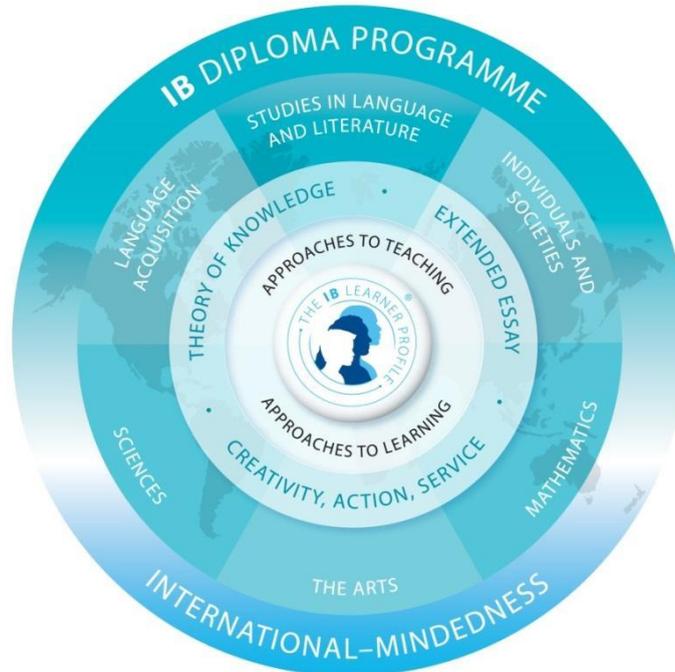


## The IB Core (Mattlidens gymnasium)

*Mattlidens Gymnasium provides excellence in teaching and learning, in a tolerant, compassionate and open-minded international environment.*

*We support students in developing their potential as critical thinkers and creative life-long learners, by actively involving them in the learning process and their community.*



The curriculum aims to develop learners with an IB learner profile who are:

- inquirers
- knowledgeable
- thinkers
- communicators
- principled
- open-minded
- caring
- risk takers
- balanced
- reflective

### **The IB Diploma Programme - general information about subjects offered**

The International Baccalaureate Diploma Programme is an internationally recognized matriculation examination which qualifies candidates for admission to universities and colleges all over the world. The programme consists of a two-year course (grades 11-12), which in Finland is often preceded by a preparatory year (grade 10). The IB Programme is demanding and it differs in many respects from the programme in the Finnish national curriculum. For instance, in languages the emphasis is on literature, in the sciences 25% of class time is spent on laboratory work, and in all subjects the students write essays, reports etc.

The IB Curriculum consists of six subject groups and students must choose at least one subject from each of the groups. Three of the subjects must be studied at higher level (HL) and three at

standard level (SL). Standard level courses are taught 5,5 courses and HL 8,5 courses (1 course = roughly 30 hours).

The subjects offered in the different subject groups in Matliden's Gymnasium are as follows:

### **Studies in language and literature**

English A: Literature (HL/SL)

Finnish A: Literature (HL/SL)

Swedish A: Literature (HL/SL),

Language A Literature school-directed self-taught (SL)

English A: Language and Literature (HL/SL)

### **Language acquisition**

Finnish B (HL/SL)

French B (SL)

Swedish B (SL)

Spanish B (SL)

### **Individuals and Societies**

History (HL/SL)

Economics (HL/SL)

Global Politics (HL/SL)

### **Sciences:**

Biology (HL/SL)

Chemistry (HL/SL)

Physics (HL/SL)

### **Mathematics:**

Mathematics: Analysis and Approaches (HL/SL)

Mathematics: Applications and Interpretations (SL)

### **The Arts**

Visual Arts (SL)

Music (SL)

Note: Instead of a subject from this group, students can choose an additional subject from one of the other groups (excluding mathematics) for their sixth subject.

Due to factors such as the size of the groups and timetable clashes, it can be difficult to carry out all desired combinations of subjects and levels. For a group to start or a higher level subject to be taught there needs to be a sufficient number of students interested in studying this particular subject and level. Thus we cannot guarantee that all languages and all HL subjects will be taught every year.

When students choose their DP subjects in Pre DP, they cannot take more than three subjects at HL or more than six subjects. In the beginning of DP1, students may be allowed to take a fourth HL subject or an additional (7th) subject if it can be arranged within the existing schedule and groups and the student has a good academic standing in preDP. These options must be approved by the DP coordinator and the subject teachers beforehand.

Before choosing their subjects the students have classes with the DP coordinator, guidance counsellor and the subject teachers who inform them about the different subjects, the differences between HL and SL subjects and important aspects to bear in mind when choosing their diploma programme subject (workload, university requirements etc.)

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## The IB Core

In addition to the diploma subjects each diploma student must fulfil the Core requirements. The Core lies at the heart of the IB Diploma programme (see diagram above) and includes participation in and successful completion of Creativity, Activity and Service (CAS), the Extended Essay (EE) and Theory of Knowledge (TOK).

<b>Creativity, Action, Service (CAS)</b>
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<b>Aims and Criteria</b>
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The CAS programme aims to develop students who are:

- reflective thinkers—they understand their own strengths and limitations, identify goals and devise strategies for personal growth
- willing to accept new challenges and new roles
- aware of themselves as members of communities with responsibilities towards each other and the environment
- active participants in sustained, collaborative projects
- balanced—they enjoy and find significance in a range of activities involving intellectual, physical, creative and emotional experiences.

Learning outcomes are differentiated from assessment objectives because they are not rated on a scale. The completion decision for the school in relation to each student is, simply, “Have these outcomes been achieved?”

As a result of their CAS experience as a whole, including their reflections, there should be evidence that students have:

- Identified their own strengths and developed areas for growth
- Demonstrated that challenges have been undertaken, developing new skills in the process
- Demonstrated how to initiate and plan a CAS experience
- Shown commitment to and perseverance in CAS experiences
- Demonstrated the skills and recognize the benefits of working collaboratively
- Demonstrated engagement with issues of global significance
- Recognized and considered the ethics of choices and actions

More detailed information about Mattliden’s CAS programme is available in the two-part CAS Handbook ([Info](#) & [Experiences](#)), which is shared with students in the school’s CAS Google Classroom.

## Extended Essay

### Purpose and requirements

The extended essay is defined as an in-depth study of a limited topic chosen from one of the subjects of the IB curriculum. Emphasis is placed on the development of the skills of organising and expressing ideas logically and coherently. The Extended Essay of four thousand (4000) words is designed to provide the candidate with the opportunity to engage in independent research.

Every IB Diploma candidate must submit an extended essay on a topic of his/her choice in one of the subjects of the IB curriculum. This need not be a subject chosen for the Diploma but must be supervised by a qualified teacher at the school.

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The extended essay is externally assessed by an IB examiner. The total score obtained will determine in which of the following bands the extended essay is placed. This band, in conjunction with the band for Theory of Knowledge, determines the diploma points awarded for these two requirements.

The band descriptors are:

- A. work of an excellent standard
- B. work of good standard
- C. work of satisfactory standard
- D. work of mediocre standard
- E. work of elementary standard

## Theory of Knowledge (TOK)

### Nature and aims

TOK explores the relationship between the various disciplines and ensures that students engage in critical reflection on the knowledge acquired both within and beyond the classroom. Theory of Knowledge encourages critical reflection on all that is connected with knowledge: the subjects and objects of knowledge, the codification and classification of knowledge, the ways in which knowledge is transmitted and distributed, the institutions responsible for these practices, and the purposes and implications of these.

Unlike other subjects, TOK is based around the concept of the knower, as opposed to the knowledge itself. Consequently, the course contains very little material of a factual nature that needs to be learnt. Instead of learning more knowledge, the goal of TOK is to improve students' abilities to examine the different ways in which people gain access to, process,

perceive and represent knowledge of different kinds and to present their ideas in a clear, well-argued manner.

The primary aims of TOK are to encourage students to reflect, to question, to understand different perspectives, to become more self-aware, to draw links between other subjects, to coherently argue their stance on issues, and to recognise the implications of the stances taken by themselves and others. Classes are usually discussion based, but will also include other activities. During the 3 years, we will focus primarily on the central TOK concepts as well as the core Theme and two optional Themes (Knowledge & Language and Knowledge and Indigenous Societies). Throughout the programme, discussions are related to the five Areas of Knowledge and the Knowledge Framework.

## The diploma points matrix

May 2015 onwards

		Theory of knowledge					
		Grade <b>A</b>	Grade <b>B</b>	Grade <b>C</b>	Grade <b>D</b>	Grade <b>E</b>	No grade <b>N</b>
Extended essay	Grade <b>A</b>	3	3	2	2	Failing condition	Failing condition
	Grade <b>B</b>	3	2	2	1	Failing condition	Failing condition
	Grade <b>C</b>	2	2	1	0	Failing condition	Failing condition
	Grade <b>D</b>	2	1	0	0	Failing condition	Failing condition
	Grade <b>E</b>	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade <b>N</b>	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition