ST. EDWARD'S
OXFORD

# IB Course Guide 2019







# Contents

# Introduction



The choices you make for Sixth Form study will have a significant impact on the rest of your life. This booklet, together with the A Level guide, provides information about the pathways available to you and guidance on what to consider during the decision-making process.

There are two pathways through the Sixth Form at St Edward's: The International Baccalaureate Diploma Programme and the A Level. For information about the A Level please refer to the relevant guide.

The A Level and IB Programmes can afford different opportunities to pupils. The teaching staff at St Edward's will be on hand to offer any support and guidance you might need, but it is important that you also invest the time yourself in making the right choice for you.

The following gives you some general guidance:

- The range of choices on offer at Sixth Form can be daunting so it is important that you are careful and systematic in the decision-making process. It is worthwhile recording the details of any conversations you have with parents and staff. You will then be able to build a table of pros and cons for subject choices and type of programme, IB or A level.
- If you have a particular career in mind that requires study in a specific subject, make sure you include this in your thinking (for example, if you are considering Medicine, you must take Chemistry). Mr Vaughan-Fowler (Head of Careers Education) or Mrs Hunter (Head of Higher Education) will be able to advise you.
- Sixth Form study gives you the chance to develop your interests and skills in subjects which will be of benefit in your adult life. A breadth of subjects generally contributes to developing a wide range of skills and affords more opportunities once you leave school. A narrow range however is appropriate for specific careers in areas such as scientific research.
- Some people thrive under the pressure of exams and easily obtain good results. Others find coursework allows them to employ a systematic approach over a longer period to achieve impressive results.

We very much hope that you will find the process of Sixth Form course and subject choice both stimulating and encouraging. Please feel free to approach us if we can be of any help. Our email addresses are below.

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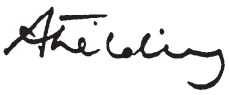

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# International Baccalaureate Diploma Programme

The IB pathway involves an integrated programme of study that combines diversity and academic rigour. Pupils study six subjects - three at Higher Level (HL) and three at Standard Level (SL) - chosen from a range of subjects which have been divided into six groups.

As well as English (as their native language) and Maths, pupils study a second language, a science and a humanity subject.* For their sixth choice, pupils choose either an Arts subject or they can opt to study an additional language, science or humanity.

** Environmental Systems & Societies (ESS) can be considered both a Science and a Humanity subject and so enables further specialisation (e.g. three Languages or two Arts).*

It is advised that the subject(s) most closely related to a pupil's likely degree course should be studied at Higher Level. In this way pupils are able to study some subjects in depth and others more broadly within a course that plays to their skills and interests.

In addition, pupils complete the following three core components. These lie at the heart of the Diploma Programme and are integral to its philosophy:

1. Theory of Knowledge (TOK)
2. The Extended Essay
3. Creativity, Action & Service (CAS)

## The three core components:

TOK is an interdisciplinary course which connects learning experiences across the academic spectrum. The course explores the nature of knowledge and encourages appreciation of other cultural perspectives. Pupils write an essay and perform a short presentation at the end of the course.

The Extended Essay (4,000 words limit) offers the opportunity to investigate a topic of individual interest and acquaints pupils with the independent research and writing skills expected at university. It is frequently singled out by universities to be a key strength of the IB diploma programme and has proven to offer a distinct advantage in admissions interviews.

CAS provides a counterbalance to the academic challenges of the diploma. Its purpose is to encourage pupils to be involved in artistic pursuits, sports and community service work and so foster an awareness and appreciation of life outside the academic arena.

The combination of diversity and academic rigour offered by the IB Diploma programme, with its emphasis on independent learning and thinking, ensures that pupils enjoy a varied and challenging course which prepares them particularly well for their future experiences, both at university and in their professional career.


## IB Subjects available from September 2019:

*NB. The programmes available may vary depending on demand and timetabling constraints.*

| GROUP | AREA | HL OR SL | SL ONLY |
|---|---|---|---|
| **1** | Language & Literature *(native)* | English (Literature) | |
| **2** | Languages Acquisition *(non-native)* | French<br>German<br>Spanish<br>Latin<br>Classical Greek | Italian *(ab initio)*<br>Spanish *(ab initio)*<br>German*(ab initio)* |
| **3** | Individuals & Societies | Economics<br>Geography<br>Global Politics<br>History<br>Philosophy<br>Psychology | Environmental Systems & Societies<br>History of Art<br>Classical Civilisations*** |
| **4** | Sciences | Biology<br>Chemistry<br>Design<br>Physics**<br>Sports Exercise & Health Science | Environmental Systems & Societies<br>Astronomy<br>Computer Science*** |
| **5** | Mathematics | Maths | |
| **6*** | Arts | Music<br>Theatre Arts<br>Visual Arts | |

* *Pupils can choose to study an Arts subject or opt instead for an additional language, science or humanity*

** *Physics can only be studied at Higher Level*

*** *Can be offered depending on numbers. Please contact the Deputy Head Academic for more information.*

*Although the courses above are normally on offer, if take-up is particularly low we cannot guarantee that all courses will run every year.*

# Choosing your subjects: further thoughts

The following factors should be considered before making final choices. Please note that a few subjects are available only on one of the A Level or IB pathways.

**Interest and Enjoyment** – The Sixth Form gives you much more opportunity to make choices about what you study than so far in your school career. Remember, however, that there is often a considerable difference between the syllabus content of a subject at GCSE and Sixth Form level, so make sure you know what the new syllabus will involve. Remember also that you will be expected to engage in self-directed learning beyond the classroom.

**Prior Performance** – You should be predicted and expect to achieve at least a grade 7 at GCSE in any subject you intend to study at A Level or IB Higher Level. If you are concerned that you may not be able to achieve the required grade, you should consult with the relevant Head of Department as to your acceptance on to a Sixth Form course. Under such circumstances the Head of Department will reflect upon prior attitude to learning and contribution to a positive classroom environment. In the case of "new" subjects in the Sixth Form, we ask for at least a 7 in a related GCSE subject. For Drama and Theatre Studies, Classical Civilisation and History of Art, this is English; for RS, English or History; for Economics, pupils need grade 7 at GCSE in Maths and English.

**Combinations of Subjects** – This is less of an issue with IB than it is with A Level, because the IB has breadth built in. At A Level, some subjects naturally support each other. For example, it is sensible for Biologists to study Chemistry, and Physicists would be wise to take a Mathematics course. Others go together in the sense that scientists might choose three science subjects, and linguists two languages. There is a degree of overlap between some subjects (Biology and Physical Education, for instance) and you should take advice about choosing both subjects.

**Usefulness** – Employers, as well as those controlling access to university, are concerned with a number of intangible qualities as well as good performance at A Level or in the IB Diploma. These include resilience, initiative, imagination and ability to work independently or in a team. Choose a combination of subjects that will allow you to develop both your academic skills and your personal qualities.

**Future Career** – Some careers require specific Sixth Form subject courses as qualifications and in some cases there is very little choice. This applies particularly to careers such as Medicine, Veterinary Surgery, Engineering, and many Science-based careers. You need to research your options carefully, and further advice on these and other courses can be obtained from the Careers and Higher Education Departments, tutors, Housemasters and Housemistresses.

# Biology

The science of biology continues on an inexorable rise which can be traced back to the elucidation of the structure of DNA in 1953. With a rapid pace of advance in such areas as the diagnosis and treatment of cancer, ever higher resolution mapping of the human brain and the precision of modern DNA editing, biologists have never been in greater demand.

The aims of the IB Biology course are:

1. To develop motivated and open-minded inquirers who are capable of communicating their ideas with clarity and precision
2. To provide a rigorous conceptual framework and factual knowledge of the subject
3. To develop experimental, investigative, critical and analytical skills
4. To evaluate the moral, social, ethical, economic and environmental implications of modern biology

All students will participate in a varied practical programme, with Standard Level students devoting a minimum of 40 hours and Higher Level students devoting at least 60 hours to practical and investigative work across the two years.

Topics covered in the IB course include: biochemistry, cell biology, genetics, ecology, human physiology, plant science, evolution and biodiversity.

For the optional topic, we have chosen to study Ecology. This allows the main skills to be covered during our residential field trip to South Devon, which takes place at the very end of summer holiday prior to the start of Upper Sixth. Whilst not mandatory, the trip is highly valuable and typically all pupils attend. The trip contributes to the obligatory practical hours, allows pupils to experience the ecological techniques first hand and most importantly allows pupils to collect the necessary data for a successful Individual Assessment (see below). N.B. There is an additional cost for this trip (approx. £330).

| COMPONENT | ASSESSMENT | | CONTENTS |
|---|---|---|---|
| | HL | SL | |
| **Paper 1** | 1 hr exam (20% of final grade) | ¾ hr exam (20% of final grade) | • Multiple choice questions<br>• No calculators allowed |
| **Paper 2** | 2¼ hr exam (36% of final grade) | 1¼ hr exam (40% of final grade) | • Data interpretation question<br>• Short answer questions<br>• Extended response questions |
| **Paper 3** | 1¼ hr exam (24% of final grade) | 1 hr exam (20% of final grade) | • Experimental techniques question<br>• Short and extended response questions on optional topic |
| **Individual Assessment (coursework)** | Scientific investigation and write-up 10 hr guideline (20% of final grade) | | • An individually chosen and conducted scientific investigation (primarily done on the field trip) |

# Chemistry



Chemistry is the study of the properties and reactions of substances and their applications in our lives. It is the 'central science' with many overlaps with the biological and physical sciences. Because of the rigour of the course and its central nature, many university science courses, such as Medicine and Biological Sciences, will require Chemistry to have been studied.

As well as covering traditional aspects of Chemistry, such as Acids & Bases, Organic Chemistry, Energetics and Kinetics, the IB Diploma syllabus also highlights Chemistry's international perspective: the global nature of the problems and issues facing mankind, whether it be discussing the role ozone plays in the atmosphere, the latest materials technology, or how Chemistry plays a part in drugs and the body. Many of these ideas are within the core topics, but also in the options of Energy, Materials, Biochemistry or Medicinal Chemistry of which pupils will choose one topic to study.

The IB focuses on the investigative nature of Chemistry and requires 60 lab hours from Higher Level pupils with 40 hours needed at Standard Level. It can be maddening when a carefully thought-through plan does not realise the results or data expected, but the beauty of the subject is in realising you have learnt something different by mistake, as have many illustrious chemists before you.

| COMPONENT | ASSESSMENT | | CONTENTS |
|---|---|---|---|
| | HL | SL | |
| **Paper 1** | 1 hr exam<br>Marks: 40<br>Weighting: 20% | ¾ hr exam<br>Marks: 30<br>Weighting: 20% | Multiple Choice<br>No calculators |
| **Paper 2** | 2¼ hr exam<br>Marks: 95<br>Weighting: 36% | 1¼ hr exam<br>Marks: 50<br>Weighting: 40% | Short answer and extended-response<br>Factual knowledge and problem-solving |
| **Paper 3** | 1¼ hr exam<br>Marks: 45<br>Weighting: 24% | 1 hr exam<br>Marks: 35<br>Weighting: 20% | Data-based and experimental work questions<br>Short answer option-topic questions |
| **Individual Investigation (Coursework)** | 10 hr project of pupil's choosing including write-up<br>Weighting: 20% | 10 hr project of pupil's choosing including write-up<br>Weighting: 20% | Pupils choose, design, carry out and evaluate their own project |
| **Group 4 project** | 10 hr project<br>Compulsory but not assessed | 10 hr project<br>Compulsory but not assessed | Interdisciplinary activity: pupils from the different group 4 subjects analyse a common topic or problem collaboratively. |

# Classical Languages

## Latin and/or Greek

The IB Classical Language courses seek to further pupils' knowledge in one or both of the two rich and varied languages and literatures of Greece and Rome. Between them, both have left a massive mark on the culture, history, politics, law, arts and writing of all European and many other countries. The programme introduces a balance between language, literature and civilisation and grants the candidates an element of choice in the works to be studied.

In both Latin and Classical Greek it is a fundamental principle that the texts should be studied in the original language and therefore that pupils' linguistic ability should be at the appropriate level to be able to achieve this. Further parts of the core text and others are studied in translation, within their cultural context, so as to widen a pupil's understanding of classical literature and history and the symbiosis between them.

At both Higher and Standard Level, the internal assessment "Individual Study" component will enable candidates to study independently, in depth, an aspect of ancient language, literature and civilisation that they find of particular interest.

### Objectives for candidates following the Classical Languages syllabus:

1. Understand and translate texts in the original language
2. Demonstrate their knowledge and understanding of texts in the original language and other products of classical culture within their historical, political, cultural and geographical contexts
3. Analyse the style of, and demonstrate a critical understanding of, a variety of classical texts in the original language
4. Construct an argument supported by relevant examples in the original language or supplementary reading

### There are three parts to SL/HL Latin and Classical Greek:

| HL ASSESSMENT OUTLINE | WEIGHTING | SL ASSESSMENT OUTLINE | WEIGHTING |
|---|---|---|---|
| **External assessment** | 80% | **External assessment** | 80% |
| **Paper 1 (1½ hr)**<br>Translation of **one** extract from a prescribed author. (180 marks for Latin or Classical Greek) | 35% | **Paper 1 (1¼ hr)**<br>Translation of **one** extract from a prescribed author. (90 marks for Latin or Classical Greek) | 35% |
| **Paper 2 (2 hr)**<br>Questions based on 10 extracts, two from each option. Pupils answer questions on **four** extracts from **two** options (40 marks), **and** provide a written response to a prompt on **one** option. (12 marks) | 45% | **Paper 2 (1½ hr)**<br>Questions based on 10 extracts, two from each option. Pupils answer questions on **three** extracts from **two** options. (45 marks) | 45% |
| **Internal assessment Research Dossier**<br>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.<br>An annotated collection of **10–12** primary source materials relating to a topic in classical history, literature, language, religion, mythology, art, archaeology or some aspect of classical influence. (24 marks) | 20% | **Internal assessment Research Dossier**<br>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.<br>An annotated collection of **7-9** primary source materials relating to a topic in classical history, literature, language, religion, mythology, art, archaeology or some aspect of classical influence. (24 marks) | 20% |

# Design

Although Design Technology is associated in Group 4 with pure science subjects, it embodies a very different approach to managing knowledge. Design is about applying a body of knowledge and skills in order to achieve very human goals. The type of thinking involved bridges the certainties of science, and the cultural and aesthetic values that define civilisations. It encourages a boldness of thought that can jump between the beauties of nature and the confident understanding of materials and manufacturing processes, so that products can be developed that solve human problems with elegance and efficiency.

The first thing to understand about Design Technology as part of the IB Diploma Programme is that no previous experience is necessary. You can do IB Design at Standard Level without having taken a Design GCSE.

## Course structure

The course is built around six core modules at Standard Level, with an additional four modules at Higher Level. Each module identifies various aspects of Design and Design Thinking and looks to nurture creativity as well as to further an understanding of modern Design and Manufacturing principles.

Alongside the Syllabus Modules, there is an Internal Assessment which consists of a Single Design Project weighted at 40% of the course. This is an opportunity to engage in an extended project where you are able to produce a product of your choice.

Modules that are covered at Standard Level are human factors and ergonomics; resource management and sustainability; modelling; raw material to final production; innovation and design; classic design.

Modules that are covered at Higher Level are user-centred design; sustainability; innovation and markets; commercial production.

## Beyond IB Design Technology

This course would provide you with a range of skills and capabilities invaluable for almost any profession or career, as well as being a stepping stone to the specifically design oriented professions such as Architecture; Engineering; Product Design or Furniture Design; Interior and Jewellery Design, as well as learning valuable skills for being an entrepreneur.

Course Components

| TITLE | CONTENT | % | IB% |
|---|---|---|---|
| **Theory paper 1** | 30 multiple choice questions (¾ hr)<br>40 multiple choice questions (1 hr) | SL 30%<br>HL 20% | |
| **Theory paper 2** | Section A – Short answer questions<br>Section B – One extended response question (from a choice of 3) | SL 30%<br>HL 20% | 60% |
| **Theory paper 3 (Higher Level only)** | Short and extended response questions on the additional Higher Level topic | SL N/A<br>HL 20% | |
| **Internally Assessed Project** | SL Extended Design Project (40 hr)<br>HL Extended Design Project (60 hr) | SL 40%<br>HL 40% | 40% |

# Economics

Economics is one of the Social Sciences, concerned with the study of the behaviour of people and organisations within society including consumers, firms and governments. The intention is to provide the pupil, whether on the Higher or Standard Level course, with the required knowledge of economic theories and concepts, and to encourage and promote independent learning, so that the pupil is able to answer questions on the level of the individual firm, consumer and industry, as well as on national and international matters. It is the aim of this course to promote an understanding of internationalism in economics and therefore many issues will be explored from an international, global perspective. The diploma provides the conceptual framework for the understanding, analysis and evaluation of macroeconomic performance in regional, national and global contexts. The key international topics are comparative economic performance indicators and policies, barriers to economic growth and economic development, development strategies, trade and integration, consequences of growth and sustainability, and the economics of globalisation.

## There are four sections taken over the two year course:

Section 1: Microeconomics

Section 2: Macroeconomics

Section 3: International economics

Section 4: Development economics

## Internal assessment:

For **both HL/SL pupils**: three 750-word commentaries analysing newspaper articles using economic theory completed at regular intervals during the course, worth a total of 20%.

| COMPONENT | ASSESSMENT | CONTENT AND STRUCTURE OF THE EXAMINATION |
|---|---|---|
| **Paper 1** | **Both HL/SL students**<br>HL 30%<br>SL 40%<br>Time: 1½ hr | There are two extended response questions from section 1 and two extended response questions from section 2. Candidates are required to answer one question from each section. |
| **Paper 2** | **Both HL/SL students**<br>HL 30%<br>SL 40%<br>Time: 1½ hr | There are two structured data response questions from section 3 and two structured data response questions from Section 4. Candidates are required to answer one question from each section. |
| **Paper 3** | **Only HL students**<br>HL 20%<br>Time: 1 hr | There are three structured mathematical questions based on the whole syllabus. Candidates are required to answer two questions. |

# English Literature



The IB English Literature programme is an exciting and varied course of literature of many different types. We will be reading books published within the last twelve months, literature written in the fourteenth century, and a great deal in between; about a third of the works have their origins overseas. As in the A Level course, pupils' enthusiasm to discuss wide-ranging ideas will be exercised robustly, but the course will move much more quickly, with some texts given close, in-depth analysis and others covered much more briskly.

You will need to be someone who enjoys reading and making your own mind up about things. You will have an interest in the literature and ideas of different cultures and be prepared to challenge your own prejudices and assumptions. You will also need to be a confident speaker – prepared to contribute ideas in class and to present them in front of an audience. In return, you will be given access to a wide range of exciting literature and the freedom to be original and scholarly. Ultimately you will become a well-read, confident and proficient communicator, and you will have benefited from the teaching of a team of outstanding, enthusiastic teachers in a lively, friendly and highly successful department.

## Higher Level

| COMPONENT | ASSESSMENT | CONTENT |
|---|---|---|
| **Part 1** | An essay of 1,500 words; a Reflective Statement of 400 words 25% | Works In Translation (3 texts) |
| **Part 2** | Oral exam of 20 minutes 15% | Detailed Study (3 texts of different genres) |
| **Part 3** | Two 2 hr examinations 45% | Literary Genres (4 poetry collections; unseen poetry) |
| **Part 4** | Presentation 15% | Options (3 texts) |

## Standard Level

| COMPONENT | ASSESSMENT | CONTENT |
|---|---|---|
| **Part 1** | An essay of 1,500 words; a Reflective Statement of 400 words 25% | Works In Translation (2 texts) |
| **Part 2** | Oral exam of 10 minutes 15% | Detailed Study (2 texts of different genres) |
| **Part 3** | Two 1½ hr examinations 45% | Literary Genres (3 poetry collections) |
| **Part 4** | Presentation 15% | Options (3 texts) |

**A new syllabus is due to be published in 2019. This will be similar to the current syllabus in many key respects, including style of assessment, number of texts, and variety of text and genre.**

# Environmental Systems and Societies (ESS)

ESS is one of the most innovative and progressive courses within the IB. It recognises that to understand the environmental issues of the 21st century both the human and environmental aspects must be studied. The issues covered by the course are complex, and include the actions required for the fair and sustainable use of shared global resources.

ESS studies the systems that support life on Earth, and explores how human activities are negatively affecting the environment. It is the first fully transdisciplinary course within the IB. This means that it is included in both group 3 (individuals and societies) and group 4 (experimental sciences). As a group 4 subject, it demands the scientific rigour expected of an experimental science, and has a large practical component (including assessed coursework – the Internal Assessment). The group 3 approach applies a human-centred perspective that examines environmental issues from a social and cultural viewpoint. The course therefore looks at environmental issues from economic, historical, cultural, socio-political viewpoints as well as a scientific one. ESS encapsulates the core IB values of internationalism and humanity's aim of creating a better planet for all. As a result of studying this course, you will become equipped with the ability to recognise and evaluate the impact of societies on the natural world. Owing to its interdisciplinary nature, ESS is offered only at standard level (SL).

The course is appropriate for a wide range of pupils, from scientists who have a particular interest in environmental issues, through to linguists and arts pupils who don't want to study one of the traditional sciences. All who take the course will have a concern about the impacts humanity is having on the Earth.

ASSESSMENT

**Paper 1**
(1 hr, 35 marks)
25% of the total marks
Questions based on a case study

**Paper 2**
(2 hr, 65 marks)
50% of the total marks

Short-answer and data-response questions; two structured essay questions (from a choice of four)

**Internal assessment**
(10 hr, 30 marks)
25% of the total marks
Individual research project

CONTENT

Topic 1 - Foundations of environmental systems and societies

Topic 2 - Ecosystems and ecology

Topic 3 - Biodiversity and conservation

Topic 4 - Water and aquatic food production

Topic 5 - Soil systems and terrestrial food production

Topic 6 - Atmospheric systems and societies

Topic 7 - Climate change and energy production

Topic 8 - Human systems and resource use

# Geography



Geography is a **Group 3 Individuals and Societies** subject and would provide an excellent balance to any IB programme. It is available to pupils as both a Higher and Standard Level course.

IB Geography is unique in bridging the social sciences (human geography) with the natural sciences (physical geography). Human geography concerns the understanding of the dynamics of cultures, societies and economies, and physical geography concerns the understanding of the dynamics of physical landscapes and the environment. It is an excellent subject to study in its own right but also has many transferable skills relevant to Science, Mathematics and English, as it encourages the development of a range of skills. Consequently it is a sound choice when taken with the varied diet in an IB Diploma course. It allows the pupil with an aptitude for sciences to develop important literacy skills and one with a propensity for arts to develop essential numeracy and graphical skills. Data collection, handling and analysis are central to the subject and pupils are well-supported in the development of ICT skills.

Geography in the IB Diploma does have a distinct emphasis which makes it particularly relevant to today's world and this is clearly embedded in the syllabus aims. These include:

1. Encouraging pupils to develop a global perspective and a sense of world interdependence
2. The need to develop a concern for the quality of the environment
3. An understanding of the need to plan and manage for present and future generations
4. How geographers can help modify values and attitudes in relation to geographical problems and issues
5. To recognise the need for social justice, equality and respect for others; appreciate diversity; and consider how we can combat bias, prejudice and stereotyping

An IB geographer must be willing to challenge the knowledge being acquired, to have and defend opinions and to be motivated to follow up issues independently as well as in class.

Topics covered include: Populations in Transition, Disparities in Wealth and Development, Patterns in Environmental Quality and Sustainability, Patterns in Resource Consumption, Freshwater – Issues and Conflicts, Extreme Environments, Hazards and Disasters, Global Interactions.

| COMPONENT | ASSESSMENT | | CONTENTS |
|---|---|---|---|
| | HL | SL | |
| **Paper 1** | 2¼ hr<br>Marks: 60<br>Weighting: 35% | 1½ hr<br>Marks: 40<br>Weighting: 35% | Optional Theme<br>Stimulus material |
| **Paper 2** | 1½ hr<br>Marks: 50<br>Weighting: 25% | 1½ hr<br>Marks: 50<br>Weighting: 40% | Core Theme<br>Short-answer questions<br>One extended response |
| **Paper 3** | 1 hr exam<br>Marks: 28<br>Weighting: 20% | N/A | Higher Level extension<br>Two Essay Questions |
| **Individual Assessment** | 20 hr fieldwork study and write-up: 20% | 20 hr fieldwork study and write-up: 25% | Teacher marked, externally moderated |

# Global Politics

What will strike pupils immediately about the Global Politics course is how different it is to what they would have done before. Every part of the course is interconnected, tailored to the pupils, and also very practical, in that it forces pupils to focus on real and local examples alongside the theoretical parts. Global Politics asks pupils to go out and actively engage in politics in the engagement activity e.g. organise a rally/campaign on an environmental issue, interview a Member of Parliament about their voting record, or survey the pupils of the school about their views on the voting age.

Higher Level pupils will also get the opportunity to make a 10 minute video on two political challenges of their choice – which are more akin to mini documentaries, or in-depth presentations, than simple oral assessments.

The 'core' teaching and learning parts of the course, assessed in two written examinations, are divided into four units:

1. **Power, Sovereignty and International Relations:** this considers the key political theories behind the three topics, and considers how they have evolved up to and including in today's news. For example, how does the Treaty of Westphalia impact on the UN Human Rights ineffectiveness to action? The module uses key world examples like the UN, intergovernmental organisations and NGOs, as well as more local examples like political parties in the US, UK, Germany etc.

2. **Human Rights:** this looks at the major philosophical, legal and ethical theory behind human rights, and looks at various pertinent case studies, for example the Rohingya in Myanmar. It does not shy away, but embraces, modern and controversial examples like Sharia law, terrorism, and women's rights.

3. **Development:** this looks both at the philosophical and theoretical understanding of development and also of major case studies, both historical and contemporary. Those having studied Geography will enjoy this module, and find a lot of overlapping areas, but it is by no means an essential requirement!

4. **Peace and Conflict:** looking at the history of various conflicts, this module brings pupils up to the current times and asks "why are things the way they are?" It combines key philosophical ideas like Just War with practical issues like how UN Peacekeeping works. It is very case study dependant, where we will look at for example Syria, Iraq, Afghanistan and terrorism too.

Assessment for all the above comes in *Paper 1* which involves the use of four sources to work from, and four short-answer, structured questions. These questions could be on **any** of the four units.

In *Paper 2*, pupils have to answer three (HL) or two (SL) essays from a choice of eight, each on a different 'unit' above. These papers are the same and compulsory for both Higher and Standard levels.

## Internal Assessment

**Engagement Activity:**

Pupils have to select a 'political issue' of their choosing, and will ultimately have to submit a 2,000 word written report on this. However, the IA must involve a practical element for the pupils to **experientially engage** in the subject (actually do politics). For example, if a pupil chose the issue of 'How does democracy impact the representation of women?', the pupil might attend a conference by a female MP opposing women-only quotas, or they might shadow a female local councillor to see their day-to-day activities, or they might interview various female parliamentary candidates etc… the activity is very open ended, given how broad the course is.

**(Higher Level only) Two case studies:**

Pupils must prepare a 10 minute video presentation on two topics chosen from: environment, poverty, health, identity, borders, and security. Each has fairly helpful and prescriptive course notes in the IB handbook. Pupils are encouraged to make the presentation educational and engaging, more akin to a documentary, and are free to choose the medium of their choice. Conservatively, pupils might adopt a simple "talk at the camera" approach, but more ambitious and able candidates might prepare a background video clip as well, with animations, transitions, voice-overs, 'talking heads' etc… As with the Engagement activity, it is fairly open ended.

## Closing thoughts:

The Global Politics course is broad, and gives scope for teachers and pupils alike to focus on issues from many perspectives – the course handbook makes reference to how pupils can come at every topic by focussing variously on global, international, regional, local, or the community level to politics. To this end, the course is fairly open ended, and so teachers and pupils together are free, to an extent, to examine those areas that they would like to. For instance, if pupils want to focus in detail on Latin American politics rather than South East Asian, there is room to accommodate this. The Internal Assessment aspects strike one as incredibly unique, educational and also incredibly fun for both the pupils and the teachers that will likely enthuse pupils to politics long after the course.

# History

*"Study the past if you would define the future."* CONFUCIUS

Within the IB matrix History is part of **Group 3 Individuals and Societies**. The subject is available at both Standard Level and Higher Level with the following options being offered by the History Department.

STANDARD LEVEL

**Paper 1 Rights & Protest**
The Civil Rights movement in the USA 1954-1965
Apartheid South Africa 1948-1964

**Paper 2 World History**
Authoritarian States in the twentieth century
The Cold War 1943-1991

**Internal Assessment:**
2,000 word essay on a subject of the candidate's own choice

HIGHER LEVEL

**Paper 3 Aspects of European History**
Absolutism and Enlightenment 1650-1800
The French Revolution and Napoleon 1774-1815
Imperial Russia and the Soviet State 1855-1924

The subject matter of History naturally lends itself to speculation, investigation and enquiry. History is difficult to define and its purpose can be used to mean different things, from Sallust's belief that history is a story to keep alive "the memory of great deeds" through to Trevelyan's understanding of history as the basis of all humane studies. Pupils learn about eighteenth and nineteenth century history in order to give them the skills required by historians such as synthesis, originality, scepticism, an understanding of human relations and an ability to communicate their arguments in a stylish and readable manner.

A comparative approach to History is at the heart of the Standard Level History course. Pupils study a number of the most important issues in the twentieth century, learn about the responses to these crises and formulate their own judgement based upon rational and critical use of the source materials and books provided. At Higher Level the same approach is required, but the focus is much more clearly European based. In order to provide pupils with the best possible background to studying the subject at university level, either as a Single Honours subject or for a Joint Honours course pupils learn about the nineteenth century, in order to give them an insight into a culture, politics and civilisation which still very much shapes the world we live in today. The IB History course will provide pupils with the very best possible background for reading the subject at university level.

# History of Art



Art History is a discipline which is absorbing in itself but which also has strong links with other subjects, such as Literature and History, making it ideal as an IB choice. In the modern world there are many career possibilities involving the subject due to the expansion of museums and the widening of interest in Art History at universities, where the art and architecture of diverse cultures as well as that of the West is now studied. We live in a world where images are more prevalent than they have ever been and an understanding of the influences on and provenance of what we see is essential for everyone, whether they go on to become an architect, work with art, or need to analyse the material they see around them in their chosen career.

This course will give you the analytical tools and the language to enable you to describe and evaluate all aspects of the visual arts and architecture. It will change the way you see the world and give you a firm foundation in this subject; it will certainly make any visit to a museum more meaningful and any walk through a city more engaging - it is a subject for life.

You will study art and architecture within the social and political context of:

1. The art of the Renaissance
1. Experiments in 19th and 20th century art

You will learn about style, materials and production techniques and, by examining works of art and architecture in their social, historical and economic context, using a wide range of sources, you will gain an understanding of their meaning and function at that time.

In the spirit of the IB, the course will encourage you to have an enquiring mind, to think critically and to form your own opinions. 'All art is quite useless' (Oscar Wilde). Do you agree? (From one of the essay questions in 2012.)

| SL COMPONENT | ASSESSMENT | COURSE CONTENT |
|---|---|---|
| **Photograph paper** | ¾ hr (20% of marks)<br>2 short-answer questions on a picture source from one of the two topics studied | Analysis of **specific** works of art and architecture in two periods of art history (8 key works in each). Analysis is in terms of style, techniques, function and historical context |
| **Essay paper** | 2¼ hr (48% of marks)<br>3 essays (2 on one topic studied, 1 on the other) from choice of ten generic questions covering five themes | The study of **two** chosen periods in art history. Analysis of painting, sculpture and architecture in terms of:<br>1) Style and formal qualities<br>2) Iconography and meaning<br>3) Historical context and function<br>4) Artistic production and patronage<br>5) Techniques and materials |
| **Guided Coursework Project** | 32% of marks | 2000-word illustrated investigation |

# Mathematics IB

Everyone taking the IB Diploma has to study Mathematics and the two courses available are Mathematics: Analysis and Approaches and Mathematics: Applications and Interpretation. Both of these courses can be taken at Standard Level or Higher Level.

We would urge you to research carefully the entry requirements for universities at which you may wish to study, both in terms of total points and specific subject grades and levels.

Please do talk to the Head of Mathematics and to the IB Co-ordinator about your individual case.

*The default position for most pupils should be Mathematics: Applications and Interpretation at SL. Students who pick a HL Maths option are required to take four HL subjects in the Lower Sixth.*

**Mathematics: Analysis and Approaches** at SL and HL is appropriate for pupils who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will also be fascinated by exploring real and abstract applications of these ideas, with and without the use of technology. Pupils who take Mathematics: Analysis and Approaches will be those who enjoy the thrill of mathematical problem solving and generalisation. This subject is aimed at pupils who will go on to study subjects with substantial mathematics content such as mathematics itself, engineering, physical sciences, or economics for example.

**Mathematics: Applications and Interpretation** SL and HL is appropriate for pupils who are interested in developing their mathematics for describing our world and solving practical problems. They will also be interested in harnessing the power of technology alongside exploring mathematical models. Pupils who take Mathematics: Applications and Interpretation will be those who enjoy mathematics best when seen in a practical context. This subject is aimed at pupils who will go on to study subjects such as social sciences, natural sciences, statistics, business, some economics, psychology, and design, for example.

## Entry requirements

| SL | GRADE AT IGCSE | HL | GRADE AT IGCSE |
|---|---|---|---|
| **Analysis and Approaches** | 7 or higher | **Analysis and Approaches** | 8 or higher |
| **Applications and Interpretation** | Accessible to all | **Applications and Interpretation** | 8 or higher |

| COMPONENT | ASSESSMENT | | CONTENTS |
|---|---|---|---|
| | SL | HL | |
| **Paper 1** | 1 ½ hr<br>Weighting: 40% | 2 hrs<br>Weighting: 30% | |
| **Paper 2** | 1 ½ hr<br>Weighting: 40% | 2 hrs<br>Weighting: 30% | |
| **Paper 3** | n/a<br>Weighting: n/a | 1 hr<br>Weighting: 20% | |
| **Internal assessment** | 30 hrs<br>Weighting: 20% | 30 hrs<br>Weighting: 20% | Investigative, problem solving and modelling skills development leading to one written exploration. |
| **Total** | 100% | 100% | |

# Modern Languages

## French, German, Spanish, Italian

It is a requirement of the IB Diploma Programme that pupils study at least one foreign language.

The aim is to promote an understanding of another culture through the study of a second language. The main emphasis of the modern language courses is language acquisition and use in a range of contexts and for different purposes. One of the aims is also to help pupils develop an understanding of the relationship between the languages and cultures, along with their international-mindedness.

### Group 2 courses
### Language B Ab Initio (SL only)
### Italian, German, Spanish

This course is designed for pupils with very little or no prior experience of the language. The course consists of 5 prescribed themes:

- Identities
- Experiences
- Human ingenuity
- Social organisation
- Sharing the planet

Language acquisition is achieved through the development of receptive, productive and interactive skills and competencies. Elements of language include vocabulary, grammatical structures, register, pronunciation and intonation. However, it is not just about learning the language; you also need to demonstrate an awareness and understanding of intercultural elements relating to the topics covered, i.e. how and why similarities and differences exist between different countries. You will also be taught how to recognise and reproduce a range of text types such as letters, blogs, and reviews and adapt your language to the targeted audience and the purpose of your writing (conceptual understanding). The level achieved by the end of the course is the equivalent of a high IGSCE level.

Despite it being a new language, high grades are accessible. However, like any other language courses, it is a course that requires a regular and proactive approach; "beginner" does not necessarily mean easier.

| LANGUAGE AB INITIO | SECTION | ASSESSED | AREAS |
|---|---|---|---|
| **External assessment** | Paper One | (1 hr exam) 25% | Productive skills: writing |
| | Paper Two | (1¾ hr exam) 50% | Section 1: Receptive skills – Listening comprehension (¾ hr)<br>Section 2: Receptive skills – Reading comprehension (1hr) |
| **Internal Assessment** | Individual Oral | 25% | |

## Language B (SL and HL)
## French, German, Spanish

**Language B** is a language acquisition course available at Standard (SL) and Higher Level (HL). It is designed for pupils who have some prior knowledge in the target language. While acquiring a language, pupils will explore the culture(s) connected to it. The focus of these courses is language acquisition, intercultural understanding and international mindedness.

The Language B syllabus approaches the learning of language through meaning. Through the Study of five prescribed themes at SL and HL, plus two literary works at HL, pupils build the necessary skills to reach the assessment objectives of the language B course through the expansion of their receptive, productive and interactive skills.

The five prescribed themes studied are:

- Identities
- Experiences
- Human ingenuity
- Social organisation
- Sharing the planet

**SL** and **HL** are differentiated by the recommended number of teaching hours, the depth of syllabus coverage, the study of literature at HL, and the level of difficulty and demands of assessment and application of assessment criteria.

| LANGUAGE B HL/SL | SECTION | ASSESSED | AREAS |
|---|---|---|---|
| **External assessment (HL and SL)** | Paper One | 25% | Productive skills: writing |
| | Paper Two | 50% | Section 1: Receptive skills – Listening comprehension (¾ hr)<br>Section 2: Receptive skills – Reading comprehension (1h) |
| **Internal Assessment** | Individual Oral | 25% | |

NB: TOK (Theory of Knowledge) is also supported through the study of languages.

# Music

The skills of an academic musician go far beyond being just a performer: the fact that the IB challenges pupils to analyse scores deeply and delve into the world of the performer, composer and listener, means that universities understand it to be as academic as any other core subject. The course builds on the GCSE components of listening, composing and performing, refining and expanding pupils' skills to understand and analyse different genres of music. It is a great preparation for music courses at top universities or music colleges, or equally, it is a good complement to many subjects to prove you can think, analyse, and express ideas coherently.

IB musicians should perform to grade 4-6 standard, although no grades are required to take the subject. By the middle of the Upper Sixth, most will perform at grade 6-7 standard on at least one instrument. You will be taught to compose two pieces in any style, and to understand harmonic progressions, filling in chords underneath a melody – past experience in theory is a help, but not a pre-requisite.

Set works focus on two major pieces: Haydn's famous *Symphony no 94 "Surprise"* and Rachmaninoff's *Rhapsody on a theme of Paganini*.. The course brings out your skills of listening to music and responding, understanding different stylistic traits and showing how the pieces fit in to the context of music history. The exam asks you questions to analyse both set works at HL, or one of them at SL, as well as four unheard tracks from classical, jazz and world music areas – your challenge is to describe them with detail and accuracy.

The IB also asks you to show these analytical skills in your own Musical Links Investigation – a project where you compare music from two areas of the world. Making clear comparisons, this gives you a chance to delve into music that interests you, and to discover music that you have previously not heard.

| COMPONENT | ASSESSMENT | | CONTENTS |
|---|---|---|---|
| | HL | SL | |
| **Paper 1: Musical perception** | One exam, 2½ hr 30% | One exam, 2 hr 30% | One section testing your description of unheard pieces.<br>One section testing your knowledge of the set works (two questions for HL and one question for SL) |
| | Musical Links Investigation 20% | Musical Links Investigation 20% | Coursework project: 2000 word project comparing and contrasting two areas/countries/cultures of music of your choice |
| **Paper 2: Creating** | Three submissions 25% | Two submissions 25% | Coursework portfolio:<br>**HL:** Two free compositions in any style and genre, plus one set of harmony exercises<br>**SL:** One free composition plus one set of harmony exercises |
| **Paper 3: Solo performing** | One recital of 20 mins 25% | One recital of ¼ hr 25% | Coursework:<br>Grade 6 standard expected<br>Extra marks for well-planned recitals that show variety of pieces<br>Must be solo (+ accompaniment) |

SL students choose either Paper 2 or Paper 3; HL students must do both.

# Philosophy



Philosophy is a systematic critical inquiry into profound, fascinating and challenging questions, such as the following:

• What is it to be human?

• Could a machine be conscious?

• Do we have free will?

• Is genetic engineering morally right?

• Why should I help others?

These abstract questions arise out of our everyday experiences, and philosophical tools such as critical and systematic thinking, careful analysis, and construction of arguments provide the means of addressing such questions. The practice of philosophy deepens and clarifies our understanding of these questions, as well as our ability to formulate possible responses.

Studying philosophy provides an opportunity for pupils to engage with some of the world's most interesting and influential thinkers. It also develops highly transferable skills such as the ability to formulate arguments clearly, to make reasoned judgments and to evaluate highly complex and multifaceted issues.

The emphasis of the Diploma Programme Philosophy course is on "doing philosophy", that is, on actively engaging pupils in philosophical activity. The course is focused on stimulating pupils' intellectual curiosity and encouraging them to examine both their own perspectives and those of others.

Pupils are challenged to develop their own philosophical voice and to grow into independent thinkers. They develop their skills through the study of philosophical themes and the close reading of a philosophical text. They also learn to apply their philosophical knowledge and skills to real-life situations and to explore how non-philosophical material can be treated in a philosophical way. HL pupils also engage in a deeper exploration of the nature of philosophy itself.

| COMPONENT | ASSESSMENT | CONTENT |
|---|---|---|
| **Paper 1** | 2½ hr written paper | • Core theme: What is it to be a human being?<br>• Ethics: What makes an action right or wrong?<br>• Epistemology: What is knowledge? |
| **Paper 2** | 1 hr written paper | • A textual study of Peter Singer's The Life You Can Save – how to play your part in ending world poverty |
| **Paper 3 (HL only)** | 1¼ hr written paper | • A written response to an unseen text on the nature of Philosophy |
| **Internal Assessment** | 2,000 word essay written in class | • A philosophical response to a non-philosophical stimulus (e.g., a scene from a film, a poem, or a news article) |

# Physics

The objective of Physics in the IB is to encourage the natural sense of wonder that drives all studies. This is promoted by equipping pupils with the practical and intellectual skills necessary to take the subject further, and in so doing we hope to make the subject come alive, showing why it is relevant in times of rapid technological development.

The IB Physics syllabus provides an excellent grounding in the physical sciences for those continuing this course of study after school. It is a natural choice for those wishing to study engineering and natural sciences but equally useful for medical pupils, architects, accountants etc. We are committed to the Theory of Knowledge which lies at the heart of the IB. Indeed many recent advances in Physics such as the search for Gravitons and developments in quantum computing provide rich discursive material. The international flavour of the course allows us to explore the 'universal' nature of Physics, where subjective knowledge utilises and transcends national and cultural boundaries and assumptions are questioned both historically and geographically. It is hoped that pupils may gain awareness that the analytical approach to science used by Western societies is only one way of thinking of the physical world around us.

The course requires pupils to complete written papers, the Group 4 interdisciplinary project and an independently led experimental project of their own devising. Practical work therefore plays a central role in lessons: reinforcing theory and enabling pupils to become proficient in an extensive range of equipment from digital oscilloscopes and electrical circuits to video analysis and other data logging tools. Pupils can build on their lesson-based experiences by attending enrichment sessions.

Entry requirements: pupils are recommended to offer a level 7 in Mathematics and Physics GCSE/IGCSE for SL Physics. Candidates wishing to study HL are recommended to offer an 8 in Mathematics.

Content: Additional HL (AHL) content in **BOLD** Measurements and Uncertainties, Mechanics, Oscillations and Waves, Thermal Physics, Electricity, Circular Motion, Gravitational, Electrostatic and Magnetic Fields, **Energy, Power and Climate Change, Electromagnetic Induction, Atomic and Nuclear Physics, Quantum Physics.**

| | ASSESSMENT | |
|---|---|---|
| | HL | SL |
| **Paper 1** | 1 hr: 40 multiple-choice questions on core and AHL content (20%) | ¾ hr: 30 multiple-choice questions on core content (20%) |
| **Paper 2** | 2¼ hr: Short answer and extended response questions, core and AHL (36%) | 1¼ hr: Short answer and extended response questions on core content (40%) |
| **Paper 3** | 1¼ hr : Data- and practical-based questions plus, short answer and extended response questions on the option (24%) | 1 hr: Data- and practical-based questions plus, short answer and extended response questions on the option (20%) |
| **Internal Assessment** | 10 hr independent practical investigation (20%) | 10 hr independent practical investigation (20%) |
| **Group 4 Project** | 2 day group project to solve a specific question | 2 day group project to solve a specific question |

# Psychology

Psychology is the study of the mind and behaviour. Pupils will learn about the feelings that humans experience, what motivates us and how we interact with each other.

Psychology as a university subject is going from strength to strength. Psychology graduates are increasingly sought-after in the workplace, and roles include clinical psychology, counselling, forensics, health psychology, educational psychology, sports psychology and human resources.

Psychology in the IB diploma is a group 3 subject, even though the actual focus of the course is the scientific study of the mind and behaviour. The core of the course looks at the study of the mind and behaviour from three different approaches:

1. The biological approach to understanding human behaviour: where explanations involve the roles of the brain, neurotransmitters, hormones, pheromones, genes and the role of animal research.
2. The cognitive approach to understanding human behaviour: where cognitive processing and the influence of emotion on cognitive processes are considered.
3. The sociocultural approach to understanding human behaviour: which looks beyond the individual to the influence of other people, culture and globalisation on attitudes, identity and behaviour.

Following the core, pupils then apply these approaches to a choice of optional topics. HL pupils study two topics, SL pupils only one. The optional topics are:

- Abnormal psychology
- Developmental psychology
- Health psychology
- Psychology of human relationships

The internal assessment task for Psychology is the same for both SL and HL pupils and involves replicating a published experiment in a simplified form: planning, conducting and then writing up a piece of research. The data collected as part of the experiment is analysed using both descriptive and inferential statistics. Pupils must work in a group of up to four people for this piece of work.

The IB course aims to produce reflective, open-minded, intellectually curious learners. There is also a strong focus on developing critical thinking skills, and fostering intercultural understanding and respect.

| COMPONENT | ASSESSMENT | | CONTENTS |
|---|---|---|---|
| | HL | SL | |
| **Paper 1** | 2 hr exam<br>Marks: 49<br>Weighting: 40% | 2 hr exam<br>Marks: 49<br>Weighting: 50% | 3 SAQs from the core of the course<br>1 essay from a choice of 3 |
| **Paper 2** | 2 hr exam<br>Marks: 44<br>Weighting: 20% | 1 hr exam<br>Marks: 22<br>Weighting: 25% | **SL:** 1 essay from a choice of 3<br>**HL:** 2 essays from a choice of 6 |
| **Paper 3** | 1 hr exam<br>Marks: 24<br>Weighting: 20% | N/A | 3 questions on research methods based on unseen material |
| **Internal Assessment (Coursework)** | Simple experimental study. Weighting 20%<br>Marks: 22 | Simple experimental study. Weighting 25%<br>Marks: 22 | 2000 word write-up |

# Sport, Exercise & Health Science

This Standard and Higher Level course incorporates the traditional disciplines of anatomy, physiology, biomechanics, psychology and nutrition, which are studied in the context of sport, exercise and health. The crucial element throughout is the ability to cover a wide range of topics from an applied perspective. The course includes a variety of practical experiments where pupils develop their scientific investigation skills.

The anatomy topics examine the structure of the neuromuscular, respiratory, cardiovascular and nervous systems and how the incredible human structure adapts so effectively in response to training. Physiology topics delve into the biochemistry of sporting performance through the study of energy systems, nutrition, ergogenic aids and kinetic function. For those interested in physics there is the opportunity for field-testing in the biomechanical units of the course: for example aiming to determine the relationship between angular displacement of the golf club and the distance travelled by the ball.

Psychology of sport hypothesises the relationship between personality, motivation and performance, investigates evaluation apprehension and interestingly, how we attribute our success and failings in sport. A short mathematics topic ensures pupils have the skills to effectively analyse the relevance of their data collected during practical work. The assessment does not test physical performance, but this course will suit pupils who like to apply science to sport and will complement a wide variety of other subjects.

Core topics include: the skeletal system, the muscular system, cardiac function, pulmonary function, anaerobic and aerobic energy systems, neuromuscular function, kinesiology, biomechanics, genetics, immunity, training principles, information processing, principles of skill learning, psychology of sport and nutrition.

| COMPONENT | ASSESSMENT | CONTENTS |
|---|---|---|
| **Paper 1** | 1 hr exam<br>Weighting: 20% | • Multiple choice questions on core and AHL topics. |
| **Paper 2** | 2¼ hr exam<br>Weighting: 35% | • Data interpretation question<br>• Short answer questions and extended response questions on core and AHL topics. |
| **Paper 3** | 1¼ hr exam<br>Weighting: 25% | • Short answer and extended response questions in each of the two options studied. |
| **Internal Assessment** | 10 hrs of scientific investigations<br>Weighting: 20% | • An individual investigation which is teacher marked and externally moderated. |

NB Standard level assessment follows the same paper content and weighting, but the exam times are shorter.

# Theatre Arts

During the first year of the course (Lower Sixth) pupils explore a wide range of theatre practices using practical skills to support, develop and challenge theory. Pupils are required to investigate the core syllabus areas from the perspectives of creator, designer, director, performer and spectator. Pupils keep a theatre journal throughout the two-year theatre course which charts their development and their experiences of theatre. The syllabus is pupil led.

In year two (Upper Sixth) pupils complete four pieces of coursework for HL and three for SL, these are either internally marked and externally moderated or externally marked and collectively form 100% of the final result – there is no final exam.

## External Assessments

| COMPONENT | SL | HL |
|---|---|---|
| **Task 1:** Solo theatre piece (HL only)<br>Pupils 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.<br>Started in February of Upper Sixth year and completed by Easter. | N/A | 35% |
| **Task 2:** Director's notebook (SL and HL)<br>Pupils 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.<br>Started in the Summer Term of Lower Sixth and completed in the Autumn Term of Upper Sixth. | 35% | 20% |
| **Task 3:** Research presentation (SL and HL)<br>Pupils 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 theatre tradition they have not previously studied.<br>Started in December of Upper Sixth and completed by February Half Term. | 30% | 20% |
| **Task 4:** Collaborative project (SL and HL)<br>Pupils 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.<br>Started in the autumn of Upper Sixth and completed by Christmas. | 35% | 25% |

# Visual Arts

After a period of skills development, pupils select an idea, issue or theme of their choice and are then guided through the development of a portfolio. Work will include, but not be limited to, a variety of media such as drawing and painting, textiles, 3D, printmaking and photography. Pupils are required to demonstrate an understanding of theory, art making and curatorial practice.

| COMPONENT | ASSESSMENT | CONTENT |
|---|---|---|
| **Comparative Study** | Externally assessed 20% | A balance of written work and visuals, pupils analyse and compare artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artefacts from differing cultural contexts.<br>**At SL:** Compare at least 3 different artworks by at least 2 different artists, with commentary over 10–15 pages.<br>**At HL:** As SL, plus a reflection on the extent to which their own work and practices have been influenced by any of the art/artists examined (3–5 pages). |
| **Process portfolio** | Externally assessed 40% | Pupils submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course.<br>**At SL:** 9–18 pages. The submitted work should be in at least two different art-making forms.<br>**At HL:** 13–25 pages. The submitted work should be in at least three different art-making forms. |
| **Exhibition** | Internally assessed 40% | Pupils submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication.<br>**At SL:** 4–7 pieces with exhibition text for each. A curatorial rationale (400 words maximum).<br>**At HL:** 8–11 pieces with exhibition text for each. A curatorial rationale (700 words maximum). |

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