



# St Edward's College Malta

## *The International Baccalaureate Diploma Programme Prospectus*



*leading the way in  
international  
education*



# WHO WE ARE

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St Edward's College was authorised to offer the International Baccalaureate Diploma Programme (IBDP) as from September 2009. At the moment there are almost two thousand approved schools worldwide registering candidates of 193 different nationalities for the IB Diploma.

The International Baccalaureate Diploma Programme is a pre-university course of studies, leading to examinations that meet the needs of highly motivated secondary school students between the ages of 16 and 19. Designed as a comprehensive two-year curriculum, the diploma model is based on the pattern of no single country but incorporates the best elements of many.

The IB Diploma Programme leads to a qualification that is widely recognised by the world's leading universities ranging from the Ivy League Universities to Oxbridge. It is also recognised by the University of Malta as an entry qualification. The Senate of the University of Malta stated that IB grades are 'considered as broadly comparable to those in the Matriculation Certificate' in the following order: Matriculation Certificate Grades A, B, C and D/E are equivalent to IBDP grades 7, 6, 5 and 4 respectively.

St Edward's College decided to offer the IB Diploma because the model used by the IBDP ensures that students learn more than a collection of facts which are then memorised and regurgitated under arduous exam

conditions. IB assessments are constructed in a way to gauge students' knowledge rather than their memory skills. In addition to this, IB students will also become familiar with the conventions of academic writing, learn to conduct independent research and write research papers in order to be fully equipped to cope with the rigours of tertiary education when the time arrives.

By encouraging students to develop intellectually, emotionally and ethically as well as academically, the programme differs from other education frameworks offered in Malta

For example:

- In the UK, IB graduates are more than twice as likely to attend a top 20 university than the average A Level student.
- Feedback collected from a wide range of IB graduates suggests that IB students have an easier time adjusting to university studies.
- The programme encourages students to think critically and challenge what they are told.
- It is independent of governments and national systems, and therefore able to incorporate best practice from a range of international frameworks and curricula.
- It encourages students to consider both their local and international environment.



# THE CIRCLE

The curriculum is displayed in the shape of a circle with six academic areas surrounding the core. Subjects are studied concurrently and students are exposed to the two great traditions of learning: the humanities and the sciences.



## HIGHER LEVEL AND STANDARD LEVEL SUBJECTS



All IB Diploma candidates are required to choose six subjects, ideally one from each of the 6 Subject Groups. However, it should be noted that the Group 6 subject is an elective and one can therefore opt to choose another subject from Groups 3 & 4 instead of a Group 6 subject.

Depending on future university entry requirements, students can choose 3 subjects from Group 4 and not choose subjects from Group 3 and Group 6.

English and Maths are compulsory subjects. If English is not chosen as a Group 1 subject, it has to be chosen as a Group 2 subject at HL or SL. Languages other than English can be studied as a continuation of previous studies at SL. Students cannot opt to study a language at Ab initio if they studied it previously.

Students wishing to study a third language can choose a second one from Group 2 and not choose a subject from Groups 3 or 6. This depends entirely on what subjects the candidate wishes to pursue at tertiary level.

# HL & SL GROUPS

Three subjects are studied at the Higher Level (HL), while the other three are studied at Standard Level (SL). St Edward's College offers the following subjects:

CATEGORY	LEVEL
<b>GROUP 1 (LANGUAGE A1)</b>	
<ul style="list-style-type: none"> <li>- English Language &amp; Literature</li> <li>- Self Taught (other language)</li> </ul>	HL & SL SL
<b>GROUP 2 (LANGUAGE B - SECOND LANGUAGE)</b>	
<ul style="list-style-type: none"> <li>- English B</li> <li>- French</li> <li>- Spanish</li> <li>- Italian</li> </ul>	HL & SL Ab initio & SL Ab initio & SL Ab initio & SL
<b>GROUP 3 (INDIVIDUALS &amp; SOCIETIES)</b>	
<ul style="list-style-type: none"> <li>- Business and Management</li> <li>- Economics</li> <li>- Environmental Systems &amp; Societies (ESS)</li> <li>- Philosophy</li> <li>- Psychology</li> </ul>	HL & SL HL & SL SL HL & SL HL & SL
<b>GROUP 4 (EXPERIMENTAL SCIENCES)</b>	
<ul style="list-style-type: none"> <li>- Physics</li> <li>- Chemistry</li> <li>- Biology</li> <li>- Environmental Systems &amp; Societies (ESS)</li> <li>- Computer Science</li> </ul>	HL & SL HL HL & SL SL HL & SL
<b>GROUP 5 (MATHEMATICS)</b>	
<ul style="list-style-type: none"> <li>- Mathematics Analysis &amp; Approach</li> <li>- Mathematics Applications &amp; Interpretations</li> </ul>	HL & SL HL & SL
<b>GROUP 6 (THE ARTS)</b>	
<ul style="list-style-type: none"> <li>- Visual Arts</li> </ul>	HL & SL

NB: English and Mathematics are compulsory subjects. Students can opt to study these subjects at (HL) or (SL).

# ASSESSMENTS

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## How are Students Assessed?

At the end of the two-year programme, students are assessed both internally and externally in ways that measure individual performance against stated objectives for each subject.

### Internal Assessment

In nearly all subjects, at least some of the assessment is carried out internally by teachers, who mark individual pieces of work produced as part of a course of study. Examples include oral exercises in language subjects, projects, student portfolios, class presentations, practical laboratory work, mathematical investigations and artistic performances.

## External Assessment

Some assessment tasks are conducted and overseen by teachers without the restrictions of examination conditions, but are then marked externally by examiners. Examples include World Literature assignments for English, written tasks for French or Spanish and essays for Theory of Knowledge and Extended Essays. Because of the greater degree of objectivity and reliability provided by the standard examination environment, externally marked examinations form the greatest share of the assessment for each subject. The grading system is criterion based (results are determined by performance against set standards, not by each student's position in the overall rank order): validity, reliability and fairness are the watchwords of the Diploma Programme's assessment strategy.

# AWARDING OF POINTS

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The IB Diploma is awarded to students who meet the subject requirements, receive a minimum score of 24 points, and satisfactorily complete the core components, including extended essay, theory of knowledge, and creativity, action, service. The highest total available for a Diploma Programme student is 45 points. Scores are based on the grades of 1 to 7 awarded for each of the six subjects, for a total of 42 points, and up to 3 additional points for the core components.

- [A]** CAS requirements have been met.
- [B]** There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject..
- [C]** There is no grade E awarded for theory of knowledge and/or the extended essay.
- [D]** There is no grade 1 awarded in a subject/level.
- [E]** There are no more than two grade 2s awarded (HL or SL).
- [F]** There are no more than three grade 3s or below awarded (HL or SL).
- [G]** The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- [H]** The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
- [I]** The candidate has not received a penalty for academic misconduct from the Final Award Committee. A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB Diploma. The examination sessions need not be consecutive.



# TOK, CAS AND THE EXTENDED ESSAY

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Successful Diploma Programme candidates have to also meet three requirements in addition to the six subjects. The interdisciplinary Theory of Knowledge (TOK) course is designed to develop a coherent approach to learning that transcends and unifies the academic areas and encourages appreciation of diverse cultural perspectives.

The extended essay of some 4000 words offers the opportunity to investigate a topic of special interest and acquaints students with the independent research and writing skills expected at university.

Participation in the Creativity, Action, Service (CAS) requirement encourages students to be involved in creative pursuit, physical activities and service projects in local, national and international contexts.

## THEORY OF KNOWLEDGE (TOK)

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Theory of Knowledge is a two-year course and an integral part of the core IB Diploma requirements. It is an examination of the following Systems of Knowledge: **SCIENTIFIC, HISTORICAL, MATHEMATICAL, AESTHETIC & PHILOSOPHICAL** as well as the roles that perception, emotion, culture, language, reason, and personal experience play in the acquisition of knowledge.

The purpose of the programme is to stimulate critical reflection on the knowledge and experience of students both in and outside the classroom. Classroom discussions are largely philosophical in their approach as students learn to analyse and assess what it is to 'know'. In the process students will demonstrate critical thinking skills through written essays as well as display their ability, clearly and succinctly, to communicate their ideas.

Students are evaluated according to certain criteria. They will need to:

- Use language clearly, consistently and appropriately.
- Give evidence of the strengths and limitations of certain types of knowledge as well as their similarities and differences.
- Show awareness of perception and its role in shaping our belief systems.
- Show relationships between various systems of knowledge and how general knowledge and personal experience are interrelated.
- Show the role of bias in knowledge.
- Recognise the roles and limitations of reason, emotion and judgment in a given situation.

**NB: The University of Malta recognises TOK as the equivalent of MATSEC'S Systems of Knowledge.**

# CREATIVITY, ACTION & SERVICE (CAS)

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CAS is an integral part of the IB Diploma. The IBO recognises that important educational experiences also take place outside of the classroom.

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The willingness to be of service to the community is seen as an important complement to the intellectual development of the student.

The CAS programme at St Edward's College continues throughout the Diploma years. The total time involved is approximately two hours per week for two years (150 hours) and a record of work done must be maintained. Participation in each of the three areas (creativity, action and service) is required each year. Each student develops a programme in consultation with the CAS Coordinator.



# THE EXTENDED ESSAY

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The extended essay is an in-depth study of a limited topic within one of the six subjects being studied. The following points need to be noted:

- An external examiner appointed by the IB organisation assesses the essay.
- The purpose of the essay is to provide students with an opportunity to engage in independent research with emphasis being placed on the logical and coherent communication of ideas and information.
- The length of the essay must not exceed 4000 words.

Students will be afforded the service of a teacher to act as supervisor, whose job will be to guide the student in the right direction in the organisation and writing of the essay. Students will be expected to liaise on a continuous basis with their supervisor to ensure that the essay is completed according to the deadline set by the school.

The Extended Essay provides students with the opportunity to conduct independent research at a pre-university level. In general, the skills required to produce a successful essay in any given subject are those that the student has been taught to use in the relevant course in combination with initiative, enthusiasm and a spirit of intellectual inquiry.





# WHY SHOULD YOU CHOOSE IBDP AT ST EDWARD'S?

- Small classes
- Individual attention
- Uniform
- Lessons from 08:30 to 15:30
- Boarding Facilities
- Trips abroad
- Career Talks
- Talks & Workshops by experts
- Close ties between IB coordinator, teachers, students and parents
- Character-building experience which creates active learners
- The IB Diploma Programme opens doors to the international scene
- IB prepares learners to be a professional citizen in the 21st Century



Should you have any questions regarding the IB Diploma Programme or Subject choices and University Admissions Regulations, please contact the IB Coordinator on [ibhead@stedwards.edu.mt](mailto:ibhead@stedwards.edu.mt).  
[www.stedwards.edu.mt](http://www.stedwards.edu.mt)

