Extended Essays are externally assessed by examiners and are marked on a scale from 0 to 36. This maximum score is made up of the total criterion levels available for each essay, and is divided between general and subject assessment criteria. The Extended Essay contributes to the overall diploma score through the award of up to three points in conjunction with Theory of Knowledge.

Theory of Knowledge in the IBDP

Theory of Knowledge, one of the connective courses of the IB Diploma Programme, is a twoyear programme. It invites students to explore knowledge – how it is created, how it is internalised, and how it is shared. The curriculum is comprised of open-ended, thoughtprovoking questions and through them, students examine their role as a 'knower'. It is understood that students do not enter this course as empty vessels to be filled with knowledge and wisdom; they are individuals who are already engaged in the process of creating, absorbing, consuming and selecting knowledge.

In order to develop a framework which facilitates analysis and discussion, two key categories are explored: 'ways of knowing' and 'areas of knowledge'. This is done within the context of the student's 'knower's perspective'. Students are encouraged to examine and challenge their own assumptions. They also learn to recognise, compare, and evaluate issues of certainty, justification, belief, evidence, and truth within key bodies of human knowledge.

Throughout the programme, students engage in discussion, reading, and forums (both online and in class). Individual and small group presentations are also routinely included. Two formal evaluations are eventually undertaken. Each student is required (individually or in a small group) to create and deliver a presentation which is directly related to a knowledge challenge. This is internally assessed and moderated by IB. The second requirement is to complete a 1200-1600 word essay on one of ten topics prescribed by IB; this is externally evaluated.

Creativity, Action and Service (CAS)

Students in Grades 11 and 12 participate in the Creativity, Action and Service (CAS) Programme, an experiential and holistic learning programme which develops 'the whole' student by encouraging engagement in 'the whole' world beyond the classroom and is at the heart of the Diploma Programme. It puts into practice our commitment to nurturing well-rounded, compassionate global citizens of the 21st century who exemplify the IB Learner Profile and seek to make our world a better place.

The CAS programme involves three key strands: creativity, where students experience the arts and creative thinking; action, where an active healthy lifestyle is explored; and service, where students are involved in voluntary positions supporting school, local and global communities.

Students design a programme that is challenging, yet enjoyable, encompassing eight key learning objectives:

- · increased awareness of their strengths and areas for growth
- undertaking new challenges
- planning and initiation of activities
- working collaboratively with others
- · showing perseverance and commitment in their activities

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KJ Lindholm-Leary

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