

IB HISTORY

Contact Person - Mr A. Kosmaczewski



▶ ENTRANCE REQUIREMENTS

For both Standard and Higher Level normally a grade 6 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 20th 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:

Authoritarian states in the 20th century. 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.

Causes and effects of war in the 20th century. 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.

The move to Global War. This in-depth study of historical documents will focus on two case studies: Japanese expansion in East Asia (1931-1941) and German and Italian expansion (1933-1940).



The Cold War: Superpower tensions and rivalries in the 20th century:

This unit explores the reasons for the breakdown of the wartime alliance after 1945 and the subsequent peaks and troughs in relations between the superpowers until the collapse of the Soviet Union in 1991.

Historical Investigation

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. Here are some examples of research topics our students have chosen in the past:

- *How useful is Miller's 'Crucible' in contributing to a historical understanding of the Salem Witch Trials of 1692?*
- *How important was the Royal Navy for Britain's survival 1940-42?*
- *How effectively did the Kennedy administration uphold US foreign policy interests during the Cuban Missile Crisis in 1962?*

Higher Level

Higher Level students (only) will additionally study European history in the 19th and 20th centuries. They will look in more detail than the Standard Level course at a range of topics from Imperial Russia under Alexander II to the rebuilding of the European continent after devastation of the 2nd World War.

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.

▶ **STYLE OF TEACHING / DETAILS 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

Contact Person - Mr P. Flynn

▶ ENTRANCE REQUIREMENTS

The IB Geography course requires no specific prior learning. No particular background in terms of specific subjects or qualifications is expected or required. The skills needed for the geography course are developed within the context of the course itself.

▶ COURSE AIMS AND OBJECTIVES

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.

The aims of the **Geography** syllabus at SL and HL are to enable students to develop an understanding of the interrelationships between people, places, spaces and the environment. We hope to nurture concern for human welfare and the quality of the environment, and an understanding of the need for planning and sustainable management. We anticipate that students will clearly appreciate the relevance of geography in analysing contemporary issues and challenges, and develop a global perspective of diversity and change.

▶ COURSE CONTENT

Part 1: Geographic themes

There are **seven** optional themes

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

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

- Freshwater—issues and conflicts
- Oceans and their coastal margins
- Extreme environments
- Geophysical hazards
- Leisure, tourism and sport
- The Geography of food and health
- Urban environments

Part 2: Core theme – Geographic perspectives – global change

There are three compulsory topics in this core theme.

- Population distribution – changing population
- Global climate – vulnerability and resilience
- Global resource consumption and security



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 the geography of population dynamics, climate change and resource consumption issues.

The content is underpinned by the four key concepts of the course: places, power, processes and possibilities. Each unit examines issues at different scales from local to global, as well as the interaction between different places.

Attention should be given to the positive aspects of change (not only the negative ones), to the need to accept responsibility for seeking solutions to the demographic, economic and environmental issues – and, where appropriate, to the management strategies adopted to meet the challenges.

Part 2: Core extension – Geographic perspectives - global interactions (HL only)

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

- Power, places and networks
- Human development and diversity
- Global risks and resilience

▶ FIELDWORK (SL/HL)

Coastal fieldtrip tbc. Two-day trip to London in the Summer term and potential 1-day fieldtrip to Plymouth in the Autumn term of year 13. The department runs a 6 day residential trip to Iceland every 2 years.

▶ ASSESSMENT

The external assessment in geography consists of two examination papers at SL and three at HL. 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.

The internal assessment will, 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

▶ STYLE OF TEACHING / DETAILS OF ASSESSMENT

You will build up a learning portfolio compiled from lesson tasks, personal research and reading, short assignments and investigations. You will also be encouraged to keep a blog to promote opinion and interaction. Beware - you will have to compose and perform a water cycle rap.

IB PHILOSOPHY

Contact Person - Mrs S. Godfrey



▶ ENTRANCE REQUIREMENTS

Grade 6 in English Language and/or grade 6 in 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 course 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.

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 it is hoped that 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. Students tend to follow a career in the following areas:

Law, Medicine, Accountancy, Commerce and Industry, Business Management, Journalism, Civil Service, Teaching, Politics, Research.

Philosophy is welcomed and valued by many professions.



▶ COURSE CONTENT

PAPER 1

Core Theme

- What is a human being?
- An exploration of the human condition (Higher & Standard Level)

Optional Theme(s)

- Philosophy of Religion (Higher & Standard Level)
- Theories & Problems of Ethics (Higher Level only)

PAPER 2

THE PRESCRIBED TEXT

A study of Plato's Republic (Higher & Standard Level)



PAPER 3

THE UNSEEN TEXT

(Higher Level only)

INTERNAL ASSESSMENT

A philosophical analysis of non-philosophical material (2,000 words) (Higher & Standard Level)

▶ STYLE OF TEACHING/DETAILS OF ASSESSMENT

Throughout the course the emphasis will be 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 and close reading. A personal perspective will be encouraged and developed over the two years.

▶ HIGHER LEVEL

External Assessment (80%)

Paper 1, Paper 2, Paper 3

Internal Assessment (Coursework - 20%)

▶ STANDARD LEVEL

External Assessment (75%)

Paper 1, Paper 2

Internal Assessment (Coursework - 25%)



IB FRENCH

Contact Person - Mrs V. Bailey

French is the official language common to the three cities that are political centres of the European Union: Brussels (Belgium), Strasbourg (France) and Luxembourg City (Luxembourg)



LANGUAGE B Ab Initio Standard Level

ENTRANCE REQUIREMENT

No previous knowledge of the language is required, and students who have studied the language but not done the GCSE exam (or have not passed) can also enter at this level. Students who do will need to have a positive attitude and willingness to throw themselves into the language.

Course content and assessments are similar to the standard level, but much shorter.



LANGUAGE B STANDARD AND HIGHER LEVEL

▶ ENTRANCE REQUIREMENT

The minimum requirement for this course is a grade 6 at GCSE for Standard Level, and a grade 7-9 at Higher Level.

▶ THE COURSE CONTENT

The course is intended for students with prior knowledge of French. Standard 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 in standard and 8 in higher level of lessons per fortnight. We also have voluntary lunchtime topical lectures once per fortnight to concentrate particularly on grammar skills.

Topics that will be covered during the two-year course are taken from the Core topics: Communication & Media, Global Issues and Social Relationships. Then teachers will choose 2 further topics from: Cultural Diversity, Customs & Traditions, Health, Leisure, Science & Technology.

You will be encouraged to participate in a trip to France, visit a French University and do an intensive French course during the two-year course. Visits to plays, films and conferences will be organized by the 'French Society'.



ASSESSMENT

The Speaking element is internally assessed, through an individual oral (20%) and a group oral (done in class) (10%). There is also a Written Assignment, based on one of the topics and done at home (20%). The written papers are worth 50% and comprise text handling (Reading) (25%) and a written paper (25%), (tasks from a choice of 5).



HIGHER EDUCATION OPPORTUNITIES AND RELATED CAREERS

French is the second most taught language internationally after English.

With English, French is the only other "international" language, being spoken in 5 continents.

72% of businesses value languages as a skill - 49% of British employers look for employees that can speak French. (CBI)

The international body supervising the following of French as a language is known as the International Organization of Francophony, which has 51 countries as its member states and out of these 51 states, 28 countries have French as their official language.

French is the official language of the EU and all its administration in Brussels.

France is the nearest neighbour to the UK and its largest business partner.

With the Eurostar, Paris and London are only 2 hours apart and 8 million people commuted between the two economic capitals in 2011.

Linguists can find employment opportunities in marketing, finance, broadcasting, purchasing, commerce and industry, international organisations, interpreting, translating, teaching and the Civil Service, etc. You can improve your career prospects with a modern language in such fields as law, accountancy, journalism and insurance. Competence in one foreign language can be a stepping stone to another.





IB MATHEMATICS HL/SL, MATHEMATICAL STUDIES SL



Contact Person – Mrs C Horton

MATHEMATICS HL and SL

▶ HIGHER LEVEL ENTRANCE REQUIREMENTS:

Higher Level Mathematics is a very demanding course in Mathematics which you should consider studying if you are predicted to achieve a high grade 8 or a 9 at GCSE and you plan to follow a course with significant mathematical content post-18: **Grade 8 in GCSE Mathematics or equivalent.**

▶ STANDARD LEVEL ENTRANCE REQUIREMENTS:

Standard Level Mathematics is a demanding course in Mathematics which you should consider studying if you are predicted a good grade 7 or above at GCSE and you plan to follow a course with some mathematical content post-18: **Grade 7 in GCSE Mathematics or equivalent.**

▶ COURSE AIMS AND OBJECTIVE

By choosing to study Mathematics HL or SL you will have the opportunity to develop your mathematical knowledge and understanding. The purpose is to develop an appreciation of Mathematics; for its uses in modelling and solving real-world problems and for its own sake; its pure elegance and power.

Rigorous in their nature, the courses will ensure that students become confident and analytical mathematicians who have advanced knowledge in this subject. There will be an emphasis on developing your ability to communicate Mathematics in a concise and coherent manner and to think logically and critically when faced with a range of mathematical problems.

By studying Mathematics HL you will be well prepared to study Mathematics or subjects where Mathematics plays a fundamental part at university. Those who choose Mathematics SL will have the knowledge and skills required to support a subject which has significant mathematical content.

▶ COURSE CONTENT

Both Mathematics HL and SL cover the same core topics. In brief, the topics are Algebra; Functions and Equations; Circular Functions and Trigonometry; Vectors; Statistics and Probability, and Calculus.

Most of these topics will sound familiar to you as you will have previously studied elements from them. By choosing to study Mathematics HL or SL you will be able to extend and develop your knowledge of these topics as well as learning many new concepts. If you choose to study Mathematics SL, some of these will be covered in less depth than in Mathematics HL.

The topics will not be taught in isolation, instead you will be able to appreciate how the different topics link together.

If you choose Mathematics HL you will also study an additional 'option topic' which further extends one of the core topics. This is most likely to be Statistics and Probability.

MATHEMATICAL STUDIES SL

▶ ENTRANCE REQUIREMENT:

Grade 6 in GCSE Mathematics or equivalent

▶ COURSE AIMS AND OBJECTIVES

This course is designed for students who do not anticipate a need for Mathematics in their future studies and for whom their main interests lie outside Mathematics. By choosing this course you will be able to develop the transferable skills of studying Mathematics and an understanding of Mathematics which can be applied to contexts related as far as possible to other subjects being studied and to common real-world occurrences.

Much like Mathematics HL and SL, there will be an emphasis on communicating Mathematics correctly and on developing logical thinking and problem-solving skills.

▶ COURSE CONTENT

The topics studied over the two years comprise:

Number and Algebra; Logic, Sets and Probability; Mathematical Models, Geometry and Trigonometry; Descriptive Statistics; Statistical Applications and an Introduction to Differential Calculus.

Within all topics, the emphasis is on applications rather than on conceptual analysis.

▶ TEACHING STYLE/DETAILS OF ASSESSMENT

In all 3 courses you can expect to experience a variety of teaching methods and styles. There will be opportunities to work both individually and collaboratively. You will be required to practise routine skills but also to tackle longer, more demanding problems.

ICT plays a fundamental role in all courses. This will be used as a tool for teaching but also a tool which enables you to solve much more complex problems. **Students on all 3 courses are required to purchase a Graphical Display Calculator for this purpose.**

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



IB GERMAN

Contact Person - Mr C. Zursiedel



➤ ENTRANCE REQUIREMENTS

German is available at **ab initio** (no previous knowledge required), **Standard Level (SL)** and **Higher Level (HL)**. The requirement for the latter two is normally at least a grade 5 at GCSE, but we expect the majority of students to have a grade 7 or higher, especially for HL.

➤ COURSE AIMS AND OBJECTIVES

Did you know that Germany is the biggest foreign employer of British citizens? Similarly, companies based in the UK need German speakers more than those with other languages! With around 100 Million native speakers, German is also the most used language in the EU. Apart from the obvious professions in teaching, translating and interpreting, there is a high demand for German language skills in the following sectors: Law, Politics, Economics, Media, Journalism, Car Industry, Technology, or large Multi-National Companies. For further information, see here: <http://www.goethe.de/ins/gb/lon/lhr/wer/en9885204.htm>

The German IB course is designed to enhance your awareness of the countries where the language is spoken. The focus is obviously on Germany, but Austria and Switzerland will also feature. HL in particular will make living and working in a German-speaking country a real possibility!

As in all arts subjects, the ability to broaden horizons and question existing ideas is inherent. Hence, you will learn how to analyse and debate increasingly complex ideas in German, always considering the society, culture, history or political situation of the relevant countries. You will also be able to choose the appropriate register (e.g. formal vs. informal). All this will not only enable you to learn about the German-speaking world and Europe, but also to reflect on your own nation and cultural background, leading to a better understanding and more tolerant views of the modern world you live in, as stated in the IB learner profile.

Of course, you will be expected to take an interest in the current affairs of the relevant countries outside school, regardless of the level you are aiming for. We strongly recommend watching films in German, reading newspapers and magazines, and listening regularly to German music and radio. Our school library has plenty of ideal resources for you!

➤ COURSE CONTENT

Over the two years, equal importance is given to the skill areas of *Speaking*, *Reading* and *Writing* (but not *Listening*). The focus of the IB Language B course is on different types of texts for a variety of purposes, such as debating immigration issues, or writing a leaflet about Fairtrade. The aim is to provide a comprehensive understanding of the modern German-speaking-world, as well as a thorough understanding of the language.

At **ab initio**, the course is based around familiar GCSE topics, such as education, travel, or media. At **SL & HL**, there are three core topics, each of which allows for a flexible approach: Social Relations, Global Issues, and Communication & Media. Furthermore, two options need to be covered, which in our school are usually Customs & Traditions and Cultural Diversity.

As part of the **HL course**, two literary works (we use short novels or plays) will also be studied (though NOT in terms of literary criticism, but as a spring board for a piece of creative writing, such as a new chapter/ending).

You are strongly encouraged to visit the German-speaking countries; our next school trip is to a renowned language school in Vienna in October 2018 (when you will be in Y13).

➤ STYLE OF TEACHING / ASSESSMENT

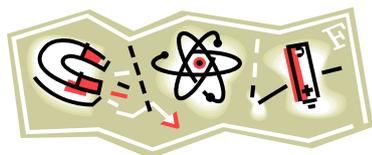
In addition to your timetabled lessons (ab initio & SL: 2.5 p/w; HL: 4 p/w), there are usually weekly 30-minute sessions with a foreign language assistant. Lessons will normally be conducted in German from the start, as this is the best way to develop your confidence and skills in general, and for the exams in particular. You may also get opportunities to present a small research project.

Assessment: At all three Levels available, there are 5 components: 3 assessments (1 written, 2 oral) take place during Y13, followed by two exam papers (one Reading, one Writing) at the end of Y13.

Criteria are the same for SL & HL, but are more demanding for Higher Level students. Apart from one year, everyone has achieved at least grade 5 or better, with most students achieving a grade 6. Every year, some students also achieve grade 7, the highest mark.

BIS BALD!





IB PHYSICS

Contact Person - Mr S. Dow

▶ ENTRANCE REQUIREMENTS

For higher and standard level, students should achieve a 7-9 grade in GCSE additional science or a 7-9 in GCSE Physics.

Physics is about unravelling the complexity of the universe to discover how and why it works. Physics forms the foundation of many technological advances and plays an important role in numerous scientific areas. It is an exciting and challenging field to study, requiring an adventurous and enquiring mind and good mathematical abilities. Its rewards include the deeper understanding of the world around us and the development of skills highly sought after throughout the employment spectrum.

Career opportunities for physics graduates are wide ranging. Apart from moving into further research into physics, many have employment in IT industries and engineering, but also in the financial and business sector where analytical skills obtained in the subject are highly sought after.

▶ COURSE CONTENT

Depending on the level you choose, you will study the following topic areas:

Standard & Higher Level both study these core topics:

1. Measurements & Uncertainties
2. Mechanics
3. Thermal Physics
4. Waves
5. Electricity & Magnetism
6. Circular Motion & Gravitation
7. Atomic, Nuclear & Particle Physics
8. Energy Production

Higher Level students study some of the above topics to a deeper level:

9. Wave Phenomena
10. Fields
11. Electromagnetic Induction
12. Quantum & Nuclear Physics

▶ OPTIONS

Students will choose to study ONE of four options, depending on their interest and possible degree/career paths:

- A. Relativity
- B. Engineering Physics
- C. Imaging
- D. Astrophysics

It is usual that both SL and HL students are taught together in the same group, with SL students not participating in HL lessons (unless they wish to deepen their understanding of the core).

▶ TEACHING

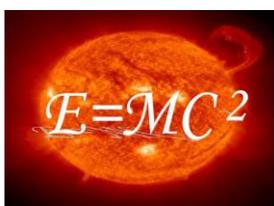
A range of teaching styles and strategies are employed, including lecture-type lessons, sessions of individual study and research, practical demonstrations & student practical work. The use of ICT during lessons is commonplace, with students using apps on ipads, simulation software and data loggers during experimental procedures. Students are encouraged to collaborate with each other and work effectively in teams in the spirit of the IB ethos, helping and supporting each other through the course. 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 powerful scientific calculator, although their studies in Mathematics require this also.

▶ ASSESSMENT

Assessment is via external and internal means. The external assessment is via three written papers which comprise 80% of the total mark. Paper 1 is made up of multiple choice questions in which calculators are not permitted. Paper 2 comprises of short-answer and extended-response questions from across the course. Paper 3 will have questions on data analysis and experimental work, as well as questions from one Option. Data booklets are provided for all examination papers.

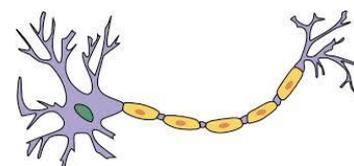
The internal assessment (20%) consists of one scientific investigation, taking about 10 hours, with a full write up, as well as an interdisciplinary project (the Group 4 project).

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, as well as tracking the development of their practical skills in readiness for the long investigation.



IB BIOLOGY

Contact Person – Dr S. Maudling



The courses:

Students can elect to study Biology at either Higher (HL) or Standard Level (SL).

Higher level (HL)

Core

- 1) Cell Biology
- 2) Molecular Biology
- 3) Genetics
- 4) Ecology
- 5) Evolution and Biodiversity
- 6) Human Physiology

Additional Higher Level (AHL)

- 7) Nucleic Acids
- 8) Metabolism, Cell Respiration and Photosynthesis
- 9) Plant Biology
- 10) Genetics and Evolution
- 11) Animal Physiology

Option

- C) Ecology and Conservation

Standard Level (SL)

Core

- 1) Cell Biology
- 2) Molecular Biology
- 3) Genetics
- 4) Ecology
- 5) Evolution and Biodiversity
- 6) Human Physiology

Option

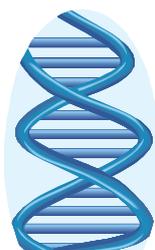
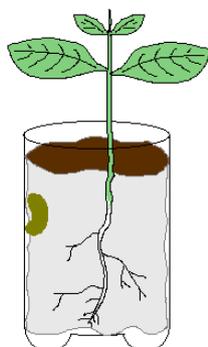
- C) Ecology and Conservation

Entrance requirements:

HL students will require a grade 7 in either GCSE Combined Science or GCSE Biology. SL students will require a grade 6.

The subject

The IB Biology course is a content-led approach, which aims to provide students with a thorough grounding in a wide range of biological fields, thus promoting a high degree of scientific literacy and laying the foundations for further study. Students will engage with Biology in a range of contexts, including practical work. As with the A Level course, there is a strong emphasis on the development of mathematical skills as these are the tools required by modern Biologists; for example, IB students are expected to routinely use statistical techniques to process their results. HL students study the full breadth of Biology and are introduced to topics that are the forefront of research, as well as the historical developments that led to key discoveries. SL students cover a reduced curriculum, which is roughly equivalent to an AS level.



The development of personal skills is embedded into the course and students will have frequent opportunities to develop these along with an appreciation of the global nature of Biology and the moral, ethical, social and environmental impacts of Biology and the implications of technology based on biological processes.

Teaching

A similar range of teaching styles and strategies are employed as in the A Level courses, but there is a greater expectation for independence for IB students. Students will be required to take more responsibility for their own learning, make full use of the resources available in school to consolidate their work in class. It is expected that all IB students will be actively engaged in wider reading to support their studies. Deadlines for the presentation of work to be marked must be strictly adhered to.

Assessment

External assessment occurs at the end of the two year course and accounts for 80% of the final mark awarded.

Standard Level

Paper 1 (20%): multiple-choice questions on Core material in which calculators are not permitted. Paper 2 (40%): data-based question, a range of short and extended response questions on Core material and a choice of extended response questions. Calculators are permitted for this paper.

Paper 3 (20%): Section A of this paper will contain questions relating to experimental skills, techniques, analysis and evaluation, whilst section B will relate to the SL option topic.

Higher Level

Paper 1 (20%): multiple-choice questions on Core and AHL material in which calculators are not permitted.

Paper 2 (36%): data-based question, a range of short and extended response questions on Core and AHL material and a choice of extended response questions. Calculators are permitted for this paper.

Paper 3 (24%): Section A of this paper will contain questions relating to experimental skills, techniques, analysis and evaluation, whilst section B will relate to the HL option topic.

Internal Assessment is carried out at the end of Year 12. Students will carry out a 10-hour Individual Investigation of their own devising which contributes 20% to their final mark. Students also complete a 10-hour Group 4 project which assesses their personal skills. Both these projects contribute to the practical requirement of 60 hours at HL and 40 hours at SL of practical activities, some of which will be assessed during Paper 3.



IB SPANISH

Contact Person - Mrs M.G. Foster

STANDARD and HIGHER LEVEL



▶ COURSE AIMS AND OBJECTIVES

At all levels of language at IB, the aim of the course is to reach a high level of competence in the target language and to explore the culture from the countries where the language is spoken.

If you continue languages at University level, as pure language, or in combination with other subjects, graduates can find employment in a range of sectors, both in the UK and overseas, in fields such as marketing, analysis & development, financial services, retail, design... You can do anything, and go anywhere with a language at your fingertips!

Ab Initio Standard Level



▶ ENTRANCE REQUIREMENT

No previous knowledge of the language is required, and students who have studied the language but not done the GCSE exam or equivalent can also enter at this level. You will need to have a positive attitude and willingness to throw yourself into the language, practising regularly and learning vocabulary and grammar actively and quickly in order to reach the standard required over the two years.

▶ THE COURSE CONTENT

After the two years of 5 lessons per fortnight, the *Ab Initio* course level reaches the equivalent to that which students reach between GCSE and AS. You will be covering topics such as: Education & work, travel, media, town & services, environmental concerns.

▶ STYLE OF TEACHING & ASSESSMENT

Teaching style is active, and covers the four skills of Listening, Speaking, Reading and Writing. You can't sit back and expect the language to come to you! All Assessment takes place in Year 2. The Speaking element is internally assessed, through an individual oral (30%). There is also a Written Assignment, based on one of the topics (20%). The written papers are worth 50% and comprise text handling (Reading) (25%) and a written paper (25%), (two short tasks).



Spanish is spoken by over 470 million people worldwide as a first language. Nearly another million speak it as a foreign language.

Join them!

ENTRANCE REQUIREMENT

The minimum requirement for this course is a grade 6 at GCSE for Standard Level, and a grade 7-9 at Higher Level.

▶ THE COURSE CONTENT

At Standard Level students have 5 hours of lessons per fortnight, and 8 hours at Higher Level.

Students study the **Core Topics**:

Communication & Media, Global Issues and Social Relationships.

Then teachers will choose 2 out of the 5 **Options**:

Cultural Diversity, Customs & Traditions, Health, Leisure, Science & Technology.

There is also the opportunity to study Spanish and/or Latin American writing, in the form of short stories, a novel, songs and poems. This helps appreciate the culture of the countries whose language you're studying, and will enrich the linguistic experience.

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

▶ STYLE OF TEACHING & ASSESSMENT

Teaching style is the same as for *ab initio*. Assessment: Individual oral (20%) and a group oral (done in class) (10%). There is also a Written Assignment, based on one of the core topics for SL and based on the works you have read at HL (20%). The written papers are worth 50% and comprise text handling (Reading) (25%) and a written paper (25%), (one task from a choice of 5).



WHY SPANISH, AND WHERE NEXT?

Spanish is the **world's second language**, and spoken in more countries than any other.

It is fast becoming of **major importance in the USA** to speak both English and Spanish, with over 50 million speakers, 38 million of whom speak it as a first language.

Knowing Spanish will **transform your travel experience**, with over 20 countries to choose from.

With **Spanish** alongside **engineering**, and you can work for companies in the whole of the American continent; with **Spanish** alongside **Law**, and you can work for the EU in an advisory law capacity; with **Spanish** alongside **Medicine**, and you could be joining Médecins sans Frontières with their work in **South America**... the possibilities are endless.



IB CHEMISTRY

Contact Person – Dr S. Marr

▶ ENTRANCE REQUIREMENTS

For both higher and standard levels, students should achieve a grade 7 in GCSE Combined Science or a grade 7 in GCSE Chemistry.

▶ COURSE AIMS & OBJECTIVES

The Diploma Chemistry Programme course includes essential elements of the subject with some of the content not dissimilar to the current A level specification. A highly analytical course, it combines academic challenge with the additional focus on experimental and investigative skills. The traditional practical skills and techniques are developed as well as an increasing facility in the use of mathematics, which is the language of science. Relationships between the topics in Chemistry are encouraged and links are made between this subject and the other five subjects that students will study.

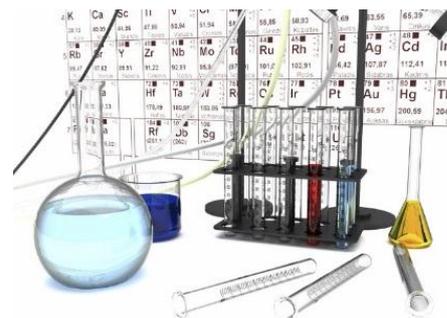
The syllabus encourages students to inquire, discuss and think critically about issues in the broadest sense so that they become more aware of their responsibilities in society. The international nature of Chemistry is stressed – the vocabulary shared among scientists is universal and the collaboration 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, which we have on our planet. The course also allows students to further develop interpersonal skills and digital technology skills, which are essential in 21st century scientific endeavour.

▶ COURSE CONTENT

The core for both Higher and Standard levels is delivered under the following topic areas over 95 hours:

- Stoichiometric relationships
- Atomic structure
- Periodicity
- Chemical bonding and structure
- Energetics/thermochemistry
- Chemical kinetics
- Equilibrium
- Acids and bases
- Redox processes
- Organic chemistry
- Measurement and data processing

All but the first topic in the list above are studied in greater depth at higher level with an additional 60 hours allocated to these.

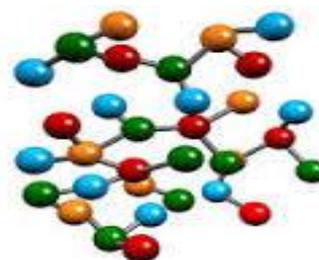


All candidates will also study a further option, selected from four areas of the subject that again offers core and extension material; this may build on existing principles as well as offering a look at more diverse applications of chemistry. Standard level students will spend approximately 15 hours on this option with an additional 10 hours allocated for higher level students. 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.

▶ STYLE OF TEACHING / DETAILS OF ASSESSMENT

Assessment is criterion-related. 80% of the marks awarded are assessed externally by three terminal written examinations and the remaining 20% assessed on a single internal element which is practically-based. A total of about 60 hours(HL) and 40 hours(SL) will be spent on various practical activities culminating in an individual investigation lasting about 10 hours, this latter being assessed internally but moderated by the IB. In addition, detailed assessment of specific elements of hands-on practical work will be assessed in the written papers.

Students are required to study conscientiously and independently; they take upon themselves responsibility for maintaining high standards of classwork and homework, asking for help when necessary. They need to be able to keep structured notes with only a little guidance, to take an active part in class activities and to organise their practical work taking possible risks into account.



IB ECONOMICS

Contact Person - Ms S. Aziz

▶ ENTRANCE REQUIREMENTS

GCSE English Language grade 7 or above and GCSE Mathematics grade 6 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. The course enables students to use the Economists' toolkit to analyse and explain socio-economic phenomenon and allows them to see the economic underpinnings of political and social changes. This makes Economics a good choice to be taken on its own or together with subjects such as history, geography, psychology, sociology, political studies and many other related fields of study.

▶ 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

Internal assessment (a portfolio of 3 commentaries on recent news articles)	20%
External assessment	80%
Paper 1	
An extended response (essay) paper – 50 marks	30%
Paper 2	
Data Response paper – 40 marks	30%
Paper 3	
HL Extension paper – 50 marks	20%

▶ STANDARD LEVEL ASSESSMENT

Internal assessment (a portfolio of 3 commentaries on recent news articles)	20%
External assessment	80%
Paper 1	
An extended response (essay) paper – 50 marks	40%
Paper 2	
Data Response paper – 40 marks	40%

▶ 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

Contact Person - Mrs V.K. Allen

AB INITIO LEVEL

▶ ENTRANCE REQUIREMENTS

No previous knowledge of the language is required, however, a grade 6 or above in a European language is a requirement.

▶ COURSE CONTENT AND OBJECTIVES

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

- Personal information
- Education and Employment
- Everyday situations
- Problems
- Future jobs and careers

STANDARD LEVEL

▶ ENTRANCE REQUIREMENTS

An 7 - 8 in GCSE Chinese is required as this is a fast-paced course.

▶ COURSE CONTENT AND OBJECTIVES

- Health and food
- Travel, commuting and holidays
- Education and Employment
- Free time, hobbies and Chinese festivals



▶ STYLE OF TEACHING / ASSESSMENT

Lessons will be taught in the target language wherever possible. For both *Ab Initio* and Standard levels, you will have five hours of lessons per fortnight. The four skills of Listening, Speaking, Reading and Writing are key throughout the course

There is both external and internal assessment for both courses throughout Year 13:

AB INITIO

External:	55%	Paper 1 Reading Paper 2 Writing
	20%	Written Assignment
Internal:	25%	Individual oral

IB STANDARD

External:	50%	Paper 1 Reading Paper 2 Writing
	20%	Written assignment
Internal:	20%	Individual oral
	10%	Interactive oral

Studying Chinese not only is a great intellectual exercise, but also can be a path to many different professions including journalism, engineering, commerce, law, translating and interpreting, teaching to name a few.

Trips, visits and cultural activities will be organized throughout the year. There is also the opportunity to participate in the Hanban Chinese Bridge Summer Camp. The next one is in July 2019. It will be in Beijing plus one additional city.

IB Standard (Higher) will not be offered this year.

IB JAPANESE

Contact Person - Mrs V.K. Allen

AB INITIO LEVEL

▶ ENTRANCE REQUIREMENTS

No previous knowledge of the language is required, however, a grade 6 or above in a European language is a requirement

▶ COURSE CONTENT AND OBJECTIVES

The *Ab initio* course level is equivalent to the level that students reach during the AS year. 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)
- Travelling (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).
- Problems (at home and at school, environmental issues)
- Future jobs and careers

▶ STYLE OF TEACHING / ASSESSMENT

You will have five hours of lessons per fortnight, in small groups. All lessons will be normally conducted in the target language.

There are both external and internal assessment throughout Year 13:

▪ External - 75%

Paper 1: Text Handling - questions based on four written texts. 30%

Paper 2: Written production - short writing task from a choice of two and an extended writing task from a choice of three 25%

Written assignment in Japanese 20%

▪ Internal - 25%

Individual oral - short interview with the teacher. 25%

Visits to plays, films and conferences may be organized throughout the course.



IB VISUAL ARTS

Contact Person - Mr D. Reshad

▶ **ENTRY REQUIREMENTS**

Students will normally only be accepted at TBGS with a grade 6 or above in art at GCSE.

▶ **SYLLABUS OUTLINE**

The Art Department at Torquay Boys' Grammar School will offer the IB syllabus to Girls and Boys in Lower Sixth. The Syllabus consists of two distinct strands: Higher Level and Standard Level qualification. In the first instance the syllabus will be delivered by two teachers and students may work alongside A Level students. The IB syllabus is a demanding course of study which requires 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 Exhibition work, Comparative Study and Process Portfolio. This will provide the opportunity for independent choice of specific focus.

HL students should, as a minimum, experience working with at least **three** art-making forms, selected from a minimum of two columns of the table below. SL students experience at least **two** art-making forms selected from columns below:

▶ **COMPARATIVE STUDY**

Students analyse and compare various artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts.

▶ **PROCESS PORTFOLIO**

Students submit carefully selected materials, which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course.

▶ **EXHIBITION**

Students submit for assessment a selection of resolved artworks for 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.

▶ **ASSESSMENT**

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.

▶ **RESULTS**

Results are excellent and well above the national average.

▶ **CAREERS**

Art provides a pathway to a very wide range of occupations and careers. Students have gone on to successfully study Architecture; Graphic Design; Interior Design, Furniture Design; Fine art; Painting; Sculpture; Contemporary Crafts; Fashion; Film-making; Animation and Art History as well as Art/Technology and Art/Media courses.

Two-dimensional forms	Three-dimensional forms	Lens-based, electronic and screen-based forms
<ul style="list-style-type: none"> • Drawing: such as charcoal, pencil, ink • Painting: such as acrylic, oil, watercolour • Printmaking: such as relief, intaglio, planographic, chine collé • Graphics: such as illustration and design 	<ul style="list-style-type: none"> • Sculpture: such as ceramics, found objects, wood, assemblage • Designed objects: such as fashion, architectural, vessels • Site specific/ephemeral: • Such as land art, installation, mural • Textiles: such as fibre, weaving, printed fabric 	<ul style="list-style-type: none"> • Time-based and sequential art: • Such as animation, graphic novel, storyboard • Lens media: such as still, moving, montage • Digital/screen based: • Such as vector graphics, software generated



IB CREATIVITY, ACTIVITY, SERVICE (CAS)

CAS Co-ordinator – Ms B Wright-Watson



CAS is part of the CORE of the IB. It must be completed as part of the Diploma, or you cannot pass the Diploma. Outside the classroom, CAS challenges and develops your personal, interpersonal, social and human skills.

► Creativity:

Creative thinkers will be the foundation of tomorrow's world. You can be creative in so many ways: through photography, art, music, digital design, film, culinary arts, crafts.... Try something new, amaze yourself, friends and family.

► Activity:

Take the initiative and improve your physical well-being and promote a healthy lifestyle. Challenge yourself and push your existing limits. Try a new sport, set new personal goals within your chosen sport or taking an active role within a community activity eg. Race for Life, planting trees, completing a sponsored walk, helping younger children by coaching.

► Service:

This is where you actively and creatively help other people feel good about themselves and the environment they live in. This is social, unpaid, exchange such as volunteering work which is mutually beneficial. You will learn loads about the organisations you're helping, and moreover learn about yourself, your strengths and what you can offer other people.

What are the benefits of undertaking CAS?

Good CAS activities are:

- Involving
- Challenging
- New

By carrying out CAS activities, and reflecting on how they went, you will engage more in your school and community, learn loads, develop your own skills, and have a lot to offer when it comes to university and even job applications.

These are the Learning Goals in CAS:

- Identify your own strengths and develop areas for growth
- Demonstrate that you have undertaken challenges and developed new skills
- Demonstrate that you understand what a CAS activity really means, and can plan and carry these out successfully
- Show commitment and perseverance
- Demonstrate the skills and recognise the benefits of working collaboratively
- Demonstrate engagement with issues of global significance
- Recognise and consider the ethics of choices and actions



► What will CAS involve?

CAS is led by YOU. You decide what you're going to do. You need to complete at least 150 hours, over a balance of Creativity, Activity and Service, but it needn't be 50-50-50. Your form tutor will be your Adviser, and will help with ideas and help keep you on track, but deciding what to do is up to you!

You'll need to do most CAS activities after school and during weekends and holidays. You could even plan to do something overseas. IB is truly international, so why not link to another school and join other IB school students across the world in a project?

IB THEORY OF KNOWLEDGE

Contact Person - Mrs S. Godfrey

► 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:

Knowing about knowing

- Shared knowledge and personal knowledge
- Knowledge claims and knowledge questions

Ways of knowing

- Sense perception
- Language
- Reason
- Emotion
- Imagination
- Faith
- Intuition
- Memory

Areas of knowledge

- Mathematics
- Natural sciences
- Human sciences
- History
- The arts
- Ethics
- Religious knowledge systems
- Indigenous knowledge systems

Assessment in TOK consists of two elements:

Part 1 External assessment (67%)

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

Part 2 Internal assessment (33%)

This consists of 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 use 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

Contact Person - Dr R. Colvile

All IB Diploma students have to undertake an Extended Essay on a topic of their choice within an IB subject. This is usually chosen from one of the subjects they are taking at Higher Level. The Extended Essay develops skills in independent research, critical evaluation and formal written communication as well as providing in-depth understanding and experience of how the Theory of Knowledge is applied to a specific subject.

The Extended Essay is a detailed study of a focused topic, prepared to the standards of an academic research paper in the discipline of the chosen subject. It is recommended that students spend 40 hours on it spread over several months, though many willingly exceed this. Students have around 3 hours one-to-one contact time with an academic supervisor, who is usually a teacher within the school. The supervisor provides advice and guidance in the skills of undertaking research, for example by assisting with defining a suitable topic, focusing the research question, and techniques for gathering and analysing primary and secondary information, evidence and data. More general guidance on how to generate knowledge and structure, an essay in a specific subject may be provided in Higher level lesson time. There is a focus on documenting and acknowledging sources of information, as academic honesty is vital in all areas of intellectual endeavour and professional activity. All the skills involved in preparing and completing an Extended Essay are highly transferrable, not least commonly providing a focus for university application personal statements and in competitive interviews.

The marks for an Extended Essay focus on how information is selected, evaluated and used to develop a coherent argument to answer a clear research question. It is also important to prepare the essay to the correct format and structure, including introduction, research question, conclusion, bibliography and word limit, in exactly the same way as professional academics must conform to an academic journal's requirements for work to be published.

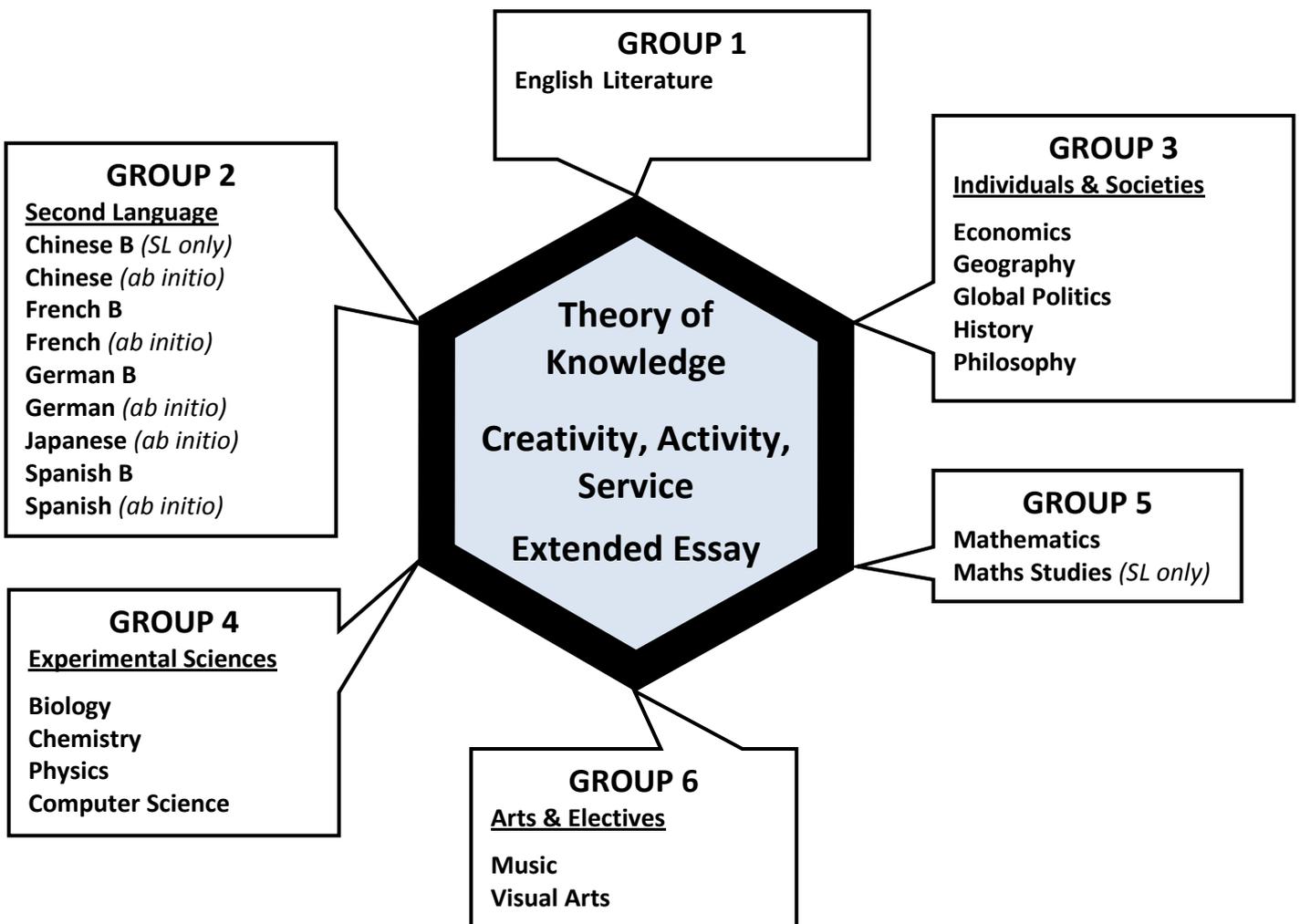
Recent examples of Extended Essay titles by TBGS students include:

- *How do Hardy, Hawthorne and Richardson present sexual female virtue in 'Tess of the D'urbervilles', 'The Scarlet Letter' and 'Pamela'?*
- *Is profit maximisation the only aim of "Gargan and Hart", a local estate agent in Torquay?*
- *What are the economic implications of the Kingskerswell Bypass?*
- *What are the impacts of ocean acidification on the symbiotic relationship between zooxanthellae and coral reefs and how can these be resolved?*
- *How does the particle size of a substance immersed in water affect the attenuation of UV light?*
- *To what extent was the British government's policy during the Italo-Ethiopian war of 1934-36 a genuine reflection of British determination to enforce Article 16 of the Covenant of the League of Nations?*
- *Is there a moral obligation to subscribe to the Rule of Rescue?*
- *Les légendes arthuriennes sont-elles principalement nées en France ou en Angleterre?*
- *An analysis of the influence of the surrealist art movement on the designs of Elsa Schiaparelli*

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 Level division.



IB MUSIC

Contact Person - Mr C. Eastman



▶ ENTRANCE REQUIREMENTS

GCSE Grade 7 is the normal minimum requirement. Students should be grade 5 standard or higher on any instrument/voice and have a reasonable grounding in music theory. In exceptional circumstances it may be possible for advanced performers without GCSE, but with grade 5 theory, to join the course after interview with Head of Department.

▶ COURSE AIMS & OBJECTIVES

The aim of both the Higher and Standard level courses is to provide students with a broad and balanced course of study covering a wide academic and practical understanding of the subject.

Students will extend the skills, knowledge and understanding needed to communicate through music. This will involve both performing and creating music at HL and either one or the other at SL. Students are encouraged to join in a range of musical activities, both inside and outside of school.

The course aims to engage students in and extend their knowledge and appreciation of the diverse and dynamic heritage of music from our own culture and that of others. Students will be encouraged to develop particular strengths and study in greater depth those aspects of the subject which particularly appeal to them.

▶ COURSE CONTENT

Musical perception

Students listen to and study a wide range of music from different parts of the world, musical cultures and time periods. Through this study, they develop their aural perception and understanding of music by learning about musical elements, notations, musical terminology and context.

Study of two prescribed works

An important part of musical perception is the study of the prescribed works. Two pieces of music are studied, representing key features from two different times, places and/or musical cultures. Students learn to analyse and examine as well as to compare and contrast these prescribed works.

Investigating musical links

Through the study of pieces from different musical cultures students are encouraged to explore, analyse and examine the musical connections existing between two (or more) pieces of music from two distinct musical cultures. Through investigative study and analysis of the similarities and differences between the selected pieces of music, students learn to demonstrate significant musical links.

Creating Music

During this study students develop creative skills through exploration, control and development of musical elements. SL students are required to submit two pieces of coursework; HL students must submit three. They can select from a variety of options including composing and musical techniques.

Solo Performing

Students submit a selection of contrasting pieces recorded during one or more public performance(s) over the two years. The total performance time is 15 minutes for SL and 20 minutes for HL. The music can be in any style and may be notated or improvised.

▶ STYLE OF TEACHING / DETAILS OF ASSESSMENT

Teaching will involve whole class discussions as well as small group and individual work. Some of the work will involve using IT.

All students submit a musical links investigation and respond to a listening paper although HL candidates are required to answer a further two questions. HL students present both creating and solo performing while SL students select one or the other.

Assessment of the performing and creating modules (50%) will be carried out internally with external moderation. The musical perception components will be externally marked.



IB ENGLISH LITERATURE

Contact Person - Mr J. Hunt

▶ ENTRANCE REQUIREMENTS

You will need at least one grade 7 and one grade 6 in GCSE English Language and English Literature. You should enjoy English, be prepared to read a variety of texts and be able to write essays.

▶ COURSE AIMS & OBJECTIVES

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.

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.

▶ COURSE CONTENT

Modern Novels is an exciting opening to the course, where students study three novels, all dealing with the theme of masculine identity. *A Clockwork Orange*, *Fight Club*, and *The Sailor Who Fell from Grace with the Sea*, inspire lively debate throughout the first term. Students deliver a short presentation in this unit.

Works in Translation provides balance to the first unit, as students study plays (three at higher, two at standard), originally written in other languages, dealing with the theme of feminism: *A Doll's House*, *Miss Julie* and *Antigone*. This unit is assessed with an essay, and written reflection on a group discussion.

Detailed Study involves close examination of a theme across a range of genres. Students will be looking at innocence and experience in Blake's poetry, *I Know Why the Caged Bird Sings* and *The Great Gatsby*. Assessment is through a short oral commentary on an extract, followed by discussion.

Groups of Texts is the final unit, in which students study plays. *The Tempest*, *Translations*, and *Our Country's Good* are an exciting collection linked by the theme of colonialism. Additionally, higher level students will study *The Royal Hunt of the Sun*.

The course ends with two examinations. One involves analysis of an unseen text; the second asks for an essay response to the plays studied in part four of the course.

▶ STYLE OF TEACHING/DETAILS OF ASSESSMENT

As assessment involves two oral and one written piece of coursework, as well as two examinations, students' 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. The emphasis is on encouraging students to enjoy reading and discussing texts, whilst developing skills in criticism, analysis and synthesis.



IB COMPUTER SCIENCE

Contact Person – Ms A. McFarlane

▶ ENTRANCE REQUIREMENTS

As not all students have the opportunity to study computer science at GCSE we do not require a qualification in this subject or in IT. What is essential is an ability to think logically. Can you follow flow charts? Understand non-linear sequences of instructions? In order to succeed in this subject, you need to be able to think clearly and communicate effectively. Determination is vital in order to solve problems independently and grasp theoretical concepts. Perhaps the most important requirement is that you have an interest in the subject. This will give you the motivation required to work hard and will result in enjoyment of the course.

▶ COURSE AIMS AND OBJECTIVES

The aim of the course is to develop the ability to think logically and to break down problems into simple steps in order to develop solutions for them. Skills which will help you with problem solving in all subjects. The course also aims to develop an understanding of hardware and communications, software, applications and the effects of computers on society; as well as skills in analysis, design, implementation, evaluation and project and time management.

▶ COURSE CONTENT

The SL course is made up of four compulsory modules and one option module.

The HL course covers the same five modules with three additional modules.

▶ COMPULSORY MODULES

System Fundamentals (20 hours)

Planning and system installation; user focus; system backup; software deployment; system design; human interaction with the system.

Computer Organisation (6 hours)

Computer architecture; secondary memory; operating systems and application systems; binary representation; simple logic gates.

Networks (9 hours)

Network fundamentals; data transmission; wireless networking.

Computational thinking, problem-solving and programming (45 hours)

Thinking procedurally; thinking logically; thinking ahead; thinking concurrently; thinking abstractly; connecting computational thinking and program design; introduction to programming; use of programming languages.

▶ HL – ADDITIONAL MODULES

Abstract Data Structures (23 hours)

Thinking recursively; arrays; stacks; queues; linked lists; trees; applications.

Resource Management (8 hours)

System resources; roles of the operating system.

Control (14 hours)

Centralised control systems; distributed systems.

▶ OPTION MODULES

Students will choose to study ONE of the following options:

A: Databases B: Modelling and simulation

C: Web science D: Object-oriented programming (OOP)

▶ ASSESSMENT

SL - Paper 1 (45%): A combination of short answer questions with three longer structured questions.

Paper 2 (25%): Questions testing the option chosen. Students will not be expected to construct code for options A to C but will be expected to interpret or construct code in Java in the OOP option.

HL - Paper 1 (40%): A combination of short answer questions with five longer structured questions.

Paper 2 (20%): Consists of questions testing the option chosen as for SL.

Paper 3 (20%): Questions testing a previously seen case study.

Internal Assessment

SL (30%) and HL (20%)

Students will be expected to identify, analyse, design, develop, test and evaluate a computer based solution to a problem such as creating a new OOP program, a relational database, a simulation or a web-based application. Students can select any topic that interests them as long as it has sufficient depth and rigor.

▶ STYLE OF TEACHING

Computer Science is a practical subject and students will learn by doing. They are expected to work independently and manage their time effectively, asking for help when necessary.

▶ CAREERS

Almost every career involves some aspects of computer science and having knowledge and skills in this area is essential to all. This is particularly important in science and technology fields as they are heavily dependent on computer models and control. Studying Computer Science as a specialist subject also offers the opportunity to pursue new and exciting careers such as artificial intelligence, nano-technology, games design, web design and many more.

The computing industry is one of the fastest growing sections of the economy and this will only increase as more traditional jobs are replaced by AI systems. There is already a major shortage of people with the right skills. This could benefit students taking Computer Science as they will be in a much less competitive market and the shortage of people with the right skills is driving up salaries.



IB GLOBAL POLITICS

Contact Person – Miss J. Bradbury

▶ ENTRANCE REQUIREMENTS

For both Standard and Higher level normally a grade 6 at GCSE English.

▶ COURSE AIMS AND OBJECTIVES

The focus of both the Standard and Higher Level courses is politics in the global arena. The course engages students with key political concepts and contemporary political issues in a variety of contexts and through a variety of approaches. The aims of the global politics course at SL and HL are to enable students to:

- understand key political concepts and contemporary political issues in a range of contexts
- develop an understanding of the local, national, international and global dimensions of political activity
- understand, appreciate and critically engage with a variety of perspectives and approaches in global politics
- appreciate the complex and interconnected nature of many political issues, and develop the capacity to interpret competing and contestable claims regarding those issues.

▶ COURSE CONTENT-

The main themes at Standard and Higher Level are:

People, power and politics:

This unit covers the theories and application of four compulsory units that include: Power, Sovereignty and International Relations, Human Rights, Development and Peace and Conflict. Students will look at the role of the UN and non-governmental organisations, social resistance movements such as Occupy and finally terrorism and interstate war.

Engagement activity (Internal Assessment):

The engagement activity provides students with an opportunity to explore the central unifying theme of the course—people, power and politics—in practice and outside the classroom. In brief, the task aims at active and reflective engagement. The engagement activity work culminates in a 2,000-word written report. There are three parts to the engagement activity work: undertaking an engagement (e.g. attendance at a council meeting or creating a mock trial based around international law), doing complementary research and writing a report.



HL extension: global political challenges:

The HL extension gives students the opportunity to explore important global political challenges through a case studies approach. HL students must study two of the following six topics:

1. Environment
2. Poverty
3. Health
4. Identity
5. Borders
6. Security

For each of the two topics chosen, students must undertake a detailed case study, culminating in a 10-minute video recorded oral presentation. These case studies provide an opportunity for students to conduct an in-depth analysis of complex political issues in real-life situations. The approach also familiarizes students with the case study as an important method of gaining knowledge in the social sciences and allows them to practise skills considered important for students of the politics subject area, such as research and presentation skills.

▶ STYLE OF TEACHING/ DETAILS OF ASSESSMENT

The study of Global Politics, of course, involves debate and discussion, but there is also a considerable amount of written information and data to assimilate. Students should be prepared to engage with news and current events to keep their knowledge up-to-date, for example through reading high-quality newspapers. They will need to keep an organised folder of written notes to succeed in this course. Through teaching and learning in the subject, students develop a holistic and nuanced understanding of global politics and acquire the skills needed to analyse, evaluate and act on political issues they encounter inside and outside of the classroom. Both SL and HL complete two papers, whilst HL students complete the additional global political challenges case studies.

▶ POLITICS AND CAREERS

Politics is a subject that is highly respected by universities. It gives a number of transferable skills that are useful across a range of academic disciplines and work places. For example, the ability to analyse data, to construct persuasive oral and written arguments, to understand different points of view, and the ability to assess complex information to reach a conclusion are all highly desirable skills in the workplace. Common university courses after studying global politics are International Relations, Politics, History, PPE, Economics and Journalism. Jobs linked to Politics include civil service and government, media, business and commerce.

