



MARYMOUNT  
INTERNATIONAL SCHOOL ROME



INTERNATIONAL  
BACALAUREATE PROGRAM

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## I. GENERAL INFORMATION

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

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

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

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

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

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

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

## II. THE CURRICULUM

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

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

### **Exceptions**

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

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

### **Prohibitions**

No candidate may count toward the diploma:

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

### **Core Requirements**

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

- follow, and meet assessment requirements for a **Theory of Knowledge (TOK)** course
- complete a program of extra-curricular activities known as **Creativity, Activity, Service (CAS)**, and
- complete an **Extended Essay** on a topic of their choice.

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

### **III. BILINGUAL DIPLOMA**

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

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

Traditionally, over 50% of Marymount students obtain a Bilingual Diploma.

### **IV. THE IB AT MARYMOUNT INTERNATIONAL SCHOOL**

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

At Marymount ... We seek to guide students of diverse cultural and religious backgrounds towards the achievement of their potential by offering an excellent program of studies and extracurricular activities.

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

- Excerpt from Marymount International School Mission Statement

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

Over the years the IB Diploma Program has become an integral component of Marymount's Secondary School. In 1985 ten IB courses were offered at the school. In MMI's first examination session the school registered ten certificate candidates and one full IB Diploma candidate. Now Marymount offers over 30 IB subjects. In any given year as many as 100% of Grade 11 and 12 students work towards obtaining IB course certificates or the IB Diploma.

The popularity of the program and the dedication of the IB teachers are reflected in student results, which

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

## V. APPROACHES TO TEACHING AND LEARNING

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

Approaches to teaching and learning are deliberate strategies, skills and attitudes that permeate the teaching and learning environment ... and are intrinsically linked with the IB learner profile.

*Taken from ATL in the DP Guide (January 2015)*

The IB groups cognitive, metacognitive and affective skills into five ATL categories: thinking skills, communication skills, self-management skills, social skills and research skills.

Approaches to teaching are based on six pedagogical principles. Teaching must be: based on inquiry; focused on conceptual understanding; developed in local and global contexts; focused on effective teamwork and collaboration; differentiated to meet the needs of all learners; and, informed by formative and summative assessment.

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

## VI. ENROLLMENT IN THE IB

In the Second Semester of Grade 10 Marymount students and their parents are invited to attend a 'Pre-Registration' Assembly. Students subsequently select their course of study for the following year and are scheduled into meetings with the IB Coordinator and College Counselor about course selections and college admission requirements.

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

- select their courses in such a way as to also fulfill the Marymount requirements for an accredited American High School Diploma, and
- read the **IB General Regulations**. A copy of this document is located on Managebac and on the Marymount Portal.

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

- A minimum cumulative 2.3 (C+) grade point average on the Grade 10 Report Card.
- Teacher's approval and successful completion of prerequisite courses, when applicable, for entrance into a Higher Level Course.

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

## VII. REGISTRATION

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

### **Anticipated**

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

### **Diploma**

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

### **Course**

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

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

### **Retake**

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

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

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

## VIII. COURSE SELECTION

The IB courses offered at Marymount follow in line with the scope and sequence of each of the school's academic departments. A brief summary of course curricula (first assessment from 2016) is provided below.

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

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

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

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

It is sometimes possible for a student to study another Language A. In these cases, arrangements must be

made in advance with the Secondary School Principal and a qualified private tutor must be approved.  
*Payment of the tutor rests with the family.*

## **GROUP 2 – Language Acquisition (Second Language)**

A variety of Group 2 options are available at Marymount.

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

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

## **GROUP 3 – Individuals and Societies**

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

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

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

*Psychology* – This is a vast and dynamic subject, which examines the interaction of biological, cognitive and socio-cultural factors as they relate to mind and behavior. Topics covered for both SL and HL include genetics, cognitive processes, socio-cultural analysis, abnormal psychology, health psychology, relationships, sport psychology, and qualitative research methods. For HL students there is more detailed content and a third final exam.

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

## **GROUP 4 - Experimental and Computer Sciences**

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

*Biology* – The general themes of biology are covered in detail. Experimentation, which is covered in great

depth, is required for all themes. A laboratory portfolio is compiled at both HL and SL. At the Higher Level additional topics are covered.

*Chemistry* – The general themes of chemistry are taught at the Standard Level with a more in-depth look, and additional topics, at the Higher Level. Students compile laboratory portfolios at both levels.

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

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

## **GROUP 5 – Mathematics**

Group 5 courses offered at Marymount include Mathematics Higher Level, Mathematics Standard Level and Mathematical Studies Standard Level.

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

*Mathematics: Application and Interpretation* – This course is available at SL. It is intended for students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply basic mathematical techniques correctly.

## **GROUP 6 – The Arts**

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

*Visual Arts* – is composed of both practical work and historical study. Students conduct a comparative study and process portfolio for external evaluation. For internal assessment students prepare their work for a final exhibit culminating in a *Vernissage* presentation to which the school community is invited. The requirements for Standard Level are the same as for Higher Level except that HL candidates need to produce 11 major works at the completion of the two-year course where SL candidates are only required to complete 7.

*IB Music* – is a broad study of musical education suitable as an end in itself or as a foundation for further study. Students learn to listen analytically and comment on selections of music using technical vocabulary. The coursework includes a comparative study of music, composition and performance. HL candidates do both composition and performance, while SL candidates opt for either one.

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

examining world theatre traditions and performance practices.

The chart below summarizes the courses offered at Marymount. Please note *subjects only run in years when there is sufficient student interest.*

GROUP	HIGHER LEVEL (HL)	STANDARD LEVEL (SL)
<b>Group 1</b> Language A	Literature: English Literature: Chinese; Language & Literature: English Language & Literature: Italian	Literature: English, Literature Chinese: Language & Literature: English Language & Literature: Italian
<b>Group 2</b> Second Language	English B French B Italian B Spanish B Arabic B Latin Classical Greek	English B French B Italian B and Italian <i>Ab initio</i> Spanish B Arabic B
<b>Group 3</b> Individuals and Society	History of Europe Economics Psychology	History of Europe Economics Psychology
<b>Group 4</b> Experimental Sciences	Biology Chemistry Physics	Biology Chemistry Physics
<b>Group 5</b> Mathematics	Mathematics: Analysis and Approaches	Mathematics: Analysis and Approaches: Mathematics: Applications and Interpretation
<b>Group 6</b> The Arts	Visual Arts; Music Theatre	Visual Arts; Music Theatre

## IX. CORE REQUIREMENTS Theory of Knowledge

TOK is a required course for the IB Diploma. It is designed to provide a forum for discussion, reflection and instruction that considers the nature of human knowledge and supports the development of interdisciplinary understanding. The course is assessed internally by an oral presentation and externally by a 1200 to 1600 word essay on a topic prescribed by the IBO.

For the TOK essay students complete a written reflections page, which records three interactions that have taken place with the teacher. This form is uploaded electronically along with the final essay. For the presentation, students complete and electronically submit a “presentation planning document”. Marks awarded by teachers on the presentation are subject to moderation through sampling of the uploaded forms.

### The Extended Essay

All IB Diploma candidates must complete a 4000 word Extended Essay on a topic of their choice. The International Baccalaureate Organization defines this essay as "an in-depth study of a limited topic within a subject". The extended essay provides students with the opportunity to investigate an academic research question of individual interest and in the process develop the research and writing skills expected for further education.

Work on the essay is expected to occupy approximately 40 hours and must be done under the direct supervision of a teacher at the school. A list of subject areas in which extended essays may be written is available from the IB Coordinator. Students may also choose to conduct a **world studies extended essay**. For this essay students use an interdisciplinary approach to research a topic of global significance.

Students are required to meet interim due dates for completion of each stage of the essay writing process. In addition, they must conduct at least three mandatory meetings with their advisors and submit 3 written reflections. Students submit the final copy of the essay through Turnitin, sign a statement attesting to the authenticity of their work and complete a concluding *viva voce* interview with their supervisor.

Candidates may earn up to a total of 3 core points for their results in TOK and the extended essay. Points are determined based on the point matrix below. Please note it is a *failing condition for the IB Diploma if a student receives a failing grade on either the EE or TOK*.

**TOK/EE GRADE POINT MATRIX**

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

*FC (failing condition)*

## CAS

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

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

Further information regarding CAS can be found in the *CAS page of Managebac*, to plan and monitor student work and progress.

## X. GRADING AND ASSESSMENT

Performance in each of the six IB diploma subjects is graded on a scale of 1 point (very poor) to 7 points (excellent), which together with the possibility of 3 core points for the TOK and Extended Essay result in a maximum point score of 45.

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

Candidates who score 24 points or more, have numeric grades in all six subjects and meet all the other required standards and conditions are awarded an IB Diploma. For a detailed list of the conditions for award of the Diploma please see Appendix C.

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

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

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

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

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

LANGUAGE & LITERATURE - HL	LANGUAGE & LITERATURE - SL
<p style="text-align: center;"><b><u>External Assessment (80%)</u></b>            Paper 1 Exam (Textual analysis) 35%            Paper 2 Exam (Essay) 25%            Essay 20%</p> <p style="text-align: center;"><b><u>Internal Assessment (20%)</u></b>            Individual oral commentary (recorded)</p>	<p style="text-align: center;"><b><u>External Assessment (70%)</u></b>            Paper 1 Exam (Textual analysis) 35%            Paper 2 Exam (Essay) 35%</p> <p style="text-align: center;"><b><u>Internal Assessment (30%)</u></b>            Individual oral commentary (recorded)</p>

***GROUP 2 – Language Acquisition (Second Language)***

Language B (HL/SL)	Language <i>Ab Initio</i> (SL)
<p style="text-align: center;"><b><u>External Assessment (75%)</u></b>            Paper 1 Exam (Written productive skills) 25%            Paper 2 Exam (Receptive skills: Listening and Reading) 50%</p> <p style="text-align: center;"><b><u>Internal Assessment (25%)</u></b>            Individual oral (recorded)</p>	<p style="text-align: center;"><b><u>External Assessment (75%)</u></b>            Paper 1 Exam (Written skills) 25%            Paper 2 Exam (Receptive skills: Listening and Reading) 50%</p> <p style="text-align: center;"><b><u>Internal Assessment (25%)</u></b>            Individual oral (recorded) 25%</p>

Classical Languages (HL/SL)
<p style="text-align: center;"><b><u>External Assessment (80%)</u></b>            Paper 1 Exam (Translation) 35%            Paper 2 Exam (Questions on extracts) 45%</p> <p style="text-align: center;"><b><u>Internal Assessment (20%)</u></b>            Research dossier</p>

***GROUP 3 – Individuals and Societies***

ECONOMICS	
HIGHER LEVEL	STANDARD LEVEL
<p style="text-align: center;"><b><u>External Assessment (80%)</u></b>            Paper 1 Exam (Extended Response) 30%            Paper 2 Exam (Data Response) 30%            Paper 3 Exam (HL Extension) 20%</p> <p style="text-align: center;"><b><u>Internal Assessment (20%)</u></b>            Three commentaries 20%</p>	<p style="text-align: center;"><b><u>External Assessment (80%)</u></b>            Paper 1 Exam (Extended Response) 40%            Paper 2 Exam (Data Response) 40%</p> <p style="text-align: center;"><b><u>Internal Assessment (20%)</u></b>            Three commentaries 20%</p>

ENVIRONMENTAL SYSTEMS and SOCIETIES	
HIGHER LEVEL	STANDARD LEVEL
Course not offered at HL by IB	<p><b><u>External Assessment (75%)</u></b>            Paper 1 Exam (Case Study) 25%            Paper 2 Exam (short answers and structured essays) 50%</p> <p><b><u>Internal Assessment (25%)</u></b>            Individual Investigation 25%</p>

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

PSYCHOLOGY	
HIGHER LEVEL	STANDARD LEVEL
<p><b><u>External Assessment (80%)</u></b>            Paper 1 Exam (Short Answer Questions; Essay) 40%            Paper 2 Exam (Two Essay Questions) 20%            Paper 3 Exam (Questions on approaches to research) 20%</p> <p><b><u>Internal Assessment (20%)</u></b>            Experimental Study 20%</p>	<p><b><u>External Assessment (75%)</u></b>            Paper 1 Exam (Short Answer Questions; Essay) 50%            Paper 2 Exam (Essay Question) 25%</p> <p><b><u>Internal Assessment (25%)</u></b>            Experimental Study 25%</p>

**GROUP 4 – Experimental and Computer Sciences**

BIOLOGY – CHEMISTRY – PHYSICS	
HIGHER LEVEL	STANDARD LEVEL
<p><b><u>External Assessment (76%)</u></b>            Paper 1 (Multiple Choice Questions) 20%            Paper 2 (Short Data Questions) 36%            Paper 3 (Questions on Options) 24%</p> <p><b><u>Internal Assessment (20%)</u></b> Laboratory Work and Group 4 Project (60 Hours)</p>	<p><b><u>External Assessment Exams (80%)</u></b>            Paper 1 (Multiple Choice Questions) 20%            Paper 2 (Short Data Questions) 40%            Paper 3 (Questions on Options) 20%</p> <p><b><u>Internal Assessment (20%)</u></b> Laboratory Work and Group 4 Project (40 Hours)</p>

**GROUP 5 – Mathematics**

<b>MATHEMATICS: ANALYSIS and APPROACHES</b>	
<b>HIGHER LEVEL</b>	<b>STANDARD LEVEL</b>
<p><b><u>External Assessment (80%)</u></b>            Paper 1 (Short Answer/Extended Response Questions: No technology allowed) 30%            Paper 2 (Short Answer/ Extended Response Questions. Technology required) 30%            Paper 3 (Problem Solving questions: Technology required) 20%</p> <p><b><u>Internal Assessment (20%)</u></b>            Mathematical Exploration 20%</p>	<p><b><u>External Assessment (80%)</u></b>            Paper 1 (Short Answer/ Extended Response Questions No technology allowed ) 40%            Paper 2 (Short Answer/ Extended Response Questions. Technology required) 40%</p> <p><b><u>Internal Assessment (20%)</u></b>            Mathematical Exploration 20%</p>
<b>MATHEMATICS: APPLICATIONS and INTERPRETATION (SL)</b>	
<b>HIGHER LEVEL</b>	<b>STANDARD LEVEL</b>
<p><b><u>External Assessment (80%)</u></b>            Paper 1 (Short Answer/Extended Response Questions: No technology allowed) 30%            Paper 2 (Short Answer/ Extended Response Questions. Technology required) 30%            Paper 3 (Problem Solving questions: Technology required) 20%</p> <p><b><u>Internal Assessment (20%)</u></b>            Mathematical Exploration 20%</p>	<p><b><u>External Assessment (80%)</u></b>            Paper 1 (Short Answer/ Extended Response Questions No technology allowed ) 40%            Paper 2 (Short Answer/ Extended Response Questions. Technology required) 40%</p> <p><b><u>Internal Assessment (20%)</u></b>            Mathematical Exploration 20%</p>

**GROUP 6 – The Arts**

<b>VISUAL ARTS (HL/SL)</b>	<b>IB MUSIC (HL/SL)</b>
<p><b><u>External Assessment (60%)</u></b>            Comparative Study 20%            Process Portfolio 40%</p> <p><b><u>Internal Assessment (40%)</u></b>            Exhibition 40%            (HL: 8 - 11 works and SL: 4 - 7 works)</p>	<p><b><u>External Assessment (50%)</u></b>            Listening Paper 30%            Musical Investigation 20%</p> <p><b><u>Internal Assessment (50%)</u></b>            HL: Compositions 25% AND Performance 25%            SL: Compositions OR Performance</p>
<b>THEATRE (SL)</b>	<b>THEATRE (HL)</b>
<p><b><u>External Assessment (80%)</u></b>            Task 2 – Director’s Notebook – 35% Task 3 – Research Presentation – 30%</p> <p><b><u>Internal Assessment (35%)</u></b>            Collaborative Project</p>	<p><b><u>External Assessment (80%)</u></b>            Task 1 – Solo Theatre – 35% Task 2 – Director’s Notebook – 20%            Task 3 – Research Presentation – 20%</p> <p><b><u>Internal Assessment (25%)</u></b>            Collaborative Project</p>

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

## XI. ACADEMIC HONESTY

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

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

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

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

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

In the unlikely event that a student is suspected of malpractice an investigation will take place. If the student is found guilty the work under investigation may not be submitted for assessment and the student will **not have the opportunity to re-write the work.**

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

## XII. EXAMINATIONS AND ISSUE OF RESULTS

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

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

Results for the May session are available from July 6<sup>th</sup>.

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

### XIII. RETAKING EXAMS

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

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

If a November session is held, candidates retaking exams must carry forward Internal Assessment marks obtained in the May session. If a candidate waits until the following May session it is usually possible for internal assessment to be redone. *The IBO registration deadline for retaking exams in November is July 29<sup>th</sup>.* After this date candidates must wait until May to re-sit exams.

### XIV. IB DIPLOMA RECOGNITION IN ITALY

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

A summary of the course options available to Marymount International School students is provided below. The complete Italian government document can be found in Appendix D.

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

## **XV. CONTACT INFORMATION**

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

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

## - APPENDICES -

### APPENDIX A

#### THE IB LEARNER PROFILE

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

The International Baccalaureate identifies IB learners as those who strive to be:

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

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

**Thinkers** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

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

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

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

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

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

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

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

## APPENDIX B

### MARYMOUNT INTERNATIONAL SCHOOL RESULTS STATISTICS RECENT IB RESULTS

YEAR	MMI Candidates & Diploma Recipients	MMI Pass	World Pass	MMI Mean Grade	World Mean Grade	MMI Mean Score	World Mean Score
MAY, 2010	IB Diploma Candidates: 36 Candidates awarded Diploma: 33	92%	78%	5.2	4.7	32	29.5
MAY, 2011	IB Diploma Candidates: 36 Candidates awarded Diploma: 35	97%	78%	5.2	4.6	33	29.6
MAY, 2012	IB Diploma Candidates: 46 Candidates awarded Diploma: 42	91%	78%	5.1	4.6	32	29.8
MAY, 2013	IB Diploma Candidates: 45 Candidates awarded Diploma: 41	91%	78%	5.24	4.7	33	29.9
MAY, 2014	IB Diploma Candidates: 42 Candidates awarded Diploma: 38	91%	78%	5.28	4.7	33	29.8
MAY, 2015	IB Diploma Candidates: 45 Candidates awarded Diploma: 44	98%	78%	5.4	4.7	33	29.8
MAY, 2016	IB Diploma Candidates: 43 Candidates awarded Diploma: 42	98%	78%	5.28	4.7	32	29.5
MAY, 2017	IB Diploma Candidates: Candidates awarded Diploma:	100%	78%	5.39	4.81	34	29
MAY, 2018	IB Diploma Candidates: Candidates awarded Diploma:	97%	78%	5.27	4.79	34	29.8
MAY, 2019	IB Diploma Candidates: Candidates awarded Diploma:	94%	77%	5.2	4.76	34	29.6

### YEARLY RESULTS

#### AVERAGE MEAN POINT SCORE

	2011	2012	2013	2014	2015	2016	2017	2018	2019
MMI	33	32	33	33.8	33.2	32.4	34.12	34.48	34
World	29.6	29.8	29.9	29.8	29.9	29.5	29.9	29.8	29.6

#### AVERAGE PASS RATE

	2011	2012	2013	2014	2015	2016	2017	2018	2019
MMI	97%	91%	91%	91%	98%	98%	100%	97%	94%
World	78%	78%	79%	79%	78%	75%	78%	78%	77%

#### HIGHEST DP SCORE

	2011	2012	2013	2014	2015	2016	2017	2018	2019
MMI	42	41	45	43	43	44	42	42	45
PERCENTILE	97 <sup>th</sup>	96 <sup>th</sup>	100 <sup>th</sup> (top 0.2)	99 <sup>th</sup>	99 <sup>th</sup>	99 <sup>th</sup>	97 <sup>th</sup>	97 <sup>th</sup>	100 <sup>th</sup> (top 0.2)

## APPENDIX C

### CONDITIONS FOR AWARD OF THE DIPLOMA PROGRAM

The IB diploma will be awarded to a candidate whose total score is **24** provided that all the following requirements have been met:

- DP category candidates must study six subjects, plus the three core subjects—EE, TOK and CAS. They must accumulate no fewer than 24 points from assessment in these subjects, in addition to grade stipulations.
- They must meet all of the additional requirements—see section “[A2.2.2](#)”.
- They must meet all of the requirements within a maximum of three examination sessions.
- Candidates who successfully meet these conditions will be awarded the diploma.
- Candidates who take the diploma in multiple languages may be eligible for a bilingual diploma

The IB diploma will be awarded to a candidate whose total score is **24 points or above**, provided that all the following requirements have been 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 (HL or SL).
- 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.

## APPENDIX D

### MARYMOUNT ACADEMIC HONESTY CONTRACT

Marymount International School (MMI) treats academic honesty as part of the values and skills promoted by the ethos of the school and embodied in the Learner Profile of a Marymount student. Honest communication builds trust, ensures mutual confidence between individuals, and honors the dignity of the person. Behavior that prevents the MMI ethos to flourish causes harm to the community.

#### EXAMPLES OF ACADEMIC DISHONESTY

##### A. Plagiarism

Plagiarism is defined as using another person's words, images, or ideas without properly giving that person credit. What someone publishes in a printed source or a website is their intellectual property, and using it improperly is theft. Students are expected to *use other people's ideas to strengthen their own, not as a substitution for their own*. Students will be taught how to develop their own ideas by using other people's ideas in a proper way.

...

**The use of tutors:** While some students may receive assistance from external tutors to help with homework and assignments, ALL work submitted by students for assessment must be the authentic work of the student and not that of a tutor (including a parent/guardian). Using a tutor's ideas or words, and submitting them as one's own, is dishonest and will be treated as plagiarism.

##### B. Collusion

Collusion is defined as supporting the academically dishonest behavior of another student. This could include allowing one's homework or an assignment to be copied or submitted for assessment by another student or sharing answers to a test. This includes work completed in previous years, for example, the sharing of work between siblings or friends in different year levels.

...

Collaboration is different from collusion. Collaboration occurs when a group task is divided and equal contributions are made. Collaboration is an integral part of the education process and is required for many classes. Clear guidelines are given when collaboration is expected and each student's individual contribution to a group task should be clear.

#### ENFORCEMENT OF ACADEMIC HONESTY

MMI reserves the right to monitor the integrity of all work submitted by the students. This may include the requirement that students submit all rough notes and first drafts with their final submissions.

*Turnitin* is used in the High School and, as a matter of course all IBDP assessment work submitted by students in grades 11 and 12 will be passed through *Turnitin.com*.

#### CONSEQUENCES/ACTIONS IN THE EVENT OF ACADEMIC DISHONESTY

Academic dishonesty is not taken lightly in any academic environment including MMI. In the event that a student is found to have committed plagiarism or is guilty of academic dishonesty, and in consultation with the relevant teacher and principal, a report will be sent home to parents and a grade of zero will be recorded for the assessment in question. A record of the report is kept on the student's file.

For IB Diploma students, failure to earn a grade for any part of DP assessment, including all classes, CAS, TOK and the Extended Essay may result in no IB Diploma being awarded.

Further consequences for infractions involving academic dishonesty will follow the same procedure as any other disciplinary matter.

## APPENDIX E

### REQUIREMENTS FOR IB DIPLOMA RECOGNITION IN ITALY

#### Repubblica Italiana – Consiglio di Stato – Allegato A

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

Nell'ambito dei 4 corsi di studio, i programmi sopra elencati devono prevedere 3 materie a livello avanzato e 3 materie a livello medio.

Si segnala tuttavia l'esigenza che sia fissata almeno una materia obbligatoria a livello avanzato caratterizzante il corso di studio per ogni tipo di liceo come sotto elencate:

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

#### **TABLE OF CONVERSION IN PERCENTAGES**

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



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