



ST. CATHERINE'S
BRITISH SCHOOL



ST. CATHERINE'S BRITISH SCHOOL

IB EXPERIENCE
2026-2028



Care Integrity Curiosity Dedication



TABLE OF CONTENTS

3	FOREWARD
4	THE ST. CATHERINE'S IB PROGRAMME
5	THE INTERNATIONAL BACCALAUREATE: AN INTRODUCTION
6	IB LEARNER PROFILE
7	IB EXPERIENCE AT ST. CATS
9	THE IB CORE
12	THE IB DIPLOMA CURRICULUM
13	TIMELINE
14	FREQUENTLY ASKED QUESTIONS
15	GRADING AND ASSESSMENT
16	IB SUBJECT OFFERINGS AT ST. CATHERINE'S SCHOOL
17	GROUP 1: LANGUAGE A
20	GROUP 2: LANGUAGES B & AB INITIO
22	GROUP 3: INDIVIDUALS AND SOCIETIES
29	GROUP 4: SCIENCES
34	GROUP 5: MATHEMATICS
36	GROUP 6: THE ARTS
40	ACADEMIC REQUIREMENTS FOR THE IB DIPLOMA PROGRAMME
41	UNIVERSITY RECOGNITION OF THE IB DIPLOMA
42	THE FUTURES DEPARTMENT
47	ALUMNI
48	CONTACT DETAILS

Acknowledgement:

Parts of this document have been adapted from the International Baccalaureate Organisation website at www.ibo.org and the individual IBO subject guides.



FOREWORD

"Education is not the filling of a pail, but the lighting of a fire."

— W. B. Yeats

In one short sentence, W.B. Yeats perfectly captures the philosophy of the International Baccalaureate (IB) Diploma Programme. At St. Catherine's, this philosophy is at the very heart of our educational approach. The IB Diploma is the final stage before our students set forth into the wider world, and in just two years, they develop the personal qualities and intellectual skills that will ensure they not only succeed but truly flourish.

The IB Diploma Programme is about more than acquiring academic knowledge—though that is an essential component. It is equally about nurturing character, instilling a love of learning, and preparing students to make meaningful contributions to the world. In an era of rapid societal and technological change, students need to develop qualities that extend beyond traditional academics.

At St. Catherine's, IB students are lifelong learners who recognize that education reaches far beyond the classroom. Through Creativity, Activity, and Service (CAS), they develop compassion and a commitment to using their knowledge for the benefit of others. In Theory of Knowledge (TOK), they cultivate open and critical minds, learning to engage with diverse perspectives while discerning truth from misinformation. Through the Extended Essay, they master independent research and analytical thinking—skills that will serve them well in university and beyond.

But what truly sets St. Catherine's apart in Athens is our unmatched commitment to the IB. Here, the IB programme does not compete with A-Levels or Panhellenic exams—it is our sole academic focus. This allows us to provide an unparalleled IB experience, designed specifically with IB students in mind. In fact, our state-of-the-art Upper School was built around the IB learner profile values, ensuring that everything from our classrooms to our central CAS office support the IB ethos. Our science labs offer students unique opportunities to undertake independent research projects, a rarity among IB schools, while our library is one of the best in Athens, fostering a culture of inquiry and intellectual exploration.

Our students benefit from an extraordinary academic and supportive environment:

- **49 IB courses** to choose from, offering exceptional breadth and depth.
- **Experienced faculty** with an average of 11 years of IB teaching experience.
- **Small class sizes**, with an **average of 10 students per class**, ensuring personalized attention.
- **Excellence beyond expectations**, with **37% of our students scoring 40+**, compared to a 9% global average.
- **Exceptional results** with a **37.3 average** score making **St. Catherine's the highest-scoring school in Greece**.
- **1 perfect 45-point score and 4 with 44-point score**.
- **99% IB Diploma success rate** in 2025 compared to a global average of 80%

Still, if I had to describe the St. Catherine's IB programme in one word, it would be **heart**. We care deeply about every student, whether they have been with us since nursery or have just joined for the IB years. We support them as individuals and as part of our family, helping them thrive academically, emotionally, and socially.

St. Catherine's IB students are not just prepared for university—they are prepared for life. They leave us with the courage to face challenges, the resilience to overcome obstacles, and the intellectual curiosity to continue learning. The IB Diploma Programme at St. Catherine's is not simply an education; it is a transformative journey that shapes the leaders and thinkers of tomorrow.

The future starts here.

Dr. Stuart Bond

Deputy Principal & Head of Upper School

Care Integrity Curiosity Dedication



ST. CATHERINE'S
BRITISH SCHOOL

THE ST. CATHERINE'S IB PROGRAMME

#1 RANKED IB SCHOOL IN GREECE

#4 RANKED IB SCHOOL IN EUROPE

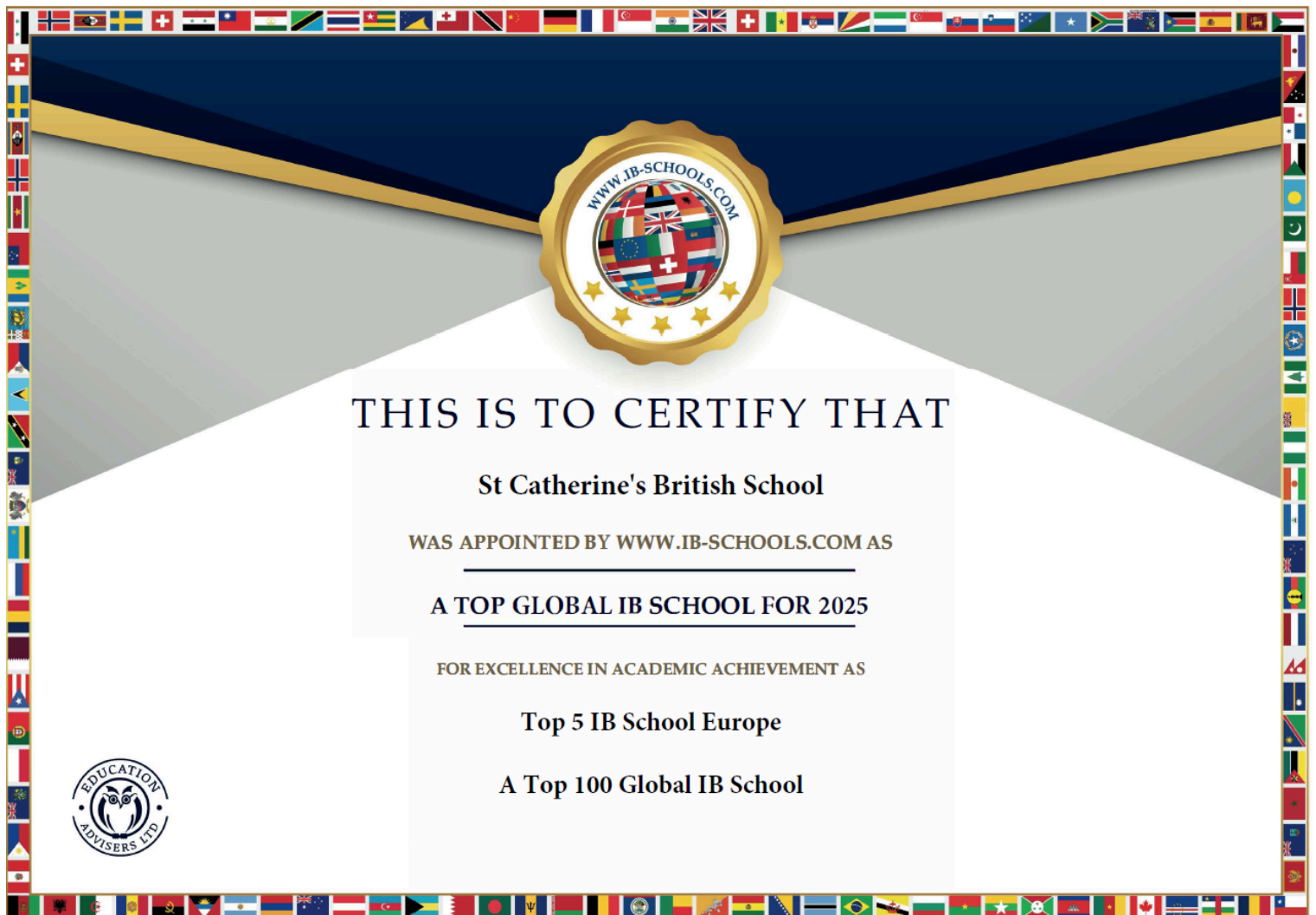
#54 IN THE WORLD

AVERAGE 2025 IB SCORE OF 37.3 POINTS

43% OF 2025 GRADUATES ACHIEVED 40 POINTS OR HIGHER

98% FIRST-TIME PASS RATE ACROSS MORE THAN 1,100 GRADUATES

A TEACHING STAFF THAT INCLUDES 20+ REGISTERED IB EXAMINERS



Care Integrity Curiosity Dedication



THE INTERNATIONAL BACCALAUREATE: AN INTRODUCTION

WELCOME TO THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

The IB Diploma provides a challenging and rewarding educational experience for students. The study of six academic subjects, along with the IB core of Creativity Activity Service, Theory of Knowledge and the Extended Essay provides an excellent preparation for the rigours of university and adult life. It is widely recognised by many as the best post-16 qualification available to young people.

A high level of commitment to all aspects of the course is required to be successful. Enquiry, reflection and perseverance will be necessary to ensure you select the right mix of IB subjects, and that is just the start of your IB experience! As in all previous years at St. Catherine's, we believe in a holistic education that fosters a love of learning and which balances academic success with character development and wellbeing.

INTERNATIONAL BACCALAUREATE MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



IB LEARNER PROFILE

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.

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 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.

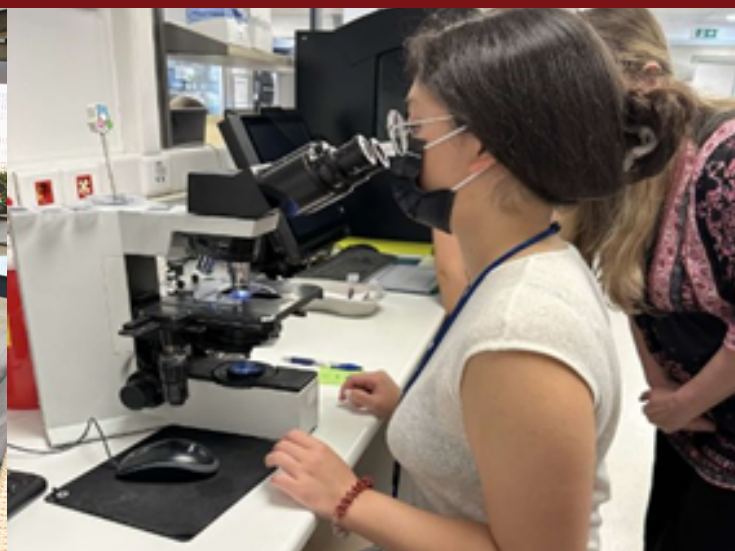


ST. CATHERINE'S
BRITISH SCHOOL

THE IB EXPERIENCE AT ST. CATS



COMING TOGETHER, BONDING AS FRIENDS AND CLASSMATES



IN DEDICATED SPACES THAT INSPIRE STUDENTS ACADEMICALLY & SOCIALLY



Care Integrity Curiosity Dedication



THE IB EXPERIENCE AT ST. CATS

In the St. Catherine's IB Programme, learning takes on impressive dimensions going beyond the classroom. In these two years, IB students have the opportunity to make the world their classroom by choosing to embark on unique educational trips aligned with their studies, co-curricular activities and areas of study:

As a sampling, the 2025-26 trips included:

- Year 12 Bonding Trip to Zakynthos
- Theatre ISTA Workshop in London
- Verona Football Tournament
- Valencia Girls Basketball Tournament
- The Aegean Seniors Tournament in Thessaloniki
- The Hague International Model UN Conference
- Trip to Berlin for German, History and Politics
- Trip to Malaga for Spanish
- Trip to Bordeaux for French
- South Africa Conservation CAS Trip
- CERN Trip for Physics and Chemistry



"Over the past two years, I have changed more than I knew was possible.

Through trips, experiments, deadlines and some of the most intellectually stimulating conversations in my HL English class, I am proud to say that I have matured and feel ready for the next chapter of my life.

Additionally, the opportunities I have been offered, such as becoming the IB Senate Chair or leading various assemblies and projects, have truly been the highlight - not only of my IB life - but of my journey (starting from Nursery) at St. Catherine's.

Considering the inspiring teachers, unique experiences and lifelong friendships these years have come with, the IB will forever hold a special place in my heart."

Arrieta Triphyllis, Chair of the IB Senate



THE IB CORE

The core programme consists of a course in the Theory of Knowledge (TOK), an Extended Essay (EE) in the form of a research paper, and completion of a series of activities outside of the classroom showing Creativity and Involvement Activity and Service (CAS). Students can earn up to three bonus diploma points for ToK in conjunction with the Extended Essay and failure to complete the TOK assessment would disqualify them from the award of the diploma.

Theory of Knowledge (TOK)

TOK is the thread which weaves together all of the IB subjects. Whilst TOK is central to the philosophy of the Diploma, it ultimately teaches you to think critically about the origins of and the accumulation of knowledge. Amongst other things, it seeks to do the following:

- To help you to discover the richness of knowledge, and to realise how empowering knowledge can be.
- To examine how knowledge is built up, examined, and evaluated by individuals and societies.
- To reflect on how we learn – both inside and outside school – and to make links between the academic disciplines and our thoughts, feelings and actions.
- To reinforce the idea that we have many different ways of thinking, perspectives, and assumptions because of our cultural and individual positions obscuring the way we see the world.

More importantly, TOK encourages you to consider the role of knowledge in the global community and enables you to recognise the need to act responsibly in an increasingly multifaceted society. It is an interdisciplinary course intended to stimulate critical reflection upon the knowledge and experience gained inside and outside the classroom.

How is ToK taught?

Through a series of stimulating and entertaining lessons, involving group discussion, interactive games and special presentations, TOK challenges students to question the bases of knowledge, to be aware of subjective and ideological biases, and to develop a personal mode of thought based on analysis of evidence expressed in rational argument.

The course is covered in 100 hours across two years and is assessed through an essay and an “exhibition”. However, the main aim of the course is not the point gain, but the chance for students to discuss, debate and enjoy some of the great issues in areas such as philosophy, logic, ethics, politics, science, linguistics, mathematics, art and history, thereby providing a stimulating and mind-opening experience.

At St. Catherine's British School, we teach Theory of Knowledge (TOK) in a thought-provoking manner, fostering a classroom atmosphere that promotes inquiry, open-mindedness, and polite discourse. We emphasize practical links by anchoring complex ideas in familiar, real-life instances. Lessons often start with real-world scenarios, like news articles, historical disputes, scientific advancements, or personal narratives, prompting students to relate them to knowledge inquiries. Additionally, the use of movies, podcasts, TED Talks, or artistic works enable pupils to exemplify TOK concepts. All the material which is used in the lesson is prepared by the teachers of our school while at the same time online sources such as Kognity provide pupils with valuable material.

Overall, the key to teaching TOK effectively is stimulating students' curiosity, encouraging critical thinking, and establishing links between abstract concepts and practical situations. In St. Catherine's British School teachers may convert TOK into a life-changing experience for students by using techniques like discussions, contemplation, interdisciplinary teamwork, real-life scenarios, and creative projects. TOK is more than simply a knowledge-based course; it's a place where students may build the cognitive skills necessary to confidently and clearly navigate a world that is always changing.

How is ToK structured?

The TOK exhibition is used in IB1 to help students relate abstract concepts to real-life objects. By offering examples, we encourage peer review so they may improve their concepts. In IB2 a careful analysis of the essay titles in class, a great deal of assistance in generating examples, and very extensive comments on the drafts that students submit overcome the challenges of writing the TOK essay. Teaching TOK via interdisciplinary teamwork is another successful strategy. Students may understand how TOK principles relate to their other courses by collaborating with subject teachers.



THE IB CORE

Creativity, Activity, Service (known as CAS)

CAS is a fundamental part of the diploma curriculum. The CAS requirement takes seriously the importance of life outside the world of scholarship, providing a refreshing counterbalance to the academic self-absorption some may feel within a demanding school programme. Participation in theatre productions, sports, adventure and community service activities encourages young people to share their energies and special talents while developing awareness, concern and the ability to work cooperatively. The goal of educating the whole person and fostering a more compassionate global citizens comes alive in an immediate way when students reach beyond themselves and their books.

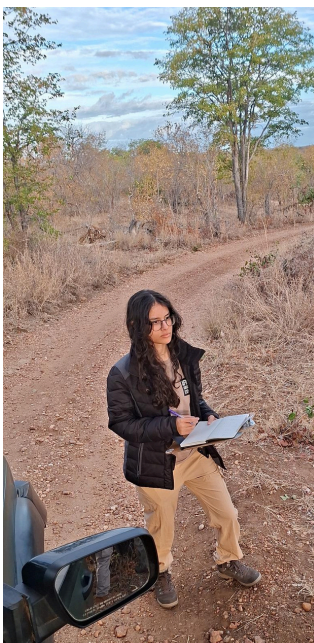
For student development to occur, CAS should involve:

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

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

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

It is worth noting that the CAS programme recognises, and has many common features with, the International Award for Young People (known in the UK as the Duke of Edinburgh Award Scheme) that has been instituted at St. Catherine's and students working towards their gold and silver awards will find that many of their efforts will simultaneously count towards the CAS requirement.



From the Athens Marathon to the annual Haunted House, from a focus on conservation to supporting philanthropic causes, our students experience CAS from all perspectives.



THE IB CORE

Extended Essay

At St. Catherine's, we have developed a distinctive approach to help guide students through the Extended Essay process, ensuring they receive comprehensive support at every stage. We aim to make the Extended Essay process a rewarding and enriching experience, equipping our students with essential research skills and fostering a passion for inquiry. Diploma candidates are required to undertake original research and write an essay of some 4000 words, in either a higher-level subject or from an interdisciplinary perspective. Over the course of the two IB years, students produce a significant piece of writing. Academic supervisors guide the students, but the final work lies very much with the individual student. The topic is chosen by each student individually and the project should enable students to experience the excitement of intellectual exploration through academic research. The EE also helps develop time- and self-management skills and requires individuals to reflect on the learning experience. In conjunction with TOK, students can earn up to three bonus points from their Extended Essay.

Here's an overview of our process at St. Catherine's:

The EE Launch: We launch the EE journey to the Year 12 students in January of the first year of the IB in order to communicate the significance and objectives of the Extended Essay to them clearly. Academic Integrity plays a crucial role in introducing the core concepts and requirements of the Extended Essay. It is something that the IB, and we as a school, take very seriously and it is a big part of understanding the key requirements of this project.

Once the process has begun, we help students identify areas of personal interest and discuss their options and ideas. Students can explore potential topics, ensuring alignment with IB subject guidelines and feasibility for in-depth research. They are supported in this by their teachers, the EE Coordinator as well as the Head of the IB.

Structured Research Framework: To facilitate effective research, we provide students with a structured framework that outlines the research process. We make the best use of our Microsoft technology through Teams and OneNote, as well as Managebac – an IB-specific platform. These three in combination offer work as clear and organised 'databases' of information available to all students at all times. The organisational framework together with the teacher support help guide students in formulating research questions, developing methodologies, and identifying credible sources. At St. Catherine's, we place emphasis on deadlines and time management as well as on critical evaluation of sources and ethical research practices.

Dedicated Supervisor Support: Each student works with a supervisor who is a Higher-Level subject teacher and has expertise in the chosen subject area. Supervisors meet with students regularly to provide personalized guidance, monitor progress and offer feedback. These meetings are instrumental in refining research questions, addressing challenges, and ensuring that students remain on track.

Integration of Reflective Practices: We practise 'Reflection' throughout the EE process, encouraging students to maintain a Researcher's Reflection Space (RRS). This allows students to document their thoughts, challenges and breakthroughs during their research journey. Regular reflection not only aids in personal growth but also enhances the quality of the final essay and forms part of the assessment.

Research Resources: Our school provides access to a wealth of research resources. We subscribe to academic databases (JStor, Massolit, Kognity) and provide information on open-access resources and print reference materials to support students in their research. Students have access to the library as well as their designated IB study room where they have the opportunity to concentrate on their EE work during their study periods.

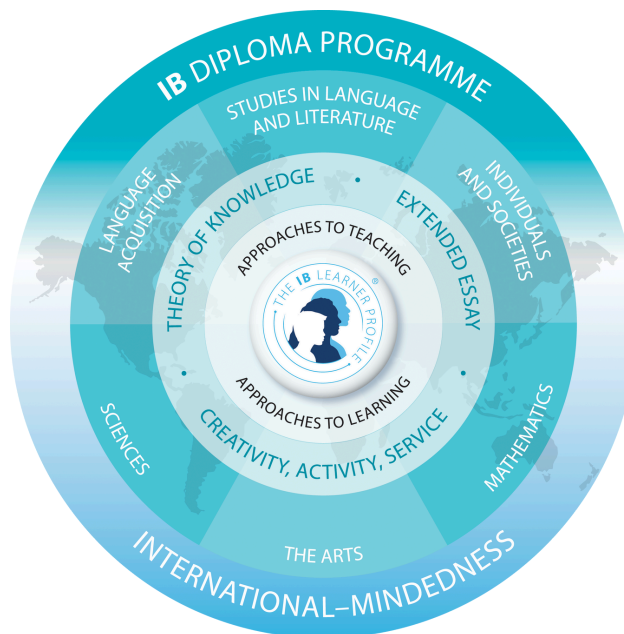


THE IB DIPLOMA CURRICULUM

"Education is what survives when what has been learned has been forgotten."

-B. F. Skinner, Behavioural Psychologist

The International Baccalaureate Organization's educational aims are embodied in the structure and content of the programme itself. The requirements of the IB diploma is represented by a circle divided into six segments - one for each academic area - surrounding the core. Subjects are studied concurrently and students are exposed to the two great traditions of learning: the humanities and the sciences.



Students take six subjects, comprising one subject from each subject group above, of which **three** are taken at **Higher Level (HL)** and **three** at **Standard Level (SL)**. Exceptionally four HL and two SL subjects can be taken. HL courses represent 240 teaching hours, SL courses cover 150 hours corresponding to six and four weekly teaching periods respectively.

All diploma candidates must also participate in **Creativity, Activity and Service (CAS)**, **Theory of Knowledge** and undertake an **Extended Essay**. The TOK course has a 100 hour teaching requirement over the two years and CAS requires the fulfilment of eight learning outcomes over an eighteen month period. The Extended Essay involves the student in an independent research, undertaken in their own time, which should occupy at least 40 hours.

Finally, we are also excited to offer Sports and Wellness Hour to support students with their wellbeing during the demanding IB years. Students will have the opportunity to choose an activity from a wide range of sports and wellbeing activities on offer.



TIMELINE

November - December 2025

Career Guidance through PSCHÉ lessons including Taster Lessons

14th November 2025

PwP on Careers and University advice and programme in Year 11

20th November 2025

IB Options Evening

18th December 2025

IB Options Initial Deadline

Students may change their minds about option choices after the deadline. However, they will only be allowed to change if their new choice fits in with the option blocks and there is sufficient space available in subject sets. If there is insufficient space, then the student will be added to a waiting list for that subject.

January to April 2026

One to one career interviews with Futures Team

25th September 2026

Final deadline for IB options changes



FREQUENTLY ASKED QUESTIONS

Do my choices have to fit into blocks for timetabling?

There are no restrictions on your initial choices. We ask all students to select preferred options to ensure student choices are accommodated and we will do our best to accommodate all student choices. If this is not possible due to timetabling issues, we will speak to you directly. We will confirm your option choices at the start of the summer term.

Can I change my mind after the December deadline?

Yes, you can request to change your option subject and level choices until the end of Year 11 but it may not be possible if it doesn't fit on the timetable. Once you start in September, you will have until 25th September to request a change of your option subject or level. However, it may not be possible, if it doesn't fit into your timetable.

How do internal assessment grades tie into the final examination grade?

As you will see from individual subject pages, different subjects allocate different marks to exams and coursework. The internal assessment is marked by the class teacher and moderated by an external examiner. The exams are marked by external examiners. The final grade is arrived at according to the percentage breakdown of course and examination work for that subject.

How do I find out more about new subjects like Global Politics or Sports Science?

Heads of Departments for new subjects have arranged taster sessions in Form and PSCH time after Options. You could also talk to the current Year 12 and 13 students about their experiences of these subjects. You will have a chance to meet some student subject ambassadors during Options' Evening.

How can I get advice?

You can reach out to your Head of Key Stage 4 via email or Teams or speak to the Futures teams if your question concerns options and career choices.

What should I do next?

Engage in your PSHCE lessons, research university courses you may be interested in pursuing after IB to see if they have specific requirements. You can talk to student ambassadors or your friends in older year groups to find out about what they enjoy about their options. Your subject teachers will also be happy to answer any options-related questions if asked at the appropriate time. The fill in your form and send it in by December deadline.



GRADING AND ASSESSMENT

Conventional external written examinations are complemented by internal assessment of coursework by the teachers responsible for evaluating students over the two-year period.

Key aspects of the grading system are as follows:

- Each subject is awarded a grade from 1 (very low achievement) to 7 (excellence).
- The total available from the six subjects is 42 points.
- No extra weighting is given to higher level subjects.
- A maximum of 3 bonus points available from combined assessment of Theory of Knowledge and Extended Essay.
- **Maximum diploma score is 45 points.**
- **Diploma is awarded at a minimum of 24 points**
- Failure to complete Extended Essay, CAS or Theory of Knowledge components automatically disqualifies the student from a diploma award.
- If a student fails to pass the diploma they receive individual certificates in subjects where they achieved **grade 4** or better.
- Students are allowed unlimited re-sits examinations per subject.

The IB Diploma is a very achievable goal for most students.

In 2023, 96% of Diploma candidates at St Catherine's successfully passed their Diploma, achieving an average of 35.2 points. Both these figures are well above the world averages of 80% and 30.2 points, respectively.



IB SUBJECT OFFERINGS AT ST. CATHERINE'S SCHOOL

GROUP 1:

STUDIES IN LANGUAGE & LITERATURE

ENGLISH A - HIGHER AND STANDARD LEVELS
MODERN GREEK A - HIGHER AND STANDARD LEVELS

STUDIES IN LITERATURE

ENGLISH LITERATURE - HIGHER LEVEL

GROUP 2:

LANGUAGE ACQUISITION

FRENCH B - HIGHER AND STANDARD LEVELS
SPANISH B - HIGHER AND STANDARD LEVELS
GERMAN B - HIGHER AND STANDARD LEVELS
FRENCH AB INITIO - STANDARD LEVEL
SPANISH AB INITIO - STANDARD LEVEL

GROUP 3:

INDIVIDUALS AND SOCIETIES

BUSINESS MANAGEMENT - HIGHER AND STANDARD LEVELS
ECONOMICS - HIGHER AND STANDARD LEVELS
GEOGRAPHY - HIGHER AND STANDARD LEVELS
GLOBAL POLITICS - HIGHER AND STANDARD LEVELS
HISTORY - HIGHER AND STANDARD LEVELS
PSYCHOLOGY - HIGHER AND STANDARD LEVELS
ENVIRONMENTAL SYSTEMS & SCIENCES - HIGHER AND STANDARD LEVELS

GROUP 4:

SCIENCES

BIOLOGY - HIGHER AND STANDARD LEVELS
CHEMISTRY - HIGHER AND STANDARD LEVELS
PHYSICS - HIGHER AND STANDARD LEVELS
COMPUTER SCIENCE - HIGHER AND STANDARD LEVELS
ENVIRONMENTAL SYSTEMS & SCIENCES - HIGHER AND STANDARD LEVELS
SPORTS, EXERCISE & HEALTH SCIENCE - HIGHER AND STANDARD LEVELS

GROUP 5:

MATHEMATICS

ANALYSIS & APPROACHES - HIGHER AND STANDARD LEVELS
APPLICATIONS & INTERPRETATION - HIGHER AND STANDARD LEVELS

GROUP 6:

ARTS AND ELECTIVE

MUSIC - HIGHER AND STANDARD LEVELS
THEATRE - HIGHER AND STANDARD LEVELS
VISUAL ARTS - HIGHER AND STANDARD LEVELS
OR ONE OTHER FROM GROUPS 1 TO 5 ABOVE

The offerings above are conditional, subject availability is dependent on uptake and the school reserves the right to direct candidates towards the subjects and levels most suited to their individual aptitudes.



GROUP 1- LANGUAGE & LITERATURE

“Cultivate the habit of attention and try to gain opportunities to hear wise men and women talk. Indifference and inattention are the two most dangerous monsters that you ever meet. Interest and attention will insure to you an education.”

Robert Millikan, physicist

To fulfil the requirements of the IB Diploma Programme, all students must study at least one group 1 subject. At St. Catherine's, the group 1 subject compulsory for all students is English. Group 1 courses are designed for native or near-native speakers, and support future academic study by developing a high social, aesthetic and cultural literacy, as well as effective communication skills.

LANGUAGE A: ENGLISH LITERATURE HL

Students will focus exclusively on literary texts, adopting a variety of approaches to textual criticism. Students explore the nature of literature, the aesthetic function of literary language and textuality, and the relationship between literature and the world.

HL students are required to study 10 works.

Assessment in Language A Higher Level Literature

The assessment is based on three components:

(i) Written examinations at the end of the course (60% weighting): Paper 1 consists of two literary passages from different literary forms, each accompanied by a question. Paper 2 consists of four general questions. In response to one question, students write a comparative essay based on two works studied in the course.

(ii) Higher level essay (20% weighting): Students submit an essay on one literary text or work studied during the course.

(iii) Oral Assessment (20% weighting): This component consists of an individual oral that is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Further Education Opportunities in First Languages

Students who are considering future university study in literature, drama or other language-based subjects such as history and law, may find it advantageous to opt for the Higher Level course in Language A. Also, of course, the Higher Level course is suitable for any IB student who simply has a love for literature.



GROUP 1- LANGUAGE & LITERATURE

LANGUAGE A: ENGLISH LANGUAGE AND LITERATURE HL/SL

In this course, students will study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide-ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others.

SL students are required to study 4 works, while HL students are required to study 6. (IBO 2024)

Assessment in Language A Higher Level (Language and Literature)

The assessment is based on three components:

- (i) Written examinations at the end of the course (60% weighting): Paper 1 consists of two non-fiction passages from different text types, each accompanied by a question. Paper 2 consists of four general questions. In response to one question, students write a comparative essay based on two works studied in the course.
- (ii) Higher level essay (20% weighting): Students submit an essay on one literary text or work studied during the course.
- (iii) Oral Assessment (20% weighting): This component consists of an individual oral that is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Assessment in Language A Standard Level (Language and Literature)

The assessment is based on two components:

- (i) Written examinations at the end of the course (70% weighting): Paper 1 consists of two passages from two different text types, each accompanied by a question. Students choose 1 passage and write an analysis of it. Paper 2 consists of four general questions. In response to one question, students write a comparative essay based on two works studied in the course.
- (ii) Oral Assessment (30% weighting): This component consists of an individual oral that is internally assessed by the teacher and externally moderated by the IB at the end of the course.



GROUP 1- LANGUAGE & LITERATURE

Language A: Modern Greek - Language and Literature HL/SL

In place of a Group 2 language, students at St. Catherine's may opt to take Modern Greek as a second Group 1 subject. Students choosing Modern Greek A at either Higher or Standard Level follow a language and literature course, whose focus is directed towards encouraging students to question the meaning generated by language and texts. The course format and assessment for Modern Greek A Language and Literature SL and HL is the same as that for English A noted above, although of course the actual content is different.

The Bilingual Diploma

Successful candidates taking two Group 1 languages are awarded a Bilingual IB Diploma.



GROUP 2- LANGUAGE AQUISITION

LANGUAGE B: FRENCH HL/SL, GERMAN HL/SL, SPANISH B HL/SL

Language B courses are the most natural progression for students who have studied a language for between 2 and 5 years and have passed the equivalent IGCSE Foreign Language course.

The main focus of these courses is on language acquisition with the four skills of text handling, written production, listening and oral performance being developed. These skills are honed through the study of three core themes, and two optional topics from a choice of five. Additionally, at higher level, two works of literature are studied.

Syllabus Outline

There are five prescribed themes, common to the syllabuses of language B and language ab initio; the themes provide relevant contexts for study at all levels of language acquisition in the Diploma Programme, as well as opportunities for students to communicate about matters of personal, local or national, and global interest.

The five prescribed themes are:

- identities
- experiences
- human ingenuity
- social organization
- sharing the planet.

The use of literary works to develop students' receptive and productive skills is encouraged at all levels of language acquisition in the DP; however, in terms of formal requirements of the syllabus and assessment outline, **the study of two literary works originally written in the target language is a requirement at HL in language B**. HL students are expected to understand fundamental elements of the literary works studied, such as themes, plot and characters. It must be emphasized that literary criticism is not an objective Syllabus content Language B guide 23 of the language B course.



GROUP 2- LANGUAGE AQUISITION

Assessment in Language B

For both higher level and standard level the candidates sit two written examination papers (75% weighting), one concerning productive skills (Paper 1 25%), while the other focuses on receptive skills (Paper 2 50%), assessed with two separate sections (Listening comprehension and reading comprehension). For SL the internal assessment (25% weighting) is a presentation and a conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. For HL the stimulus is an excerpt from one of the 2 literary works studied, then a general conversation on a general topic is encouraged.

AB INITIO: SPANISH & FRENCH (STANDARD LEVEL ONLY)

This is a course that is similar in structure designed for students with little or no experience of Spanish or French. Students taking Ab Initio must have less than 3 years of experience studying the chosen language. The main focus of this course is on language acquisition with the four skills of text handling, written production, listening and oral performance being developed. The course is organised into five themes:

- identities
- experiences
- human ingenuity
- social organization
- sharing the planet.

Each of these themes has a list of topics that give the students opportunities to explore the language studied as well as to develop intercultural understanding. External assessment is through two written examination papers (75% weighting) Paper 1 is related to productive skills while paper 2 tests receptive skills, reading and listening comprehension. The internal assessment (25% weighting) includes an individual oral based on a visual stimulus with follow-up questions and a general conversation with the teacher based on at least one additional theme.

Further Education Opportunities in Second Languages

Group 2 languages at HL (and in some cases SL) are sufficient to study modern foreign language and literature courses at university.



GROUP 3 - INDIVIDUALS AND SOCIETIES

BUSINESS & MANAGEMENT HL/SL, ECONOMICS HL/SL, GEOGRAPHY HL/SL, GLOBAL POLITICS HL/SL, HISTORY HL/SL, PSYCHOLOGY HL/SL

***(ENVIRONMENTAL SYSTEMS & SOCIETIES HL/SL IS DETAILED IN GROUP 4)**

Although very different in content the subjects in Group 3 share common course aims.

These aims are:

1. The systematic and critical study of human experience and behaviour, of the varieties of physical, economic and social environments in which we live and the history and development of the social and cultural institutions which we have created.
2. The development in the candidates of the capacity to identify, to analyse critically and to evaluate theories, concepts and arguments concerning the nature and activities of the individuals and society.
3. The understanding of the various methods of data collection, description and analysis used in studies of society, and the ways in which hypotheses are tested and complex data and source material interpreted.
4. The appreciation of the way in which what has been learned is relevant to both the culture in which the candidate lives and those of other societies.
5. To recognise that human attitudes and opinions are widely diverse and that a study of society requires appreciation of such diversity.
6. To recognise that the subject matter of the disciplines in this group is contestable and that their study requires the toleration of others.



GROUP 3 - INDIVIDUALS AND SOCIETIES

BUSINESS MANAGEMENT

The business management course examines how organizations function, make decisions, and adapt in a changing global environment. The course emphasizes ethical leadership, strategic decision-making, and sustainability.

Core Content

- Business organization and environment
- Human resource management
- Finance and accounts
- Marketing
- Operations management

The course is concept-based and uses the Business Management Toolkit to develop analytical, financial, and strategic skills.

HL students explore additional quantitative tools and business strategy in depth.

Internal Assessment (IA): Students complete a research project about a real business issue or problem facing a particular organization using a conceptual lens.

Assessment Overview

Component	Description	SL		HL	
Paper 1	Case study	35%	1hr 30	25%	1hr 30
Paper 2	Unseen stimulus	35%	1hr 30	30%	1hr 45
Paper 3 (HL only)	Unseen stimulus	-	-	25%	1hr 15
Internal Assessment	Research project	30%	-	20%	-

Skills and Outcomes: Students develop decision-making, data analysis, and leadership skills while learning to evaluate how businesses balance profitability with ethics and sustainability.

We recommend that students have achieved at least a grade 5 in IGCSE Humanities for entry into Business Management SL, and a grade 7 for entry into Business Management HL.



GROUP 3 - INDIVIDUALS AND SOCIETIES

ECONOMICS

Economics examines how societies allocate scarce resources to meet human needs and wants. Students explore economic theory alongside real-world applications, learning to analyze and evaluate economic problems and policy responses.

Core content

- Microeconomics – market forces and government intervention
- Macroeconomics – growth, inflation, and unemployment
- The Global Economy – trade, development, and globalization

HL students study additional topics in theory of the firm and quantitative methods, gaining deeper analytical insight into complex economic issues.

Internal Assessment (IA): Students produce three commentaries based on published news articles, linking theory to real-world economic events.

Assessment Overview

Component	Description	SL		HL	
Paper 1	Core content	30%	1hr 15	20%	1hr 15
Paper 2	Data questions	40%	1hr 45	30%	1hr 45
Paper 3 (HL only)	Quantitative & policy	-	-	30%	1hr 45
Internal Assessment	Three commentaries	30%	-	20%	-

Skills and Outcomes: Students gain skills in analysis, evaluation, and data interpretation, real world application, preparing them for further study in economics, business, and international relations.

We recommend that students have achieved at least a grade 5 in IGCSE Humanities for entry into Economics SL, and a grade 7 for entry into Economics HL.



GROUP 3 - INDIVIDUALS AND SOCIETIES

GEOGRAPHY

Geography explores the relationships between people, places, and environments. Students examine global patterns and local processes, focusing on sustainability, inequality, and the challenges of global change.

Core content

- Population distribution, migration, and change
- Global climate and vulnerability
- Global resource consumption and security

Optional themes include urban environments, leisure, tourism, & sport and geophysical hazards (HL only).

HL students also study global interactions, which includes power, development, diversity, global risks and resilience.

Internal Assessment (IA): All students complete a fieldwork investigation based on a geographical question they design. Findings are presented in a written report.

Assessment Overview

Component	Description	SL		HL	
Paper 1	Optional themes	35%	1hr 30	35%	2hr 15
Paper 2	Core content	40%	1hr 15	25%	1hr 15
Paper 3 (HL only)	Global Interactions	-	-	20%	1hr
Internal Assessment	Fieldwork report	25%	-	20%	-

Skills and Outcomes: Students develop analytical, mapping, and research skills, along with a deeper awareness of global issues and sustainable futures.

We recommend that students have achieved at least a grade 5 in IGCSE Humanities for entry into Geography SL, and a grade 7 for entry into Geography HL.



GROUP 3 - INDIVIDUALS AND SOCIETIES

GLOBAL POLITICS

IB Global Politics explores the key political ideas and processes that shape our world. Students investigate concepts such as power, sovereignty, human rights, development, peace, and conflict, and apply them to real-world issues at local, national, and global levels.

Core Content

- Power, Sovereignty & International Relations – interactions between states and global actors.
- Human Rights – the meaning, protection, and violation of rights worldwide.
- Development – inequality, sustainability, and progress.
- Peace & Conflict – causes, dynamics, and resolution of conflict.

HL Extension: Global Political Challenges. Higher Level students explore two global challenges from themes such as Environment, Poverty, Health, Identity, Borders, and Security.

Engagement Activity (Internal Assessment): All students complete an Engagement Activity, investigating a political issue of personal interest through real-world engagement (e.g., interviews, advocacy, participation).

Assessment Overview

Component	Description	SL		HL	
Paper 1	Source based	30%	1hr 15	20%	1hr 15
Paper 2	Extended Responses	45%	1hr 30	25%	1hr 30
Paper 3 (HL only)	Essays	-	-	35%	1hr 30
Internal Assessment	Engagement Activity	25%	-	20%	-

Skills and Outcomes: By the end of the course, students will have developed: A deep understanding of global systems and power, analytical, research, and communication skills, an informed and critical perspective on world issues.

We recommend that students have achieved at least a grade 5 in IGCSE English or Humanities for entry into Global Politics SL, and a grade 7 for entry into Global Politics HL.



GROUP 3 - INDIVIDUALS AND SOCIETIES

HISTORY

The IB History programme engages students in exploring the past through inquiry, interpretation, and evidence. The course emphasizes critical thinking, diverse perspectives, and global connections. Students are encouraged to “do history” by constructing meaning, analysing sources, and developing historical arguments.

Core Content

Students study history through four contexts:

1. Focused Study – e.g., independence, identity, conflict, protest, or climate change.
2. Thematic Study – conflict, innovation, authoritarian rule, or popular movements.
3. Regional Study (**HL only**) – e.g., Europe, the Americas, Africa and the Middle East, or Asia and Oceania.
4. **Historical Investigation (Internal Assessment)** – a self-directed research project.

Assessment Overview

Component	Description	SL		HL	
Paper 1	Source based	30%	1hr 15	20%	1hr 15
Paper 2	Essays	40%	1hr 45	25%	1hr 45
Paper 3 (HL only)	Essays	-	-	35%	2hr
Internal Assessment	Historical investigation	30%	-	20%	-

Skills and Outcomes: Students develop historical reasoning, source evaluation, and the ability to construct arguments about cause, change, and significance across global contexts.

We recommend that students have achieved at least a grade 5 in IGCSE English or Humanities for entry into History SL, and a grade 7 for entry into History HL.



GROUP 3 - INDIVIDUALS AND SOCIETIES

PSYCHOLOGY

IB Psychology course explores human behaviour and mental processes through scientific inquiry. Students examine how biological, cognitive, and sociocultural factors interact to shape thought and behaviour. The course takes a concept-based approach, encouraging critical thinking and the application of psychology to real-world contexts.

Core Content

- Biological approach – the role of the brain, hormones, and genetics in behaviour.
- Cognitive approach – perception, memory, and decision-making.
- Sociocultural approach – how identity, relationships, and culture influence behaviour.

Students apply key psychological concepts (like ethics, validity, and culture) to four real-world contexts:

1. Health and Well-being,
2. Human Relationships,
3. Learning and Cognitive Processes,
4. Human Development

HL students study additional extensions, such as culture, technology, and motivation, and explore research methods in more depth.

Internal Assessment (IA): All students design and write a research proposal investigating a psychological question. This focuses on ethical design, research methods, and analysis - rather than conducting an experiment.

Assessment Overview

Component	Description	SL		HL	
Paper 1	Core content & concepts	50%	1hr 30	40%	1hr 30
Paper 2	Four contexts	25%	1hr 30	20%	1hr 30
Paper 3 (HL only)	Data & analysis	-	-	20%	1hr 45
Internal Assessment	Research proposal	25%	-	20%	-

Skills and Outcomes: Strong critical thinking and research skills, interpret and evaluate data, an understanding of ethics and cultural influences, how psychological knowledge explains and improves human experience.

We recommend that students have achieved at least a grade 5 in IGCSE Humanities for entry into Psychology SL, and a grade 7 for entry into Psychology HL.



GROUP 4 - SCIENCES

**BIOLOGY HL/SL, CHEMISTRY HL/SL, COMPUTER SCIENCE HL/SL,
ENVIRONMENTAL SYSTEMS AND SOCIETIES HL/SL, PHYSICS HL/SL, SPORTS,
EXERCISE & HEALTH SCIENCE HL/SL**

The above sciences are designed to give all students the chance to develop their practical research technique, the awareness needed to appraise the ethics of the scientific, technical, and environmental issues in the world around them and, for HL students in particular, the knowledge base and problem-solving ability required to study science, engineering or medical-related subjects at university.

IB Biology, Chemistry and Physics, Sports, Exercise & Health Science and Environmental Systems and Societies have a common syllabus model. All students study the common Subject Specific Core and the Higher-Level students also study a large component of advanced material. Environmental Systems and Societies (ESS) can fulfill either the Individuals and Societies or the Science requirement. Alternatively, this course enables students to satisfy the requirements of both subjects groups simultaneously while studying one course.

In all sciences, the students' laboratory work is especially important. Within the practical programme there will be a variety of short experiments and an individual investigation that requires the student to plan their own experiment, carry it out, analyze and evaluate the results and finally come to a conclusion. The task produced should be complex and commensurate with the level of the course.

Within the practical programme, the students will conduct the interdisciplinary **Collaborative Project**. In this project, all the IB students in a year group study a common topic. This is an opportunity for students to work in small teams and develops their ability to organise their work and themselves. Although the project can be laboratory based it is also an ideal opportunity to move the science teaching out of the school and an extended field trip in the summer term of IB 1 is a preferred option. At the end of the project, students feedback their findings to their colleagues in the form of a written report, poster display or presentation.

The main syllabus topics in each science should be familiar to students who have taken the individual GCSE subjects or the Double Award Science course although they are treated in greater depth and taken into new areas. Certainly, the scientific experience built up through Key Stages 2, 3 and 4 at St Catherine's should allow nearly all of our students to approach their Group 4 studies with confidence.



GROUP 4 - SCIENCES

The main topic areas in the three traditional sciences are:

BIOLOGY: (HL and SL:) Cell Biology, Molecular Biology, Genetics, Ecology, Evolution & Biodiversity, Human Physiology; (HL only:) Nucleic acids, Metabolism, Cellular Respiration & Photosynthesis, Plant Biology, Genetics & Evolution, Animal Physiology.

CHEMISTRY: The atom, stoichiometry, bonding, periodicity, electrochemistry, organic chemistry, kinetics, energetics, equilibrium, acid/base theory, measurement, and data processing.

PHYSICS: Measurement, mechanics, thermal physics, oscillations and waves, electricity and magnetism, circular motion and gravitation, atomic, nuclear and particle physics, energy production.

The **assessment model** is common for Biology, Chemistry, and Physics. There are two written examination papers for both HL and SL. The individual papers are different for HL and SL although there are some common questions.

- *Paper 1: Multiple Choice Questions, as well as questions on experimental work and data-based ones, with 36% weighting at both HL and SL.*
- *Paper 2: Short answer and extended response questions with 44% weighting at both HL and SL.*

Internal assessment: A mark is awarded by the teacher and externally moderated based upon the student's performance. The internal assessment, worth 20% of the final assessment, consists of one scientific investigation.

Mathematics Requirement

The higher-level physics module is recommended only for students with a grade 8 or better in IGCSE mathematics and who are studying the Mathematics HL courses in the IB Diploma Programme. All other Group 4 courses are suitable for study in conjunction with Maths SL.

Further Education Opportunities in Science

In addition to pure science degrees other university courses that have specific science prerequisites are Medicine, dentistry, Veterinary Science and related: Chemistry HL required and, usually, Biology HL preferred although Physics HL is also acceptable.

Engineering - Physics at HL preferred and, chemistry at HL or SL is well regarded and a requirement in the case of Chemical engineering.

Architecture - some architectural schools strongly favour candidates who offer physics at SL or HL.



GROUP 4 - SCIENCES

COMPUTER SCIENCE

Nature of Computer Science

The Computer Science course requires an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate.

The Diploma Programme Computer Science course is engaging, accessible, inspiring, rigorous, and fun. It has the following characteristics:

- draws on a wide spectrum of knowledge
- enables and empowers innovation, exploration, and the acquisition of further knowledge
- interacts with and influences cultures, society, and how individuals and societies behave
- raises ethical issues
- is underpinned by computational thinking

Computational thinking involves the ability to:

- think procedurally, logically, concurrently, abstractly, recursively, and think ahead
- utilize an experimental and inquiry-based approach to problem-solving
- develop algorithms and express them clearly
- appreciate how theoretical and practical limitations affect the extent to which problems can be solved computationally.
- 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
 - liaise with clients to evaluate the success of the proposed solution and make recommendations for future developments

Diploma Programme computer science students should become aware of how computer scientists work and communicate with each other and with other stakeholders in the successful development and implementation of IT solutions. While the methodology used to solve problems in computer science may take a wide variety of forms, the group 4 computer science course emphasizes the need for both a theoretical and practical approach.

It is in this context that the Diploma Programme computer science course aims to:

1. 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
2. Provide a body of knowledge, methods and techniques that characterize computer science



GROUP 4 - SCIENCES

3. Enable students to apply and use a body of knowledge, methods and techniques that characterize computer science
4. Demonstrate initiative in applying thinking skills critically to identify and resolve complex problems
5. Engender an awareness of the need for, and the value of, effective collaboration and communication in resolving complex problems.
6. Develop logical and critical thinking as well as experimental, investigative and problem-solving skills
7. Develop and apply the students' information and communication technology skills in the study of computer science to communicate information confidently and effectively
8. Raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology
9. Develop an appreciation of the possibilities and limitations associated with continued developments in IT systems and computer science
10. Encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method

Assessment

External Assessment

80% HL

70% SL

Written examinations

·Paper 1: Compulsory short answer and structured questions

·Paper 2: Options paper with compulsory questions. Additional questions for HL(no calculators)

40% HL / 35%

SL 40% HL / 35% SL

Internal Assessment

20% HL

30% SL

Solution: Development of a computational solution with a product

20 % HL / 30% SL



GROUP 4 - SCIENCES

ENVIRONMENTAL SYSTEMS AND SOCIETIES

Environmental Systems and Societies (ESS) is a unique interdisciplinary course, available at both Standard Level (SL) and Higher Level (HL). This course can fulfil either the Individual and Societies or the Science requirement. Combining science with social studies, it helps students tackle the environmental challenges of the 21st century. The course encourages a deeper understanding of sustainability by exploring scientific methods alongside social, cultural, economic, political, and ethical perspectives. Students develop critical thinking and research skills while analysing the impact of human activity on the environment. ESS emphasizes the importance of considering diverse viewpoints, addressing global and local issues, and fostering a systems-based approach to problem-solving. Through thought-provoking discussions, hands-on investigations, and real-world applications, students are inspired to engage actively with environmental issues. This course prepares them to become responsible global citizens, ready to make meaningful contributions to building a more sustainable future.

Assessment in Environmental Systems and Societies

Standard Level (SL):

Paper 1: 25% weighting

Case study: short-answer and data-based questions related to a specific, previously unseen case study.

Paper 2: 50% weighting

Section A: Short-answer and data-based questions.

Section B: Structured essay questions with limited choice.

Individual Investigation: 25% weighting

Students design and conduct an independent research project based on a self-formulated question. Data is gathered, analysed, and presented in a written report.

Higher Level (HL):

Paper 1: 30% weighting

Case study: short-answer and data-based questions related to a specific, previously unseen case study.

Paper 2: 50% weighting

Section A: Short-answer and data-based questions.

Section B: Structured essay questions with limited choice.

Individual Investigation: Same as at SL but at 20% weighting

SPORTS, EXERCISE & HEALTH SCIENCE

The course incorporates the disciplines of anatomy and physiology, skill acquisition, biomechanics, psychology, and nutrition, which are studied in the context of sport, exercise, and health. A combination of syllabus content and experimental work provides the opportunity for students to acquire the knowledge and understanding necessary to apply scientific principles and analyse human performance. The SEHS course has strong international dimensions such as international sporting competitions and the international bodies that regulate them. Ethical issues that exist within sporting competitions are considered. The comprehensive curriculum provides excellent preparation for university courses including those related to Sports, Sports Science, or Physical Education.

Assessment in Sports, Exercise & Health Science

- Paper 1: Multiple Choice Questions, as well as questions on experimental work and data-based ones, with 36% weighting at both HL and SL.
- Paper 2: Short answer and extended response questions with 40% weighting at both HL and SL.

Internal Assessment/Practical Work: This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. The component comprises one investigation. 24% weighting.



GROUP 5 - MATHEMATICS

ANALYSIS & APPROACHES SL, HL, APPLICATIONS & INTERPRETATION SL, HL

All candidates for an IB diploma are required to complete a mathematics course, and two options are available to cater for different abilities and levels of student interest. Each course aims to deepen a student's understanding of mathematics as a discipline and to promote confidence and proficiency in the use of mathematical language.

The IB guidebooks for mathematics advise that in making the selection of a mathematics course the student should take into account the following considerations:

- Their own abilities in mathematics and the type of mathematics in which they can be successful
- Their own interest in mathematics with respect to the areas which hold an appeal
- Their other choices of subjects within the framework of the IB diploma
- Their future academic plans in terms of the subjects they wish to study and whether these will involve a further mathematics requirement
- Their choice of career

MATHEMATICS: Analysis & Approaches SL, HL

This course is designed for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will explore real and abstract applications, sometimes with technology, and will enjoy the thrill of mathematical problem solving and generalization.

Assessment	SL	HL
Paper 1	40% No GDC	30% No GDC
Paper 2	40% GDC	30% GDC
Exploration (Internal assessment)	20%	20%
Paper 3	-	20% GDC

Internal assessment

This is a piece of written work that involves investigating an area of Mathematics

MATHEMATICS: APPLICATIONS & INTERPRETATIONS SL, HL

This course is for students who are interested in developing their Mathematics for describing our world, modelling and solving practical problems using the power of technology. Students who take Mathematics: Applications and interpretation will be those who enjoy Mathematics best when seen in a practical context.

Assessment	SL	HL
Paper 1	40% GDC	30% GDC
Paper 2	40% GDC	30% GDC
Exploration (Internal assessment)	20%	20%
Paper 3	-	20% GDC

Further Education Requirements for Mathematics

A suitable grounding in Mathematics is important in a wide range of academic areas. Students are advised to investigate the Mathematics requirement for the course they are interested in.



GROUP 6 - THE ARTS

MUSIC HL/SL

The aims of the IB music programme are to:

- Give students the opportunity to explore and enjoy the diversity of music on a personal, local and global level understanding the purpose and context of the music studied
- Encourage students to develop perceptual skills through breadth of musical experiences, where they will learn to recognise, speculate, analyse, identify, discriminate and hypothesise in relation to music. · Enable students to develop creatively their knowledge, abilities and understanding through performance, music composition and journal writing
- Assist students to develop their potential as musicians both personally and collaboratively to the full.

These aims are fulfilled through courses that harmoniously link student's own performances, composing and the analysis of works of music.

There is no written exam. The course is project-based assessed internally and externally.

There is no need of prior GCSE experience, and the course focuses on individual students' strengths and interests. Music technology plays an integral part in the course and students are encouraged to use a variety of software and explore our recording studio opportunities.

The exploration of diverse musical material is focused through the lenses of four Areas of Inquiry

1. Music for sociocultural and political expression
(*Examples may include protest songs, liturgical music, national anthems*)
2. Music for listening and performance
(*Examples may include chamber music of the Western art tradition, cool jazz, experimental music*)
3. Music for dramatic impact, movement and entertainment
(*Examples may include music for film, ballet or musical theatre*)
4. Music technology in the electronic and digital age
(*Examples may include electronic dance music, technology in popular music production*)

The HL and SL courses have the common component:

1. Exploring Musical Content: Students select samples of their work as a portfolio submission such as sections of recordings of their performances, sections of their compositions and research relating to the areas of inquiry.
2. Experimenting with Music: Students submit an experimentation report with evidence of their musical processes in creating and performing focused through at least two areas of inquiry in a local and/or global context.
3. Presenting Music: Students submit a collection of works demonstrating engagement with diverse musical material from four areas of inquiry.

The Higher-Level students are also required to undertake:

The contemporary music-maker: students submit a continuous multimedia presentation documenting their real-life project.

Assessment in Music:

	SL	HL
Exploring Musical Content	Externally marked 30%	Externally marked 20%
Experimenting with Music	Internally marked 30%	Internally marked 20%
Presenting Music	Externally marked 40%	Externally marked 30%
The Contemporary Music-Maker	Not applicable - only for HL	Internally marked 30%

Further Education Opportunities.

In addition to higher education musical colleges some universities now include music orientated options within their IT and cognitive science programmes.



GROUP 6 - THE ARTS

THEATRE HL/SL

The aims of the programme in Theatre are 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 cultures other than their own; and through this understanding better to understand themselves, their society and their world.

Having completed the course at Higher Level (HL) or Standard Level (SL) a student will be expected to have demonstrated:

- a knowledge of the major developments and techniques in the theatrical history of more than one culture.
- an ability to interpret and illuminate playscripts and other theatrical texts analytically and imaginatively
- an understanding of the art of the stage and of criticism in relation to it
- an ability to perform before an audience, and to demonstrate an understanding of, and some skill in, acting techniques
- the acquisition of sufficient technical skill to produce satisfactory work in at least one of the theatrical arts or crafts
- an understanding of the processes of theatrical production
- an ability to research imaginatively, selectively and with persistence.

The course consists of four compulsory parts: Theatre in context, Theatre processes, Presenting theatre and Coursework folder.

External Assessment

Task 1: Solo theatre piece (HL only) 35%

Students at HL research a theatre theorist they have not previously studied, identify an aspect(s) of their theory and create and present a solo theatre piece (4-8 minutes) based on this aspect(s) of theory.

Task 2: Director's notebook HL 20% and SL 35%

Students at SL and HL choose a published play text they have not previously studied and develop ideas regarding how it could be staged for an audience.

Task 3: Research Presentation HL 20% and SL 30%

Students at SL and HL plan and deliver an individual presentation (15 minutes maximum) to their peers in which they outline and physically demonstrate their research into a convention of a world theatre tradition they have not previously studied.

Internal Assessment

Task 4: Collaborative project HL 25% and SL 35%

Students at SL and HL collaboratively create and present an original piece of theatre (lasting 13-15 minutes) for and to a specified target audience, created from a starting point of their choice. They must research a Devising Company of their choice and incorporate aspects of the professional company's approaches in their own creation of an original piece of theatre. The 15-page Process Portfolio reflects the student's research, involvement, creativity and evaluation.



GROUP 6 - THE ARTS

VISUAL ARTS SL/HL

Why study Visual Art?

The IB Visual Art course encourages and enables students to address difficult contemporary issues and their often-contradictory messages. Through a multicultural approach which takes account of diverse student backgrounds as well as our present location, students' understanding of themselves and others is intensified, allowing their verbal and visual responses to go beyond the merely illustrative. They learn to embrace a more profound awareness, in both the analysis of the work of others and in the creation of their own artworks.

Developing this 'visual literacy' is fundamental to the IB Visual Art course. A fluent use of the visual elements enables students to express ideas with conviction and to invest their works with meaning.

The department enjoys significant success in results, and a number of students each year continue their studies at some of the foremost Art, Architecture, Film, Fashion and Design colleges throughout the world.

The Visual Art Course New syllabus first examinations May 2027

Students are given a structured introduction to a variety of means by which they can begin to synthesise into manageable terms the enormity of visual stimuli to which they are daily exposed.

Through experimental use of both 2 and 3-dimensional media, students learn to give visual form to inner feelings as well as external appearances. Through critical as well as visual research they learn to understand and appreciate the work of artists and designers from other times and cultures. These endeavours help students to understand the world in which they live whilst also encouraging self-confidence and a spirit of inquiry.

Structure of the Course

IB Visual Arts, first assessment in 2027 Graphics design for InThinking Visual Arts	SL Vis. Arts	HL Vis. Arts
	<u>External Assessment</u> (graded by examiners)	
	40% Art-making inquiries portfolio - Curated evidence of inquiry and art-making processes	30% Art-making inquiries portfolio - Curated evidence of inquiry and art-making processes
	20% Connections Study - Select a previously made artwork and connect to 2 artists	30% Artist Project - Create a stand-alone artwork based on a contextual and artistic investigation of 2+ artists
	<u>Internal Assessment</u> (graded by teacher, with moderation)	
	40% Resolved artworks - 5 coherent artworks that connect to each other - Consideration for skill, media, and concept	40% Selected Resolved artworks - 5 coherent artworks (selected from 8) that connect to each other - Consideration for skill, media, art context and concept



GROUP 6 - THE ARTS

The new syllabus as of Sept 2025 features art making as inquiry

What does this mean? Art making as inquiry is a hybrid approach taken from contemporary art practices which combines both scholarship and studio practice.^[1]

Scholarship means engaging in research, critical thinking, contextualisation, art language, critique and reflection.

Studio practice is the making of art through exploration, interpretation, imagination, elaboration and transformation of materials and ideas.

Inquiry based learning across all IB subjects encourages independent approaches to learning. Art in particular favours a form of inquiry that is playful, inventive and follows nonlinear paths of discovery

3 Core Areas of Syllabus

These 3 core learning and teaching areas are not presented individually but weave through all the course objectives and assessment tasks.

Create

Students make art using a variety of forms, techniques and creative strategies. They learn how to develop their ideas using research, observation, experimentation, and confrontation with other artists, and they begin to find their own visual language of expression.

Connect

Students investigate artworks and look at relationships between these works and with their own practice. They learn to place themselves within a larger context of art and culture.

Communicate

Students learn how to present their work both visually and in writing and curate the digital documentation of their work for an audience. Class critiques that encourage dialog and communication among peers help students to clarify intentions and meaningfully shape artwork.

[Visual Arts | InThinking](#)

With the [New Assessed Tasks](#) as evidence, students will demonstrate how they

Curate (*organize, select, choose, arrange, compile, present, articulate*) visual and written material.

Investigate (*research, explore, inquire, observe, question, discover, clarify*) ideas, art forms, artists.

Generate (*create, initiate, conceive, produce, envision, imagine, give form to*) ideas and artworks.

Situate (*place, position, locate, contextualize, relate, connect, confront*) their artwork in context.

Refine (*renew, revisit, edit, enhance, fine-tune, improve, remake*) meaning and materials.

Resolve (*complete, fulfill, finalize, solve, work out, find a solution*) artworks and intentions.

Synthesize (*combine, integrate, bring together, make sense of, unify, consolidate, merge*) concept and form.

[Visual Arts | InThinking](#)



GROUP 6 - THE ARTS

As well as producing studio work in class time, students are expected to keep a visual arts journal which they can work on in class, in their own time at home or on their travels.

The visual arts journal is central in the new curriculum — it acts as the workspace, record and evidence of a student's art-making journey. It supports the submission of major tasks (especially the art-making inquiries portfolio) and is integral to demonstrating how the student engages in inquiry, experimentation, refinement and critical reflection.

Distinction between SL and HL

The visual arts syllabus demonstrates a clear distinction between the course at SL and at HL, with additional assessment requirements at HL that allow for breadth and greater depth in the teaching and learning. The assessment tasks require HL students to reflect on how their own work has been influenced by exposure to other artists and for them to experiment in greater depth with additional art-making media, techniques and forms. HL students are encouraged to produce a larger body of resolved works and to demonstrate a deeper consideration of how their resolved works communicate with a potential viewer. SL students have 2 double lessons per week (4 periods) and HL students have 3x double lessons per week (6 periods).

Key Skills at Visual Art

- Divergent thinking.
- Environmental awareness.
- Multicultural awareness.
- Understanding of the significance of broad critical analysis of artworks, ancient and modern, to inform the decision-making process.
- Creative manipulation of both 2- and 3-dimensional media.
- Confidence to make informed statements about their own work and that of others.

Entry Requirements

Whilst not essential it is highly recommended that students should have studied and achieved well at GCSE Art Craft & Design before embarking on the IB Visual Art course. Students who have not taken the GCSE in Art & Design are expected to submit a small portfolio of their current work to the Art teachers before starting on the course. Finally, candidates must be conversant with the visual elements, well-motivated, inventive and hardworking to cope with the demands of the course.

Final thought:

The revised IB Visual Arts course is flexible, engaging, and forward-looking. Its focus on Create, Connect, and Communicate equips young artists with creative confidence, cultural awareness, and real-world skills.



ACADEMIC REQUIREMENTS FOR THE IB DIPLOMA PROGRAMME AT ST. CATHERINE'S SCHOOL

In the view of St Catherine's School is that the IB Diploma Programme is suitable for nearly all students as long as they are enthusiastic and well-motivated regarded to their studies and extracurricular life. However, there are cases where the full diploma programme may not be the most suitable choice for a student and in order to safeguard the student's best interests the following academic requirements for entrance and progression apply.

Requirements for Entrance to IB Diploma Programme:

Automatic entry onto the full IB Diploma programme is reserved for St. Catherine's students who have an appropriate behaviour record and have secured at least 7 (I)GCSE passes at grade 5 or above, with at least three of those subjects being passed at grade 6 or above. In the case of external applicants entering the school within the 12 months prior to the commencement of IB, they are admitted by the Principal on the basis of the school entrance tests and evidence of academic and behavioural record from previous school. Students who do not meet the above conditions, due to special circumstances, may be admitted at the Principal's discretion into IB1 years.

It is a strong recommendation that students have achieved a GCSE grade 6 or equivalent in any subject, or similar, that they intend to take at higher level. If this is not the case, the school reserves the right to direct the student into an alternative subject choice.

Requirements for Progression:

At the end of year 12 (the end of the first year of the IB Diploma Programme students will take internal end of year examinations and a grade will be awarded, in conjunction with any internal assessment work, that will be expressed according to the IB scale. A total score of 24 points and a satisfactory progress report from the CAS Coordinator will be required to guarantee automatic progression to Year 13 within the full diploma programme.

For students who do not meet the above requirements their case will be reviewed by the IB Coordinator and the Deputy Head Academic in conversation with the subject teachers. In addition, the student and his or her parents will meet with the IB Coordinator who will then make one of the following recommendations to the senior administration.

- (i)** The student may progress to Year 13 within the full diploma programme although their academic progress will continue to be under review.
- (ii)** The student may progress to Year 13 by following a programme of individual subject certificates and CAS. This course will not lead to the award of the full IB Diploma.
- (iii)** The student will be required to repeat Year 12 and will have the opportunity to select new options within the Diploma Programme.

These measures relate to academic progress within the IB programme only and do not take precedence over the school's disciplinary policy.



UNIVERSITY RECOGNITION

UNIVERSITY RECOGNITION OF THE IB DIPLOMA

IB graduates gain admission to selective colleges and universities throughout the world. Students with strong IB examination results may also receive advanced standing or course credit at many North American universities and colleges. In addition, formal agreements exist between the IBO and many ministries of education and further information can be obtained from www.ibo.org.

In the UK the IB Diploma is uniformly recognised by universities for its excellence and Diploma graduates have the full range of course options open to them. The correct Diploma option selection is important since some degree courses specify that students must have taken specific subjects at IB level, e.g. most medical schools specify that Chemistry HL must have been studied. However the broad base of the IB Diploma and the increasing openness of the universities means that Diploma graduates find nearly all career paths still accessible at the end of Year 13. Typical IB offers for most degree and diploma courses can be found at www.ucas.com. In addition our University Guidance Officers, Dr Miniotis, Mrs Kalogera and Mrs Demetriades are able to supply information regarding IB acceptance at universities in a range of countries.



ST. CATHERINE'S
BRITISH SCHOOL

THE FUTURES DEPARTMENT

The St. Catherine's Futures Department is an experienced team of counsellors that supports our students through their transition from school life to Higher Education and future pathways. The team provides career and university counselling services following best practices to guide our students through a wide variety of initiatives, including group/class university and careers exploration sessions; 1:1 guidance; speaker visits; a unique internship programme; PSHCE career curriculum content; psychometric testing and dedicated Universities and Careers Weeks.



Unifrog is an online platform that helps students explore career pathways, compare university options, and manage application materials.

ST CATS

INTERNSHIPS

A one-week hands-on experience in various industries that allows Year 12 students, to develop professional skills, explore career interests, and gain valuable insights into the workplace.

St. Cats CAREERS WEEK

Our school's Careers Week offers students the opportunity to explore different career paths, engage with alumni, and gain insights from industry speakers to inspire and inform their future choices.

St. Catherine's UNIVERSITIES WEEK

Our Universities Week in September features a university fair, informative seminars, and alumni chats, providing students with valuable insights into higher education options, and the application process.

Care Integrity Curiosity Dedication



ST. CATHERINE'S
BRITISH SCHOOL

CONGRATULATIONS TO THE CLASS OF 2025!



 COLUMBIA UNIVERSITY

IMPERIAL

CITY
UNIVERSITY OF LONDON
EST 1894

KING'S
College
LONDON

GEORGETOWN
UNIVERSITY


UNIVERSITY OF
MICHIGAN

LSE
THE LONDON SCHOOL
OF ECONOMICS AND
POLITICAL SCIENCE



Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin



BROWN

ie
UNIVERSITY



UNIVERSITY
of York

 McGill

 UCL

Yale



Amsterdam university college

 ROYAL
HOLLOWAY
UNIVERSITY
OF LONDON

DCU

Ollscoil Chathair
Bhaile Átha Cliath
Dublin City University



UNIVERSITY OF
BATH

 NYU



HARVARD
UNIVERSITY



WARWICK
THE UNIVERSITY OF WARWICK

 UNIVERSITY OF
TORONTO

Care, Integrity, Curiosity, Dedication



CLASS OF 2025

FINAL DESTINATION

ASIA

China	The University of Hong Kong
-------	-----------------------------

EUROPE

Denmark	Copenhagen Business School
Finland	Lappeenranta-Lah
France	Ecole Polytechnique
France	EDHEC Business School
France	Parsons Paris
Greece	The American College of Greece
Ireland	Trinity College Dublin
Italy	Bocconi University
Italy	Humanitas University
Poland	Medical University of Warsaw
Spain	IE University
Spain	TBS Barcelona
Switzerland	EHL Hospitality Business School
Switzerland	Les Roches
The Netherlands	Eindhoven University of Technology



CLASS OF 2025

FINAL DESTINATION

UNITED KINGDOM

UK	City St. George's, University of London
UK	ESCP Business School
UK	Guildhall School of Music and Drama
UK	King's College London
UK	Lancaster University
UK	London School of Economics and Politics (LSE)
UK	Newcastle University Medicine Malaysia
UK	Oxford Brookes University
UK	The University of Edinburgh
UK	UCL (University College London)
UK	University of Bath
UK	University of Bristol
UK	University of Exeter
UK	University of Nottingham
UK	University of St. Andrews
UK	University of the Arts London
UK	University of Westminster, London



CLASS OF 2025

FINAL DESTINATION

NORTH AMERICA

USA	Barnard College
USA	Boston University
USA	Brown University
USA	Columbia University
USA	Davidson College
USA	Georgetown University
USA	Harvard University
USA	New York University
USA	Northwestern University
USA	Stevens Institute of Technology
USA	University of California - Los Angeles
USA	University of Chicago
USA	University of Pennsylvania
USA	Yale University
Canada	McGill University
Canada	University of Toronto



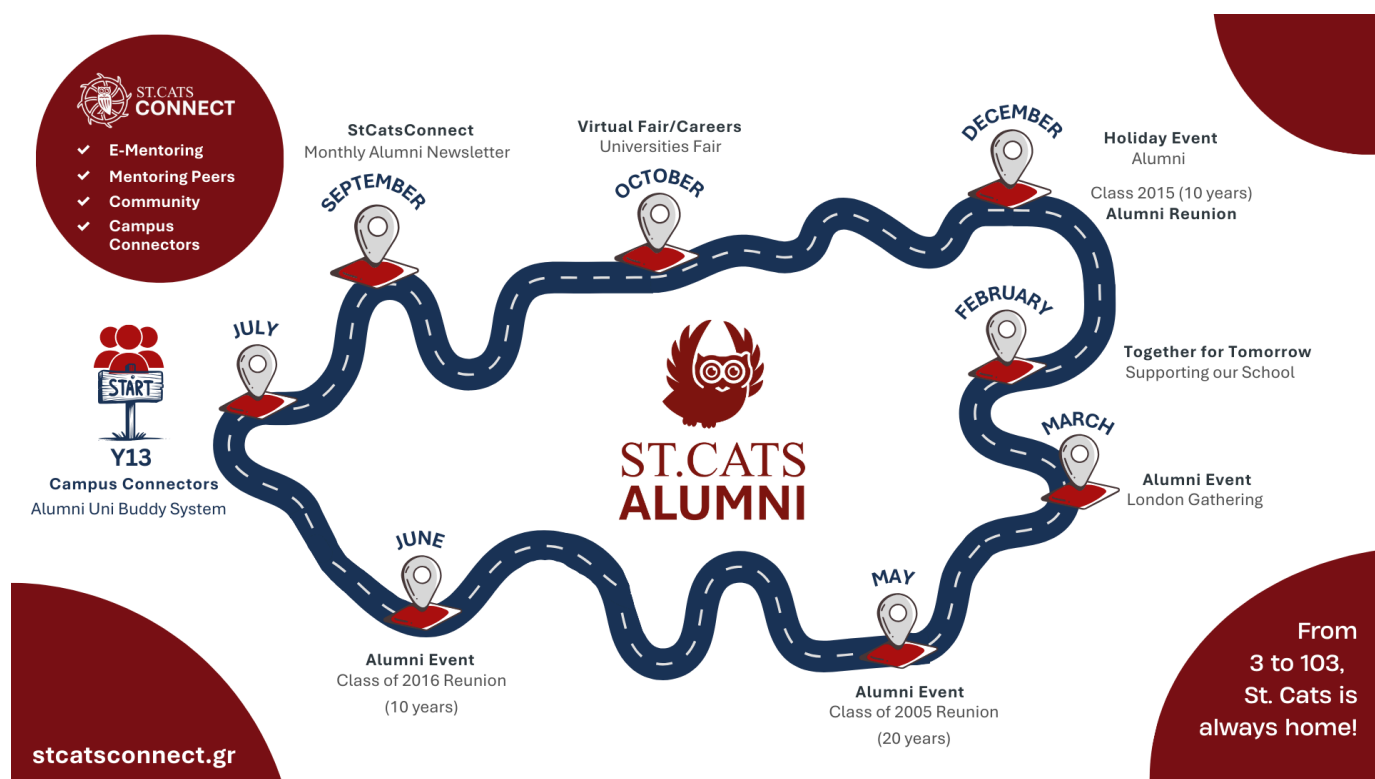
ALUMNI

Navigating Your IB Journey and Beyond at St. Catherine's

Finding your IB pathway is an important step. Choosing the St. Catherine's IB means continuing your studies in a school that knows you, supports you, and challenges you to achieve your best. As one alumna reflected,

"The IB at St. Catherine's prepared me for university in ways I only fully realised once I arrived - the independence, the critical thinking, the pace. I felt ready from day one."

At St. Catherine's, your journey extends beyond Year 13 through a thoughtful alumni community that remains connected to you and upholds the values you have grown with as you move into the next stage of your education.





ST. CATHERINE'S
BRITISH SCHOOL

CONTACT DETAILS

Further information regarding the IB Diploma Programme at St. Catherine's School can be obtained from:

Head of IB:

Mrs Lauri-Ann Robertson

Tel. (+30) 216 900 4653

E-mail: lauriann.robertson@stcatherines.gr

Head of Futures Department:

Mrs Rebecca Demetriades

Tel. (+30) 216 900 4656

E-mail: rebecca.demetriades@stcatherines.gr

IB Administrator:

Mrs Konstantina Frantzeskaki

Tel: (+30) 216 900 4657

E-mail: konstantina.frantzeskaki@stcatherines.gr