

Diploma Program (Y11 & Y12)



Handbook 2023-24

The background of the page features a large, light blue circular diagram representing the IB Diploma Programme. The outer ring contains the text 'IB DIPLOMA PROGRAMME' at the top. The inner ring is divided into six segments: 'STUDIES IN LANGUAGE AND LITERATURE', 'INDIVIDUALS AND SOCIETIES', 'MATHEMATICS', 'SCIENCE', 'LANGUAGE ACQUISITION', and 'THEORY OF KNOWLEDGE'. The center of the diagram features a smaller circle with the text 'APPROACHES TO TEACHING' and 'THE IB LEARNER PROFILE' around a silhouette of a person's head. The title 'Table of Contents' is overlaid on the left side of the diagram.

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WELCOME

Welcome to St PETER'S IB Diploma Program! We are delighted to present to you this comprehensive handbook that outlines important information regarding your child's IB Diploma journey.

The Diploma Program at St PETER'S is designed to foster intellectual growth, encourage critical thinking, and promote global citizenship. Within the pages of this handbook, you will find a detailed description of the structure of the program, information about the subjects offered at our school and the various pathways and elective options available to your child. You will also find a description of our University Advising Program, including a list of university acceptances from previous years and our last graduating cohorts' results.

The IB Diploma Program emphasizes holistic development, and we believe in the importance of engaging in a range of CAS experiences. We have therefore outlined here the CAS requirements and highlight the incredible opportunities available to students through community service, artistic pursuits, sports, and other enriching activities.

Lastly, we encourage all students to become valued members of our alumni community. The Handbook details the benefits of joining our Alumni Association, providing a platform for graduates to connect, support one another, and contribute to the continued success of our school. As an alumnus of St. Peter's, your child will always have a home here!

We hope that this document serves as a valuable resource for you and your child, providing all the information necessary to navigate life at St PETER'S successfully. Together, we will foster a nurturing and challenging educational environment that empowers your child to become a lifelong learner and a responsible global citizen.

On behalf of the entire faculty and staff at St. Peter's School, we look forward to embarking on this remarkable journey with your child.

Warm regards,

Xavier Salvadó

Head of PreU (Y10 to Y12)
xsalvado@stpeters.es



About our school

St PETER'S SCHOOL was founded in 1964 and is an independent, private, secular, co-educational school located in Barcelona. We are the only school in Barcelona to offer the IB Continuum in English across all stages: Nursery, Primary, Middle Years, and Diploma Programs.

Our ambition is to build a knowledge hub that leads education toward a new paradigm. Each member of our community equally understands that they have the opportunity to create a future where we can achieve success. We are aware that this also involves risks and uncertainty, and yet we still choose to take an active part in making it happen.


The school project focuses on **three fundamental pillars**: **Factfulness** (critical thinking based on evidence), **Exponentials** (the latest innovations in science and tech), and **Change Making**.

Connecting these three pillars, we incorporate **Futures Literacy** into our curriculum. Coined by Riel Miller of UNESCO, Futures Literacy refers to the ability to understand, imagine, and navigate multiple potential futures. It is not about precisely predicting the future but about preparing for various possible scenarios. It enables us to explore different possibilities and uncertainties, making decisions that are resilient, flexible, and adaptable. This skill is especially vital in a world characterized by exponential change, encompassing complex issues such as climate change, technological advancements, and social inequality.

Further info about our school project:
<https://stpeters.es/school-project/>

Futures Literacy

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- 
1. Understanding knowledge
 2. Know the real world based on facts
 3. Post-truth
 4. Critical thinking

FACTFULNESS

1. Boost on Science (neuroscience, nanotech, genetics, etc.)
2. New paradigms (energy, blockchain, AI, etc.)
3. PPE (Philosophy, Politics, Economics) of new techs

EXPONENTIALS

1. Leadership, creativity, adaptability
2. Conscious of Environmental Systems and capable of finding solutions to current and future challenges
3. Competent communicators

CHANGE MAKING

What is the IB Diploma Program?

The IB Diploma Program is a comprehensive pre-university two-year curriculum that encourages students to be knowledgeable and inquiring, but also caring and compassionate. The program is designed to provide students with a well-rounded education and develop their intellectual, personal, emotional, and social skills. Students choose six subjects from different academic areas, including language and literature, language acquisition, individuals and societies, sciences, mathematics, and the arts. This ensures a broad and balanced education. In addition to the subject coursework, students undertake three core components:

- **Theory of Knowledge (TOK):** This course explores the nature of knowledge across different disciplines and encourages critical reflection.
- **Extended Essay (EE):** Students independently research and write a 4,000-word essay on a topic of their choice.
- **Creativity, Activity, Service (CAS):** Students engage in extracurricular activities that involve creativity, physical activity, and community service.



What is the IB Diploma Program?

Assessment

Students are assessed through a combination of internal and external assessments. Internal assessments are conducted by teachers within the school and externally assessed by the IB. External assessments include written examinations at the end of the two-year program. Students are awarded grades on a scale of 1 to 7 for each subject, with 7 being the highest. The overall diploma score is determined by the combined scores of the six subjects, TOK, and the EE. The maximum Diploma score is 45.

The International Baccalaureate has set very clear guidelines and regulations that students must achieve to receive the Diploma qualification. An Executive Summary is provided in the next section to inform parents and students of these requirements.

At St PETER'S, we align strongly with the Diploma's emphasis on international-mindedness. This stands firmly in line with our vision for our graduates to have an understanding of global issues and a concern for others in our community and the broader world.

Language of instruction

All courses are taught in English except for Filosofía (Individuals and Societies group), which is taught in Spanish.

Beyond Academics

Within the program, a wide range of courses are designed to meet the interests and requirements of different students. These include the Creativity, Activity, Service (CAS) program, the Extended Essay and the Theory of Knowledge (TOK) courses. These offer IB Diploma students experiences and skills they will not find in other programs. At St PETER'S, these are further complemented by a range of extension and enrichment opportunities such as CICA's Debate League, etc.

IB Diploma Program

OVERVIEW

- Diploma candidates must study six subjects (see Figure 1), plus the three core subjects—Extended Essay (EE), Theory of Knowledge (TOK) and Creativity, Activity & Service (CAS).
- Three of the six subjects studied must be studied at Higher Level and three at Standard Level.
- The difference in Higher/Standard Level is the number of teaching hours: 240 (Higher Level courses) and 150 (Standard Level courses).
- Achievement in each subject is rated from 1 to 7.
- HL / SL subjects are treated the same in the contribution to the total diploma score. (i.e. a 6 rating in an SL subject is not worth less than a 6 rating in the equivalent HL subject.)
- TOK and the Extended Essay are graded A–E, with A being the highest grade. These two grades are then combined to contribute between 0 and 3 points to the total (see Figure 2).
- CAS is not assessed but must be completed to pass the Diploma.
- The overall maximum points from subject grades, TOK and the Extended Essay is 45.
- The minimum threshold for the award of the Diploma is 24 points. If a candidate scores less than 24 points, the diploma is not awarded.

In addition to the previous requirements, the following items should also be considered:

Students must meet all the requirements within three examination sessions (May/November).

- CAS requirements have been met.
- There are no more than two grade 2s awarded (HL or SL).
- There are no more than three grade 3s or below awarded (HL or SL).
- The candidate has gained 12 points or more on HL subjects.
- The candidate has gained 9 points or more on SL subjects.
- There is no “N” awarded for TOK, the EE, or for a contributing subject.
- There is no grade E awarded for TOK and/or the EE.
- There is no grade 1 awarded in a subject/level.
- The candidate has not received a penalty for academic misconduct from the Final Award Committee.

Subjects 23-24 Figure 1. IB Diploma Program. Course offer

Group 1 Studies In languages and literature	Group 2 Language acquisition	Group 3 Individuals and societies	Group 4 Sciences	Group 5 Mathematics	Group 6 The Arts
English A SL/HL	English B HL	History SL/HL	Biology SL/HL	Mathematics: Analysis SL/HL	Visual Arts SL/HL
Spanish A SL/HL	Spanish B SL/HL	Business Management SL/HL	Chemistry SL/HL	Mathematics: Applications SL/HL	
	Spanish Ab Initio SL	Economics SL	Physics HL/SL		
		Philosophy (IN SPANISH) HL/SL	Computer Science HL/SL		
			Environmental Science and Societies SL		

CORE

Extended Essay
Theory of Knowledge
Creativity, Activity, Service (CAS)

French

French is offered to students who wish to continue their acquisition of the language. It is counted as part of the creativity component within CAS.

Figure 2
Theory of Knowledge/Extended Essay
Matrix

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

DP subject briefs

Group 1

- Language A: literature. Link: [SL & HL](#)
- Language A: language and literature. Link: [SL & HL](#)

Group 2

- Language B. Link: [SL & HL](#)
- Language ab initio. Link: [SL](#)

Group 3. Individuals and Societies

- History [SL/HL](#)
- Business management [SL/HL](#)
- Economics [SL](#)
- Philosophy (New syllabus. First teaching in Aug/Sept 2023) [SL & HL](#) (this subject is taught in Spanish)

Group 4. Sciences

- Biology (New syllabus. First teaching in Aug/Sept 2023) [SL & HL](#)
- Chemistry (New syllabus. First teaching in Aug/Sept 2023) [SL & HL](#)
- Computer Science [SL/HL](#)
- Environmental systems and societies [SL](#)
- Physics [SL/HL](#)
- Physics (New syllabus. First teaching in Aug/Sept 2023) [SL & HL](#)

Group 5. Mathematics

- Mathematics: Analysis and approaches [SL & HL](#)
- Mathematics: Applications and interpretation [SL & HL](#)

Group 6

- Visual arts [SL/HL](#)

The DP core

- [Creativity, activity, service](#)
- [Extended Essay](#)
- [Theory of Knowledge](#)

Mock exams in the Diploma

Mock exams simulate the conditions of the real IB exams, including the time constraints and format. They allow students to become familiar with the structure and expectations, helping them develop strategies to manage their time effectively and perform to the best of their abilities during the actual exams.

Additionally, mock exams provide students with an opportunity to gauge their understanding of the subjects and identify areas where they need improvement. By reviewing their performance and analyzing the feedback provided by teachers, students can focus their efforts on strengthening their weaker areas and refining their knowledge. By comparing performance in mock exams to previous assessments, students can track their growth and recognize areas where they have made significant improvements. It also enables teachers to identify areas of the curriculum that may require additional attention and adjust their teaching accordingly.

Mocks in DPI

At St PETER'S we schedule two sets of mock exams each year—one in DP 1 and the other in DP 2. In DP 1, the first set of mock exams takes place in February. This early mock exam session allows students to familiarize themselves with the structure and expectations of the IB exams. It allows them to identify areas where they may need improvement and develop effective study strategies in preparation for the upcoming challenges. The results of these mock exams are crucial in guiding their ongoing studies and setting the foundation for their academic progress. The second set of mock exams in DP 1 are held in June. These exams hold particular significance as the results obtained will be shared with universities during the application process. The scores achieved in these mock exams provide universities with an indication of the student's academic potential and contribute to their admission decisions. Therefore, it is essential for students to approach these exams with diligence and dedication, treating them as a reflection of their abilities and potential.

Mocks in DP2

Moving into DP 2, the mock exams are scheduled in December and March. The December mock exams serve as a checkpoint to evaluate students' progress and readiness for the final stretch of their IB journey. It provides an opportunity to identify any areas of weakness and enables both students and teachers to make any necessary adjustments to their revision strategies. The final set of mock exams in March is a critical milestone for our students. At this stage, they have covered most of the IB curriculum, and these mock exams allow them to demonstrate their comprehensive understanding of the subjects. The results attained will provide valuable feedback for their final revision and reinforce their confidence as they approach the actual IB exams in May.

We strongly emphasize the significance of these mock exams and expect students to approach these exams with dedication, commitment, and a growth mindset!

Figure 3. Mock calendar 2023-24

	Mock 1	Mock 2	Mock 3	Mock 4
DP1	Feb 2024	May 2024		
DP2			Dic 2023	March 2024







The next pages include IB's final version of the May 2024 examination schedule.

IB Diploma Programme and IB Career-related Programme

May 2024 examination schedule FINAL VERSION All exam zones (A, B, C)

An examination cannot be rescheduled without authorization from the Assessment Division, IB Global Centre, Cardiff.

Legend of Subject Groups:

	Interdisciplinary subjects		Sciences
	Studies in language and literature and Language acquisition		Mathematics
	Individuals and societies		The arts

Please note that for Studies in language and literature and Language acquisition, English, French and Spanish are scheduled individually from all other languages.

Examination Schedule

Week 1

Wednesday 24 April			
Morning session		Afternoon session	
--- No exams ---		Language A Literature HL paper 1	2h 15m
		Language A Literature SL paper 1	1h 15m
		Language A Language & Literature HL paper 1	2h 15m
		Language A Language & Literature SL paper 1	1h 15m
		* Except: English, French & Spanish	

Thursday 25 April			
Morning session		Afternoon session	
Language A Literature HL/SL paper 2	1h 45m	Nature of science SL paper 1	1h 30m
Language A Language & Literature HL/SL paper 2	1h 45m	Physics HL paper 1	1h
* Except: English, French & Spanish		Physics HL paper 3	1h 15m
		Physics SL paper 1	45m
		Physics SL paper 3	1h
		Sports, exercise & health science HL paper 1	1h
		Sports, exercise & health science HL paper 3	1h 15m
		Sports, exercise & health science SL paper 1	45m
		Sports, exercise & health science SL paper 3	1h

Friday 26 April			
Morning session		Afternoon session	
Nature of science SL paper 2	1h	Business management HL/SL paper 1	1h 30m
Physics HL paper 2	2h 15m	Business management HL paper 3	1h 15m
Physics SL paper 2	1h 15m	Global politics HL/SL paper 1	1h 15m
Sports, exercise & health science HL paper 2	2h 15m	Philosophy HL paper 1	2h 30m
Sports, exercise & health science SL paper 2	1h 15m	Philosophy SL paper 1	1h 45m

Week 2

Monday 29 April			
Morning session		Afternoon session	
--- No exams ---		--- No exams ---	

Tuesday 30 April			
Morning session		Afternoon session	
--- No exams ---		--- No exams ---	

Wednesday 1 May			
Morning session		Afternoon session	
Business management HL paper 2	1h 45m	Mathematics: analysis and approaches HL paper 1	2h
Business management SL paper 2	1h 30m	analysis and approaches SL paper 1	1h 30m
Global politics HL paper 2	2h 45m	Mathematics: applications and interpretation HL paper 1	2h
Global politics SL paper 2	1h 45m	applications and interpretation SL paper 1	1h 30m
Philosophy HL/SL paper 2	1h		
Philosophy HL paper 3	1h 15m		

Thursday 2 May			
Morning session		Afternoon session	
Mathematics: analysis and approaches HL paper 2	2h	Computer science HL paper 1	2h 10m
analysis and approaches SL paper 2	1h 30m	Computer science SL paper 1	1h 30m
Mathematics: applications and interpretation HL paper 2	2h	Environmental systems & societies SL paper 1	1h
applications and interpretation SL paper 2	1h 30m		

Friday 3 May

Morning session		Afternoon session	
---	No exams ---	---	No exams ---

Week 3
Monday 6 May

Morning session		Afternoon session	
Computer science HL paper 2 Computer science HL paper 3 Computer science SL paper 2	1h 20m	Language B HL paper 1	1h 30m
	1h	Language B HL paper 2	1h
	1h	- Reading comprehension	1h 15m
Environmental systems & societies SL paper 2	2h	Language B SL paper 1	1h
		Language B SL paper 2	1h
		- Reading comprehension	1h
		Language ab initio SL paper 1	1h
		Language ab initio SL paper 2	1h
		- Reading comprehension	1h
		* Except: English, French & Spanish	
		Latin HL paper 1	2h
		Latin SL paper 1	1h 30m
		Mathematics: analysis and approaches HL paper 3	1h
		Mathematics: applications and interpretation HL paper 3	1h

Tuesday 7 May

Morning session		Afternoon session	
Language B HL paper 2 - Listening comprehension Language B SL paper 2 - Listening comprehension Language ab initio SL paper 2 - Listening comprehension * Except: English, French & Spanish Latin HL paper 2 Latin SL paper 2	1h 45m 45m 1h 30m 1h 30m	History HL/SL paper 1	1h
		History HL/SL paper 2	1h 30m

Wednesday 8 May

Morning session		Afternoon session	
History HL paper 3	2h 30m	Chemistry HL paper 1	1h
		Chemistry HL paper 3	1h 15m
		Chemistry SL paper 1	45m
		Chemistry SL paper 3	1h
		Design technology HL paper 1	1h
		Design technology SL paper 1	45m
		Design technology HL/SL paper 2	1h 30m







Thursday 9 May			
Morning session		Afternoon session	
Chemistry HL paper 2	2h 15m	English A Literature HL paper 1	2h 15m
Chemistry SL paper 2	1h 15m	English A Literature SL paper 1	1h 15m
Design technology HL paper 3	1h 30m	English A Language & Literature HL paper 1	2h 15m
		English A Language & Literature SL paper 1	1h 15m
		English B HL paper 1	1h 30m
		English B HL paper 2	
		- Reading comprehension	1h
		English B SL paper 1	1h 15m
		English B SL paper 2	
		- Reading comprehension	1h
		English ab initio SL paper 1	1h
		English ab initio SL paper 2	
		- Reading comprehension	1h

Friday 10 May			
Morning session		Afternoon session	
English A Literature HL/SL paper 2	1h 45m	Digital Society HL paper 1	2h 15m
English A Language & Literature HL/SL paper 2	1h 45m	Digital Society SL paper 1	1h 30m
English B HL paper 2		Geography HL paper 1	2h 15m
- Listening comprehension	1h	Geography SL paper 1	1h 30m
English B SL paper 2			
- Listening comprehension	45m	Psychology HL paper 1	2h
English ab initio SL paper 2		Psychology SL paper 1	2h
- Listening comprehension	45m		
Literature & performance SL paper 1	1h 45m	Social & cultural anthropology HL paper 1	2h
		Social & cultural anthropology SL paper 1	1h 30m

Week 4

Monday 13 May			
Morning session		Afternoon session	
Digital Society HL/SL paper 2	1h 15m	Biology HL paper 1	1h
Digital Society HL paper 3	1h 15m	Biology HL paper 3	1h 15m
Geography HL/SL paper 2	1h 15m	Biology SL paper 1	45m
Geography HL paper 3	1h	Biology SL paper 3	1h
Psychology HL paper 2	2h		
Psychology HL paper 3	1h		
Psychology SL paper 2	1h		
Social & cultural anthropology HL paper 2	2h 30m		
Social & cultural anthropology SL paper 2	1h 30m		

Tuesday 14 May				
Morning session			Afternoon session	
	Biology HL paper 2	2h 15m	Classical Greek HL paper 1	2h
	Biology SL paper 2	1h 15m	Classical Greek SL paper 1	1h 30m
			Spanish A Literature HL paper 1	2h 15m
			Spanish A Literature SL paper 1	1h 15m
			Spanish A Language & Literature HL paper 1	2h 15m
			Spanish A Language & Literature SL paper 1	1h 15m
			Spanish B HL paper 1	1h 30m
			Spanish B HL paper 2	
			- Reading comprehension	1h
			Spanish B SL paper 1	1h 15m
			Spanish B SL paper 2	
			- Reading comprehension	1h
			Spanish ab initio SL paper 1	1h
			Spanish ab initio SL paper 2	
			- Reading comprehension	1h

Wednesday 15 May					
Morning session			Afternoon session		
	Classical Greek HL paper 2	1h 30m		Economics HL/SL paper 2	1h 45m
	Classical Greek SL paper 2	1h 30m			
	Spanish A Literature HL/SL paper 2	1h 45m		World religions SL paper 1	1h 15m
	Spanish A Language & Literature HL/SL paper 2	1h 45m			
	Spanish B HL paper 2				
	- Listening comprehension	1h			
	Spanish B SL paper 2				
	- Listening comprehension	45m			
	Spanish ab initio SL paper 2				
	- Listening comprehension	45m			

Thursday 16 May					
Morning session			Afternoon session		
	Economics HL paper 1	1h 15m		French A Literature HL paper 1	2h 15m
	Economics HL paper 3	1h 45m		French A Literature SL paper 1	1h 15m
	Economics SL paper 1	1h 15m		French A Language & Literature HL paper 1	2h 15m
				French A Language & Literature SL paper 1	1h 15m
	World religions SL paper 2	1h 30m		French B HL paper 1	1h 30m
				French B HL paper 2	
				- Reading comprehension	1h
				French B SL paper 1	1h 15m
				French B SL paper 2	
			- Reading comprehension	1h	
		French ab initio SL paper 1	1h		
		French ab initio SL paper 2			
		- Reading comprehension	1h		
		SBS	School-based syllabus SL paper 1		

Friday 17 May				
Morning session			Afternoon session	
SBS	French A Literature HL/SL paper 2	1h 45m	--- No exams ---	
	French A Language & Literature HL/SL paper 2	1h 45m		
	French B HL paper 2			
	- Listening comprehension	1h		
	French B SL paper 2			
	- Listening comprehension	45m		
SBS	French ab initio SL paper 2	45m		
	- Listening comprehension	45m		
	School-based syllabus SL paper 2			

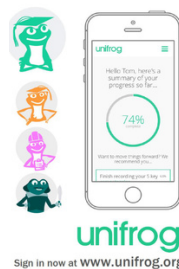
University Advising

At St PETER'S, we are committed to providing comprehensive university advising to support our students in their transition from the IB Diploma Program to higher education. Our dedicated university advisor plays a crucial role in guiding students through the university application process, ensuring personalized assistance. Here are the key components of our university advising program:



Individualized Counseling:

- The university advisor will provide one-on-one guidance throughout the application process.
- The university advisor meets with students regularly to discuss their academic goals, interests, and university preferences, offering personalized support, and helping students explore various university options, majors, and career pathways.



University Research and Exploration:

- We encourage students to engage in comprehensive research to identify universities that align with their academic and personal aspirations.
- The university advisor provides resources, such as university catalogs, websites, and online databases, such as [Unifrog](https://www.unifrog.org), to aid students in their exploration.
- Students are also encouraged to attend our monthly university info sessions, where representatives from different national and international universities come to our school to present their offers and answer questions.

Application Preparation:

- The university advisor assists students in understanding the application requirements, deadlines, and procedures of different universities.
- They guide students in preparing necessary documents, such as transcripts, letters of recommendation, and personal statements.
- For students interested in applying through UCAS (Universities and Colleges Admissions Service), the advisor provides support and guidance throughout the UCAS application process.

University Acceptances 2020-23

INTERNATIONAL DESTINATIONS

ASIA

Singapore University
of Technology and Design

CANADA

University of Toronto
McGill University

EUROPE

University of Zurich, Germany
University of Groningen, The Netherlands
University of Amsterdam, The Netherlands
Radboud University, The Netherlands
Vrije Universiteit Amsterdam, The Netherlands
Istituto Marangoni, Milan, Italy
Les Roches International School, Switzerland
Lund University, Sweden

UK

Abertay University
Birkbeck University of London
Brunel University of London
New College of the Humanities
University of Bristol
University of Essex
University of Kent
University of Roehampton, London

USA

University of British Columbia
University of New York
University of Miami

SPAIN

Public

Universitat de Barcelona
Universitat Autònoma de Barcelona
Universidad Autónoma de Madrid
Universitat Politècnica de Barcelona
Universitat Pompeu Fabra, Barcelona
Universidad Complutense de Madrid
Universidad de Sevilla
Universidad de Alcalá

Private

Abat Oliba CEU University
Blanquerna, Ramon Llull University
La Salle, Ramon Llull University
ESADE Business School
Harvard Space University
IED, Instituto Europeo de Diseño
IQS
Universidad Internacional de Catalunya
Universidad Europea
EDEM Business School

LATEST DEGREES CHOSEN BY OUR STUDENTS

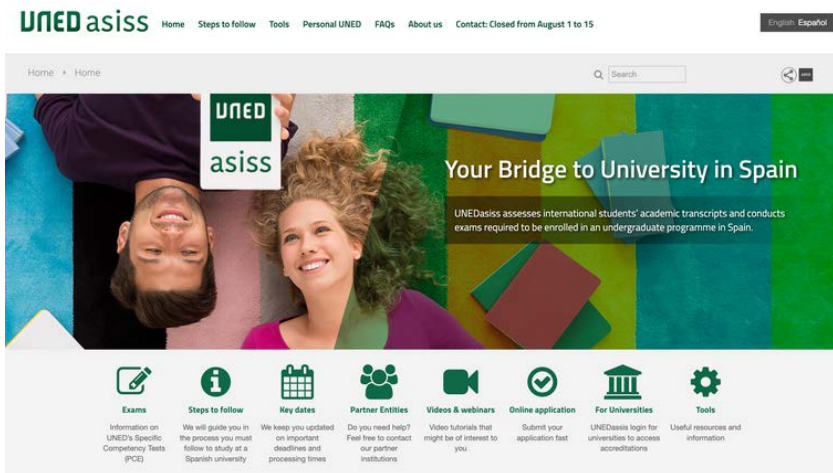
Biochemistry
Biomedical Science
Business Management
Computer Engineering
Electrical Engineering
Business Administration & Bachelor in Artificial
Intelligence for Business
Dentistry
Fashion Design

Physics
Medicine
Pharmacy
Motion Pictures
Mathematics
International Development Studies
Philosophy and Cognitive Science
Law
Psychology

IBDP RESULTS



UNEDassiss



In Spain, the university admissions process requires converting IB Diploma scores to the local grading system. This conversion is carried out by an organization called [UNEDassiss](#) (*Universidad Nacional de Educación a Distancia - Evaluación y Acreditación de las Competencias y Conocimientos Adquiridos*). UNEDassiss is responsible for evaluating international qualifications and determining their equivalence within the Spanish education system.

To facilitate this conversion process, UNEDassiss has established a table of conversion that correlates IB Diploma scores to the Spanish grading system (see Figure 5). This table considers the unique characteristics and demands of the IB Diploma Program. The conversion ensures that IB Diploma students are fairly assessed compared to their peers with Spanish qualifications. These Spanish equivalent scores are then used by public universities in Spain to evaluate applications and determine admission eligibility.

**Figure 5. IB Diploma/Spanish
grading system equivalent (per subject)**

IB Diploma grading system	Spanish grading system equivalent
7	10
6	9
5	8
4	7
3	6
2	5

As part of our university advising program, our dedicated university advisor will assist students in understanding the conversion process and guide them through the necessary steps. They will provide information on the required documentation and support students in submitting their IB Diploma results to UNEDassiss for conversion.

CAS in the Diploma Program

CAS is at the heart of the Diploma Program. With its holistic approach, CAS is organized around the three strands of creativity, activity and service, defined as follows:

Creativity—exploring and extending ideas leading to an original or interpretive product or performance

Activity—physical exertion contributing to a healthy lifestyle

Service—collaborative and reciprocal engagement with the community in response to an authentic need



CAS enables students to demonstrate attributes of the IB learner profile in real and practical ways, to grow as unique individuals and to recognize their role in relation to others. Students develop skills, attitudes and dispositions through a variety of individual and group experiences that provide students with opportunities to explore their interests and express their passions, personalities and perspectives. Each individual student has a different starting point and different needs and goals. A CAS programme is, therefore, individualized according to student interests, skills, values and background.





Successful completion of CAS is a requirement for the award of the IB Diploma. It formally begins at the start of the Diploma Program and continues regularly, ideally on a weekly basis, for at least **18 months** with a reasonable balance between creativity, activity, and service. All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and for student reflections; completion of CAS is based on student achievement of the seven **CAS learning outcomes**. Through their **CAS portfolio**, students provide the school with evidence demonstrating the achievement of each learning outcome.

Further, students undertake a CAS project of at least one month's duration that challenges students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making. The CAS project can address any single strand of CAS, or combine two or all three strands.

Students use the **CAS stoges** (investigation, preparation, action, reflection, and demonstration) as a framework for CAS experiences and the CAS project.

There are three formal documented **interviews** students must have with their CAS coordinator/adviser. The first interview is at the beginning of the CAS program, the second at the end of the first year, and the third interview is at the end of the CAS program.

CAS emphasizes **reflection**, which is central to building a deep and rich experience in CAS. Reflection informs students' learning and growth by allowing students to explore ideas, skills, strengths, limitations, and areas for further development and consider how they may use prior learning in new contexts.

Figure 6. List of companies collaborating in the Placement Program, included in the CAS component



One of our CAS Coordinator, Jordi Miranda, explains what is the goal of the Placement Program: "It allows students to have a first experience in a real work environment [...]", be it in Marketing, Communication, Medicine, Television, Law, or Computer Engineering, among others.

School trips

In an increasingly interconnected world, it is crucial for students to develop a global mindset and embrace their role as citizens of the world. End-of-year trips enable students to experience firsthand the interconnectedness of our global community. By immersing themselves in different cultures, students develop cross-cultural understanding, empathy, and respect for others. These experiences foster a sense of shared humanity and a commitment to making positive contributions to society.



Over the years, our school has organized memorable trips to destinations such as Costa Rica, Croatia, Indonesia, Egypt, and Morocco. These trips are carefully designed to offer our students invaluable experiences that enhance their education, promote personal growth, and prepare them to become responsible global citizens. They also provide unique opportunities for students to engage with diverse cultures, develop essential skills, and embody the ideals of the IB learner profile.

Our end-of-year trips are an opportunity for students to build lasting bonds with their classmates and teachers. Through shared experiences, challenges, and moments of discovery, students develop deep connections and create memories that will last a lifetime. These bonds contribute to a supportive and inclusive school community, enhancing overall student well-being and academic achievement.

In addition to the end-of-year trips, we have arranged two additional short trips for our students this year. These trips will not only broaden their knowledge but also offer them an opportunity to explore the rich historical and cultural heritage of Athens and London.

Philosophy students will have the opportunity to visit [Athens](#), the birthplace of democracy and a city steeped in ancient history. The trip to Athens will enable our students to delve into the origins of democracy and experience firsthand the historical sites that played a crucial role in shaping the political systems we have today. From exploring the Acropolis and the Parthenon to wandering through the Agora, our students will have the chance to witness the architectural marvels and understand the values that underpin the foundation of modern democratic societies.



Additionally, we have organized a trip to London for our Computer Science students, where our focus will be on visiting the [National Museum of Computing](#). This excursion will provide our students with a unique opportunity to witness the evolution of computing technology and understand its impact on society.



The National Museum of Computing showcases an impressive collection of historical computers, including the iconic Colossus, the world's first programmable electronic computer. By immersing themselves in the interactive exhibits and engaging with experts in the field, our students will gain valuable insights into the transformative power of technology and its role in shaping our present and future.

Both of these trips are designed to complement the curriculum and enhance the educational experience of our students. The experiences gained through these excursions will undoubtedly contribute to their growth as well-rounded individuals and better prepare them for their future endeavors.

As teachers plan the end-of-year trips together with their students, the utmost consideration is given to student safety, educational value, and cultural sensitivity. We work closely with reputable travel agencies and experienced tour guides to ensure a well-organized and enriching experience for all participants.

We firmly believe that school trips play a pivotal role in our students' holistic development, aligning with the core principles of the IB Diploma program. We'd like to ask for your support in encouraging your child's participation in these valuable experiences, as they will certainly contribute to their personal growth, global awareness, and preparation for future success.

Dress Code

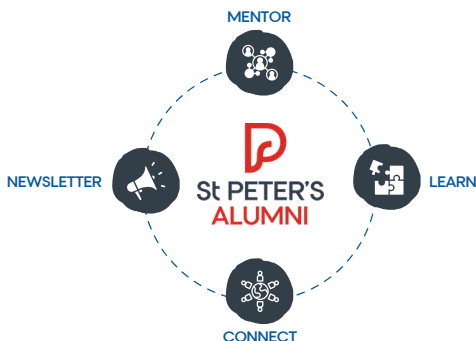
St PETER'S students are expected to adopt and maintain their personal appearance in accordance with the expectations of the school environment. We believe in fostering a positive and professional learning environment while allowing our students to express their personal style. To maintain a cohesive and respectful atmosphere, we have established a dress code policy that reflects our school's style as smart casual. This dress code encourages students to dress in a neat and presentable manner while still allowing for individuality and comfort when not wearing a uniform. The following are some guidelines as to what is considered appropriate. The school reserves the right to specify what is appropriate in individual cases:

- Clothing must be neat, clean and mended. No undergarments shall be displayed, no pants or skirts may be worn below the hip, and all shorts and skirts shall be at least mid-thigh. In particular, bare midriffs, torn jeans or clothes, bathing suits, and T-shirts with inappropriate logos or messages are not allowed.
- Boys should always wear long trousers (no shorts allowed)
- No sportswear, tracksuits, jogging bottoms, spaghetti straps or flip-flops are allowed while in school.

It is important to note that the dress code policy is enforced during school hours, including special events and extracurricular activities. Students are expected to come to school dressed appropriately and ready for learning. Our aim is to create an environment where students feel comfortable and confident while respecting the boundaries of a professional and respectful setting. When a student disregards the dress code policy, they will be sent home to change into appropriate attire. Parents or guardians will be contacted to arrange for transportation, and the student will be expected to return to school wearing the approved dress code.

Alumni Association.

Connecting you beyond Graduation



Our Alumni Association is dedicated to fostering lasting bonds between you and St. Peter's, even as you transition into the next exciting phase of your life. Upon your graduation from St PETER'S, you officially become a valued member of our Alumni community. But the journey doesn't end there - it's only just beginning. Before you bid farewell to our hallowed halls, we extend an invitation to you: an opportunity to register on our dedicated [Alumni platform](#). Through this platform, you'll gain access to a plethora of resources and services designed to empower you in your personal and professional pursuits.

Empowering Services

- 1. [Networking](#):** As an Alumni, you'll have the privilege of staying connected with your peers, colleagues, and former classmates. The Alumni platform features a comprehensive database, allowing you to locate fellow alumni and discover hubs of shared interests. The connections you forge here can lead to collaborations, partnerships, and lifelong friendships. The year 2024 marks St PETER'S's 60th Anniversary, and we are excited to announce that a grand event will be organized to celebrate this milestone. Stay tuned for upcoming events and festivities.
- 2. [Mentor Services](#):** By joining our Alumni Association, you can actively contribute to the growth of our current students. Offer placements and internships within your own companies, or lend your expertise to our committee of experts. Your guidance will help shape the next generation of St. Peter's graduates.
- 3. [Learning Services](#):** Learning is a lifelong endeavor, and our Alumni platform ensures that your thirst for knowledge is consistently quenched. Engage in workshops, conferences, and other professional development activities designed to keep you at the forefront of your field.

A Shared Legacy

Remember, as an Alumni, you carry forward the legacy of St PETER'S SCHOOL. Your accomplishments are a testament to the quality education you've received here, and your future achievements will only strengthen our reputation. We take immense pride in your journey and remain confident that you will continue to make us proud.

Registering for the Alumni Platform

To initiate your journey as an Alumni and unlock the benefits of our Alumni platform, we encourage you to attend the Alumni Coordinator's meeting. In May 2024, Sara Ginjaume, our dedicated Alumni Coordinator, will give you all the necessary details on how to register and maximize your engagement within the Alumni Association.

Celebrating Your Membership

Your transition into the Alumni community will be celebrated during the Graduation Ceremony. On this special occasion, you will receive an official St PETER'S Alumni certificate, symbolizing your enduring connection to our institution.

We eagerly anticipate your participation in our Alumni Association and look forward to witnessing the incredible contributions you'll make as a St PETER'S SCHOOL graduate.



Diploma teachers



Xavier Salvadó
Head of PreU (Y10-Y12)
ESS
xsalvado@stpeters.es



Martin Cooper
Y11 Homeroom Teacher
English Lang and Lit
Theory of Knowledge
mcooper@stpeters.es



Tommer Wallace
Y11 Homeroom Teacher
Extended Essay
twallace@stpeters.es



Paul Allen
Y12 Homeroom Teacher
English Lang and Lit
pallen@stpeters.es



Núria García
Y12 Homeroom teacher
Biology
ngarcia@stpeters.es



Josep Soler
Y12 Homeroom teacher
Filosofía, TdC
jsoler@stpeters.es



José Antonio Merín
Spanish Lang and Lit
jamerin@stpeters.es



Marta Mestre
Spanish B Y11
mmestre@stpeters.es



Gloria Delgado
Spanish B Y12
gdelgado@stpeters.es



Mark Lockwood
English B
mlockwood@stpeters.es



Trini Martínez
Spanish Ab Initio
tmartinez@stpeters.es



Laurence Ramage
French
lramage@stpeters.es



Scott Santos
Y12 History
ssantos@stpeters.es

Diploma teachers



Christopher Pache
History
cpache@stpeters.es



Carol Walter
Business Management
Economics
cwalter@stpeters.es



Noelle Rocés
Business Management
nroces@stpeters.es



Marius Tudor
Business Management
mtudor@stpeters.es



Francesc Closa
Physics
fclosa@stpeters.es



Lindy Mvalelwa
Chemistry, Physics
lmvalelwa@stpeters.es



Andy Ashton
Computer Sciences
aashton@stpeters.es



Catherine Delaney
Maths Applications
cdelaney@stpeters.es



Deepti Sharma
Maths Applications
dsharma@stpeters.es



Teresa Ferrer
Maths Analysis
tferrer@stpeters.es



Katherine Vosper
Maths Analysis
kvosper@stpeters.es



Reeta Kivirinne
Visual Arts
rkivirinne@stpeters.es



Jordi Miranda
CAS Coordinator
jmiranda@stpeters.es



Carme Escorcía
Theory of Knowledge
cescorgia@stpeters.es



Lourdes Barceló
Teoría del Conocimiento
lbarcelo@stpeters.es



Faina Arnau
CAS Coordinator
farnau@stpeters.es

Directors



Xavier Salvadó
Head of PreU (Y10-Y12)
xsalvado@stpeters.es



Jordi Ginjaume
CEO
jginjaume@stpeters.es



Josep Mario Ginjame
CFO
jgc@stpeters.es



Lourdes Barceló
Head of Education
lbarcelo@stpeters.es



Teresa Ferrer
Curriculum coordinator
tferrer@stpeters.es

Wellbeing Department



Begoña Vilar
Head of the Wellbeing
Department
bvilar@stpeters.es



Juan Pedro Benítez
Psychologist
jbenitez@stpeters.es



Alex Garriga
Psychologist
agarriga@stpeters.es



Júlia Campos
School Nurse
jcampos@stpeters.es



Sandra Ruiz
Learning Specialist Teacher
sruiz@stpeters.es



Rebeca Lawson
Learning Specialist Teacher
rlawson@stpeters.es

Reception and Main Office



Gloria Ortega
Reception
epi@stpeters.es



Alicia Brambilla
Reception
abrambilla@stpeters.es



Mónica Frouchtman
Admissions
mfrouchtman@stpeters.es



Gloria Delgado
Academic Secretary
gdelgado@stpeters.es



Cristina Casquero
Accounting
cristinacasquero@stpeters.es

Communication and Marketing



Carme Escorcía
Head of Communications
Admissions
cescorcia@stpeters.es



Gerard Franch
Communication Officer
gfranch@stpeters.es



Verónica Guerra
Afterschool Program
afterschool@stpeters.es

Maintenance



Jon Martínez



Raul Mendaña



Javier Morcillo

