of the three areas) is a requirement for gaining the Diploma.

## **Other Gr 11 & 12 Required (non IB) Courses at Marymount**

### **PE**

Students in Gr 11 and 12 are required to take part in a Physical Education programme. The Physical Education units may include: Fitness/Conditioning (follow set programme), Volleyball, Badminton, Basketball, Soccer, Croquet, Tennis, and Softball.

### **Religion**

The Gr 11 Religion course includes: Ethical Theories, Ethics as Religion, Natural Law Theory, Kantian Ethics, and Applied Ethics.

The Gr 12 Religion course includes: Validating Religious Truth Claims, Arguments for the Existence of God, and The Problem of Evil.

### **PSE**

Topics in PSE are flexible in order to serve the needs of the students as and when they arise.

Gr 11 PSE Topics studied in the recent years include: Self-Analysis Target Setting, Mental Health, Bullying, Parenting Lessons, Understanding and Knowing about the University Application Process, and Writing Effective UCAS Personal Statements

In Gr 12, University and College orientation is continued from Grade 11 and University applications are completed and submitted.

## Important dates for the IB Diploma Programme

### TIMELINE FOR IB DIPLOMA STUDENTS (Class of 2011)

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Gr 10 (2008-9)

FEBRUARY 6<sup>th</sup> INITIAL SUBJECT-CHOICES SUBMITTED  
(FOR CYCLE STARTING SEPT 1<sup>st</sup> 2009)

MARCH 6<sup>th</sup> FINAL SUBJECT-CHOICES SUBMITTED

MARCH 27<sup>th</sup> FINAL SUBJECT-CHOICES CONFIRMED

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Gr 11 (2009-10)

SEPTEMBER 1<sup>st</sup> IB DP TWO-YEAR CYCLE OF STUDIES BEGINS

JANUARY 20<sup>th</sup> EXTENDED ESSAY TOPIC-CHOICES SUBMITTED

FEBRUARY 19<sup>th</sup> EXTENDED ESSAY TOPICS FINALISED

MAY 3<sup>rd</sup> – 21<sup>st</sup> ANTICIPATED IB FINAL EXAMINATIONS

MAY 20<sup>th</sup> CAS PORTFOLIOS COMPLETED (YEAR 1)

MAY 31<sup>st</sup> EXTENDED ESSAY FIRST DRAFTS SUBMITTED

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Gr 12 (2010-11)

SEPTEMBER 1<sup>st</sup> EXTENDED ESSAY SECOND DRAFTS SUBMITTED

NOVEMBER 1<sup>st</sup> EXTENDED ESSAY FINAL COPY SUBMITTED

NOVEMBER 15<sup>th</sup> FINAL REGISTRATION FOR M10 EXAMINATIONS

OCTOBER-  
JANUARY COURSEWORK FOR EXTERNAL ASSESSMENT  
SUBMITTED (ALL SUBJECTS)

DECEMBER 1<sup>st</sup> CAS REQUIREMENTS COMPLETED

FEBRUARY 28<sup>th</sup> INTERNAL ASSESSMENT COMPLETED & SAMPLES SENT TO IB  
FOR MODERATION (ALL SUBJECTS)

MAY 2<sup>nd</sup> – 20<sup>th</sup> FINAL IB EXAMINATIONS

JULY 7<sup>th</sup> RESULTS RELEASED TO STUDENTS & COLLEGES

AUGUST 31<sup>st</sup> IB DIPLOMA CERTIFICATES SENT TO STUDENTS

## IB Diploma Programme Practice Sheet

Below is a practice sheet by which students can plan their courses. Please note that this is not the course sign-up sheet; this will be given to students by the School and will need to be approved by the subject teachers, the IB DP Coordinator and the College Counsellor.

IB DIPLOMA PROGRAMME		Marymount International School		M 11			
Candidate: 0128-000		Name:.....		DIPLOMA YES /NO			
HL		SL					
1.....		1.....					
2.....		2.....					
3.....		3.....					
TOK (Theory of Knowledge)		CAS (Creativity, Action, Service)					
Extended Essay (“original” = first-hand research)		Subject:.....					
Topic:.....							
<hr/> Group 1: <b>LANGUAGE A1</b> (Literature – normally mother-tongue) [Chinese, English, French, German, Japanese, Spanish (taught in school)] [Others taught by private arrangement with outside tutors or (SL only) “self-taught”]							
Group 2: <b>SECOND LANGUAGE</b> (everyday communication+culture+or literature) <b>Either...</b> Another Language A1 <b>or</b> LANGUAGE A2 (advanced second language) [NB: Only <b>English A2</b> currently taught in school] <b>or...</b> LANGUAGE B (second language) <b>or</b> LANGUAGE B <i>ab initio</i> (beginners; SL only) [English B, French B/ai, Spanish B/ai taught in school; Chinese, German, Japanese available if enough demand; others taught by private arrangement with outside tutors]							
Group 3: <b>INDIVIDUALS &amp; SOCIETIES</b> [Economics, Geography, History]							
Group 4: <b>NATURAL SCIENCES</b> [Biology, Chemistry, Physics]							
Group 5: <b>MATHEMATICS</b> [Math HL, Math SL, Math Studies (SL only)] + (extra option only) <b>Further Math</b>							
<hr/> Group 6: <b>THE ARTS</b> [optional: Music, Theatre, Visual Art] (Instead of a Gp 6 option, you may take a 3rd Lang, 2nd I&S/NS, or FM, if sign-up is high enough and scheduling permits: required subjects are prioritised above options.)							
4	4	7	7	5	6	7	6
4	4	7	7	4	4	5	6
4	4	7	7	3	2	2	1
+0	T: 24	+3	T: 45	+1	T: 25	+2	T: 29
DIPLOMA AWARDED		DIPLOMA AWARDED		DIPLOMA AWARDED		DIPLOMA NOT AWARDED	

**Why Study the IB at Marymount?  
1979–2009: Thirty Years Experience of  
the International Baccalaureate**

The year 2009 marks the thirtieth anniversary of the International Baccalaureate Programme at Marymount. In 1979 Marymount was a pioneer of the IB in the UK, and the first girls' school in the country to offer the Diploma. A competitor to the 'A' levels, the IB is recognised as a benchmark of quality and as the gold standard in education. An IB World School, Marymount offers the Middle Years Programme for students aged 11-16 and the Diploma Programme for the final two years of secondary school.

With the benefit of thirty years of experience and expertise, Marymount has a history of excellent academic results. In 2007 two Marymount students received the perfect Diploma result of 45 points (gained by less than 0.2% of candidates worldwide) and in 2008, another student gained this top result. 100% of our 2008 candidates received a Diploma (the average pass rate is 80%), with an average score of 35 points (compared to the world points average of 29). 20% of Marymount candidates received a score of 40 points or higher, a result gained by only 5% of students worldwide.

[www.baccalaureate.eu.com](http://www.baccalaureate.eu.com) rates Marymount in 9<sup>th</sup> place in their list of the top 30 IB Schools in the UK (results for 2008).

*The Independent* rated Marymount in 28<sup>th</sup> place in their list of the Top 50 Independent Schools in the UK (January 16, 2009), and 4<sup>th</sup> among independent schools offering the IB.

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