

## IB ENGLISH

*IB Representative – Mr J. Hunt*

### ENTRANCE REQUIREMENTS

You normally need a grade B at GCSE in both English and English Literature, although at least one A in either is preferable. You should enjoy English, be prepared to read a variety of texts and be able to write essays. If English at this level seems daunting, you need not worry, as you will be joining a supportive and enjoyable learning environment; the English teachers are keen for you to reach and exceed your potential in English.

### GROUP 1: LANGUAGE A1

#### Why is English an essential component of the IB?

There is a wealth of heritage, ideas and inspiration to be found in texts. The study of literature opens your mind to new worlds, concepts and opportunities. Language, too, reveals a lot about the human mind; words can be combined in thousands of ways, and have even more interpretations. Studying English, then, can enlighten us with understanding of both the individual and society, as well as lead us to new questions.

#### What are the benefits of studying English?

The IB course encourages you to develop many skills valued by both employers and Higher Education. You will develop skills of **inquiry** through becoming equipped with a variety of critical approaches to aid your reading, whilst developing a broad **knowledge** base of literature.

A range of literary works of different periods, genres, styles and contexts will be read to expand your perspectives of not only English heritage but also of texts from other cultures and languages; you will need to be **open-minded** to new ideas which emerge both from the works studied and from other people. You too will be **taking risks**, as we will encourage you to be confident in sharing your own and original responses.

### What happens in lessons?

Your powers of **communication** will be extended and developed: essay writing, creative work, drama, and a range of oral tasks feature. Teacher-directed discussion, student-led seminars, lectures, web-blogging, DVDs, theatre trips and one-to-one consultations ensure a range in the delivery of the course. Classes are taught jointly by two teachers, although guest teachers and lecturers will further enlighten your study of texts with alternative perspectives.

### What is in the IB English course?

There are four parts:

- **In part 1**, World Literature, texts originally written in different languages, are to be studied. We will be enjoying 3 plays, dealing with the theme of feminism and gender. Study will include drama activities to re-enact and interact with these texts. This part is assessed with a comparative essay. An additional creative response is required at higher level.
- **In part 2**, Detailed Study, the theme of colonialism will be studied in 4 different types of text (2 at standard level), one of which will be a Shakespeare play. Assessment is through a short oral one-to-one discussion.
- **In part 3**, Groups of Texts, we will be savouring mythology and legend in poetry (3 texts at standard level, 4 at higher level). Two examinations will follow this unit.
- **In part 4**, an exciting collection of 3 (standard level) or 4 (higher level) modern novels are to be enjoyed, all dealing with the theme of dystopia and chaos. You will need to deliver a short presentation in this unit.

You will notice the minimal assessment considering the number of texts being studied. At higher level 15 works in total are to be studied as a class (11 at standard level). The emphasis is on encouraging you to enjoy reading and discussing these works, whilst developing your skills in criticism, analysis and synthesis.

# IB HISTORY

*IB Representative – Mr A. Kosmaczewski*



## GROUP 3: HISTORY

### ENTRANCE REQUIREMENTS:

For both Standard and Higher Level normally a grade B at GCSE, although candidates with no previous examination experience in History will be considered.

### COURSE AIMS & OBJECTIVES:

The focus of both the Higher and Standard Level courses is 20<sup>th</sup> century world history. The purpose is to develop a love of historical study for its own sake and also to provide a context for the development of transferable skills; more specifically, the courses aim to develop a rigorous, analytical and critical mode of thinking through the detailed study of historical material. The courses also aim to promote greater cultural awareness and empathetic understanding through studying a variety of perspectives in time and place in order to nurture and inform an international-minded perspective.

Both the Standard and Higher Level courses will focus on conflict and conflict resolution and the rise and rule of single-party states. The scope of both studies will incorporate material from Africa, Asia, the Americas, Europe and the Middle East.

### COURSE CONTENT

The main themes at Standard & Higher Level are:

Peacemaking, peacekeeping – international relations 1918-36. This study will focus on the Paris Peace Settlement at the end of the First World War. It will also investigate the experiment in collective security and international cooperation represented by the League of Nations and other attempts to achieve the same goals outside the mechanism of the League.

Causes, practices & effects of war. This study will investigate the nature of wars in the twentieth century, focusing in particular on the First and Second World Wars, the Spanish Civil War of 1936-39, the Chinese Civil War 1927-37 and 1946-49, the Falklands/Malvinas war of 1982 and the Gulf War of 1991.



Origins & development of authoritarian and single-party states. This study will analyse the rise, consolidation and development of authoritarian states as well as opposition to them. It will concentrate on the governments of Stalin in Russia, Hitler in Germany and Mao in China.

All students will also undertake an independent historical investigation. As long as this is a legitimate and viable historical investigation it can be chosen from any time period and on any topic that interests the student.

Higher Level students (only) will additionally study Europe from 1870-2000. They will look in more detail than the Standard Level course at the following aspects:

European diplomacy and the First World War 1870-1923. This will involve a more thorough analysis of the long-term causes of the breakdown of pre-1914 diplomacy and the wider consequences of that breakdown after the First World War.

Interwar years: conflict and cooperation 1919-39. This study enriches themes explored in the core content through the inclusion of Mussolini's Italy alongside Spain and Germany.

The Second World War and post-war Western Europe 1939-2000. This will complete the analysis of Europe's twentieth century development by investigating the rebuilding of the continent after the devastation of the Second World War and the process of European integration. It will also give the students a firm grounding in the United Kingdom's recent history by looking at political developments from Atlee's government of 1945 to Blair's government of 1997.

### SCHEME OF ASSESSMENT:

Assessment will concentrate on the following objectives: historical research skills, the interpretation of historical sources, the construction of cogent explanations of the past, the systematic analysis of human experience and the critical evaluation of historical evidence and theories about the past.

# IB GEOGRAPHY

*IB Representative – Mr P. Flynn*



## The Nature of the Subject

Geography is a dynamic subject that is firmly grounded in the real world and focuses on the interactions between individuals, societies and the physical environment in both time and space. It seeks to identify trends and patterns in these interactions and examines the processes behind them. It also investigates the way that people adapt and respond to change and evaluates management strategies associated with such change. Geography describes and helps to explain the similarities and differences between spaces and places. These may be defined on a variety of scales and from a range of perspectives.

## Course Aims

The aims of the **geography** syllabus at SL and HL are to enable students to:

1. develop an understanding of the interrelationships between people, places, spaces and the environment
2. develop a concern for human welfare and the quality of the environment, and an understanding of the need for planning and sustainable management
3. appreciate the relevance of geography in analysing contemporary issues and challenges, and develop a global perspective of diversity and change.

## Course Structure

### Part 1: Core theme—patterns and change (SL/HL)

There are four compulsory topics in this core theme.

1. Populations in transition
2. Disparities in wealth and development
3. Patterns in environmental quality and sustainability
4. Patterns in resource consumption

The core theme provides an overview of the geographic foundation for the key global issues of our times. The purpose is to provide a broad factual and conceptual introduction to each topic and to the United Nations' Millennium Development Goals (MDGs), in particular those concerning poverty reduction, gender equality, improvements in health and education and environmental sustainability. An evaluation of the progress made towards meeting these goals is also provided.

The core theme also develops knowledge of the likely causes and impacts of global climate change, a major contemporary issue of immense international significance. An understanding of this issue is the fundamental basis for the section on patterns in environmental quality and sustainability.

### Part 2: Optional themes (SL/HL)

There are **seven** optional themes

**Two** optional themes are required at **SL**.

**Three** optional themes are required at **HL**.

- A. Freshwater—issues and conflicts
- B. Oceans and their coastal margins
- C. Extreme environments
- D. Hazards and disasters—risk assessment and response
- E. Leisure, sport and tourism
- F. The geography of food and health
- G. Urban environments

### Part 3: HL extension—global interactions (HL only)

There are **seven** compulsory topics in the HL extension.

1. Measuring global interactions
2. Changing space—the shrinking world
3. Economic interactions and flows
4. Environmental change
5. Sociocultural exchanges
6. Political outcomes
7. Global interactions at the local level

### Fieldwork (SL/HL)

Fieldwork, leading to one written report of 2500 words based on a fieldwork question, information collection and analysis with evaluation

### Assessment

The external assessment in geography consists of two examination papers at SL and three at HL that are externally set and externally moderated. They are designed to allow students to demonstrate their competencies in relation to the geography assessment objectives and specific parts of the geography syllabus, namely the geographic skills, the core theme, the optional themes and, at HL, the higher level extension. The external components contribute 75% to the final assessment at SL and 80% at HL.

Internal assessment is an integral part of the course and is compulsory for both SL and HL students. It enables students to demonstrate the application of their skills and knowledge, and to pursue their personal interests, without the time limitations and other constraints that are associated with written examinations.

The internal assessment should, as far as possible, be woven into normal classroom teaching and not be a separate activity conducted after a course has been taught. The internal assessment requirements at SL and at HL are the same. The time allowed is 20 hours and the weightings are 25% at SL and 20% at HL. Students are required to undertake fieldwork collecting primary information and produce one written report that is based on a fieldwork question.



# IB PHILOSOPHY

*IB Representative – Mrs S. Godfrey*

## GROUP 3: PHILOSOPHY

### ENTRANCE REQUIREMENTS:

Grade B in English Language and/or Religious Studies. Also essential is an open and enquiring mind

### COURSE AIMS & OBJECTIVES:

The IB Philosophy programme deals with issues that are profound, complex and challenging for humanity. It aims to be inclusive and to tackle a wide range of issues from a philosophical perspective. The programme explores the fundamental questions that people have asked since the beginning of time, and confronts new problems arising within contemporary society. What exists? What is it to be a human being? What can we know? How do I know what is the right thing to do? These questions are explored through an examination of themes and texts.

The emphasis is very much on 'doing' philosophy which requires intellectual rigour, an open and critical mind, and a willingness to attempt to understand alternative views. At the core of philosophy lies a concern with truth and clarity of understanding achieved through critical analysis and systematic thinking, careful analysis of arguments close reading. Philosophy, in the context of IB, is not just an international activity, it is beyond internationalism, and fosters tolerance by transcending ethnic and religious boundaries.

### COURSE CONTENT

#### PART 1 : THEMES

- Core Theme : What is a human being ?  
The study of the core theme is compulsory
- Optional Themes : SL students would study the Philosophy of Religion and HL students would study both the Philosophy of Religion and the Theories and Problems of Ethics

#### PART 2 : PRESCRIBED TEXTS

SL & HL students will be required to study *The Republic, Books IV – IX* by Plato

#### SCHEME OF ASSESSMENT:

##### HIGHER LEVEL

##### **External Assessment (80%)**

Paper 1: Themes Two compulsory sections, A and B  
Section A: Questions based on the Core Theme  
Section B: Questions based on the Optional Themes

Paper 2: Texts Essay question on the Prescribed Text

Paper 3: Unseen Text

##### **Internal Assessment (Coursework - 20%)**

A philosophical analysis of non-philosophical material

##### STANDARD LEVEL

##### **External Assessment (70%)**

Paper 1: Themes Two compulsory sections, A and B  
Section A: Questions based on the Core Theme  
Section B: Essay questions based on the Optional Theme

Paper 2: Texts Essay question on the prescribed text

##### **Internal Assessment (Coursework - 30%)**

A philosophical analysis of non-philosophical material

#### **CAREERS AND THE VALUE OF PHILOSOPHY:**

Critical analysis, coherent thought, careful decision-making and clear presentation are important skills for Philosophy but also in themselves. They serve as valuable preparation for many careers. At the end of the course each student will be able to think independently and will have a respect for reasoned argument. Many employers value flexibility of thought and the capacity of marshalling arguments in a coherent and compelling manner which this course offers.

# IB FRENCH

IB Representative – Mr T. Thynne

French is available at 2 levels for IB

## LANGUAGE B STANDARD LEVEL

### ENTRANCE REQUIREMENTS

The minimum requirement for this course is a grade B at GCSE, although we expect the majority of students to have a grade A or A\*.

### THE COURSE CONTENT

The course is intended for students with some knowledge of French (for example up to GCSE Level). Language B lessons will enable students to reach a high level of competence in the target language and explore the culture from the countries where the language is spoken.

Students will have 5 hours of lessons per fortnight. In addition to your timetabled lessons there is a requirement to attend weekly sessions with the foreign language assistant.

Topics that will be covered during the two-year course include Family, Young People, Technology and Ethics, Health, Travel, Education, Media, Environment, Work, Equality, Globalization, Law, Art & Culture. These will be explored through a variety of types of text and audiovisual material.

There is also a strong emphasis on Literature, and the appreciation of the writing and culture of the target language countries in IB, and part of the Standard and Higher Level course will include the study of some French and Francophone writing.

You will be encouraged to participate in an exchange trip, course or work experience in France or a French-speaking country during the two-year course. Visits to plays, films and conferences may be organized.

## RESOURCES FOR STANDARD AND HIGHER LEVEL

Students are given a text book and resources such as a grammar book and a vocabulary book. It is a requirement to subscribe to the *Authentik Magazines* which will be used as an extra resource in class both for improving the students' reading and listening skills. Currently, this subscription costs £25 per year. Students will also need to purchase a good dictionary.

### Assessment

This is the same format as Ab Initio, with the same weighting but more demanding criteria.

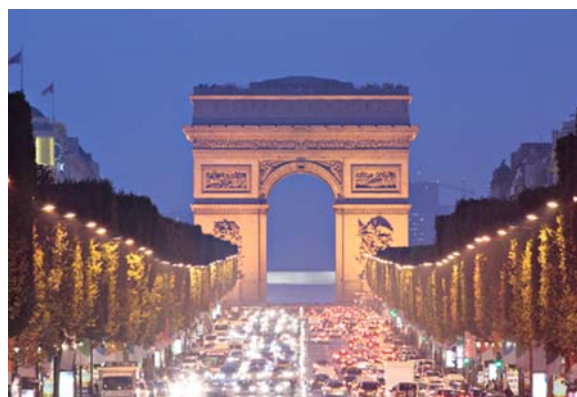
## LANGUAGE B HIGHER LEVEL

### ENTRANCE REQUIREMENT

The minimum requirement for this course is a grade A or A\* at GCSE.

### THE COURSE CONTENT

The Higher Level course is very similar to Standard Level, but students will have 8 hours of lessons per fortnight. In addition to your timetabled lessons there is a requirement to attend weekly sessions with the foreign language assistant. Course topics are the same as Standard Level, but studied in greater depth. Assessment has the same weighting as for Standard Level, but criteria are much more demanding.



# IB MATHEMATICS HL/SL, MATHEMATICAL STUDIES SL

*IB Representative – Ms H. Lilley*

## OVERVIEW

Mathematics is a compulsory subject in the IB Diploma programme. There are three different courses available. All IB courses allow pupils to gain a coherent view of Mathematics, and also understand the history and development of Mathematics. All students will be required to purchase a graphic display calculator (GDC); this will be required for examination of all three courses. Details of the appropriate model and how to purchase this through school will be provided at the start of the course.

## THE COURSES

### MATHEMATICS HL

**ENTRANCE REQUIREMENTS:** Grade A (A\* recommended) in GCSE Mathematics or equivalent.

Higher Level Mathematics is a demanding course which caters for students with an excellent background in Mathematics, and who have grasped some of the more challenging areas of algebra in their GCSE studies. Those who choose this option will often be expecting to include Mathematics as a major component in their university studies; either as a subject in its own right or within other subjects where Mathematics plays a fundamental part, such as Physics or Engineering. Students who decide to undertake Higher Level Mathematics will have a keen interest in the subject and enjoy the challenges that it presents.

In brief, the core topics that will be covered are: Algebra, Functions and Equations, Circular Functions and Trigonometry, Vectors, Matrices, Statistics and Probability, Calculus. The course includes no Mechanics; this work is covered elsewhere in the IB model. In comparison with A-Level, the content lies somewhere between that of A Level Further Mathematics and A Level Mathematics.

Rigorous in its nature, this course depends upon the ability to understand concepts, solve problems independently and to use the language and notation of the subject correctly. Students will become confident, analytical mathematicians with a good knowledge of advanced Mathematics.

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## MATHEMATICS SL

**ENTRANCE REQUIREMENT:** Grade A in GCSE Mathematics or equivalent.

Mathematics Standard Level is a course ideal for those who enjoy Mathematics and require a sound mathematical knowledge for their future studies. Those who choose the course will normally be thinking of studying a university course which has significant mathematical content such as Business, Economics, Chemistry, Psychology or Geography.

The course is essentially a subset of the Higher Level course; it covers the same seven core topics, but in less depth. In comparison with A-Level, the content lies somewhere between that of AS Level Mathematics and A Level Mathematics. Rigorous in its nature, this course will ensure that students become confident and analytical mathematicians who have a sound knowledge of the subject.

## MATHEMATICAL STUDIES SL

**ENTRANCE REQUIREMENT:** Grade B in GCSE Mathematics or equivalent

This course is designed for students who do not anticipate a need for Mathematics in their future studies and whose main interests lie outside Mathematics. The course concentrates on transferable mathematical skills and Mathematics which can be applied to contexts related as far as possible to other subjects and to common real-world occurrences.

The topics studied over the two years comprise: The Graphic Display Calculator (GDC), Number and Algebra, Sets, Logic and Probability, Functions, Geometry and Trigonometry, Statistics, Introductory Differential Calculus, Financial Mathematics.

The emphasis of the course is on applications rather than on conceptual analysis, so the course is in no way preparation for a technical subject at university, but its breadth and selective depth make it an excellent support for non technical subjects.

## ASSESSMENT

Assessment in all 3 courses is made up of project work, worth 20% of the overall grade, and exams at the end of the second year which make up 80% of the overall grade.

# IB GERMAN

*IB Representative – Mr C. Zursiedel*

German is available at 2 levels for IB

## ***LANGUAGE B STANDARD LEVEL***

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### **ENTRANCE REQUIREMENT**

The minimum requirement for this course is a grade B at GCSE, although we expect the majority of students to have a grade A or A\*.

### **THE COURSE CONTENT**

The course is intended for students with some knowledge of German (for example up to GCSE Level). Language B lessons will enable students to reach a high level of competence in the target language (similar to A2) and explore the culture from the countries where the language is spoken.

Students will have 5 hours of lessons per fortnight. In addition to your timetabled lessons there is a requirement to attend weekly sessions with the foreign language assistant.

The emphasis is on types of texts, rather than topics, although the course will combine both. Students will be exposed to a variety of different texts, such as persuasive, narrative or argumentative.

There is also a literature element, enhancing the understanding and the appreciation of the writing and culture of the target language countries. Part of course will include the study of some German, Austrian and Swiss writing.

You will be encouraged to participate in an exchange trip, work experience or language course - usually in Germany - during the two-year course. Visits to plays, films and conferences may also be organized.

## **RESOURCES FOR STANDARD AND HIGHER LEVEL**

Students are given a text book, a work book, as well as resources such as a grammar book and a vocabulary book. It is a requirement to subscribe to the *Authentik Magazines*, which contain articles from a number of German newspapers, which are ideal for self-study. The subscription costs will be approx. £18 per year. Students will also need to purchase a large dictionary.

### **ASSESSMENT**

This is the same format as Ab Initio, with the same weighting but more demanding criteria.

## ***LANGUAGE B HIGHER LEVEL***

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### **ENTRANCE REQUIREMENT**

The minimum requirement for this course is a grade A or A\* at GCSE.

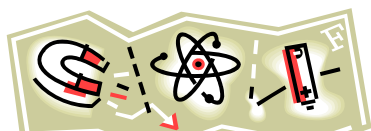
### **THE COURSE CONTENT**

The Higher Level course is very similar to Standard Level, but students will have 8 hours of lessons per fortnight, plus weekly sessions with the foreign language assistant. You will reach a level that enables you to live and work in the target language countries. Types of text and topics are the same as in Standard Level, but studied in greater depth. To study German at this level requires a high degree of self-motivation and organization.

### **ASSESSMENT**

Higher Level has the same weighting as for Ab Initio and Standard Level, but the criteria are much more demanding.





# IB PHYSICS

IB Representative - Mr S. Dow



## ENTRANCE REQUIREMENTS:

For both Higher & Standard level students should have an A grade or B grade (subject to interview) in GCSE Additional Science or GCSE Physics. GCSE Mathematics at A grade would also be a distinct advantage.

## THE SUBJECT

It is important that students appreciate that doing and studying Physics is a communal activity, relying on the interplay between theory and experiment and hence communication between groups of Physicists who work in different areas of their fields. There are many opportunities within the course for students to develop presentation, teamwork and communication skills. In addition, the study of the history of ideas about the nature of matter highlights the highly international nature of the subject. Students will be exposed to the global nature of the subject when studying the very large experiments such as the LHC at CERN, involving some 7900 scientists and engineers representing 80 nationalities. Finally the moral, ethical, social and environmental implications of the development of modern technologies based on physical processes will be studied.

## THE COURSES

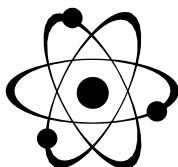
Depending on the uptake of students, the following courses will be offered:

### Course 1 Standard Level (SL)

1. Physics and physical Measurements
2. Mechanics
3. Thermal Physics
4. Oscillations and Waves
5. Electric Currents
6. Fields & Forces
7. Atomic and Nuclear Physics
8. Energy, Power and Climate Change
9. Option A – Sight and Wave Phenomena and Option B – Quantum and Nuclear Physics or Option E – Astrophysics

### Course 2 Higher Level (HL)

1. Physics and physical Measurements
2. Mechanics
3. Fields & Forces
4. Motion in Fields
5. Thermal Physics
6. Thermal Physics (AL)
7. Oscillations and Waves
8. Wave Phenomena
9. Option G – Electromagnetic Waves



10. Electric Currents
11. Electromagnetic Induction
12. Atomic and Nuclear Physics
13. Quantum and Nuclear Physics
14. Energy, Power and Climate Change
15. Digital Technology
16. Option E – Astrophysics or Option G – Electromagnetic Waves, or Option J – Particle Physics.

### Course 3 SL and HL mixed

This course will be run as per the topic order in the syllabus outline (Core and then AHL content), with the Options as outlined above.

## TEACHING

A similar range of teaching styles and strategies are employed as the A level courses, but students are expected to take more responsibility for their own learning, making full use of the school resource centre in order to consult a range of further reading material, both in books and online. Deadlines for the presentation of work to be marked must be strictly adhered to. Students will need at all times to have in their possession a reliable and sufficiently powerful electronic calculator, the use of which should be fully understood.

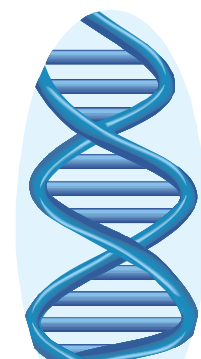
## ASSESSMENT

Assessment is via external and internal means. The external assessment (76%) is made at the end of the 2 year course. There will be three written papers: Paper 1 is made up of multiple choice questions in which calculators are not permitted; Paper 2 has two sections, one of which is a data-based questions involving analysis techniques, the other consisting of extended response questions; Paper 3 has several short answer questions and an extended response question in each of the two options studied.

The internal assessment (24%) consists of an interdisciplinary project and a mixture of short- and long-term investigations. Student work is internally assessed by the teacher and externally moderated by the IBO. For students taking the HL, 60 hours of practical work will be carried out, and 40 hours for those at SL. Of these, a number will be assessed for the following criteria: Design (D), Data Collection and Processing (DCP) and Conclusion and evaluation (CE). The two best scores for these will be sent to the IBO. The Manipulative Skills (MS) criterion will be assessed over the full practical sessions, whilst the final internal assessment criterion, Personal Skills (PS) will be judged during the Group 4 project. During the course the students' progress will be closely monitored via a series of in-school assessments as they complete each area of study as outlined in the topics above.

# IB BIOLOGY

*IB Representative – Dr P. Hocking*



## ENTRANCE REQUIREMENTS:

For higher level students should achieve an A grade in GCSE additional science or an A in GCSE Biology.

For standard level students should achieve a B grade in GCSE additional science or a B in GCSE Biology.

## THE SUBJECT

Studying Biology at IB will involve a symbiotic relationship between theory and experiment. The course aims to provide students with skills to understand and evaluate the major Biological concepts through the study of:

- The various levels of organisation within organisms, in relations to the functions they form
- Physiological and Biochemical processes within organisms
- The history of life on earth. Genetics at both Mendelian and molecular levels
- The mechanism and evidence of evolutions and evolutionary affinities of different groups.
- Organisms in relation to each other and their environment

There are many opportunities within the course for students to develop presentation, teamwork and communication skills. In addition, the study of the history of ideas about the nature of Biology highlights the highly international nature of the subject. Students will be exposed to the global nature of the subject when studying the very large experiments such as the Human genome project. Finally the moral, ethical, social and environmental implications of the development of modern technologies based on Biological processes will be studied.

## THE COURSES

Depending on the uptake of students, the following courses will be offered:

### Course 1 Standard Level (SL)

1. Statistical analysis
2. Cells
3. The chemistry of life
4. Genetics
5. Ecology and evolution
6. Human health and physiology
7. Option D :Evolution
8. Option F Microbes and Biotechnology

### Course 2 Higher Level (HL)

1. Statistical analysis
2. Cells
3. The chemistry of life

4. Genetics
5. Ecology and evolution
6. Human health and physiology
7. Nucleic acids and proteins
8. Cell respiration and photosynthesis
9. Plant science
10. Option D :Evolution
11. Option F Microbes and Biotechnology

### Course 3 SL and HL mixed

This course will be run as per the topic order in the syllabus outline (Core and then AHL content), with the Options as outlined above.

## TEACHING

A similar range of teaching styles and strategies are employed as the A level courses, but students are expected to take more responsibility for their own learning, making full use of the school resource centre in order to consult a range of further reading material, both in books and online. Deadlines for the presentation of work to be marked must be strictly adhered to

## ASSESSMENT

Assessment is via external and internal means. The external assessment (76%) is made at the end of the 2 year course. There will be three written papers: Paper 1 is made up of multiple choice questions in which calculators are not permitted; Paper 2 has two sections, one of which is a data-based questions involving analysis techniques, the other consisting of extended response questions; Paper 3 has several short answer questions and an extended response question in each of the two options studied.

The internal assessment (24%) consists of an interdisciplinary project and a mixture of short- and long-term investigations. Student work is internally assessed by the teacher and externally moderated by the IBO. For students taking the HL, 60 hours of practical work will be carried out, and 40 hours for those at SL. Of these, a number will be assessed for the following criteria: Design (D), Data Collection and Processing (DCP) and Conclusion and evaluation (CE). The two best scores for these will be sent to the IBO. The Manipulative Skills (MS) criterion will be assessed over the full practical sessions, whilst the final internal assessment criterion, Personal Skills (PS) will be judged during the Group 4 project. During the course the students' progress will be closely monitored via a series of in-school assessments as they complete each area of study as outlined in the topics above.

# IB SPANISH

IB Representative – Mrs B Perrett

Spanish is available at 2 levels for IB

## LANGUAGE B STANDARD LEVEL

### ENTRANCE REQUIREMENT

The minimum requirement for this course is a grade B at GCSE, although we expect the majority of students to have a grade A or A\*.

### THE COURSE CONTENT

The course is intended for students with some knowledge of Spanish (for example up to GCSE Level). Language B lessons will enable students to reach a high level of competence in the target language and explore the culture from the countries where the language is spoken.

Students will have 5 hours of lessons per fortnight. In addition to your timetabled lessons there is a requirement to attend weekly sessions with the foreign language assistant.

Topics that will be covered during the two-year course include Family, Young People, Health, Travel, Education, Media, Environment, Work, Equality, Globalization, Law, Art & Culture.

There is also a strong emphasis on Literature, and the appreciation of the writing and culture of the target language countries in IB, and part of the Standard and Higher Level course will include the study of some Spanish and Latin American writing.

You will be encouraged to participate in an exchange trip, course or work experience in Spain or South America during the two-year course. Visits to plays, films and conferences may be organized.

## RESOURCES FOR STANDARD AND HIGHER LEVEL

Students are given a text book and resources such as a grammar book and a vocabulary book. It is a requirement to subscribe to the *Authentik Magazines* which will be used as an extra resource in class both for improving the students' reading and listening skills. Currently, this subscription costs £25 per year. Students will also need to purchase a good dictionary.

### ASSESSMENT

This is the same format as Ab Initio, with the same weighting but more demanding criteria.

## LANGUAGE B HIGHER LEVEL

### ENTRANCE REQUIREMENT

The minimum requirement for this course is a grade A or A\* at GCSE.

### THE COURSE CONTENT

The Higher Level course is very similar to Standard Level, but students will have 8 hours of lessons per fortnight. In addition to your timetabled lessons there is a requirement to attend weekly sessions with the foreign language assistant. Course topics are the same as Standard Level, but studied in greater depth. Assessment has the same weighting as for Ab Initio and Standard Level, but criteria are much more demanding.



# IB CHEMISTRY

*IB Representative – Mrs L. Kings*

## GROUP 4: CHEMISTRY

### ENTRANCE REQUIREMENTS

GCSE Additional Science *or* Chemistry grade A of any Board. (B grade applicants to be interviewed before acceptance to the course)

### COURSE AIMS & OBJECTIVES:

Chemistry is a highly analytical subject that combines academic challenge with the additional focus on experimental and investigative skills. The IB programme is different from the current A level syllabus in that the topics are not studied in a modular manner. Relationships between the topics in Chemistry are encouraged and links are made between this subject and the other five subjects that students will study.

The syllabus encourages students to inquire, discuss and think critically about issues in the broadest sense so that they become more aware of their responsibilities in society. The international nature of Chemistry is stressed – the vocabulary shared among scientists is universal and the collaboration between scientists working in different parts of the world is essential if we are to continue to further our understanding of matter and the influence, adverse or otherwise, that we have on our planet.

### COURSE CONTENT

The core for both Higher and Standard levels is delivered under the following topic areas over 80 hours:

- Quantitative chemistry
- Atomic structure\*
- Periodicity\*
- Bonding and structure\*
- Energetics\*
- Kinetics\*
- Equilibrium\*
- Acids and bases\*
- Oxidation and reduction\*
- Organic chemistry\*
- Measurement and data processing

Those topics marked with a \* are studied in greater depth at Higher level with an additional 55 hours allocated to the teaching of these.

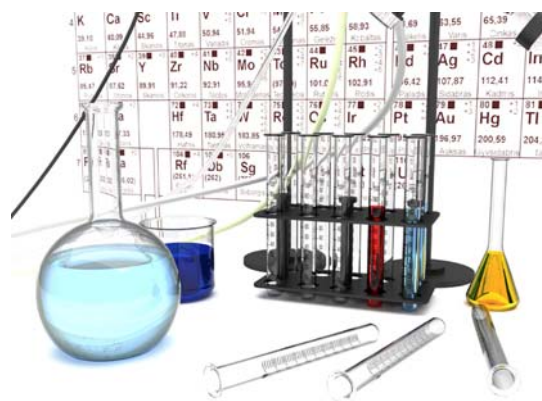
All candidates will also study a further two options, selected from six areas of the subject that again offer core and extension material which may build on existing principles as well as offering a look at more diverse applications of chemistry. In addition all students studying the Experimental Sciences are expected to work together on a Group 4 project where a scientific or technological topic is studied that allows concepts and perceptions from across the disciplines to be shared.

### SCHEME OF ASSESSMENT:

Assessment is criterion-related and reflects the international-mindedness of the programme. Just over three quarters of the marks awarded are assessed externally by terminal examinations and the internal element is practically-based (24%). The external element is terminal and comprises three written papers.

- **Paper 1** will be multiple choice questions which will examine the core in scientific understanding and its application and use (weighting 20% for both SL and HL)
- **Paper 2** further examines core material using data-based and extended-response questions (weighting HL 36% and SL 32%)
- **Paper 3** concentrates on the options selected and will include short answer and extended response questions (weighting HL 20% and SL 24%)

The internal assessment is practically-based and consists of a series of investigations, a mixture of short- and long-term, and an inter-disciplinary project.



# IB ECONOMICS

*IB Representative - Mr N. Fieldhouse*

## GROUP 3

### ENTRANCE REQUIREMENTS

GCSE Mathematics or Business Studies grade A or above.

### THE COURSE

Economics is a dynamic social science, forming part of the study of individuals and societies. The study of economics is essentially about the concept of scarcity and the problem of resource allocation. We attempt to solve how to distribute the limited resources that are available in the world. Although economics involves theories, it is not a purely theoretical subject: economic can be applied to real-world examples. Neither is economics a discrete subject, since economics incorporates elements of history, geography, psychology, sociology, political studies and many other related fields of study.

Economics does not exist in a vacuum, because it naturally must consider how economic theory is to be applied in an international context.

### MAJOR AREAS OF THE COURSE ARE:

#### Section 1: Introduction to economics

Basic introduction to concepts that underpin the subject.

#### Section 2: Microeconomics

Demand, supply, elasticity, tax, theory of the firm and market failure.

#### Section 3: Macroeconomics

National income, Government spending, exports and imports, demand-side policies, fiscal policy, interest rates, unemployment and inflation.

#### Section 4: International economics

Trade, protectionism, globalization, World Trade Organization (WTO), balance of payments and exchange rates.

### Section 5: Development economics

Sources of economic growth and/or development, consequences of growth, barriers to economic growth and/or development and growth and development strategies.

### HIGHER LEVEL ASSESSMENT

**External assessment: 80%**

Written papers 4 hours

#### *Paper 1 - 1 hour 20%*

This paper consists of four extended-response questions based on all five sections of the syllabus. Each question is divided into two parts and may relate to more than one section of the syllabus. Candidates must attempt one question.

#### *Paper 2 - 1 hour 20%*

A short-answer question paper based on all five sections of the syllabus. The paper consists of six questions. Candidates must attempt three questions.

#### *Paper 3 - 2 hours 40%*

A data-response paper based on all five sections of the syllabus. The paper consists of five structured questions based on all five sections of the syllabus. Candidates must attempt three questions.

### Internal assessment 20%

Candidates produce a portfolio of four commentaries.

### ORGANISATION OF WORK

Although regular weekly assignments are set throughout the course, dedicated students must be keen to supplement specific class and homework activities with individual research and investigation from books, journals, newspapers, computer based resources, television reports and video tapes. A lively interest in current affairs is essential.



# IB MANDARIN CHINESE

*IB Representative – Mrs V.K. Allen*

## AB INITIO LANGUAGE – MANDARIN CHINESE

### ENTRANCE REQUIREMENTS

No previous knowledge of the language is required, however, a grade A or A\* in a European language is an advantage.

### THE COURSE CONTENT

The *Ab initio* course level is equivalent to the level that students reach at AS. You will be covering the following topics:

- Personal information (yourself, your family and your house)
- At school (subjects, opinions, studies)
- Holidays (the weather, at the tourist office, booking a table and ordering a meal, activities you did while on holiday, booking accommodation, lost property)
- Traveling (places in town, directions, accidents and breakdowns)
- Health (what is wrong, understanding advice)
- Work (at home and at work, part time jobs, work experience, the media)
- Shopping (food and clothes, complaining about problems with purchases)
- Going out (buying tickets, arranging to go out, the press)
- Problems (at home and at school, alcohol, drugs, environmental issues)
- Future jobs and careers

You will have 5 hours of lessons per fortnight. All lessons will be normally conducted in the target language.

You will be encouraged to participate in an exchange trip during the two-year course. Visits to plays, films and conferences may be organized.

### RESOURCES

Students will be given a text book, *Chinese Made Easy* (I-III), and resources such as a grammar book and a vocabulary book. Students will be required to purchase a good dictionary. *Oxford Beginners' Chinese* is recommended.

### ASSESSMENT

There is both external and internal assessment.

- External - Written Paper Component - 70%  
 Paper 1: Text Handling - questions based on written texts and short writing exercise in response to the fourth text. 40%

Paper 2: Written production - short writing task from a choice of two and an extended writing task from a choice of three 30%

- Internal - 30%
  1. Individual oral - short interview with the teacher 15%
  2. Interactive oral activity - the mark of one interactive activity 15%



# IB JAPANESE

IB Representative – Mrs V.K. Allen

## AB INITIO LANGUAGE – JAPANESE

### ENTRANCE REQUIREMENTS

No previous knowledge of the language is required, however, a grade A or A\* in a European language is an advantage.

### THE COURSE CONTENT

The *Ab initio* course level is equivalent to the level that students reach at AS. You will be covering the following topics:

- Personal information (yourself, your family and your house)
- At school (subjects, opinions, studies)
- Holidays (the weather, at the tourist office, booking a table and ordering a meal, activities you did while on holiday, booking accommodation, lost property)
- Traveling (places in town, directions, accidents and breakdowns)
- Health (what is wrong, understanding advice)
- Work (at home and at work, part time jobs, work experience, the media)
- Shopping (food and clothes, complaining about problems with purchases)
- Going out (buying tickets, arranging to go out, the press)
- Problems (at home and at school, alcohol, drugs, environmental issues)
- Future jobs and careers

You will have 5 hours of lessons per fortnight. All lessons will be normally conducted in the target language.

You will be encouraged to participate in an exchange trip during the two-year course. Visits to plays, films and conferences may be organized.

### RESOURCE

Students will be given a text book, Genki I + II and resources such as a grammar book and a vocabulary book. Students will be required to purchase a good dictionary. *Oxford Beginners' Japanese* is recommended.

### ASSESSMENT

There is both external and internal assessment.

- External - Written Paper Component - 70%  
 Paper 1: Text Handling - questions based on written texts and short writing exercise in response to the fourth text 40%  
  
 Paper 2: Written production - short writing task from a choice of two and an extended writing task from a choice of three 30%
- Internal - 30%
  1. Individual oral - short interview with the teacher 15%
  2. Interactive oral activity - the mark of one interactive activity 15%



# IB VISUAL ARTS

*IB Representative – Mr F.G. Davis*

## Entry Requirements:

Students will normally only be accepted at TBGS with a B grade or above in art at GCSE. Students who fall outside this requirement will need to apply in writing and will be accepted only on the production of a portfolio of work and will be subject to interview by art department staff. The final decision regarding suitability and aptitude for IB qualification will be made exclusively by the Head of Department.

## SYLLABUS OUTLINE.

The Art Department at Torquay Boys' Grammar School will offer the IB syllabus to Girls and Boys in Lower Sixth from September 2009. The Syllabus consists of two distinct strands: Higher Level and Standard Level qualification, both will offer an A and B option. In the first instance the syllabus will be delivered by two teachers and students will work alongside existing A Level students. The IB syllabus is a demanding course of study which will require not only competence in practice but also a full understanding of the work of art and design in its wider contextual and cultural context. A choice of Thematic starting points will be provided for studio work and the Investigation Workbook will provide the opportunity for independent choice of specific focus.

In option **A** a selection of **Studio Work** will be exhibited for external assessment and a 30 to 40 minute interview conducted. **Investigation Workbooks** will be internally marked and externally moderated.

In option **B** a selection of **Studio Work** will be photographed and presented, internally marked and externally moderated. **Investigation Workbooks** will be viewed and discussed by a visiting examiner and an interview conducted.

TBGS HIGHER LEVEL (240) HOURS Higher Level A/B  
Option A (HLA)  
Studio Work (60%)  
Investigation Workbooks (40%)

Option B (HLB)  
Investigating Worksheets (60%)  
Studio Work (40%)

TBGS STANDARD LEVEL (150) HOURS Standard Level A/B

Option A (SLA)  
Studio Work (60%)  
Investigation Workbooks (40%)

Option B (SLB)  
Investigation Workbooks (60%)  
Studio Work (40%)

N.B. **Studio Work:** Involves practical exploration and artistic production within the field of the visual arts. The emphasis in Studio Work is placed in both Levels on:

The exploration of Media.

The Exploration and development of the development of artistic qualities.

The study of relationships between form and meaning.

The study of a variety of cultural functions.

An appreciation of their own work and the work of others.

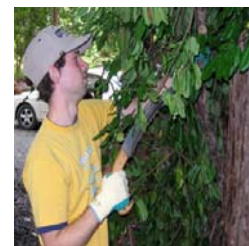
N.B. **Investigating Work** Involves both visual and written evidence of study presented in the form of an **Investigation Workbook**, which contains:  
Independent investigation into ideas, themes and issues in the visual arts. of the past and present.  
An understanding of art in its cultural contexts.  
The analysis of images and artifacts.  
Evidence of technical skill and the use of different media.  
Links with the student's studio work.

Assessment will be carried out using published IB **Markband Descriptors** for internal and external marking. Teachers will monitor and advise students on a regular basis, overseeing student documentation and validating the authenticity of students work.



# IB CREATIVITY, ACTION, SERVICE (CAS)

IB Representative – Mr P. Wheller



## Core Subject: CAS

### What is CAS?

CAS is experiential education. CAS is doing!

### CREATIVITY:

To be able to utilise resources to make something beautiful in order to make people feel good! Examples could include drama, music, art, photography, writing activities or other experiences that involve creative thinking.

### ACTION:

To be able to take initiative in order to improve your physical well being in order to be able to help others to feel good! Examples could include team sports, dance, physical exertion conducted on a regular basis so as to contribute to a healthy lifestyle.

### SERVICE:

To actively and creatively help other people feel good about themselves and the environment they live in! Social unpaid exchange such as volunteering work which is mutually beneficial, implying learning benefit and personal development opportunities for the student.

CAS is there as a counterbalance to the academic self-absorption. Through CAS, and above all through Service, knowledge is undertaken outside the classrooms and places students into the real world. CAS challenges and develops the student's personal, interpersonal, social and human skills.

### What are the benefits of undertaking CAS?

Good CAS is when the activities are:

- Involving
- Challenging
- Novel
- Lead to personal development

Good CAS must allow the person doing it to develop through:

➔ EXPERIENCE,

and more importantly through:

➔ REFLECTION!

Reflection must be guided by the CAS Co-ordinator in co-operation with:

- ➔ IB Co-ordinator
- ➔ Relevant members of staff
- ➔ CAS Advisors
- ➔ External supervisions and experts

### The main aims of CAS?

The aims of the CAS programme are to enable the student to develop:

- an appreciation of the potential of the human mind and spirit
- knowledge, skills and understanding
- an awareness of humanitarian issues across the world
- a recognition that education imposes lifelong ethical responsibilities
- a willingness to inquire and an enjoyment of discovery
- confidence in your ability to initiate change, both individually and collaboratively
- autonomy and self-reliance
- an appreciation of your own and others' talents.

### What will CAS lessons involve?

Each student will have dedicated CAS lessons once a week. The CAS Co-ordinator will be able to assess the viability of a CAS challenge and provide guidance. Also, during these sessions students will be able to provide the evaluation and evidence materials necessary to pass this key element of the IB curriculum.

However, the majority of CAS activities will usually be conducted outside of these sessions, either after school or during the weekends.

# IB THEORY OF KNOWLEDGE

IB Representative – Dr S. Lee

## Theory of Knowledge (TOK)

The purpose of the TOK course is to develop students' critical approach to the acquisition of knowledge. They will already have acquired a vast amount of knowledge by the time they start the course but TOK provides an opportunity to stand back from the mere acquisition of data and to ask more fundamental questions such as 'how do I know that?', 'how has that knowledge come about?', and even 'is it possible to know anything for certain?'

The aims and objectives of the course are, thus, to develop students' ability to reflect upon, critically examine, and evaluate claims to knowledge in a variety of disciplines and to encourage them to make connections between disparate areas of their studies and their everyday life. They will emerge from the TOK course able to analyse, to generate hypotheses, make interesting links between different fields, and to communicate their ideas clearly.

***TOK is thus the glue that holds the IB Diploma programme together.***

The course will be taught for 3 hours across the two-week timetable and will cover the following elements:

### Knowledge issues, knowers and knowing

- Knowledge issues (e.g. different ways of knowing)
- Nature of knowing (e.g. difference between knowledge, belief, faith)
- Knowledge communities
- Knowers and sources of knowledge (e.g. role of personal experience; do we construct or recognize reality?)
- Justification of knowledge claims

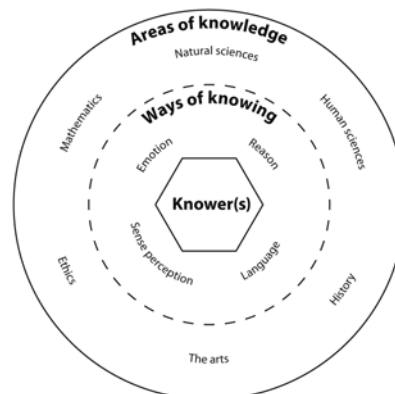
### Ways of knowing

- Sense perception
- Language
- Reason
- Emotion

### Areas of knowledge

- Mathematics
- Natural sciences
- Human sciences
- History
- The arts
- Ethics

The course can be represented alternatively in the following diagram.



**Assessment in TOK consists of two elements:**

### Part 1 External assessment (40 points)

This consists of one essay (1200-1600 words in length) on a topic prescribed by the IBO.

### Part 2 Internal assessment (20 points)

One presentation to the class and one accompanying written presentation planning document.

These marks are then totaled to provide an overall mark which is then converted to a grade (A-E). In terms of IB Diploma points the mark from the TOK course is then combined with that from the Extended Essay, according to the diploma points matrix, to produce the final result for the required parts of the Diploma Programme (ranging from 0-3 Diploma points).

### Resources:

All students will be provided with the following textbook:

Richard van de Lagemaat, *Theory of Knowledge for the IB Diploma* (CUP: Cambridge, 2005)

In addition, the school library has large numbers of books in the fields of Philosophy, Ethics, Politics and the various areas of knowledge.

# IB EXTENDED ESSAY

*IB Representative – Mr A. Kosmaczewski*

All IB Diploma students have to undertake an Extended Essay on a topic of their choice within an IB subject. This does not have to be chosen from the six subjects chosen at Higher/Standard Level, although it usually is. The purpose of the Extended Essay is to develop independent research skills.

The Extended Essay is an in-depth study of a limited topic within an IB subject. It is recommended that students spend a maximum of 40 hours on it, though many willingly exceed this, often by a significant amount. Students have around 3 hours contact time with an academic supervisor, who is usually a teacher within the school, and they are expected to work independently for the remainder of the time. The supervisor provides the candidate with advice and guidance in the skills of undertaking research – by assisting, for example, with defining a suitable topic, with techniques of gathering and analysing information/evidence/data, with documentation methods for acknowledging sources and with writing an abstract. The work is undertaken over several months.

One third of the marks for the essay is based on subject specific merit. Two thirds are awarded for specific research skills which are common and highly-transferable:

- Formulation of Research Question
- Approach to Research Question
- Interpretation/Argument/Evaluation
- Conclusion
- Abstract
- Formal details – referencing, bibliography, etc.

## Recent examples of Extended Essay titles:

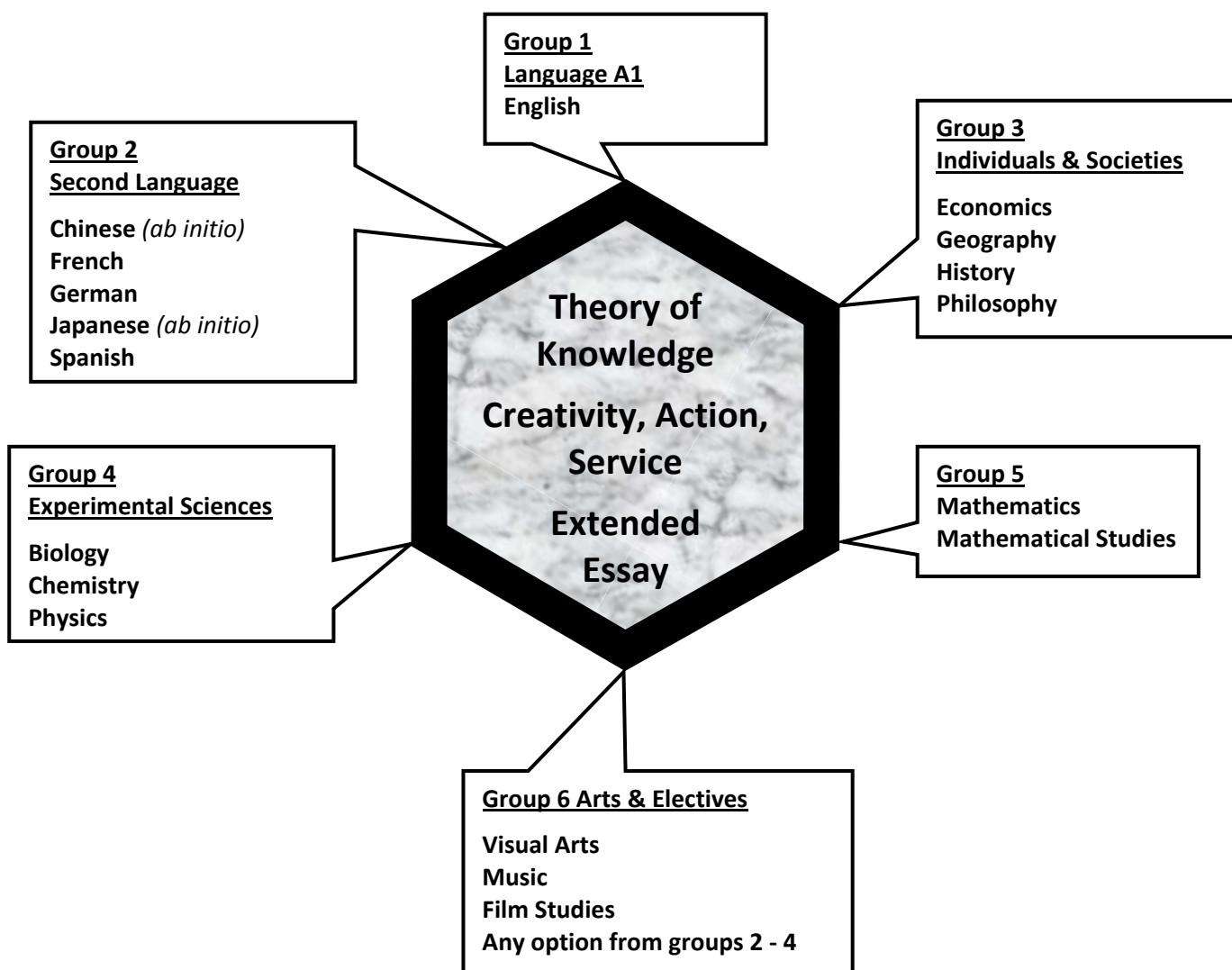
- A commentary on Jupiter's prophecy in Aeneid Book 2.
- How did the Cultural Revolution in China affect education?
- An investigation into the kinetics of the reaction between the permanganate and oxalate ions.
- Modelling the astrometric effect of an extra-solar planet on its star.
- The image of the abyss in the novels of Henry James.



# INTERNATIONAL BACCALAUREATE DIPLOMA CHOICES

The hexagon below shows the IB subjects available at Torquay Boys' and the regulations for choosing a valid combination.

**Choose 3 Higher Level Subjects and  
3 Standard Level Subjects, one from  
each of groups 1 – 5 and one other.**



## HIGHER AND STANDARD LEVEL

The conceptual level of most Standard Level subjects is broadly similar to that of the Higher Level equivalent – the difference is in breadth rather than depth. In this respect the Higher/Standard division is very different from the A/AS division.

# IB MUSIC

*IB Representative – Mr C. Sears*

## ENTRANCE REQUIREMENTS

Students should be approximately grade 4-5 standard or higher on any instrument and have a reasonable grounding in music theory.

GCSE Grade A is the normal minimum requirement.

In certain circumstances it may be possible for advanced instrumentalists without GCSE to join the course after interview with Head of Department.

## Core Content:

Musical perception and analysis paper, involving study of a set work and critical analysis of unprepared excerpts; musical investigation, for Higher Level also solo performance and composition.

## Option Topics:

Higher Level: None

Standard Level: One of solo performance or composition or group performance.

## Internal Assessment:

Higher Level = 50%

- Solo performance 25%
- Composition 25%

Standard Level = 50% on solo performance, composition or group performance

## External Assessment:

Higher Level 50% Standard Level 30%

Examination

- Paper 1: Prescribed work analysis and study of genre and style

20% Musical investigation comparing two genres (maximum 1500 words)

## Comparison between this course and A Level

- IB music involves the study of two longer set works in detail rather than several shorter set works.
- IB music involves writing critical responses on music which has not previously been specifically prepared or studied by the candidate. A Level asks similar answer questions on unprepared extracts within the context of the aural perception papers but from a prescribed area of study.
- IB music does not contain a specific curriculum content, which A Level does, although it makes it clear in the scheme of assessment what is required in the listening paper. It requires some knowledge of written music from 1500 to present day, and also non-Western music from around the world.
- IB requires a 2000 word investigation of significant musical links between two or more pieces from distinct musical cultures.



# IB FILM STUDIES

*IB Representative – Mr A. Otty*

## ENTRANCE REQUIREMENTS

There is no expectation or pre-requisite requirement that you will have studied either Media or Film prior to beginning this course. You will need a grade B in **one or more** of the following GCSE subjects: English, Media Studies, or Film Studies. You will also need to enjoy watching films, and be interested in their production. Additionally, you should be willing to watch challenging films from outside of the Hollywood mainstream.

Your teachers are eager for you to become engaged with cinema, and for you to produce high-quality work. You will be joining a learning environment which will be supportive, creative, and intellectually stimulating.

## THE IMPORTANCE OF FILM

The UK film industry is worth over £4bn to our economy, and directly employs thirty-five thousand people. In the USA, film as an export is second only in value to the car industry. It is a serious employment sector with many opportunities for those who demonstrate an early enthusiasm and aptitude.

We spend an average of over three hours a day watching film and television. Film is the dominant cultural form of our age. It is vital that we understand the relationship between producer and audience.

## COURSE CONTENT

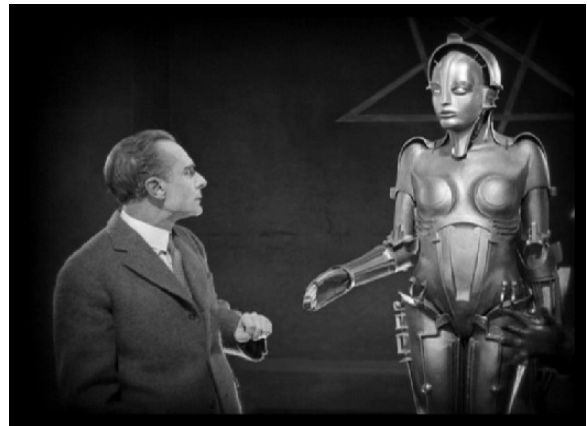
### Film Analysis

This general introduction will use a wide variety of movies to introduce you to the language of film, and the issues which film both raises and addresses. You will develop your enjoyment and critical appreciation of film. For your assessment you will give a presentation analysing an extract from a set film. This will be worth 25% of your final mark.



## Film Theory and History

In this part of the course you will study a number of historic and modern international film movements in depth. You will gain an understanding of the continuing social, cultural, and political significance of cinema. For your assessment you will produce a short documentary video focusing on an area of film theory in relation to a number of films which you will have studied. This will be worth a further 25% of your mark.



## Practical Production Portfolio

You will be taught practical film-making skills throughout the course, and your imagination and creativity will be fostered. The production project counts for 50% of your total mark. You will produce a number of short films during the course, with a final short film forming the centre-piece of your production portfolio.

